ABOUT

The University
Case Western Reserve University (http://case.edu/) is one of the nation’s leading independent research universities. With programs encompassing the arts and sciences, engineering, the health sciences, law, management, and social work, our community works every day to think beyond the possible.

Brief History
Case Western Reserve University’s origins date back nearly two centuries to 1826, the year of Western Reserve College’s founding.

Originally located in Hudson, Ohio, the college was renamed Western Reserve University in 1884 and moved to what is now University Circle. After adding a new medical school alongside its undergraduate programs, the college found a neighbor in the Case School of Applied Science, an institution founded in 1880 through the bequest of Leonard Case Jr., a leading benefactor and Cleveland civic leader.

The Case School changed names to Case Institute of Technology in 1947 to reflect its growing stature in the sciences and engineering, but this name change was not its last. In 1967, Western Reserve University joined with Case Institute of Technology to form Case Western Reserve University, thus becoming a leading institution for academics and research worthy of national and international distinction.

Today, Case Western Reserve is a top-ranked national research university with approximately 12,000 students, nearly 7,000 faculty and staff members, and more than 110,000 alumni. The university comprises seven schools and a college:

- Case School of Engineering
- College of Arts and Sciences
- Frances Payne Bolton School of Nursing
- Jack, Joseph and Morton Mandel School of Applied Social Sciences
- School of Dental Medicine
- School of Law
- School of Medicine
- Weatherhead School of Management

To learn more, visit the university’s history page (https://case.edu/about/history.html).

Mission and Vision

University Mission
Case Western Reserve University improves and enriches people’s lives through research that capitalizes on the power of collaboration and education that dramatically engages our students.

We realize this goal through:

- Scholarship and creative endeavor that draws on all forms of inquiry
- Learning that is active, creative and continuous
- Promotion of an inclusive culture of global citizenship

University Vision
We aim to be recognized internationally as an institution that imagines and influences the future.

Toward that end, we will:

- Support advancement of thriving disciplines as well as new areas of interdisciplinary excellence.
- Provide students with the knowledge, skills and experiences necessary to become leaders in a world characterized by rapid change and increasing interdependence.
- Nurture a community of exceptional scholars who are cooperative and collegial functioning in an atmosphere distinguished by support, mentoring and inclusion.
- Pursue distinctive opportunities to build on our special features including our relationships with world-class health care, cultural, educational, and scientific institutions in University Circle and across greater Cleveland.

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Senior Associate Vice President for University Planning and Administration
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Sharon E. Milligan
Interim Dean of the Jack, Joseph and Morton Mandel School of Applied Social Sciences
Carol M. Musil
Dean of the Frances Payne Bolton School of Nursing
Charles E. Rozek
Vice Provost for Graduate Education and Academic and Faculty Affairs
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Dean of the School of Law
Joy K. Ward
Dean of the College of Arts and Sciences
Jeffrey Wolcowitz
Dean of Undergraduate Studies

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Accreditation
Case Western Reserve University is accredited at the institutional level by the Higher Learning Commission (https://www.hlcommission.org/). In addition, many of Case Western Reserve's individual programs are accredited by nationally recognized professional associations, including:

• Accreditation Commission for Midwifery Education (nurse midwifery)
• Accreditation Council for Cooperative Education (cooperative education programs)
• Accreditation Review Commission on Education for the Physician Assistant (physician assistant)
• American Bar Association (law)
• American Board of Genetic Counseling (genetic counseling)
• American Chemical Society (chemistry)
• American Dental Association (dentistry)
• American Medical Association and Association of American Medical Colleges, Liaison Committee on Medical Education (medicine)
• American Psychological Association (clinical psychology)
• American Speech-Language-Hearing Association (speech pathology)
• Association to Advance Collegiate Schools of Business (accountancy and business)
• Commission on Accreditation for Dietetics Education, American Dietetic Association (didactic program in dietetics, dietetic internship)
• Commission on Accreditation of Allied Health Education Programs (anesthesiologist assistant)
• Commission on Collegiate Nursing Education (Bachelor of Science in Nursing, Master in Nursing, Master in Science of Nursing, Post Graduate APRN Certificate and Doctor of Nursing Practice programs)
• Computing Accreditation Commission of ABET, www.abet.org (http://www.abet.org/), (BS degree program in computer science)
• Council for the Accreditation of Education Preparation (teaching licensure)
• Council on Accreditation of Nurse Anesthesia Educational Programs (nurse anesthesia)
• Council on Education for Public Health (public health)
• Council on Social Work Education (social work)
• Engineering Accreditation Commission of ABET, www.abet.org (http://www.abet.org/), (all BS degree programs in engineering, not including the general engineering degree program and the data science & analytics program)
• National Association of Schools of Music (music)
• Ohio Department of Education, Division of Teacher Education and Licensure (art education and music education)
• Teacher Education Accreditation Council (art education and music education)

Chartered as an educational institution under the laws of the State of Ohio, Case Western Reserve University also holds a Certificate of Authorization (https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/COA/Case%20Western%20Reserve%20University_COA_amended%20June%202016.pdf) from the Ohio Department of Higher Education (https://www.ohiohighered.org/).

For more information on the University's various accreditations and a full list of Accredited Programs (https://case.edu/assessment/about/accredited-programs/), contact the Office of Institutional Research (https://case.edu/ir/).

**Philosophy Statement on Educational Outcome Assessment**

Case Western Reserve University is committed to maintaining a comprehensive educational outcome assessment program. This program measures how our students have changed, what knowledge they have gained, and what competencies they have developed. Using these measures, we not only assess how well we are achieving our objectives, but also identify what types of programs and experiences have the most powerful impacts. Our ultimate goal is to incorporate ongoing evaluations into our educational culture to ensure we continually improve our programs and enhance the distinctiveness of our university.

Education outcome assessments are based on the core vision and mission of each school and the university as a whole. The faculty, empowered by adequate resources and support to carry out assessment activities, accepts that educational outcome assessments are a part of their academic duties. These assessments serve as a means by which faculty can improve teaching and learning, and also provide evidence of teaching effectiveness for institutional purposes.

**Cleveland**

Ranked as one of the country’s most livable cities, Cleveland, Ohio, is a mid-sized metropolis with a big impact. The city serves as headquarters for many large corporations and is a major banking center, hosting one of 12 Federal Reserve Banks in the United States.

Thriving health care and biotechnology industries position Cleveland as a health care hub. Here, you’ll find dozens of hospitals and medical centers including Cleveland Clinic, University Hospitals, Louis Stokes Cleveland VA Medical Center and the MetroHealth Medical Center, which are internationally recognized for outstanding patient care and contributions to medical research.

Home to nearly 3 million people, Northeast Ohio is known for its low cost of living, lively arts and culture scene, and professional sports teams. Extensive dining options can be found across the city’s unique neighborhoods, lending Cleveland a reputation as a dining destination.

On the shores of Lake Erie, Cleveland’s four-season climate and easy access to the 24,000-acre Metropark system make it the perfect location for those who love the outdoors. More than 60 ethnic groups live in Cleveland, contributing to seasonal festivals with traditions brought to the region from around the world.

**University Circle**

Case Western Reserve University is located in the heart of University Circle (http://www.universitycircle.org/), one of the city’s most energetic and culturally robust communities. Just minutes away from downtown Cleveland, University Circle comprises 550 park-like acres in a vibrant urban environment. Of the 40 cultural, medical, educational, religious, and social service institutions that call University Circle home, Case Western Reserve is the largest.

Our campus community is within walking distance of outstanding destinations like Severance Hall, home of the world-famous Cleveland Orchestra; the Cleveland Museum of Art, housing one of the nation’s finest collections; the Cleveland Institute of Music; the Cleveland Institute of Art; the Western Reserve Historical Society; the Cleveland Botanical Garden; the Cleveland Museum of Natural History; and many others.

University Circle attracts visitors from throughout the region and around the world to its concerts, theater performances, athletic events, art shows, public lectures, exhibits, and restaurants. Housing, shopping, and recreational facilities are all located in the area.
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1. Available only as a second major
2. The Medical Scientist Training Program
3. Combined degree by special arrangement for selected students who hold acceptances in the School of Medicine
4. Available as the undergraduate portion of the Bachelor of Science in Engineering/Master of Science program
5. Available as the graduate portion of the Bachelor of Science in Engineering/Master of Science program
6. Dual degree five-year Doctor of Medicine/Master of Science
7. The Biomedical Investigation Program
8. Program not admitting students for the current academic year
9. Masters offered only to current doctoral students or through the Integrated Graduate Studies program (IGS)
10. Available online
11. Available as the graduate portion of the Bachelor of Science in Engineering/Master of Engineering program
Engineering seeks to create new processes, products, methods, materials, or systems that impact and are beneficial to our society. To enable its graduates to lead the advancement of technology, the Case School of Engineering offers fourteen degree programs at the undergraduate level (twelve engineering degrees, plus the BS in computer science and the BS in data science and analytics). At the postgraduate level, the School of Engineering offers Master of Science programs and the Doctor of Philosophy for advanced, research-based study in engineering. The Case School of Engineering offers two specialized degrees at the master’s level: a Master of Engineering specifically for practicing engineers, and an integrated Master of Engineering and Management jointly administered with the Weatherhead School of Management. The Case School of Engineering also offers two dual degrees at the graduate level jointly administered with the School of Medicine: a Doctor of Medicine/Master of Science and a Doctor of Medicine/Doctor of Philosophy. The faculty and students participate in a variety of research activities offered through the departments and the interdisciplinary research centers of the university.

At the core of its vision, the Case School of Engineering seeks to set the standards for excellence, innovation, and distinction in engineering education and research prominence.

Statement of Educational Philosophy

The Case School of Engineering prepares and challenges its students to take positions of leadership in the professions of engineering and computer science. Recognizing the increasing role of technology in virtually every facet of our society, it is vital that engineering students have access to progressive and cutting-edge programs stressing five areas of excellence:

- Mastery of fundamentals
- Creativity
- Societal awareness
- Leadership skills
- Professionalism

Emphasizing these core values helps ensure that tomorrow’s graduates are valued and contributing members of our global society and that they will carry out the tradition of engineering leadership established by our alumni.

The undergraduate program aims to create life-long learners by emphasizing engineering fundamentals based on mathematics, physical, and natural sciences. Curricular programs are infused with engineering innovation, professionalism (including engineering ethics and the role of engineering in society), professional communications, and multidisciplinary experiences to encourage and develop leadership skills. To encourage societal awareness, students are exposed to and have the opportunity for in-depth study in the humanities, social sciences, and business aspects of engineering. Undergraduate students are encouraged to develop as professionals. Opportunities include the Cooperative Education Program, on-campus research activities, and participation in the student chapters of professional societies. Graduates are prepared to enter the workforce and be strong contributors as practicing engineers or continue for advanced study in engineering.

At the graduate level, the Case School of Engineering combines advanced classroom study with a rigorous independent research experience leading to significant results appropriate for publication in archival journals and/or presentation at leading technical conferences. Scientific integrity, engineering ethics, and communication skills are emphasized throughout the program.

Brief History

The Case School of Engineering was established on July 1, 1992, by an action of the Board of Trustees of Case Western Reserve University as a professional school dedicated to serving society and meeting the needs of industry, government and academia through programs of teaching and research.

The Case School of Engineering continues the tradition of rigorous programs based on fundamental principles of mathematics, science and engineering that have been the hallmark of its two predecessors, the Case School of Applied Science (1880) and the Case Institute of Technology (1947). The formation of the Case School of Engineering is a re-commitment to the obligations of the gift of Leonard Case, Jr., to serve the citizens of Northern Ohio. The Case School of Engineering has been a leader in many educational programs, being the first engineering school to offer undergraduate programs in computer engineering, biomedical engineering, polymer engineering, and systems and control engineering.

Statistics

Enrollment Statistics by Degree Program (Fall 2016 through Fall 2020). Data reflects sophomore, junior and senior declared Majors.

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<th>Fall 2018</th>
<th>Fall 2019</th>
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Polymer Science and Engr
Systems and Control Engr

Graduation Statistics by Degree Program (AY 2016-17 through AY 2020-21)

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Administration
Venkataramanan Balakrishnan, PhD (Stanford University)
Charles H. Phipps Dean of the Case School of Engineering

Daniel J. Lacks, PhD (Harvard University)
Associate Dean of Academics

Christian A. Zorman, PhD (Case Western Reserve University)
Associate Dean of Research

Sunniva Collins, PhD (Case Western Reserve University)
Associate Dean of Professional Graduate Programs

Daniel Ducoff, MS (University of California, Berkeley)
Vice Dean for External Relations of the Case School of Engineering

Cena Hilliard, MS (University of Wisconsin-Madison), MBA (CWRU)
Associate Dean of Finance, Administration, and Business Operations

Deborah J. Fatica, MA (Bowling Green State University)
Assistant Dean of the Division of Engineering Leadership and Professional Practice

Kurt R. Rhoads, PhD, PE (Stanford University)
Faculty Director of the First-Year Engineering Experience

Bachelor of Arts
The Bachelor of Arts in Computer Science (p. 88) is granted by the College of Arts and Sciences and administered by the Department of Computer and Data Sciences.

Bachelor of Science
The Bachelor of Science degree is available with the following majors:

- Computer Science (p. 88)
- Data Science and Analytics (p. 88)

Bachelor of Science in Engineering
Majors are available in the following subjects, and the curricular requirements for the major are given in the links.

- Aerospace Engineering (p. 192)
- Biomedical Engineering (p. 44)
- Chemical Engineering (p. 63)
- Civil Engineering (p. 75)
- Computer Engineering (p. 116)
- Electrical Engineering (p. 112)
- Engineering Physics (p. 148)
- General Engineering (p. 33)
- Materials Science and Engineering (p. 170)
- Mechanical Engineering (p. 192)
- Polymer Science and Engineering (p. 154)
- Systems and Control Engineering (p. 116)

In addition to the major department requirements, each engineering undergraduate degree program includes the Engineering Core (Engineering General Education Requirements), which provides
a foundation in mathematics and sciences as well as aspects of engineering fundamentals for programs in engineering. The Engineering Core is also designed to develop communication skills and to provide a body of work in areas of study outside of engineering, science, and mathematics. Requirements of the Engineering Core can be found in the Undergraduate Studies (p. 1292) section of this bulletin.

Students enrolled in other majors may elect to pursue a minor. The minor program advisor's approval is required. The successful completion of a minor will be indicated on a student's transcript. Minors are available in all of the subjects listed above except General Engineering and Engineering Physics, and the curricular requirements for the minor are given in the links above. In addition, minors are available in the following subjects:

- Artificial Intelligence (p. 88)
- Applied Data Science (p. 170)
- Biomolecular Engineering (p. 63)
- Computer Gaming (p. 116)
- Electrochemical Engineering (p. 63)
- Mechanical Design and Manufacturing (p. 192)

For a full list of engineering and university minors, go to the Office of Undergraduate Studies (https://case.edu/ugstudies/programs-requirements/majors-minors/) website.

**Bachelor of Science in Engineering/ Master of Science**

The integrated BS/MS program is intended for highly motivated and qualified undergraduate students who wish to pursue an advanced degree. Students admitted to the program may, in the senior year, take up to nine credits of graduate courses that will count toward both BS and MS requirements.

**Bachelor of Science in Engineering/ Master of Engineering**

Students who have received a BS degree in engineering or computer science from the Case School of Engineering, and who are accepted for admission into the Master of Engineering (ME) degree program within a period of 24 months after graduation, are entitled to transfer up to 6 credit hours of course work from their BS degree to their ME degree program.

The courses to be considered for transfer should be specified at the time of application to the ME program, and require approval by the director of the Master of Engineering Program and the Dean of Engineering. Once approved, a request for an internal transfer of credit will be sent to the Registrar, and these courses will be included in the student’s Academic Program for the ME degree.

**Master of Engineering**

The Master of Engineering Program is a graduate degree program that targets engineers currently employed in industry. The objective of this program is to provide engineers in industry with technical as well as business, management, and teamwork skills. The program differs from a traditional Master of Science degree in engineering by combining core courses that focus on the engineering-business environment and technical elective courses that concentrate on contemporary industrial practice rather than on research.

- More details on the Master of Engineering (p. 33)
- For more details about the exclusively online Master of Engineering degree program, visit online-engineering.case.edu/masters/ (http://online-engineering.case.edu/masters/).

**Master of Engineering and Management**

The Master of Engineering and Management (MEM) program provides business acumen and leadership skills to uniquely position graduates for rapid advancement in technology-oriented organizations. The MEM curriculum is the result of nearly 20 years of ongoing research and interviews with hundreds of industrial stakeholders and more than 600 graduates in our thriving alumni network. This interdisciplinary, joint degree program combines the analytical expertise and rigor from the Case School of Engineering and the organizational insights of the Weatherhead School of Management. MEM is a 1 year, cohort program that starts every year in June. This program is designed for undergraduate engineering majors and is focused on developing high-impact talent, which companies are actively seeking. Students can enter this program after their junior year or upon graduation.

- More details on the Master of Engineering Management (p. 34)

**Master of Science**

The Master of Science degree is available with the following majors:

- Aerospace Engineering (p. 196)
- Biomedical Engineering (p. 50)
- Chemical Engineering (p. 67)
- Civil Engineering (p. 80)
- Computer Engineering (http://bulletin.case.edu/schoolofengineering/elecengcompsci/#graduatetext)
- Computing and Information Science (p. 97)
- Electrical Engineering (p. 124)
- Engineering (Undesignated) (p. 35)
- Macromolecular Science and Engineering (p. 158)
- Materials Science and Engineering (p. 175)
- Mechanical Engineering (p. 196)
- Systems and Control Engineering (p. 124)

Recognizing the different needs and objectives of resident and non-resident graduate students pursuing the master's degree, three different tracks are offered. In all plans, transfer of credit from another university is limited to six hours of graduate-level courses, taken in excess of the requirements for an undergraduate degree, approved by the student’s advisor, the department chair, and the dean of graduate studies.

By the end of the second semester of enrollment, all Master of Science degree programs require an approved Planned Program of Study or a defined Academic Requirements Report, hereafter referred to as the student’s Academic Program, via the Student Information System. Revisions must be submitted and approved via the Student Information System when any change in the Academic Program occurs.
A cumulative quality point average of 3.0 or above in all courses taken for credit as a graduate student at Case Western Reserve University (excluding grades in thesis research and grades of R) is required for the award of the master's degree.

The University requires all foreign applicants to show English Proficiency by achieving a TOEFL score of at least 90 on the internet-based exam for a thesis-focused or a project-focused track. For a course-focused track, a minimum TOEFL score of 80 is required. If there is any professional student-to-student interaction, e.g. as a teaching assistant, a lab instructor, or a tutor, then a minimum TOEFL score of 90 is required.

**Master’s Thesis-Focused Track**

Minimum requirements for the degree of Master of Science in a major field under this plan include a total of 30 hours of coursework and thesis work with the:

1. Completion of at least 18 hours of graduate coursework at the 400 level or higher. The courses must be approved by the department offering the degree.
2. Completion of at least 9 hours of thesis work culminating in a thesis examination given by at least three professors, plus approval by the chair of the department offering the degree. A student with research experience equivalent to a thesis may petition the Graduate Committee of the Case School of Engineering for substitution of nine hours of coursework for the thesis requirement. In this case, the thesis examination above is replaced by a similar examination covering the submitted research work and publications. Additional requirements may be specified by individual degree programs.

**Master’s Project-Focused Track**

Completion of 30 hours of approved coursework including three to six hours of Special Problems. At least 18 (21) hours must be at the 400 level or higher corresponding to a 6 (3) hour Special Problems course work. Special Problems course work must consist of an engineering project approved by the chair of the department offering the degree and may be carried out at the student’s place of employment with nominal supervision by a faculty advisor or in the school’s laboratories under direct supervision. The project must culminate in a written report and examination by at least three professors plus approval by the chair of the department offering the degree. The Special Problems course may be waived for students who have had industrial design or research experience and who submit sufficient evidence of this experience in the form of a publication or internal report. For these students, a minimum of 30 hours of coursework and the final oral examination covering the submitted publications or reports as well as related course material will be required for the master's degree.

**Master’s Course-Focused Track**

Completion of 30 hours of approved coursework. At least 24 hours must be at the 400 level or higher, satisfactory completion of the culminating course-focused experience, i.e. passing the course ENGR 600 with requirements defined by the student’s curricular program, and additional requirements as specified by the program. Students should consult with their academic advisor and/or department to determine the detailed requirements within this framework.

**Online MS Degree Options**

The Case School of Engineering offers three MS degree programs exclusively online, giving working engineers the opportunity to advance their careers from anywhere:

- Master of Science in Biomedical Engineering (https://online-engineering.case.edu/biomedical/)
- Master of Science in Mechanical Engineering (https://online-engineering.case.edu/mechanical/)
- Master of Science in Systems & Control Engineering (https://online-engineering.case.edu/systems/)

The programs are designed for working professionals and can be completed in less than two years. All courses are taught by the same faculty who teach graduate students on campus. With the same in-depth, rigorous content delivered in a convenient online format, students who participate in the online programs receive the same robust education and training as traditional on-campus master’s students.

Learn more and apply. (https://online-engineering.case.edu/)

**Additional Distance Learning Opportunities**

In addition to the online-exclusive programs, the Case School of Engineering offers select classes in its campus-based graduate degree programs in a convenient online format designed for students who need additional flexibility.

Learn more about available online courses. (http://engineering.case.edu/current-students/distance-learning/registration/)

**Doctor of Medicine/Master of Science**

Medicine is undergoing a transformation based on the rapid advances in science and technology that are combining to produce more accurate diagnoses, more effective treatments with fewer side effects, and improved ability to prevent disease. The goal of the MD/MS in Engineering is to prepare medical graduates to be leaders in the development and clinical deployment of this technology and to partner with others in technology-based translational research teams. For further information, see the MD/MS Program in the Biomedical Engineering graduate section of this bulletin (p. 50). Interested students should apply through the biomedical engineering department.

**Doctor of Philosophy**

The Doctor of Philosophy degree is available with the following majors:

- Aerospace Engineering (p. 196)
- Biomedical Engineering (p. 50)
- Chemical Engineering (p. 67)
- Civil Engineering (p. 80)
- Computer Engineering (http://bulletin.case.edu/schoolofengineering/elecengcompsci/#graduatetext)
- Computing and Information Science (p. 97)
- Electrical Engineering (p. 124)
- Macromolecular Science and Engineering (p. 158)
- Materials Science and Engineering (p. 175)
- Mechanical Engineering (p. 196)
- Systems and Control Engineering (p. 124)

The student’s PhD program should be designed to prepare him or her for a lifetime of creative activity in research and in professional engineering practice. This may be coupled with a teaching career. The mastery of a significant field of knowledge required to accomplish this purpose is demonstrated by an original contribution to knowledge embodied
in a thesis and by satisfactory completion of a comprehensive course program which is intensive in a specific area of study and includes work in other areas related to, but not identical with, the major field. The necessity for breadth as well as depth in the student’s education cannot be overemphasized. To this end, any engineering department may add additional requirements or constraints to ensure depth and breadth appropriate to its field.

No student may be admitted to candidacy for the PhD degree before approval of his or her Academic Program via the Student Information System. After this approval has been obtained, it is the responsibility of the student’s department to notify the dean of graduate studies of his or her admission to candidacy after the student has fulfilled any additional departmental requirements. Minimal requirements in addition to the university requirements are:

1. The minimum course requirement beyond the BS level is 36 credit hours of courses taken for credit, at least 18 hours of which must be taken at Case Western Reserve University. The following courses taken for credit will be acceptable for a PhD program of study:
   i.  All 400-, 500-, and 600-level courses
   ii. Approved graduate-level courses taken at other institutions
2. A minimum depth in basic science equivalent to six semester hours (for credit) is required. This requirement is to be satisfied by courses that have been previously approved by the faculty of the department in which the student is enrolled.
3. The requirement for breadth is normally satisfied by a minimum of 12 semester hours of courses (for credit) outside the student’s major area of concentration as defined by the student’s department and does not include courses taken to fulfill the basic science requirement.
4. A minimum of three teaching experiences as defined by the student’s department. All programs of study must include departmental 400T, 500T, and 600T courses to reflect this requirement. All students fulfilling teaching duties must complete UNIV 400A or UNIV 400B.
5. The minimum requirement for research is satisfied by at least 18 hours of thesis (701) credits.
6. A cumulative quality point average of 3.0 or above in all courses taken for credit as a graduate student at Case Western Reserve University (excluding grades in thesis research and grades of R) is required for the award of the doctoral degree.

Qualifying Examination
The student must pass a qualifying examination relevant to his or her area of study as designated by the curricular department with which he or she is affiliated. For students who obtain the MS degree from Case Western Reserve University, the qualifying examination should be taken preferably before the end of the student’s fourth semester of graduate study but no later than the end of the fifth semester at the university. For students entering with the master’s degree, the examination should be taken no later than the end of the third semester at the university.

Program of Study
Before registering for the last 18 credit hours of the program, all Doctor of Philosophy degree programs require an approved Planned Program of Study or a defined Academic Requirements Report, hereafter referred to as the student’s Academic Program, via the Student Information System. Revisions must be submitted and approved via the Student Information System when any change in the Academic Program occurs.

If the student is pursuing the PhD degree without acquiring the MS degree, a petition to waive the requirement of the MS degree should be approved by the departmental advisor and the chair and submitted to the dean of graduate studies. All required courses taken at the university beyond the BS degree should be shown on the Academic Program with the grade if completed. If the requirements are to be fulfilled in ways other than the standard described above, a memorandum requesting approval should be submitted to the dean of graduate studies.

The Academic Program must be submitted within one semester after passing the qualifying examination.

Doctor of Medicine/Doctor of Philosophy
Students with outstanding qualifications may apply to the MD/PhD program (http://mstp.case.edu/). Students interested in obtaining a combined MD/PhD, with an emphasis on basic research in biomedical engineering are strongly encouraged to explore the Medical Scientist Training Program (https://case.edu/medicine/admissions-programs/md-phd-program/)(MSTP), administered by the School of Medicine. For further information, please see the Medical Scientist Training Program(MSTP) section of this bulletin (http://bulletin.case.edu/schoolofmedicine/dualdegreeprograms/#medicalsciencestrainingprogramtext). Interested students should apply through the MSTP office (mstp@case.edu) in the School of Medicine. The Doctor of Medicine/Doctor of Philosophy program is available with PhD majors in Biomedical Engineering and Mechanical Engineering.

Interdisciplinary Research Centers
Interdisciplinary research centers act as intensive incubators for students and faculty doing research and studying applications in specialized areas. Research centers and research programs at the Case School of Engineering have been organized to pursue cutting-edge research in collaboration with industrial and government partners. The transfer of technology to industry is emphasized in all the centers.

The educational programs of these centers encompass the training of graduate students in advanced methods and strategies, thus preparing them to become important contributors to industry after graduation; the involvement of undergraduates in research; the presentation of seminars that are open to interested members of the community; and outreach to public schools to keep teachers abreast of scientific advances and to kindle the interest of students in seeking careers in engineering.

Advanced Manufacturing and Mechanical Reliability Center (AMMRC)
White Building (7205)
Phone: 216.368.4234
John J. Lewandowski, Director
john.lewandowski@case.edu

Website: http://ammrc.case.edu
The Advanced Manufacturing and Mechanical Reliability Center (AMMRC) was established to provide advanced manufacturing (e.g. deformation processing, extrusion, forming, etc.) and mechanical characterization (e.g. mechanical testing, reliability testing, fatigue, etc.) expertise to the CWRU campus, medical, industrial, legal, outside university, and government laboratory communities. The center, housed in the Charles M. White Metallurgy building, currently maintains equipment...
valued in excess of $4.5M and has been accessed by the local, national, and international communities. The CWRU campus community can access the facility via the use of a valid CWRU university account number that will be charged at an internal rate for machine time, including set up and any technician time involved. Long-term testing can be provided at pro-rated charges in consultation with the center directors. Arrangements can be made to train users on the equipment and reserve time for equipment use by contacting the center co-director. Outside (i.e. non-CWRU) users can access the facility via a number of different mechanisms by contacting the center director.

In general, the center is capable of mechanically evaluating and deformation processing materials that range in size scale from the micrometer range up through bulk quantities. This unique facility enables mechanical characterization at loading rates as low as one micrometer/hour (i.e. rate of fingernail growth) up through impact (e.g. 3-4 meters/sec) at temperatures ranging from -196C (i.e. liquid nitrogen) up to 1400C. Hot microhardness testing up to 1000C is available. Monotonic as well as cyclic fatigue testing is possible in addition to evaluations of mechanical behavior and processing with superimposed pressures up to 2 GPa. Novel high-rate and multiple-deformation sequence forging simulations are possible with the use of a multi-actuator forging simulator, in addition to sheet metal forming experimentation with independent control of forming rate and blank hold down force. Hot extrusion is also possible at temperatures up to 900C on 0.5" diameter billets. Materials systems that have been investigated span the range of organic and inorganic materials, including metals, ceramics, polymers, composites, electronic materials, and biomedical materials systems. Descriptions of specific equipment and capabilities are provided with the website link.

Advanced Platform Technology (APT) Center
Louis Stokes Cleveland VA Medical Center
10701 East Boulevard, Mail Stop 151 W/APT
Cleveland, Ohio 44106
Phone: 216.707.6421 Fax: 216.707.6420
Ronald J. Triolo, Executive Director
ronald.triolo@case.edu

The Advanced Platform Technology (APT) Center at the Louis Stokes Cleveland VA Medical Center is a designated Center in the Rehabilitation Research and Development (RR&D) Service. Established in 2005 as a collaboration between the Cleveland VA Medical Center and Case Western Reserve University (CWRU), the APT Center focuses on addressing the medical needs of veterans with sensorimotor dysfunction, cognitive impairment, or limb-loss through the application of cutting-edge technologies or rehabilitation techniques and translating them from proof of concept to viable clinical options. The APT Center captures advances in material science, microfabrication and microsystem design, neural engineering, mechanics, and communications that are organized into four thematic clinical Application Areas: Neuroprosthetics & Orthotics, Health Monitoring & Maintenance, Neural Interfaces, and Activity-Based Neurorehabilitation. Over 50 engineers and clinician scientists at the APT Center carry out projects with federal and industrial support are carried out by teams of faculty, graduate, and undergraduate students. Computer Aided Design, flow and solidification simulation, and rapid prototyping tools are used to optimize our casting process. Sand and permanent mold castings are available on a moderate scale to 1500 lbs) using our induction melters. Our facility provides hands-on experiential learning opportunities for engineering students in laboratory classes and summer research programs.

Facilities
• Industrial UBE 350 Ton Vertical Squeeze casting machine (with preheatable tooling for manufacturing of high integrity parts)
• Induction melting furnaces with a 350 kW/1000 Hz Inductotherm power supply (up to 1500 lb. steel capacity)

Breakthrough Electrolytes for Energy Storage Energy Frontier Research Center
Phone: 216.368.1636
Robert F. Savinell, Director
robert.savinell@case.edu

The Center for Breakthrough Electrolytes for Energy Storage is a DOE Office of Science EFRC center intended to identify new battery chemistries with the potential to provide large, long-lasting energy storage solutions for facilitating the introduction of intermittent renewable energy and for enhancing power grid efficiency. The research of the BEES focuses on understanding the fundamental underpinnings of electrochemistry, structure, and transport properties of several new classes of materials that can be tailored to give optimal properties. The EFRC BEES is led by CWRU and collaborates with several other universities and two National Labs.

Case Metal Processing Laboratory (CMPL)
Case Metal Processing Laboratory (CMPL)
105 White Building
Phone: 216.368.5070 Fax 216.368.3209
Matthew A. Willard, Faculty Director
matthew.willard@case.edu

The CMPL houses state-of-the-art, melting and casting capabilities for a wide range of ferrous and non-ferrous alloys. The facility has a unique combination of laboratory and industrial scale equipment. Research projects with federal and industrial support are carried out by teams of faculty, graduate, and undergraduate students. Computer Aided Design, flow and solidification simulation, and rapid prototyping tools are used to optimize our casting process. Sand and permanent mold castings are available on a moderate scale (to 1500 lbs) using our induction melters. Our facility provides hands-on experiential learning opportunities for engineering students in laboratory classes and summer research programs.

Facilities
• Induction melting furnaces with a 350 kW/1000 Hz Inductotherm power supply (up to 1500 lb. steel capacity)
• Vacuum induction melting and casting furnace using a 35 kW/10 kHz Inductotherm power supply (up to 50 lb. capacity)
• Lindberg 75 kW electrical melting furnace (up to 800 lb. of aluminum capacity)
• Thermal Fatigue Testing Unit for die material qualification in molten aluminum (a.k.a. Dunkers)
• Permanent molds for casting test bars and evaluation of molten metal quality
• Sand molding and sand testing equipment
• Equipment for melting and casting magnesium alloys
• Computer modeling workstation with flow and heat transfer finite element software

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Center for Advanced Polymer Processing (CAPP)
Kent Hale Smith Building, 3rd floor
Phone: 216.368.6372 Fax 216.543.4202
Joao Maia, Director
joao.maia@case.edu

CAPP is a state-of-the-art center for advanced polymer blending and compounding and reactive extrusion at CWRU able to perform basic research and applied research and development in support of the Ohio and US plastics industry. The main tools of CAPP are:

• State-of-the-art sensors that allow multiple rheological, physical, chemical and morphological quantities to be measured along the screw axis of twin-screw extruders;
• Advanced multi-scale computational simulation capabilities to build physical-chemical-structural models of polymer systems under flow in realistic polymer transformation processes;
• Integration of on-line sensors and multi-scale softwares to develop new advanced and functional multiphase complex materials or optimize the performance of existing ones.

Center for Biomaterials
202 Wickenden Building (7207)
Phone: 216.368.4564
Steven J. Eppell, Director
Associate Professor, Department of Biomedical Engineering
steven.eppell@case.edu
Anirban Sen Gupta, PhD, Associate Director
Professor, Department of Biomedical Engineering
anirban.sengupta@case.edu

The Center for Biomaterials carries out research and development projects to investigate new biomaterials, tissue engineered materials, and targeted drug delivery systems for use in cardiovascular applications and implants. The Center for Biomaterials also provides researchers access to shared use facilities, which includes high-resolution microscopy such as AFM, molecular spectroscopies, surface analysis, and polymer and peptide synthesis capabilities. The chemical and mechanical interface between the biomaterial and the host tissue are the focus of major study, with the goals being to improve biologic function and biocompatibility in the response of the human body to implants. Current projects include investigation of thrombosis (blood clotting) and infection mechanisms due to cardiovascular prosthesis, biomimetic design of novel biomaterials for cardiovascular and neural implants; and cardiovascular and neural tissue engineering based on biomimetic designs. Studies at the cell and molecular level assist our understanding of the underlying mechanisms so that novel biomedical materials may be designed, prepared, and characterized.

Center for Computational Imaging and Personalized Diagnostics (CCIPD)
Wickenden Building Room 523
Phone: 216.368.8519
Anant Madabhushi, Director
anant.madabhushi@case.edu

The Center of Computational Imaging and Personalized Diagnostics at Case Western Reserve University is involved in various different aspects of developing, evaluating and applying novel artificial intelligence, quantitative image analysis, computer vision, signal processing, segmentation, multi-modal co-registration tools, pattern recognition, and machine learning tools for disease diagnosis, prognosis, and theragnosis in the context of more than 13 disease areas including cardiovascular, kidney, and eye disease; and multiple cancers: breast, prostate, lung, head and neck, brain tumors, colorectal, and others. The group is also exploring the utility of these methods in studying correlations of disease markers across multiple length scales, modalities, and functionalities -from gene and protein expression to spectroscopy to digital pathology and to multi-parametric MRI and CT. Utilization of multi-modal methodologies demonstrates that mined image biomarkers can be combined with multi-omics data and interrelated health variables to differentiate disease among diverse populations for precision medicine.

The Center’s goals in precision medicine are to have societal impact, reduce health disparities, and improve global health, especially in low- and middle-income countries. The Center has a team of more than 65 (faculty, staff, and students) with more than 400 publications, more than 100 patents issued or pending, 16 patents licensed, $60 million in funding since its founding in 2012, and 40 active research, industry, and pharmaceutical collaborations on six continents.

Center for Dielectrics and Energy Storage (CDES)
312 Kent Hale Smith Building
Phone: 216.368.5861
Lei Zhu, Director
lxz121@case.edu

CDES mission is to discover, develop, and translate novel dielectric technologies for energy storage and capacitor applications. Researching high energy density, high temperature, and low loss dielectric film capacitors, we integrate these innovations with storage devices, hybrid electric vehicles, multi-megawatt power conditioning, pulsed power, and high energy physics applications. Originating from the Center for Layered Polymeric Systems (CLiPS), a National Science Foundation Science and Technology Center focuses on research, innovation, and education through a unique multilayer film technology, CDES extends this technology into new energy frontiers.
CDES has access to state-of-the-art equipment, which includes process equipment for fabricating, stretching, and testing dielectric films, including:

- Novocontrol Concept 80 Broadband Dielectrics Spectrometer
- Radiant Premier II Ferroelectric Tester

In addition to research, CDES plays a significant role in educating undergraduate students, graduate students, and post-doctoral associates to work in advanced energy material fields.

**Center for the Evaluation of Implant Performance**

Wean Building Room 511  
Phone: 216.844.1745  
Clare Rimnac, Director  
clare.rimnac@case.edu

The mission of the Center for the Evaluation of Implant Performance is to pursue engineering, scientific, and economic analyses of joint replacement procedures, to evaluate the performance of implant devices during patient use, and to assess the medical and economic outcomes of joint reconstruction and related patient care. This mission is achieved in part through IRB-approved collection, maintenance, and protection of clinical and radiographic information and total joint replacement components obtained at revision or removal surgery. The primary goals are to advance the science of joint replacement surgery by improving the performance and durability of joint replacement devices through advances in implant materials and design and to innovate improvements in patient care processes that result in improved patient outcomes. To this end, the Center for the Evaluation of Implant Performance works in close partnership and collaboration with the Center for Joint Replacement and Preservation at University Hospitals Cleveland Medical Center.

**Center for Layered Polymeric Systems (CLiPS)**

NSF Science and Technology Center  
420 Kent Hall Smith Building (7202)  
Phone: 216.368.4203 Fax 216.368.6329  
Eric Baer, Director  
eric.baer@case.edu

CLiPS researchers and educators work together to accomplish the Center’s mission of advancing the nation’s science and technology agenda through development of new materials systems and for educating a diverse American workforce through interdisciplinary education programs.

CLiPS research focuses on exploration of multilayered polymeric systems at the micro- and nano-layer levels and has revealed unique properties and capabilities that are different, and often not predicted, from systems involving the same materials on a larger scale. Technology refined within CLiPS allows the production of films and membranes composed of hundreds or thousands of layers. These extremely thin layers promote interactions approaching the molecular level between the materials used in the process.

The research activities are organized to exploit the microlayer and nanolayer structures including the combination of rheologically dissimilar materials to create new polymer-based structures; science and technology initiatives that probe a fundamental understanding and explore new opportunities for layered structures; optical and electronic systems based on advanced layered materials; new combinations of polymeric materials that advance packaging options and address the need for sustainability; new combinations of polymeric materials created specifically for military and national security needs.

CLiPS was established in 2006 with funding by the National Science Foundation as a Science and Technology Center. It is the first NSF STC ever to be established at Case Western Reserve University. CLiPS is an evolving, multi-disciplinary center involving close partnerships with the Army Research Laboratory, the Naval Research Laboratory, and Université de Savoie in France.

**Cleveland Functional Electrical Stimulation Center (FES)**

10701 East Boulevard, Cleveland, Ohio 44106  
Phone: 216.231.3257 Fax: 216.231.3258  
Robert J. Kirsch, Executive Director  
info@FEScenter.org

Functional electrical stimulation (FES) is the use of small, artificially generated electrical currents that are safely and selectively applied to the central or peripheral nervous system to replace the actions of neurons that have been damaged by injury or disease. FES can produce and control the movement of otherwise paralyzed limbs, for standing and hand grasp, activate visceral bodily functions such as micturition, create perceptions such as skin sensibility, arrest undesired activity, such as pain or spasm, facilitate natural recovery, and accelerate motor relearning. The FES Center is the most comprehensive and cohesive program in the world performing FES investigation that spans from basic to applied, and the investigators work on many different applications within five research thrusts:

- **Movement Restoration**: Restoring limb and other body movements
- **Brain Health**: Brain stimulation for movement disorders, stroke and traumatic brain injuries, epilepsy and neuropsychiatric disorders
- **Pain**: Pain mitigation through stimulation of peripheral nerves and the spinal cord
- **Autonomic System**: Autonomic nervous system stimulation for restoration and/or regulation of internal body and visceral functions
- **Tools & Technology**: Development of implantable systems and electrodes, modeling & simulation tools and other rehabilitation approaches complementary to FES

The FES Center was established as a VA RR&D Center of Excellence in 1991 and is based at the Louis Stokes Cleveland VA Medical Center. The center is a consortium of five nationally recognized institutions: Louis Stokes Cleveland VA Medical Center, MetroHealth Medical Center, Case Western Reserve University, University Hospitals of Cleveland, and the Cleveland Clinic Neurological Institute. The FES Center strives to create an inquisitive and collaborative environment from which researchers, engineers and clinicians work in a unique alliance to develop innovative, patient-centric solutions that improve the quality of life of individuals with neurological or other musculoskeletal impairments. Through the use of neurostimulation and neuromodulation research and applications, the Cleveland FES Center leads the translation of this technology into clinical deployment.
Control and Energy Systems Center (CESC)
Olin Building, 6th Floor
Phone: 216.368.5122
Mario Garcia-Sanz, Director
mario@case.edu
Website: http://cesc.case.edu

With an interdisciplinary and concurrent engineering approach, the Control and Energy Systems Center (CESC) focuses on bridging the gap between fundamental research and applied industrial projects in Advanced Control and Systems Engineering, with special emphasis in energy innovation, wind energy, power systems, water treatment plants, sustainability, spacecraft, environmental and industrial applications. Fundamental research is conducted to gain knowledge and understanding on multi-input-multi-output systems, distributed parameter systems and nonlinear plants with uncertainty, and to develop new methodologies to design quantitative robust controllers to improve the efficiency and reliability of such systems.

The CESC’s expertise has been applied to real-world problems with industrial partners and space agencies in the following main areas:

- Multi-Megawatt Onshore and Offshore Wind Turbines
- Airborne Wind Energy Systems
- Renewable Energy Plants, Advanced Energy Systems
- Power System Dynamics and Control, Grid Integration, Energy Storage
- Large Radio Telescope Control, Optical Telescope Control
- Formation Flying Spacecraft, Satellites with Flexible Appendages
- Wastewater Treatment Plants, Desalination Systems
- Heating Systems, Fluid Dynamics
- Robotics, Parallel Kinematics

The CESC’s capabilities and equipment include:

- Fully instrumented wind tunnel to test prototypes at wind speeds up to 20 m/s
- Lab-scale wind turbine blade manufacturing units
- State-of-the-art computer programs for commercial wind turbine design
- Aerodynamics, Solid Modeling, and Electrical Design CAD/CAE software
- Advanced software to design robust QFT control systems
- Software for analysis and simulation of dynamic systems
- Multiple laboratory scale wind turbines with a variety of collinear and orthogonal rotors, electrical generators, gearboxes, sensors, actuators and hierarchical real-time torque/pitch/yaw control systems
- Lab-scale wind farms with flexible configurations
- Fully-controlled 6-DOF Stewart platform for lab-scale Floating Wind Turbine experimentation
- Laboratory helicopter to test advanced control systems

Electronics Design Center (EDC)
112 Bingham (7200)
Phone: 216.368.2935
Chung-Chiu Liu, Director
chung-chiu.liu@case.edu
Website: https://engineering.case.edu/edct/
iLab site: https://cwru.corefacilities.org/service_center/show_external/5609

The Electronics Design Center (EDC) is a multi-disciplinary educational and research center focusing on the applications of microfabrication processing to the advancement of chemical and biological micro systems specializing in application-oriented electrochemical-based biosensors. The center has complete thick film and thin film processing facilities, including screen printing, inkjet printing, and sputtering equipment. Other facilities supporting the microfabrication processing are also readily available. The EDC is a resource for industrial and academic researchers, offering access to equipment, laboratories, and trained staff.

Great Lakes Energy Institute (GLEI)
219 Olin Building (7074)
Phone: 216.368.0748
Rohan Akolkar, Faculty Director
rohan.akolkar@case.edu

The Great Lakes Energy Institute empowers faculty, students, and partners to catalyze breakthroughs in energy sustainability that address the most pressing problems facing our world. Since 2008, GLEI has helped catalyze a five-fold increase in energy research, won awards from NSF, DOE, (ARPA-E, EERE, OE), Ohio Third Frontier and other organizations, attracted over $110 million in awards, worked with over 100 different industry partners, and encouraged multidisciplinary proposals throughout the university. At the heart of these efforts are over 90 engaged faculty, hailing from engineering, arts & sciences, management, and law. And while GLEI’s work supports all types of energy, the focus lies in five priority areas:

Energy Storage - Storage research builds on historical strengths in electrochemistry, materials and lifetime and degradation science. Recent research awards include ARPA-E and DOE.

Energy Materials - Research spans topics in areas of interest to industry and the U.S. Department of Energy, to include materials reuse and recycling, rare earths and critical materials, and materials use in renewable energy. A particular focus is on next-generation photovoltaics (PV), focused on organics and lifetime and degradation science, stemming from a strong reputation in materials, research, and development.

Future Power - CWRU’s energy program is underpinned by research in power systems. Strengths in controls, sensors, and electronics provide a core foundation for smart grid connectivity of energy and storage.

Wind Energy - Wind energy emphasizes offshore deployment and is founded on wind and ice measurement, controls, power management, and grid interface expertise. Much of this work is supported by DOE awards and the State of Ohio.

Oil and Gas - Research focuses on technologies that enhance safe extraction, transport, and processing of shale gas and oil in Ohio. Strengths are present in macromolecules, sensors, corrosion-resistant casings, cementious materials, and modeling and simulation of hydro-fracking process and its impact on the subsurface.
The role of CWRU in energy also touches economic development and education. Through research and investment, university spin-outs are poised to contribute to a new energy economy while working toward a clean and sustainable future. Students undertake key roles in the research and commercialization of the energy technologies contributing to worldwide impact.

**Industrial Assessment Center (IAC)**

110 Glennan Building  
Phone: 216.368.5191  
Chris Yuan, Operations Director  
chris.yuan@case.edu

The Industrial Assessment Center (IAC) at Case Western Reserve University (CWRU), funded by the US Department of Energy, was established in 1979. The mission of the IAC is to improve energy efficiency, reduce wastes and enhance productivity at small and medium-sized manufacturing companies and water treatment plants in Northeast Ohio, part of the lower peninsulas of Michigan, and Western Pennsylvania.

The IAC is led by a multidisciplinary team including six faculty members from three Engineering departments (Mechanical and Aerospace Engineering, Electrical, Computer, and Systems Engineering; and Materials Science and Engineering). We work closely with many established partner organizations and stakeholders in the region, including utility companies, governmental agencies, industrial associations and Chambers of Commerce. Every year, the IAC works with 10-12 manufacturing companies/water plants, trains 6-10 engineering students on industrial energy efficiency, and graduate 2-4 of them as energy engineers.

The Industrial Assessment Centers program, formerly known as Energy Analysis and Diagnostic Centers, was created by the Department of Commerce in 1976. Today, the IAC program is managed through the Advanced Manufacturing Office under the Office of Energy Efficiency and Renewable Energy at the Department of Energy. Including the IAC at Case Western Reserve, there are 31 centers established at different universities all over the US.

Website: [https://engineering.case.edu/research/centers/industrial-assessment-center/](https://engineering.case.edu/research/centers/industrial-assessment-center/)

**Microfabrication Laboratory (MFL)**

342 Bingham Building (7200)  
Phone: 216.368.6117  
Fax: 216.368.6888  
Christian Zorman, Director  
christian.zorman@case.edu

MFL houses a state-of-the-art facility that provides the latest in microfabrication and micromachining processes. The laboratory focuses on the applications of microfabrication and micromachining technology to a wide range of sensors, actuators, and other microelectromechanical (MEMS) systems. In addition to silicon-based technology, the laboratory has a unique strength in silicon carbide micromachining that is particularly valuable for applications in harsh environments. To support the development of flexible microsystems, polymer micromachining is also available. Undergraduate students, graduate students, and post-doctoral assistants use the laboratory’s facilities to carry out their research or special projects.

Researchers not affiliated with CWRU can also use the laboratory through a facilities use agreement.

**National Center for Space Exploration Research (NCSER)**

21000 Brookpark Rd., MS 110-3  
Phone: 216.433.5031  
Mohammad Kassemi, Director  
mohammad.kassemi@case.edu

The National Center for Space Exploration Research (NCSER) is an advanced research collaborative partnership between Case Western Reserve University (CWRU), Universities Space Research Association (USRA), HX5 Defense & Space, LLC, and NASA Glenn Research Center (GRC). Under the umbrella of the NASA Glenn Engineering & Research Support (GEARS) contract, NCSER provides NASA Glenn Research Center (GRC) with specialized science and technology development capabilities essential to sustaining its leadership role in NASA’s Space Exploration and Space Science Missions. In particular, the center provides fundamental scientific and research support to NASA’s Biological and Physical Sciences (BPS) Division in the NASA Science Mission Directorate (SMD) to perform microgravity experiments aboard the International Space Station (ISS) National Laboratory. Scientific and engineering expertise resident at NCSER include: reduced gravity fluid mechanics and combustion processes, heat and mass transfer, physiochemical fluid processes, multiphase flows, micro-fluidics, phase change and interfacial phenomena, Computational Fluid Dynamics (CFD), and multiscale fluid-structural-interaction modeling of human physiological systems. These expertise have been applied to numerous areas and research interests including:

- Microgravity thermal and fluid systems management and control
- Cryogenic fluid management
• Microgravity flow and pool boiling
• Microgravity combustion
• Spacecraft fire safety
• Energy storage
• Environmental systems monitoring/control
• On-orbit repair of electronics
• Astronaut life support systems
• Astronaut health and space disorder countermeasures
• ISS Integrated system health monitoring
• Performance of human cardiovascular, vestibular, musculoskeletal and renal physiologies in space
• Bio-Fluid mechanics
• Bio-Systems modeling
• Dust mitigation and management
• Planetary surface mobility
• In-situ resource utilization
• Materials synthesis

Neural Engineering Center (NEC)
112 Wickenden (7207)
Phone: 216.368.3974 Fax: 216.368.4872
Dominique Durand, Director
dominique.durand@case.edu

The research mission of the center is to bring to bear combined tools in physics, mathematics, chemistry, engineering, and neuroscience to analyze the mechanisms underlying neuronal function and to solve the clinical problems associated with neuronal dysfunction. Research areas include: Neuromodulation, Neuroprostheses, Quantitative Neurophysiology, Neural Dynamics, Neuro-Mechanical Systems, Neural Regeneration, Neural Interfacing, Neural Imaging and Molecular Sensing, Neuro-Magnetism, and Systems Neuroscience. The education mission of the center is to provide engineers and scientists with an integrated knowledge of engineering and neuroscience capable of solving problems in neuroscience ranging from the molecules to the clinic. The center is also an outlet for technology transfer of new ideas to be commercialized by industrial partners. The center’s goals are accomplished by fostering interdisciplinary research between clinicians, scientists, students and local industry, educational experiences including didactic material, laboratory experience, and clinical exposure, and close ties to industrial partners.

Nitinol Commercialization Accelerator (NCA)
White Building (7205)
Phone: 216.368.4234
John J. Lewandowski, Director
john.lewandowski@case.edu
Matthew A. Willard, Co-Director
matthew.willard@case.edu
Website: http://ammrc.case.edu/node/51/

The Ohio Third Frontier Wright Projects Program has funded the Nitinol Commercialization Accelerator (NCA), a collaborative effort between the Cleveland Clinic, CWRU, University of Toledo, NASA Glenn Research Center, and Norman Noble, Inc. in order to develop a better understanding of the metallurgical processing and mechanical characterization of nitinol for use in biomedical and aerospace applications. Biomedical applications range from orthodontia to implantable devices while higher temperature shape memory alloys are of interest for aerospace. The collaboration is designed to create synergy amongst collaborators in the research and development of nitinol products.

The laboratory housed at CWRU’s Material Science and Engineering Department contains processing and characterization (thermal and mechanical) equipment that allows for the manufacture and analysis of nitinol products. Processing equipment includes a vacuum arc casting unit, vacuum heat treatment system, and hot extrusion capabilities. Thermal characterization equipment includes a high-temperature Differential Scanning Calorimeter (DSC) while mechanical characterization equipment for testing wire/foil includes a number of flex bending fatigue machines, rotary bending fatigue machines, and tabletop tension testing machines.

The Cleveland Clinic and NASA Glenn Research Center also house equipment associated with the NCA program including Raydiance-Rofin Femtosecond Laser, Techne FB-08 Precision Calibration Bath, MTS Cryochamber and Grips, and an Aramis/Optotrak Certus 3D Strain Mapping system.

SDLE Research Center
SDLE Research Center Labs: White Building, 5th Floor / Sun Farm: CWRU West Campus
Phone: 216.368.3655/216.368.0374
Roger H. French, Director
roger.french@case.edu
Jonathan Steirer, Operations Director
jonathan.steirer@case.edu (http://bulletin.case.edu/schoolofengineering/jonathan.steirer@case.edu)

The SDLE Research Center was established in 2011 as a Wright Project Center with funding from Ohio Third Frontier and is dedicated to advancing the fields of lifetime and degradation science using data science. The research center activities have expanded to include research focused on the durability and degradation of environmentally exposed, long-lived materials and technologies such as photovoltaics (PV), coatings, energy efficient lighting, and building envelope applications, as well as broad-based collaborations in materials data science in reliability and degradation, carbon capture and storage, and geothermal energy applications.

A data science approach is needed to handle large scale data on materials, components, systems, modules, commercial power plants, and the grid. These approaches involve data ingestion into nonrelational data warehouses and data-driven modeling with a foundation in the underlying physics and chemistry of degradation and lifetime performance. Assembling FAIR (Findable, Accessible, Interoperable, Reusable) data and other data, developing and sharing codes and tools, and reporting research results along a materials value chain is a key component of the Center. The SDLE Research Center facilitates complex data-driven modeling, including geostatistical, geospatiotemporal modeling, graph network modeling, and degradation network models. The data analytics platform (CRADLE), an integrated distributed and high performance computing cluster, was developed in the center to facilitate large data storage and analysis with ease of access to team members enabling fleets of high performance computing jobs for improved data analytics.

The SDLE Center has developed a method to enable large-scale distributed analysis of commercial fleet scale photovoltaic (PV) power
plants for both performance loss rate (PLR) determination and power forecasting. This study includes a set of 4,000 PV plant inverters and determines the data quality of these plants in relation to prediction of PLR. Additionally, a multi-year benchmarking and review of the impact of data quality and filtering, power prediction algorithms, and PLR determination methods have defined the challenges in PLR determination. The data quality, data gaps, and filtering of timeseries data of commercial fleets of PV plants restrict which algorithms analyses can use and can bias results and reduces their accuracy. Data quality and data gaps can be improved with spatio-temporal graph neural network (st-GNN) models of PV power plant data including satellite weather data and autoencoders for data imputation of missing data. FAIR data principles are used to make FAIR data and models in order to improve transferability of data and models.

The SDLE Center has a focus on materials science in relation to long-lived materials. This work determines the degradation mechanisms in material systems, which can be mitigated to optimize lifetime performance of materials, components, and devices. Understanding these key degradation mechanisms in relation to the stress and stress level is fundamental to lifetime and degradation science (L&D). By encompassing the knowledge from the experimental insights of the degradation of materials, the lifetime of materials can be predicted under multiple different stress conditions. Thus far traditional materials reliability has been flawed with costly failures in applications such as polyamide backsheet failure in photovoltaic (PV) modules. The Center has developed an epidemiological approach to understanding materials degradation which provides more scientific value by giving information on the standard deviation within a population. Additionally, by combining standard and modified accelerated exposures with real-world exposures, degradation can be more accurately predicted on a variety of different grades of materials or component structure. Then data-driven or network modeling provides insights into the impact of stress conditions on degradation and performance. Real-world degradation gives the information on the complex and synergistic nature of materials degradation compared to single or even combinational accelerated stressors. The unique environment that material exists in the real-world or in-use conditions is varied due to specific microstressors as well as the impact of climate change on climate zones.

Geostatistical geospatiotemporal modeling is an active area of research within SDLE which is a quantitative method for mapping phenomena that are inherently tied to geographic and/or temporal space. The method provides for estimating at unsampled locations and for simulating multiple equally probable realizations to assess the space of uncertainty in the subsurface, surface, or near surface environment. Applications include environmental, mineral resources, geothermal, hydrology, agriculture, climate, forestry, soil, air, and more.

The SDLE Research Center's Core Facility has capabilities and equipment including:

- Outdoor solar exposures: SunFarm with 14 dual-axis solar trackers with multi-sun concentrators, and power degradation monitoring
- Solar simulators for 1-1000X solar exposures
- Multi-factor environmental test chambers with temperature, humidity, freeze/thaw, and cycling
- A full suite of optical, interfacial, thermo-mechanical, and electrical evaluation tools for materials, components, and systems

- CRADLE: two nonrelational data warehouses based on Cloudera's distribution of Apache's Hadoop, Hbase, and Spark
- High Performance Compute Cluster for data analytics

Microcharacterization: Swagelok Center for Surface Analysis of Materials

SCSAM, the Swagelok Center for Surface Analysis of Materials, is a multi-user facility providing cutting-edge major instrumentation for microcharacterization of materials. SCSAM is administered by the CSE (Case School of Engineering) and is central to much of the research carried out by CSE's seven departments. The facility is also extensively used by the CAS (College of Arts and Sciences) Departments of Physics, Chemistry, Biology, and Earth, Environmental, and Planetary Sciences, as well as many departments within the School of Medicine and the School of Dental Medicine. Typically, more than 200 users, mostly academic, utilize the facility per year.

SCSAM's instruments encompass a wide and complementary range of characterization techniques, which provide a comprehensive resource for high-resolution imaging, diffractometry, and spatially-resolved compositional analysis.

Current capabilities for high-resolution imaging include: an AFM (atomic force microscope) which can optionally be operated with an imaging nanoindenter scan head or a stand-alone automated nanoindenter; a Keyence optical microscope providing the next-generation of optical microscopy with a large depth-of-field and advanced measurement capabilities for inspection and failure analysis; two scanning electron microscopes, one equipped for FIB (focused ion beam) micromachining, and both equipped with XEDS (X-ray energy-dispersive spectrometry), TSEM (transmission scanning electron microscopy), and EBSD (electron backscatter diffraction) detectors.

For XRD (X-ray diffractometry), SCSAM provides two diffractometers with 1D and 2D detectors to allow for phase identification, phase fraction determination, crystal structure refinements, as well as stress and strain measurements of crystalline solids.

SCSAM's surface analysis suite of instruments includes an instrument for ToF-SIMS (time-of-flight secondary-ion mass spectrometry), a SAM (scanning Auger microprobe) for spatially resolved AES (Auger electron spectroscopy), and an instrument for XPS (X-ray photoelectron spectroscopy, also known as ESCA, electron spectrometry for chemical analysis), that accomplishes high spatial resolution by operating with a focused X-ray beam.

SCSAM's instruments are housed in a centralized area allowing users convenient access to state-of-the-art tools for their research. For more information, please visit the center's website: https://engineering.case.edu/centers/scsam/
Educational Facilities

MyApps
MyApps (https://myapps.case.edu/) provides a virtual desktop environment with access to all of the software licensed to any CWRU community member based on program of study, course enrollment or role at the university, without the need for installation on a computer. MyApps is available to all current CWRU students, faculty and staff members. Users of MyApps can stream software instantly without having to install it from any device, even public computers, through the MyApps portal.

MyApps is compatible with Windows, Mac, iOS, Android, ChromeOS, and major Linux distributions and can be accessed via a computer running an up-to-date web browser (Google Chrome, Mozilla Firefox, Microsoft Edge, Safari). MyApps can also be accessed from any mobile device, such as an iOS or Android device, by installing the Citrix Workspace app from that device's app store.

https://myapps.case.edu
To begin using MyApps, go to https://myapps.case.edu.
For more information visit https://case.edu/utech/services/myapps/.

Nord Computer Laboratory
The Nord Computer Laboratory is a general purpose computer facility, provided by the Case School of Engineering, open 24 hours a day, available to all CWRU students. The lab contains 56 Thin Clients that connect to a Windows environment.

Larry Sears and Sally Zlotnick Sears think[box]
Housed in the Richey Mixon Building, the Larry Sears and Sally Zlotnick Sears think[box] (http://thinkbox.case.edu) houses all the resources budding innovators and makers need to bring their ideas to life. At 50,000 square feet, this maker space and innovation center is one of the largest such facilities at any university in the world. Six floors are now open, each dedicated to a specific stage of the innovation process, including open areas and meeting spaces for interaction, prototyping tools and equipment, a fabrication machine shop and project space, in addition to an incubator where students receive guidance as they start new ventures.

Vision
Inspiring, educating, and empowering an inclusive community to explore, innovate, and solve problems

Mission
The mission of Sears think[box] is to:

- Support people learning, refining, and utilizing skills to achieve their desired goal(s) in innovation, entrepreneurship, and making
- Cultivate and welcome a diverse community
- Create a culture that encourages persistence and values resilience

Think[box] is available to instructors from across the university to assist in their development and delivery of credit-bearing courses. In addition, think[box] resources can be accessed by undergraduate and graduate students pursuing course-related, research, or independent projects. In order to ensure accessibility, think[box] staff regularly offer training associated with the operation of specific equipment. Requests for custom training will be considered.

ENGR (ENGR)

ENGR 101. Engineering for Non-Engineers. 3 Units.
This course is an introduction to basic principles used in engineering and the application of these principles to the technology in the world around us. You will also explore social, economic, and political implications of this technology. The course is specifically geared to non-engineers. Mathematical concepts and tools that are needed to represent and analyze the scientific and engineering principles in the course will be developed in class. You will have the opportunity to learn about engineering principles, apply them in experiments, and then see how they are used in current technology. This is partly a lecture class, partly a discussion class, but largely a hands-on course. You learn about engineering by working with actual devices. Counts for CAS Quantitative Reasoning Requirement.

ENGR 131. Elementary Computer Programming. 3 Units.
Students will learn the fundamentals of computer programming and algorithmic problem solving. Concepts are illustrated using a wide range of examples from engineering, science, and other disciplines. Students learn how to create, debug, and test computer programs, and how to develop algorithmic solution to problems and write programs that implement those solutions. Matlab is the primary programming language used in this course, but other languages may be introduced or used throughout. Counts for CAS Quantitative Reasoning Requirement.

ENGR 131B. Introduction to Engineering and Programming. 3 Units.
Students will learn the fundamentals of engineering analysis and computer programming using a hands-on, project-based approach. During each project, students will apply engineering skills, such as data analysis or prototyping, in addition to programming, to complete a given task. MATLAB will be the primary coding language. Potential projects include building a motor, balancing a ball on a beam, and creating a water filter. In addition, students will learn about the engineering profession and practice presentation skills.

ENGR 145. Chemistry of Materials. 4 Units.
Application of fundamental chemistry principles to materials. Emphasis is on bonding and how this relates to the structure and properties in metals, ceramics, polymers and electronic materials. Application of chemistry principles to develop an understanding of how to synthesize materials. Prereq: CHEM 111 or equivalent.

ENGR 200. Statics and Strength of Materials. 3 Units.
An introduction to the analysis, behavior and design of mechanical/structural systems. Course topics include: concepts of equilibrium; geometric properties and distributed forces; stress, strain and mechanical properties of materials; and, linear elastic behavior of elements. Prereq: PHYS 121.

ENGR 200S. Statics and Strength of Materials - Supplemental. 0 - 1 Units.
This course allows students who are seeking transfer credit for ENGR 200 for a Statics course taken an another educational institution to obtain missing content in the area of Strength of Materials and to show passing proficiency in this content.

ENGR 200T. Statics and Strength of Materials (in Tianjin, China). 3 Units.
An introduction to the analysis, behavior and design of mechanical/structural systems. Course topics include: concepts of equilibrium; geometric properties and distributed forces; stress, strain and mechanical properties of materials; and, linear elastic behavior of elements. Prereq: PHYS 121.
ENGR 210. Introduction to Circuits and Instrumentation. 4 Units.

ENGR 210S. Introduction to Circuits and Instrumentation - Supplemental. 1 - 3 Units.
This course allows students who are seeking transfer credit for ENGR 210 for a Circuits course taken at another educational institution to obtain missing Laboratory content and to show passing proficiency in this content.

ENGR 225. Thermodynamics, Fluid Dynamics, Heat and Mass Transfer. 4 Units.
Elementary thermodynamic concepts: first and second laws, and equilibrium. Basic fluid dynamics, heat transfer, and mass transfer: microscopic and macroscopic perspectives. Prereq: PHYS 121 or PHYS 123. Prereq or Coreq: MATH 223 or MATH 227.

ENGR 225B. Thermodynamics, Fluid Mechanics, Heat and Mass Transfer (abroad). 4 Units.
Elementary thermodynamic concepts: first and second laws, and equilibrium. Basic fluid dynamics, heat transfer, and mass transfer: microscopic and macroscopic perspectives. The course is taught as a faculty-led study abroad course, and engineering applications are discussed in the context of regional issues specific to the host country. Prereq: CHEM 111, ENGR 145, and PHYS 121. Coreq: MATH 223.

ENGR 225S. Thermodynamics, Fluid Dynamics, Heat and Mass Transfer - Supplemental. 0 - 2 Units.
This course allows students who are seeking transfer credit for ENGR 225 for a Thermodynamics course taken at another educational institution to obtain possible missing content in the area of fluid dynamics, heat, or mass transfer and to show passing proficiency in this content.

ENGR 350U. Global Health Design in Uganda. 1 - 3 Units.
The CWRU Anthropology-Engineering Collaborative (AEC) offers this unique course applying social science and engineering skills and expertise to address global health issues in Uganda. The AEC is part of a longstanding collaboration between CWRU and Makerere University in Kampala, Uganda. Students collaborate with students at Makerere University in Kampala, Uganda and the CWRU student group, Global Health Design Collaborative (GHDC), to design and implement solutions to specific health issues in Luwero, Uganda. Students meet weekly during the semester to learn about global health technology design and anthropology. Students work with GHDC and program faculty on specific projects; activities may include conducting needs assessment, prototype development, design validation and verification, and preparation of a project report. Current projects focus on designing a pediatric pulse oximeter; identifying means to preserve the cold chain for vaccine outreach and improving medical waste disposal. In Uganda, students and their Makerere University counterparts travel together to Luwero district where they visit health centers to collaborate with local staff to review current design prototypes and issues. Activities include: talking to health center staff at different levels of the health care system, observing a community health outreach, and meeting with diverse stakeholders in Luwero and Kampala. Students gain hands-on experience in engineering design, social science methods, and working in transnational, interdisciplinary teams and contribute directly to ongoing efforts to address global health issues in Uganda. Students are encouraged to contribute to the projects through ongoing work with GHDC. The course may be taken as either ENGR 350U or ANTH 300. The course fee covers travel and on-the-ground expenses. The class is open to all majors but enrollment is by application and instructors’ consent. Students who enroll in 3 credits may count the class for the CSE humanities/social science requirement and/or the CAS Global and Cultural Diversity requirement. Offered as ENGR 350U and ANTH 300.

ENGR 390. Basic Visual Communication. 2 Units.
This course is focused on fundamental visual communication techniques for product development. Students will learn to explore and present their ideas through sketching, rendering, orthographic drawing and physical modeling. Drawing and modeling skills in this course will be practiced manually rather than digitally (i.e., pen and paper, hand-built models). Studio time will include group demos, in-class assignments and exercises, and one-on-one instruction. Coursework is tailored for Case students, however attempts will be made to align this course with the standard Industrial Design Communication Skills Course at The Cleveland Institute of Art (CIA). This will allow opportunities for networking and collaboration with CIA students. Prereq: Must be a Sophomore or above or in a declared Engineering major.

ENGR 395. Community-engaged, Interdisciplinary Team-based Design Projects. 1 - 3 Units.
Interdisciplinary, team-based design projects under faculty guidance and with professional mentorship as appropriate. Each enrolled student will be part of a project team. Class will meet weekly for training, design reviews and progress updates. Teams will additionally meet outside of class time. Engagement with community partner (customer) is expected. Projects may be long term, possibly preceding and extending beyond the engagement time of individual students. Team members will have individual roles and responsibilities. Course may be taken for 1-3 credits, and level of responsibility will be proportional. Course deliverables will include rigorous maintenance of project documentation, including a transition report, and oral presentations. Intended for second-year students and above. Students in all disciplines are welcome. Projects may involve international partnerships, but travel is not mandatory.
ENGR 397. Interdisciplinary Solutions to Global Health Issues. 3 Units.
This unique course brings together the expertise of engineers and social scientists to address global health issues through a combination of classroom-based learning and experiential learning through team-based design projects and field-based community assessments. Students will experience the process of engineering design by participating in teams organized around solutions to real-world health problems in the developing world. Methods from social sciences will be practiced and brought to bear in the process, including assessment of global health needs, and evaluation of success of interventions. Students will study and discuss current key issues in global health, and ethics surrounding health care, disparity, methods of intervention, and develop skills in how to define and frame problems and communicate effectively across disciplines. The course is organized around ongoing projects that seek to design technical solutions to global health issues, with a focus on Uganda. The teams will also work and learn with students and faculty of Biomedical Engineering and Social Sciences at Makerere University of Kampala (MUK), Uganda. Examples of interactions with MUK will include discussion of common readings, peer-review, and joint planning, implementation, and review of fieldwork. Students enrolled in ANTH 303/ ENGR 397 are eligible to travel to Uganda to participate in project activities over Spring Break. Travelers must be enrolled in ENGR 350U. This course is an approved SAGES Departmental Seminar. A student in the Case School of Engineering may use this course to meet an Engineering Core Breadth requirement, either in place of ENGL 398 and ENGR 398, or as a Social Science course (ANTH 303 cross-list). No student may count the course to satisfy both of these requirements. Offered as ANTH 303 and ENGR 397. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement. Prereq: Passing letter grade in a first year seminar in FSCC, FSSO, FSSY, FSNA, FSCS or FSTS.

ENGR 398. Professional Communication for Engineers. 1 Unit.
Students will attend lectures on global, economic, environmental, and societal issues in engineering, which will be the basis for class discussions, written assignments and oral presentations in ENGL 398. Recommended preparation: ENGL 150 or FSCS 100 or equivalent and concurrent enrollment in ENGL 398 (ENGL 398 and ENGR 398 together form an approved SAGES departmental seminar). Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement. Prereq: Coreq: ENGL 398. Prereq: Prereq: 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGR 400C. Graduate Cooperative Education. 0 Unit.
An academic opportunity designed for graduate students to enhance their classroom, laboratory, and research learning through participation and experience in various organizational/industrial environments where theory is applied to practice. Graduate Cooperative Education experiences may be integrated with the student’s thesis or research project areas, or be solely for the purpose of gaining professional experience related to the student’s major field of study. Registration in this course will serve to maintain full-time student status for the period of time that the student is on a co-op assignment. Prereq: ENGR 400C.

ENGR 401C. Graduate Cooperative Education. 0 Unit.
An academic opportunity designed for graduate students to enhance their classroom, laboratory, and research learning through participation and experience in various organizational/industrial environments where theory is applied to practice. Graduate Cooperative Education experiences may be integrated with the student’s thesis or research project areas, or be solely for the purpose of gaining professional experience related to the student’s major field of study. Registration in this course will serve to maintain full-time student status for the period of time that the student is on a co-op assignment. Prereq: ENGR 400C.
ENGR 420C. Artificial Intelligence: Sequential Decision Making. 2 Units.
This introduces advanced AI models in the areas of computer vision and natural language processing as well as reinforcement learning techniques along with their implementation for industrial applications. The primary focus is on deep learning based modeling with a brief introduction to traditional computer vision and NLP techniques. The course begins with introduction to ‘tensorflow’ a scalable and deployable programming platform for building neural network architectures. The first theory lecture introduces to the world of computer vision along with traditional approaches and a comparison is drawn between traditional methods and DL for computer vision. In the following lectures multiple advanced neural network architectures are taught along with their application usages (visual inspection, medical imaging, object detection, OCR, Face recognition, video analysis, etc.). Computer vision is followed by introduction to NLP and traditional techniques like HMMs and CRFs followed by DL architectures for sequence (text, video, audio, speech etc.) modeling. Different application usages (NER, language modeling, speech recognition, etc.) along with required theory are presented. Introduction to reinforcement learning and its combination with deep learning is presented towards the end of the course. During the labs all steps of building an application, from the training of the model to its deployment, are discussed. How to combine traditional methods with DL and possible usages are also discussed. The objective of the course is to make the participants familiar with the state-of-the-art DL and RL techniques for real world problems along with the knowledge to implement solution pipelines. The participants are expected to have very good knowledge of programming platforms like Python (or others) and they must be familiar with machine learning, basic DL techniques (MLP, CNN, RNN and LSTM). Prereq: ENGR 420B, ENGR 420E, and ENGR 420F.

ENGR 420D. Introduction to Contemporary Issues in Data Mining and Big Data. 3 Units.
Eighty percent of the data available in the world since the dawn of Humanity has been generated in the last five years and it is not just structured but there is a variety to it (like, text, images, audio, video, etc.). Vast amount of data is being collected in medical and social research and in many industries. Such big data generates a demand for efficient and practical tools to analyze the data and to identify unknown patterns. This has created a lot of issues in building effective Data Mining and Data Science solutions. Hadoop technology platform deals with massive volumes/varieties and fast-growing data have come up in recent years to deal with such contemporary issues. Apache Spark, the unified analytics engine, has seen rapid adoption by enterprises across a wide range of industries. Data scientists, analysts, and general business intelligence users rely on interactive SQL queries for exploring data, deal with streams of data, build Machine Learning models to use the predictive power and draw business insights. This course will help students handle such issues in data science through use of Big data techniques and tools. Prereq: ENGR 420B, ENGR 420E, and ENGR 420F.

ENGR 420E. Introduction to Data Mining and Visualization Techniques. 3 Units.
Industry today is looking for someone who can develop data science solutions using open source tools and technologies. The languages such as “R” and “Python” play a significant role facilitating the building of statistical and data science models and approaches to visualize data and making predictions to support decisions. The languages are taught from basics such as objects, data types, functions, control structures, etc., that are essential to read and manipulate a lot of structured data. Some of the basic skills like data acquisition, analysis, dealing with inconsistencies within the data and cleansing, transforming the data as required for further modeling and several other traits to prepare the data will be taught. It is also a common practice to begin the data analysis by visualizing the data in addition to computing summary descriptive statistics. Well-designed visualization techniques can decrease cognitive workload, provide simpler perceptual inferences and improve comprehension of large sets of data to facilitate decision making. Techniques and algorithms for creating effective visualizations will be covered along with the required basics of R, Python and Tableau to generate descriptive statistics, run experiments and draw inferences, visualize the data and present a data story.

ENGR 420F. Introduction to Methods and Algorithms for Machine Learning. 3 Units.
Traditional statistical methods and Machine learning methods coexist, and it is essential for every Data Science enthusiast to learn both and exploit them as they deem fit. Machine Learning is an algorithm that can learn from data without relying on rules-based programming. In this course a variety of machine learning techniques (supervised learning and unsupervised learning), with data examples from biomedical and social research will be covered. Specifically, prediction model building and model-based feature selections, classification (tree-based methods, bagging, random forests, boosting, support vector machines, association rules, clustering and hierarchical clustering, k-nearest neighbors will be covered. Industry case studies will be used to provide students an overview of how a data science project is executed and help them learn all the components of the data science pipeline, and to carry out descriptive, predictive and prescriptive analytics. For a given use case, we teach how to choose between a variety of tools and techniques that suit the problem statement and at every stage how to validate the choice and tune the model performance. When it comes to solving real-world problems for any industry it is equally important to know how to work with all the stakeholders in the organization and build plugins that the business can use. Some of the important aspects like architecting a solution, production deployment and how to deal with challenges and some best practices will be covered. Additionally, this course is designed to broaden the learning horizons and introduce students to unstructured data (Natural Language and computer vision). Some of the state-of-the-art tools and techniques to build supervised and unsupervised approaches to build systems that can-do intelligent things will be introduced. It includes ANN, Deep learning, Convolution nets, RNN and LSTMs. The course goes into details of architecture, implementation and mathematical background of SOTA NLP and computer vision techniques and then build several interesting applications. This program provides a good overview of how learned techniques can be used to build interesting commercial applications in healthcare, medicine, biometrics, speech, OCR, etc. We also dive deep into the engineering aspects and enable participants to think of possibilities in other domains as well. Additionally, another branch of mathematical models, namely Optimization techniques will be covered to build intelligent systems. Recommended preparation: ENGR 420B or concepts covered in that class.
ENGR 600. M.S. Engineering Culminating Experience. 0 Unit.
Culminating experience for MS course focused track in engineering. Prereq: M.S. student in Engineering - course focused track.

EPOM (EPOM)

EPOM 400. Leadership and Interpersonal Skills. 3 Units.
This course is designed as an experience based process to increase understanding of Communication, Emotional Intelligence and behavioral based communication needs in the work environment. To increase understanding, students will learn to recognize, manage and leverage these in business relationships as well as in team and group processes to develop effective Leadership style. Students will work in teams to examine the topics from the perspective of team members and leaders and will formulate strategies to reach desired goals or outcomes.

EPOM 401. Introduction to Business for Engineers. 3 Units.
This course provides an introduction to the business environment for practicing engineers. The course emphasizes the interplay between business and engineering in the context of the competitive marketplace (economics), how engineering proposals are evaluated (finance), the relationship between product and customer (marketing), making effective use of micro-disciplinary teams (organizational behavior), and the manufacturing and production process (operations).

EPOM 403. Product and Process Design and Implementation. 3 Units.
The course is taught through a series of lectures, class discussions, group projects and case studies. The course aim is to provide a solid understanding of the many aspects of the engineering design process and the management of technology. The course focuses on the engineering and management activities used to develop and bring to market new products and processes. The first part of the course focuses on the techniques used to develop new ideas, the second part focuses on the management of technology and innovation. Recommended preparation: EPOM 401.

EPOM 405. Applied Engineering Statistics. 3 Units.
In this course a combination of lectures, demonstrations, case studies, and individual and group computer problems provides an intensive introduction to fundamental concepts, applications and the practice of contemporary engineering statistics. Each topic is introduced through realistic sample problems to be solved first by using standard spreadsheet programs and then using more sophisticated software packages. Primary attention is given to teaching the fundamental concepts underlying standard analysis methods. Offered as EPOM 405 and ECSE 411.

In this course, money and profit as measures of "goodness" in engineering design are studied. Methods for economic analysis of capital investments are developed and the financial evaluation of machinery, manufacturing processes, buildings, R&D personnel development, and other long-lived investments is emphasized. Optimization methods and decision analysis techniques are examined to identify economically attractive alternatives. Basic concepts of cost accounting are also covered. Topics include: economics criteria for comparing projects: present worth, annual worth analysis; depreciation and taxation; retirement and replacement; effect of inflation and escalation on economic evaluations; case studies; use of optimization methods to evaluate many alternatives; decision analysis; accounting fundamentals: income and balance sheets; cost accounting. Offered as ECSE 407 and EPOM 407.

EPOM 409. Master of Engineering Capstone Project. 3 Units.
This is the capstone course for the Master of Engineering Program providing students with the opportunity to integrate the Program's topics through an intensive case study project. Interdisciplinary teams are assigned a major engineering project that covers the stages from design concept through development to final manufacture, including business and engineering decision making to maximize market penetration. Topics also include safety, environmental issues, ethics, intellectual property, product liability and societal issues. Recommended preparation: EPOM 401, EPOM 403, EPOM 405, and EPOM 407.

EPOM 410. Intellectual Property Management and Opportunity Assessment. 3 Units.
The goal of this course is to address issues relating to the commercialization of scientific inventions by exposing graduate students to the challenges and opportunities encountered when attempting to develop meaningful intellectual property from the point of early discovery to the clinic and market. Specifically, this course seeks to provide students with the ability to value a given technological advance or invention holistically, focusing on issues that extend beyond scientific efficacy and include patient and practitioner value propositions, legal and intellectual property protection, business modeling, potential market impacts, market competition, and ethical, social, and healthcare practitioner acceptance. These issues transcend disciplinary boundaries, requiring the integration of expertise in the fields of law, business, and biomedical research disciplines. For instance, comprehending the intricacies involved in the evolution of an upstream product from the lab to the marketplace requires an understanding of intellectual property management, namely the identification of optimal appropriability mechanisms, constructing an intellectual property portfolio (e.g., patents, trademarks, and trade secrets), and leveraging this portfolio in a competitive fashion. An emphasis of this course is to help students understand that intellectual property strategy is business strategy, and that IP is a strategic business asset that can be leveraged to create value and intellectual asset formation in the marketplace.

EPOM 411. Innovation - the Confluence of Need, Requirements and Creativity. 3 Units.
Innovation - the Confluence of Need, Requirements and Creativity: The Purpose of this course is to familiarize students with tools and methods of facilitation necessary to move from a simple idea, to a validated development concept with commercial potential. Drawing from fundamentals of a range of programs, including Stanford's BioDesign, Lean Launch, Requirements by Design and others, the course will lead students through the process of developing detailed perspectives on unmet need, validated design requirements, intellectual property analysis and commercialization fundamentals.

EPOM 412. Technology Transfer and Collaboration. 3 Units.
The overall goal of this course is to address the process of technology transfer. The course will build on an understanding of IP Management and Commercialization activities that follow a new discovery, and examine specific approaches to commercializing technology through the process of technology transfer both in the context of academic research and industry research and development. An overview of the drivers governing relevant industry standards will be discussed, along with specific tools that include sponsored research, licensing, and startup formation. The course will include hands-on assessments of two case studies that present applications of law and policy in the context of collaborative technology development, where each student team will provide a critique and overview of how they would handle the circumstances of the given case. Prereq: EPOM 410.
EPOM 413. Innovation, Strategy & Leadership: Contemporary Approach to Future Growth. 3 Units.
The overall goal of this course is to address the process of innovating in an enterprise context. Outside of the enterprise, global shifts, economic developments and technological evolutions all present opportunities and challenges for innovation-based organizations. Inside the enterprise, company culture, acceptable risk/reward profiles and strategic mindsets will all influence the effectiveness of valuable innovation. Building on an understanding of IP Management and Commercialization activities that follow a new discovery (see, e.g., EPOM 410), and needs-based innovation and design (see, e.g., EPOM 411) this course examines specific approaches and factors related to effectively responding to the challenge of innovation from strategic and leadership perspectives. This course will examine approaches to strategic leadership relative to innovative challenges, building an understanding of successful endeavors, flops that "should have worked" and an embrace of the myriad choices and factors that underlie competitive innovation. The course is three credit hours. During the semester, students will work individually, focusing on issues of the process of structuring innovation, applying tools and methodologies presented during the course. Course leaders and presenters will be drawn from across the university and industry. Analytical and philosophical understanding will be enhanced by hands-on assessments of two case studies that present applications of law and policy in the context of strategic technology innovation and leadership. The goal of each student team is to provide a critique and overview of what factors drove the circumstances and outcomes of the given case. The ultimate objective is to deliver a working understanding of the strategic options available when attempting to lead an innovative enterprise through the process of converting innovative potential to strategically competitive solution.

IIME (IIME)

IIME 400. Leadership Assessment and Development (LEAD). 3 Units.
The goal of the course is to help students learn methods for assessing their knowledge, abilities, and values relevant to engineering and management, and for the acquiring of new professional knowledge and skills throughout their career. Recommended preparation: Senior status in engineering.

IIME 405. Project Management. 3 Units.
Project Management is concerned with the management and control of a group of interrelated tasks required to be completed in an efficient and timely manner for the successful accomplishment of the objectives of the project. Since each project is usually unique in terms of task structure, risk characteristics and objectives, the management of projects is significantly different from the management of repetitive processes designed to produce a series of similar products or outputs. Large-scale projects are characterized by a significant commitment of organizational and economic resources coupled with a high degree of uncertainty. Thus, the objective of the course is to understand what are the main issues and problems in the management of projects and to have a thorough knowledge of the conceptual models and techniques available to deal with them. Recommended preparation: Senior status in engineering.

IIME 410. Accounting, Finance, and Engineering Economics. 3 Units.
This class uses a combination of class lecture and discussion, in combination with problem-type and case-type assignments, to introduce you to key concepts and tools of financial economics. You are expected to use the resources at your disposal, such as the textbook or the accounting dictionary, to help you understand any unfamiliar concepts. Normally, each class will be divided into two sections. The first part of each class session will be devoted to discussions of selected problems and cases, with focus on the specific topics being covered. The second part of each class will be devoted to prepare you for the following session class assignments. Recommended preparation: Senior status in engineering.

IIME 411. New Venture Finance. 3 Units.
This course explores the financing and financial management of entrepreneurial new ventures. The course will focus on issues of financial management of new ventures (forecasting cash flows, cash flow management, valuation, capital structure) and the various financial methods and mechanisms available to entrepreneurs (bootstrapping, angel investors, venture capitalists, IPOs). This course is highly complementary to the existing IIME 410 Finance course which only briefly covers venture finance.

IIME 413. Strategic Intelligence for Technology Commercialization. 3 Units.
The accelerating rate at which major corporations are failing evidences the fact that longstanding assumptions regarding successful strategic planning are being challenged by the increasing rate of disruptive technological innovation. This course unpacks a toolbox of strategic planning methodologies to help students understand how to identify the core requirements of a durable business strategy from which investment (BAFI 460) and corporate risk management (MSFC 432) strategies would follow. The course focuses on the particular challenges faced by established corporations as opposed to entrepreneurial startups. It uses workshops to provide hands on experience in applying the tools to real world problems corporations are facing today.

IIME 415. Materials and Manufacturing Processes. 3 Units.
A survey course on contemporary and modern materials and their processing, the course begins with a review of traditional materials, including metals, ceramics, plastics, and composites. The evolution of the materials will be traced from their beginnings as raw resources and precursors to finished products. Topics will emphasize modern manufacturing methods and materials. Traditional and modern tools for materials and process characterization will be an important part of the course. Special attention will be directed to examples of statistical methodology and information technology. Visits to local industries and presentations by participating companies will reinforce the information presented in the classroom. Recommended preparation: Senior status in engineering.

IIME 418. Graduate Practicum. 0 Unit.
The General Practicum is designed for MEM students who graduate in December from their BS degree so that the student’s records can stay actively at the University and register for their MEM fall classes when they return in the fall semester to complete the master’s degree.

IIME 419. Entrepreneurship and Personal Wealth Creation. 3 Units.
Course explores the accumulation of personal wealth utilizing entrepreneurial strategies. The underlying competencies of successful entrepreneurs are identified and applied to individual lives of students. Active entrepreneurs will be studied, and original case studies of start-ups and acquisitions provide the basis for class exercises. Offered as DESN 419 and IIME 419. Prereq: Enrolled in the Master of Engineering and Management program.
IIME 420. Information, Design and Systems. 3 Units.
Everything about a business is designed, including the ways in which the organization uses information and the systems it uses to create and deliver its products and services, its supply chains, its ways of accounting for its use of resources, how it relates to its employees, industry and customers, and more. Understanding general principles that guide the design and use of systems, using systems effectively, and redesigning them to address changing circumstances are the foci of this course. This course will use readings, discussion, projects and occasional lectures to explore principles, methods, attitudes and tools that can be helpful to managers.

IIME 424. Chief Executive Officer. 3 Units.
This course will take the perspective of the CEO in deciding the actions that lead to sustainable competitive advantage. We will study decisions that span from starting a small business to expanding beyond the core using mergers and acquisitions. We will also study how CEOs decide to exit a market. The successful CEO not only has to design the strategy for success but has to also design an execution plan. As the organization grows the importance of delegation to the right subordinates becomes increasingly critical. The course material includes case studies, decision briefs and presentations (virtual and in person) by senior executives. Decision briefs are short notes that have the same information that the CEOs had when starting the business. You will develop the strategy based on these decision briefs and will compare your suggestions to what was actually done by both successful and unsuccessful CEOs. Offered as DESN 425 and IIME 424. Prereq: Enrolled in the Master of Engineering and Management program.

IIME 425. Understanding People and Change in Organizations. 3 Units.
This course is intended to help students assess events occurring in organizations from a behavioral and human resources perspective and to help them develop strategies for managing these events. The course applies knowledge from the fields of organizational behavior and human resource management to provide an understanding and the skills needed to be effective in organizations. The fields of Organizational Behavior and Human Resource Management are devoted to the study of how human beings act in organized settings and how organizations can affect human behavior through a variety of policies, practices, structures, and strategies. In today’s environment, organizations are faced with high levels of international competition and an increasing pace of technological, market, and social changes. As an organizational member, you are expected to successfully operate within these increasingly complex demands as well as help create and guide change. The purpose of this course is to provide you with the framework and tools needed to analyze and operate in the changing organization. We will examine some of the features that characterize an emerging organizational form and contrast this to its traditional predecessor. The focus of the course will be on the skills you will need to operate in the "new" organization including skills for being a change agent working in entry level and early career managerial roles. Recommended preparation: Accredited Bachelor’s in Engineering plus summer job experience. Prereq: Enrolled in the Master of Engineering and Management program.

IIME 430A. Product Design and Development I. 3 Units.
An integrated approach to the teaching of the complex relationship of customer to designer and to manufacturer, this course will be team taught by faculty from WSOM and CSE, with participation of corporate representatives sponsoring projects for the teams. The course will be built on a series of projects, each emphasizing different aspects of the product/process design experience, selected to provide exposure to a wide variety of entrepreneurial activities. The project activities are expected to promote the development of realistic activities of cross-functional teams. Recommended preparation: Accredited Bachelor’s in Engineering plus summer job experience. Prereq: Enrolled in the Master of Engineering and Management program.

IIME 430B. Product and Process Design, Development, and Delivery II. 3 Units.
An integrated approach to the teaching of the complex relationship of customer to designer and to manufacturer, this course will be team taught by faculty from WSOM and CSE, with participation of corporate representatives sponsoring projects for the teams. The course will be built on a series of projects, each emphasizing different aspects of the product/process design experience, selected to provide exposure to a wide variety of entrepreneurial activities. The project activities are expected to promote the development of realistic activities of cross-functional teams. Recommended preparation: IIME 430A.

IIME 432. Operations Research and Supply Chain Management. 3 Units.
This course is an introduction to Operations Research, and then focusing on applying Operations Research tools to manage business and organizations’ Supply Chain Operations. Operations Research (also called Management Science) is the discipline of applying advanced mathematical methods to help make better decisions. By using techniques such as mathematical modeling to analyze complex situations, Operations Research gives executives the power to make more effective decisions and build more productive systems based on considerations of all available options, careful predictions of outcomes and estimates of risk, and the latest decision tools and techniques. Operations Research solves problems that arise in every business function (e.g., operations, finance, marketing, accounting, HR), every economy sector (e.g., financial, healthcare, industrial goods, technology, utilities), and every business type (e.g., for-profit and non-profit, start-ups and Fortune 500 companies), even government.

IIME 435. Enterprise Resource Planning in the Supply Chain. 3 Units.
Enterprise resource planning is the dominant system by which companies translate the needs from their customers into the detailed plans that the company must perform to meet the customer needs, and the resulting support the company will need from its suppliers. As such, it is a central player in the process of supply chain management. In this course, we study both the quantitative and qualitative concepts and techniques to help manage a company's operations to perform these important translation and planning tasks in order to help the company be successful. The quantitative analysis will be supported by microcomputer software available in the Weatherhead computer lab. Student teams complete a series of integrated case studies from the same company to vividly see the relationships between various planning and control activities. A major emphasis during the course is the design of processes and procedures (algorithms) for solving very complex (wicked) problems as part of both class discussions and while working on case studies, as well as critiquing the designs so as to clearly understand their limitations.
IIME 440. Six Sigma and Quality Management. 3 Units.
The Six Sigma process is the standard for quality improvement in organizations around the globe. In this course, we study the details of the five steps in the Six Sigma process: DEFINE, MEASURE, ANALYZE, IMPROVE, and CONTROL (DMAIC). We introduce the concept of sustainability into the criteria to use to evaluate proposed solutions during the Six Sigma process. Many tools, concepts, and processes that are often an integral part of Six Sigma projects in companies are included in the course content. They range from the very basic tools of quality (such as cause-and-effect diagrams for brainstorming) to complete processes (such as benchmarking, quality function deployment, failure mode and effects analysis-FMEA). Statistical concepts that are central to Six Sigma including statistical process control and introduction design of experiments are also included. Once the Six Sigma process and its various components are understood, we study quality management including quality control, quality planning, quality improvement, strategic quality management, and quality strategy. Students meeting the required standards of performance will earn a Green Belt Certification in Six Sigma and Quality Management from the Weatherhead School of Management. Prereq: Enrolled in the Master of Engineering and Management program.

IIME 446. Models of Health Care Systems. 1.5 Unit.
This course is for professionals who will pursue their careers in, or associated with, the health care industry; and therefore, need to understand the structure, operations and decision influences in the health care delivery system. The course is intended to develop competence and confidence in the participant’s ability to understand and operate in the industry. the largest and, perhaps, the most complex in the United States. It is applicable to the private and public, profit and not-for-profit sectors. In this course students are introduced to: the different systems of care delivery; their organization and operations; their markets and the nature of the demand for their services; and the dynamics of their interoperation among themselves and with other entities in the industry (e.g., payors/insurers, regulators and accreditors, technology and pharmaceuticals suppliers). Offered as HSMC 446 and IIME 446.

IIME 447. Regulatory Affairs for the Biosciences. 1.5 Unit.
This mini-course introduces students to the Food and Drug Administration (FDA) and the laws and regulations it enforces. A scientific regulatory agency with far reaching enforcement authority, FDA is the most powerful consumer protection agency in the world. This course will familiarize students with FDA’s mission, philosophy and organizational structure, as well as policy and procedure it uses to ensure the safety and effectiveness of the food, drugs, biologics, cosmetics, medical devices and radiation-emitting products it regulates. Recommended preparation: Enrollment in the MEM Biomedical Entrepreneurship Track. Offered as BIOS 447, HSMC 447, and IIME 447.

IIME 450. Engineering Entrepreneurship. 3 Units.
Entrepreneurship is an area of importance to business leaders, educators, politicians, and individual members of the society. It is a driver of economic development and wealth creation in organizational units ranging in size from the individual company to entire nations. Technology-based entrepreneurship is particularly important to economic development due to its impact on productivity (innovations in action) and its potential for exponential growth. This course will emphasize and explore a variety of issues related to innovation and entrepreneurship, demonstrating that there are not many “absolute truths,” but there are numerous best practices. Successful students will conclude this course with new knowledge about opportunity analysis and insight on entrepreneurship & innovation, as well as having demonstrated measurable improvement in their critical thinking skills. This course is one-semester version of a course taught alternatively as a two-semester course. Recent growth in CWRU curricula centered on entrepreneurship and related subjects enables students to specialize in, say, wealth creation, leadership, and finance topics once included under the broader two-semester umbrella. The current Fall version of the course culminates with student projects and presentations on opportunity analysis.

IIME 450A. Technology Entrepreneurship: Market Opportunity Analysis. 3 Units.
The nature and importance of entrepreneurship is an area of importance to business leaders, educators, politicians, and individual members of the society. It is a driver of economic development and wealth creation in organization units ranging in size from the individual company to entire nations. Technology-based entrepreneurship is particularly important to economic development due to its impact on productivity and its potential for exponential growth. To create something new and of value to both the organization and the market requires a technical individual who is willing to assume the social, psychic, and financial risks involved and achieve the resulting rewards whether these be monetary, personal satisfaction, or independence. This can occur while starting an enterprise (i.e., entrepreneurship) or while driving innovation in an existing organization (intrapreneurship). This course will also take students through a variety of issues related to enhancing innovation in the context of a technology-based organization. This is sometimes termed intrapreneurship and includes innovating new products and services within an organization. This is a very complex field and relatively young. Students will learn that there are not many “absolute truths,” but there are numerous best practices and benchmarks that can assist the intrapreneur. Recommended preparation: Accredited Bachelor’s in Engineering plus summer job experience. Prereq: Enrolled in the Master of Engineering and Management program.

IIME 470. Independent Projects. 3 Units.
This course is designed for students wishing to expand experiential learning opportunities at the interface of engineering and management. Preferred focus areas in entrepreneurship and opportunity assessment, product design and development, and manufacturing planning and management. Project ideas along with milestone, deliverables, and potential corporate clients need to be arranged in advance.
IIME 472. BioDesign. 3 Units.
Medical device innovations that would have been considered science fiction a decade ago are already producing new standards of patient care. Innovation leading to lower cost of care, minimally invasive procedures and shorter recovery times is equally important to healthcare business leaders, educators, clinicians, and policy-makers. Innovation is a driver of regional economic development and wealth creation in organizational units ranging in size from the start-up to the Fortune 500 companies. In a broader context, the pace of translational research leading to product and service innovation is highly interdisciplinary, thus, new products and services result from team efforts, marked by a systematic, structured approach to bringing new medical technologies to market and impacting patient care. In this course we examine medical technology innovations in the context of (A) addressing unmet clinical needs, (B) the process of inventing new medical devices and instruments, and (C) subsequent implementation of these advances in patient care. In short, the student learns the process of "identify, invent, implement" in the field of BioDesign. Offered as EBME 472, IIME 472 and SYBB 472.

IIME 473. Fundamentals of Clinical Information Systems. 3 Units.
Technology has played a significant role in the evolution of medical science and treatment. While we often think about progress in terms of the practical application of, say, imaging to the diagnosis and monitoring of disease, technology is increasingly expected to improve the organization and delivery of healthcare services, too. Information technology plays a key role in the transformation of administrative support systems (finance and administration), clinical information systems (information to support patient care), and decision support systems (managerial decision-making). This introductory graduate course provides the student with the opportunity to gain insight and situational experience with clinical information systems (CIS). Often considered synonymous with electronic medical records, the "art" of CIS more fundamentally examines the effective use of data and information technology to assist in the migration away from paper-based systems and improve organizational performance. In this course we examine clinical information systems in the context of (A) operational and strategic information needs, (B) information technology and analytic tools for workflow design, and (C) subsequent implementation of clinical information systems in patient care. Legal and ethical issues are explored. The student learns the process of "plan, design, implement" through hands-on applications to select CIS problems, while at the same time gaining insights and understanding of the impacts placed on patients and health care providers. Offered as EBME 473, IIME 473 and SYBB 421.

IIME 475. Technology Marketing Strategy. 3 Units.
High technology products and services are unique in the levels of ambiguity and risk that challenge a manager’s ability to craft a marketing strategy. Understanding the customer, reading market trends, creating a compelling vision of value, and launching marketing programs (already foreboding tasks in traditional marketing situations) have a heightened sense of uncertainty in the context of high technology platforms such as nanotechnology and regulated medical devices. This course draws on contemporary ideas in literature by thought leaders in technology marketing. We work though several marketing models and methods in practice today to assist students synthesize and build appropriate conceptual and managerial frameworks for technology marketing practice.

IIME 476. Applied Statistics for Decision Support in Data Science. 3 Units.
In this intense summer application-oriented course, the goal is to bridge traditional statistical tools with the R language to prepare beginning graduate students for further study in data science. Managerial decision support involves the collection, analysis, and interpretation of data for understanding uncertainty and risk in decision-making; quite simply, decision support requires statistics! The "R" language plays a significant role facilitating the building of statistical and data science models and approaches to visualizing data and making predictions to support decisions, but absent a foundational knowledge in probability and statistics the impact of the tools and their use may not be fully realized. The course is project-based to provide direct application of probability and statistics to the extraction of knowledge from data. Prereq: Graduate level standing.
General Engineering

500 Nord Hall (7220)
Phone: 216.368.4436
Daniel J. Lacks, Associate Dean of Engineering
cseinfo@case.edu

Bachelor of Science in General Engineering

The primary purpose of the General Engineering major is to serve the needs of students who have multiple areas of interest in technical fields or who do not wish to pursue pure engineering careers but are looking to expand their technological background to include non-technical pursuits, such as, for example, in business, psychology, history, or art. Thus wanting to pursue an academic curriculum that includes a combination of basic engineering and a variety of courses in both chemical engineering and electrical engineering, but not desiring a dual major, might be a valid reason to choose a General Engineering major. Alternatively, wanting to pursue a combination of basic engineering courses and business courses might be another reason to choose this major. This is not an ABET accredited program.

A student choosing to pursue a General Engineering major must work with the Associate Dean of Academics in the School of Engineering to develop and submit a clear statement of career goals. These should be supported by a detailed course curriculum and sample schedule with a written justification for the selections. The program must then be approved by a committee consisting of the Associate Dean of Academics and two additional faculty members in the School of Engineering. A total of at least 129 semester credits are required for graduation.

As each student’s program is unique, no typical curriculum can be shown. Every program must fulfill the requirements described below.

In addition to Engineering Core (p. 1292) and CWRU General Education (p. 1212) requirements, the program requires the following:

30 cr Engineering courses chosen in consultation with the Associate Dean (including a 3-cr hr capstone)
18 cr Courses chosen in consultation with the Associate Dean
9 cr Open elective courses

Hours required for graduation: 129

The chosen courses should be approved by a committee consisting of the Associate Dean of Academics and at least two additional faculty members.

Cooperative Education

Opportunities are available for students to alternate studies with work in industry or government as a co-op student, which involves paid full-time employment over seven months (one semester and one summer). Students may work in one or two co-ops, beginning in the third year of study. Co-ops provide students the opportunity to gain valuable hands-on experience in their field by completing a significant engineering project while receiving professional mentoring. During a co-op placement, students do not pay tuition but maintain their full-time student status while earning a salary. Learn more at engineering.case.edu/coop (http://engineering.case.edu/coop/). Alternatively or additionally, students may obtain employment as summer interns.

Five-Year Combined BS/MS Program

This program offers outstanding undergraduate students the opportunity to obtain an MS degree in one additional year of study beyond the BS degree. (Normally, it takes two years beyond the BS to earn an MS degree.) In this program, an undergraduate student can take up to 9 credit hours that simultaneously satisfy undergraduate and graduate requirements. Students in this program can begin their research leading to the MS thesis in the fall semester of the senior year. The BS degree is generally awarded at the completion of the senior year.

Application for admission to the five year BS/MS program is made after completion of five semesters of course work. Minimum requirements are a 3.2 grade point average and the recommendation of the Associate Dean of Academics. Interested students should contact Associate Dean Daniel Lacks. Review the Office of Undergraduate Studies BS/MS program requirements here (p. 1298).

Master of Engineering

The Master of Engineering Program is a graduate degree program that targets engineers currently employed in industry. The objective of this program is to provide engineers in industry with technical as well as business, management, and teamwork skills. The program differs from a traditional Master of Science degree in engineering by combining core courses that focus on the engineering-business environment and technical elective courses that concentrate on contemporary industrial practice rather than on research.

The Master of Engineering Program prepares students to enhance their role as corporate leaders and provides an environment in which practicing engineering professionals can address the increasingly wide range of technical, management, financial and interpersonal skills demanded by an ever-expanding and diverse global industry base.

The Master of Engineering Program requires 30 credit hours of coursework that include 18 credit hours of online core courses and 12 credit hours of technical electives, taken either online or on-campus, that are chosen from focus areas (see below). It is possible to complete the Master of Engineering degree program within a two-year (six semester), part-time, program of study, although most students choose to complete the program over a seven to nine semester period.

The program is composed of online and traditional on-campus classes, with core courses aimed at equipping participants with knowledge on how engineering is practiced in contemporary industry, and technical electives that provide depth in a chosen specialty area. All core courses are provided in an exclusively online format. The technical elective sequences for Applied Data Science (ADS), Biomedical Engineering (EBME), Engineering Innovation, Management and Leadership (EIML), Mechanical Engineering (EMAE) and Systems & Control Engineering (SCS) are also in an online format. Other technical elective courses are held on campus in the late afternoon or evening hours, and in an online distance-learning format to minimize disruption at the workplace and home. Because the program makes extensive use of computers, participants need to have access to computer facilities.

For more details about the exclusively online Master of Engineering degree program, visit online-engineering.case.edu/masters/ (http://online-engineering.case.edu/masters/).
For local students wanting to take on-campus technical electives, please contact the Program Director, Sunniva Collins (Sunniva.Collins@case.edu) (skr@case.edu).

Curriculum
The program consists of a set of six core courses and a four-course technical elective sequence (a total of 30 credit hours are required). The core courses provide a common base of study and experience with problems, issues, and challenges in the engineering business environment. The technical elective sequence provides an opportunity to update disciplinary engineering skills and to broaden interdisciplinary skills. Up to six transfer credits may be approved for graduate-level courses taken at Case Western Reserve or another accredited university.

Core Courses
- EPOM 400 Leadership and Interpersonal Skills (3)
- EPOM 401 Introduction to Business for Engineers (3)
- EPOM 403 Product and Process Design and Implementation (3)
- EPOM 405 Applied Engineering Statistics (3)
- EPOM 407 Engineering Economics and Financial Analysis (3)
- EPOM 409 Master of Engineering Capstone Project (3)

Total Units: 18

Technical Electives
Four courses are chosen from concentration areas.

Concentration in Biomedical Engineering
- EBME 401D Biomedical Instrumentation and Signal Processing (3)
- EBME 406 Polymers in Medicine (3)
- EBME 410 Medical Imaging Fundamentals (3)
- EBME 421 Bioelectric Phenomena (3)
- EBME 432 Quantitative Analysis of Physiological Systems (3)
- EBME 440 Translational Research for Biomedical Engineers (3)
- EBME 451 Molecular and Cellular Physiology (3)
- EBME 471 Principles of Medical Device Design and Innovation (3)

Concentration in Mechanical Engineering
- EMAE 450 Advanced Mechanical Engineering Analysis (3)
- EMAE 456 Micro-Electro-Mechanical Systems in Biology and Medicine (BioMEMS) (3)
- EMAE 460 Theory and Design of Fluid Power Machinery (3)
- EMAE 480 Fatigue of Materials (3)
- EMAE 481 Advanced Dynamics I (3)
- EMAE 487 Vibration Problems in Engineering (3)
- EMAE 494 Energy Systems (3)

Concentration in Systems & Control Engineering
- ECSE 401 Digital Signal Processing (3)
- ECSE 404 Digital Control Systems (3)
- ECSE 408 Introduction to Linear Systems (3)
- ECSE 416 Convex Optimization for Engineering (3)
- ECSE 468 Power System Analysis I (3)

Master of Engineering and Management
The Master of Engineering and Management (MEM) program provides business acumen and leadership skills to uniquely position graduates for rapid advancement in technology-oriented organizations. The MEM curriculum is the result of nearly 20 years of ongoing research and interviews with hundreds of industrial stakeholders and more than 600 graduates in our thriving alumni network. This interdisciplinary, joint degree program combines the analytical expertise and rigor from the Case School of Engineering and the organizational insights of the Weatherhead School of Management. MEM is a 1 year, cohort program that starts every year in June. This program is designed for undergraduate engineering majors and is focused on developing high-impact talent, which companies are actively seeking. Students can enter this program after their junior year or upon graduation.

Curriculum
The program includes 36 credit hours of graded coursework. The 10-course core sequence makes up 30 of the required credit hours. For the remaining 6 credit hours, students can choose from any 400 level Case School of Engineering course for which prerequisites are met or select Weatherhead School of Management courses. Below is the list of required core courses and a representative sample of elective courses.

Required Core Courses (30 credit hours)
- IIME 400 Leadership Assessment and Development (LEAD) (3)
- IIME 410 Accounting, Finance, and Engineering Economics (3)
- IIME 425 Understanding People and Change in Organizations (3)
- IIME 430A Product Design and Development I (3)
- IIME 430B Product and Process Design, Development, and Delivery II (3)
- IIME 432 Operations Research and Supply Chain Management (3)
A student working toward a Master of Science in Engineering, undesignated must select a department. The student is responsible for submitting an Academic Program via the Student Information System where it will be routed for appropriate approvals. The Academic Program must contain a minimum of 9 semester hours of course work in the department approving the program. A minimum of 18 semester hours of course work for the degree must be at the 400 level or higher. The student must also meet all the requirements of the designated Master of Science degree in engineering.

**Master of Science in Engineering, Undesignated**

500 Nord Hall (7220)
Phone: 216.368.4436
Daniel J. Lacks, Associate Dean of Engineering
cseinfo@case.edu

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>IIME 440</td>
<td>Six Sigma and Quality Management</td>
<td>3</td>
</tr>
<tr>
<td>IIME 450</td>
<td>Engineering Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>IIME 475</td>
<td>Technology Marketing Strategy</td>
<td>3</td>
</tr>
<tr>
<td>IIME 476</td>
<td>Applied Statistics for Decision Support in Data Science</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Units** 30

**Elective Courses (6 credit hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>IIME 411</td>
<td>New Venture Finance</td>
</tr>
<tr>
<td>IIME 415</td>
<td>Materials and Manufacturing Processes</td>
</tr>
<tr>
<td>IIME 419</td>
<td>Entrepreneurship and Personal Wealth Creation</td>
</tr>
<tr>
<td>IIME 424</td>
<td>Chief Executive Officer</td>
</tr>
<tr>
<td>IIME 435</td>
<td>Enterprise Resource Planning in the Supply Chain</td>
</tr>
<tr>
<td>IIME 446</td>
<td>Models of Health Care Systems (*)</td>
</tr>
<tr>
<td>IIME 447</td>
<td>Regulatory Affairs for the Biosciences (*)</td>
</tr>
<tr>
<td>IIME 472</td>
<td>BioDesign</td>
</tr>
<tr>
<td>IIME 473</td>
<td>Fundamentals of Clinical Information Systems</td>
</tr>
<tr>
<td>DSCI 451</td>
<td>Exploratory Data Science</td>
</tr>
<tr>
<td>DSCI 452</td>
<td>Applied Data Science Research</td>
</tr>
<tr>
<td>DSCI 453</td>
<td>Data Science: Statistical Learning, Modeling and Prediction</td>
</tr>
<tr>
<td>MGMT 467</td>
<td>Commercialization and Intellectual Property Management</td>
</tr>
<tr>
<td>MKMR 408</td>
<td>Marketing Metrics</td>
</tr>
<tr>
<td>OPMT 475</td>
<td>Global Supply Chain Logistics</td>
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<tr>
<td>ORBH 450</td>
<td>Executive Leadership</td>
</tr>
<tr>
<td>ORBH 491</td>
<td>Leadership in Diversity and Inclusion: Towards a Globally Inclusive Workplace</td>
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</tbody>
</table>

*courses are 1.5 credit hours and are generally taken together in one semester.

**Department of Biomedical Engineering**

340 Wickenden Building
http://bme.case.edu
Phone: 216.368.4063; Fax: 216.368.4969
Robert F. Kirsch, Chair
bmedept@case.edu

The Department of Biomedical Engineering was established in 1968 at Case Western Reserve University, founded on the premise that engineering principles provide an important basis for innovative and unique solutions to a wide range of biomedical and clinical challenges. As one of the pioneering programs in the world, the department has established rigorous yet flexible educational programs that are emulated by many other institutions and is a national leader in cutting-edge research in several important areas. The cornerstone of the program is quantitative engineering and analytic methods for biomedical applications, a feature that distinguishes Biomedical Engineering from other biomedical science programs. The department’s educational programs provide training in cellular and subcellular mechanisms for understanding fundamental physiological processes, in dealing with biomedical problems at the tissue and organ system level, and in integrating this knowledge in systems approaches to solving clinical problems.

Current degree programs include the BSE, MS, ME, combined BS/MS, PhD, MD/MS, and MD/PhD in Biomedical Engineering. In all of the BME programs at Case, the goal is to educate engineers who can apply engineering methods to problems involving living systems. The Case School of Engineering and the School of Medicine are in close proximity on the same campus, and Biomedical Engineering faculty members carry joint appointments in both of these two schools, participating in the teaching, research, and decision-making committees of both. The department is also tightly linked with several major medical centers (University Hospitals, Cleveland Clinic, VA Medical Center, and MetroHealth Medical Center) that are nearby. As a result, there is an exceptional free flow of academic exchange and collaboration in research and education among the two schools and the four medical institutions. All of Case Western Reserve’s BME programs take full advantage of these close relationships, which adds significant strength to the programs.

**Mission**

To educate leaders who will integrate principles of both engineering and medicine to create knowledge and discoveries that advance human health and well-being. Our faculty and students play leading roles ranging from basic science discovery to the creation, clinical evolution, and commercialization of new technologies, devices, and therapies. In short, we are "Engineering Better Health.”

**Background**

Graduates in biomedical engineering are employed in industry, hospitals, research centers, government, and universities. Biomedical engineers also use their undergraduate training as a basis for careers in business, medicine, law, consulting, and other professions.

**Research**

Several research thrusts are available to accommodate various student backgrounds and interests. Strong research collaborations with clinical and basic science departments of the university and collaborating
medical centers bring a broad range of opportunities, expertise, and perspective to student research projects.

**Biomaterials/Tissue Engineering/Drug and Gene Delivery**
Fabrication and analysis of materials for implantation, including neural, orthopaedic, and cardiovascular tissue engineering, biomimetic materials, liposomal and other structures for controlled, targeted drug delivery, and biocompatible polymer surface modifications. Analysis of synthetic and biologic polymers by AFM, nanoscale structure-function relationships of biomaterials. Applications in the nervous system, the cardiovascular system, the musculoskeletal system, and cancer.

**Biomedical Imaging**
MRI, PET, SPECT, CT, ultrasound, acoustic elastography, optical coherence tomography, cardiac electrical potential mapping, human visual perception, image-guided intervention, contrast agents. In vivo microscopic and molecular imaging, and small animal imaging.

**Biomedical Sensing**
Optical sensing, electrochemical and chemical fiber-optic sensors, chemical measurements in cells and tissues, endoscopy. Wearable sensor systems analytics and machine learning algorithm development for sports health and cardiovascular applications. Internet of Things (IoT) smart sensor and smart speaker systems translational research in support of medication management, dementia, and related patient care.

**Big Data Analytics and Health Informatics**
Radiomics, Radiogenomics, computer-assisted diagnosis, digital pathology, co-registration, cancer detection, decision making, precision medicine, bioinformatics, image informatics, machine learning, pattern recognition, artificial intelligence, deep learning.

**Neural Engineering and Neural Prostheses**
Neuronal mechanisms; neural interfacing for electric and magnetic stimulation and recording; neural dynamics, ion channels, second messengers; neural prostheses for control of limb movement, bladder, bowel, and respiratory function; neuromodulation systems for movement disorders, epilepsy, pain mitigation, visceral functions; computational modeling and simulation of neural structures.

**Transport and Metabolic Systems Engineering**
Modeling and analysis of tissue responses to heating (e.g., tumor ablation) and of cellular metabolism related to organ and whole-body function in health (exercise) and disease (cardiac).

**Biomechanical Systems**
Computational musculoskeletal modeling, bone biomechanics, soft tissue mechanics, control of neuroprostheses for motor function, neuromuscular control systems, human locomotion, cardiac mechanics.

**Cardiovascular Systems**
Normal cardiac physiology, pathogenesis of cardiac diseases, cardiac development, therapeutic technologies, including cardiac regeneration, electrophysiological techniques, imaging technologies, mathematical modeling, gene regulation, molecular biology techniques, cardiac bioelectricity, and cardiac biomechanics.

### Primary Appointments

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert F. Kirsch, PhD</td>
<td>(Northwestern University)</td>
</tr>
<tr>
<td><strong>Professor and Chair, Executive Director, Functional Electrical Stimulation Center</strong></td>
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<tr>
<td>Restoration of movement using neuroprostheses; neuroprosthesis control system design; natural control of human movements; brain-computer interfacing; biomechanics of movement; computer-based modeling; and system identification.</td>
<td></td>
</tr>
<tr>
<td>A. Bolu Ajiboye, PhD</td>
<td>(Northwestern University)</td>
</tr>
<tr>
<td><strong>Elmer Lincoln Associate Professor; Associate Chair-Undergraduate Programs</strong></td>
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<tr>
<td>Development and control of brain-computer-interface (BCI) technologies for restoring function to individuals with nervous system injuries.</td>
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<tr>
<td>Jay Alberts, PhD</td>
<td>(Arizona State University)</td>
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<tr>
<td><strong>Assistant Professor</strong></td>
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<tr>
<td>Research into how the brain controls skilled movements and how changes in brain function affect movement performance.</td>
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<tr>
<td>James M. Anderson, MD</td>
<td>(Case Western Reserve University), PhD (Oregon State University)</td>
</tr>
<tr>
<td><strong>Professor of Pathology, Macromolecular Science and Biomedical Engineering; Distinguished University Professor</strong></td>
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<tr>
<td>Blood and tissue/material interactions as they relate to implantable devices and biomaterials.</td>
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<tr>
<td>Suneel Apte, PhD</td>
<td>(Bombay University &amp; University of Oxford)</td>
</tr>
<tr>
<td><strong>Associate Professor</strong></td>
<td></td>
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<tr>
<td>Examine how mutations in ADAMTS proteases cause birth defects that affect the heart, blood vessels, neural tube, eyes, palate and limbs.</td>
<td></td>
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<tr>
<td>James P. Basilion, PhD</td>
<td>(The University of Texas)</td>
</tr>
<tr>
<td><strong>Professor of Biomedical Engineering and Radiology</strong></td>
<td></td>
</tr>
<tr>
<td>High resolution imaging of endogenous gene expression; definition of &quot;molecular signatures&quot; for imaging and treatment of cancer and other diseases; generating and utilizing genomic data to define informative targets; strategies for applying non-invasive imaging to drug development; and novel molecular imaging probes and paradigms.</td>
<td></td>
</tr>
<tr>
<td>Jillian Beveridge, PhD</td>
<td>(University of Calgary)</td>
</tr>
<tr>
<td><strong>Assistant Professor</strong></td>
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<tr>
<td>Investigate joint biomechanics and injury, especially anterior cruciate ligament tear, with a combination of traditional marker-based motion capture, force data, and electromyography.</td>
<td></td>
</tr>
<tr>
<td>Jeffrey Capadona, PhD</td>
<td>(Georgia Institute of Technology)</td>
</tr>
<tr>
<td><strong>Leonard Case, Jr. Professor in Engineering; Associate Chair-Graduate Programs</strong></td>
<td></td>
</tr>
<tr>
<td>Advanced materials for neural interfacing; biomimetic and bio-inspired materials; host-implant integration; anti-inflammatory materials; and novel biomaterials for surface modification of cortical neuroprostheses.</td>
<td></td>
</tr>
</tbody>
</table>
Margot Damaser, PhD  
(University of California at Berkeley)  
Professor  
Conduct regenerative medicine, tissue engineering and device development research aimed at improving the health of individuals with pelvic floor dysfunction, including urinary and fecal incontinence and pelvic organ prolapse

Kathleen Derwin, PhD  
(University of Michigan)  
Assistant Professor  
Investigating the factors that influence clinical outcomes following rotator cuff repair, including extracellular matrix scaffold technologies to enhance healing

Colin Drummond, PhD (Syracuse University), MBA (Case Western Reserve University)  
Professor and Assistant Chair  
Medical device design; wearable sensor systems in sports health, urology and cardiology; advanced simulation for clinical decision support systems; and, clinical information systems for patient-centered care.

Dominique M. Durand, PhD  
(University of Toronto, Canada)  
Elmer Lincoln Lindseth Professor and Distinguished University Professor; Associate Chair-MS Program Development; Director, On-line MS Programs; Director, Neural Engineering Center  
Neural engineering; neural interfacing with peripheral nervous system; electric and magnetic field interaction with neurons; neural prostheses for restoring motor function; neurophysiology and computational neuroscience of neural activity generation and propagation; neuromodulation; electrical stimulation and control of epilepsy; bioelectric medicine.

Steven J. Eppell, PhD  
(Case Western Reserve University)  
Associate Professor  
Biomaterials; instrumentation; nanoscale structure-function analysis of orthopaedic biomaterials; and scanning probe microscopy and spectroscopy of skeletal tissues

Ahmet Erdemir, PhD  
(Pennsylvania State University)  
Assistant Professor  
Developing state-of-the-art computational representation of the human body to determine how movement patterns and loads on the joints affect tissues and cells

Stephen Fening, PhD  
(Ohio University)  
Associate Professor  
Patient care through translational research and commercialization

Aaron Fleischman, PhD  
(Case Western Reserve University)  
Assistant Professor  
Research into the application of micro and nano technology, including how to shrink high-functioning large systems into small computer-like chips for implantation or minimally invasive procedures

Kiyotaka Fukamachi, PhD  
(Kyushu University)  
Professor  
Pioneering surgical and device treatments for heart failure; investigating mechanical support devices, such as implantable heart pumps, the total artificial heart, and advanced heart valves

Emily L. Graczyk, PhD  
(Case Western Reserve University)  
Assistant Professor  
Cortical and peripheral neurostimulation to restore and augment human sensation; brain-computer interfacing; cognitive neuroscience; sensory neuroscience; computational modeling of neurostimulation; neuroprostheses for upper limb sensorimotor function

Linda Graham, MD  
(University of Michigan)  
Professor  
Investigating how oxidized lipids contribute to the build-up of scar tissue and block the movement of endothelial cells into an area of injury or onto a bypass graft

Miklos Gratzl, PhD  
(Technical University of Budapest, Hungary)  
Associate Professor  
Biomedical sensing and diagnostics in vitro and in vivo; electrochemical and optical techniques; BioMEMS for cellular transport; cancer multidrug resistance at the single cell level; and silver sensor for multi-analyte patient monitoring

Kenneth Gustafson, PhD  
(Arizona State University)  
Associate Professor  
Neural engineering; neural prostheses; neurophysiology and neural control of genitourinary function; devices to restore genitourinary function; and functional neuromuscular stimulation

Vincent Hascall, PhD  
(Rockefeller University)  
Professor  
Investigate how the sugar molecule hyaluronan forms normal and abnormal matrices that are required everywhere, from successful fertilization, to the protection and repair of tissues, to cancer development

Peter S. Hovmand, PhD, MSW  
(Michigan State University)  
Pamela B. Davis MD PhD Professor of Medicine  
Computer modeling and simulation of multiscale nonlinear feedback systems; model equivalence; community engaged system design; implementation science; structural violence (gender based violence, structural racism)

Michael Jenkins, PhD  
(Case Western Reserve University)  
Associate Professor, Pediatrics, Biomedical Engineering  
Development of new technology and therapies for investigating and treating autonomic dysfunction and congenital heart defects. Advancements fall into several categories - infrared neuromodulation, imaging, and drug development.
Efstathios (Stathis) Karathanasis, PhD  
(University of Houston)  
Associate Professor, Associate Chair School of Medicine  
Fabricating multifunctional agents that facilitate diagnosing; treating and monitoring of therapies in a patient-specific manner

Vijay Krishna, PhD  
(University of Florida)  
Assistant Professor  
Leveraging nanotechnology to design next-generation nano-engineered materials for non-invasive therapies and prevention of cancer, especially skin cancer

Vinod Labhasetwar, PhD  
(Nagpur University)  
Professor  
Explore the use of nanotechnology, such as nanoparticles that can find their way into specific cells or tissues to treat various diseases, including cancer, stroke, and cardiovascular conditions

Xiaojuan Li, PhD  
(University of California at Berkeley)  
Professor  
Exploring and developing advanced musculoskeletal imaging techniques to be applied in a range of orthopaedic and rheumatologic disorders

Zheng-Rong Lu, PhD  
(Lanzhou Institute of Chemical Physics, Chinese Academy of Sciences)  
M. Frank Rudy and Margaret Domiter Rudy Professor of Biomedical Engineering; Director, Case Center for Biomolecular Engineering  
Drug delivery and molecular imaging; novel targeted imaging agents for molecular imaging; novel MRI contrast agents; image-guided therapy and drug delivery; drug delivery systems; multi-functional delivery systems for nucleic acids; non-viral gene therapy

Dan Ma, PhD  
(Case Western Reserve University)  
Assistant Professor  
Magnetic Resonance Imaging (MRI); Magnetic Resonance Fingerprinting; Quantitative MR; MR Acquisition and Modeling; Neuroimaging

Anant Madabhushi, PhD  
(University of Pennsylvania)  
Donnell Institute Professor; Director, Center for Computational Imaging & Personalized Diagnostics  
Quantitative image analysis; Multi-modal, multi-scale correlation of massive data sets for disease diagnostics, prognostics, theragnostics; cancer applications, health disparities, computational pathology, radiomics, pathomics, digital pathology, radiogenomics, oncology, cardiovascular, nephrology, ophthalmology

Paul Marasco, PhD  
(Vanderbilt University)  
Investigating sensory integration with prosthetic devices to develop translational approaches for providing natural touch and movement feedback for artificial limbs

Edward Maytin, MD, PhD  
(University of Rochester)  
Associate Professor  
Study wound healing to learn how the extracellular matrix can regulate inflammation and fibrosis in healing wounds; also study skin cancer to improve photodynamic therapy for thicker and more serious skin cancers

Debra McGivney, PhD  
(Case Western Reserve University)  
Assistant Professor  
Magnetic resonance imaging, magnetic resonance fingerprinting, mathematical modeling, inverse problems.

George F. Muschler, MD  
(Northwestern University)  
Professor  
Focus is on advancing the field of tissue engineering through development of new strategies for preservation, repair, regeneration, augmentation, or replacement of musculoskeletal tissues

Ela Plow, PhD  
(University of Minnesota)  
Assistant Professor  
Utilize functional neuroimaging to discern substrates of movement control and movement relearning-related plasticity in the healthy vs. post-stroke brain for rehabilitation

Andrew M. Rollins, PhD  
(Case Western Reserve University)  
Professor; Faculty co-director, Center for Engineering Action  
Biomedical optics; biomedical optical imaging; optical coherence tomography; cardiovascular and ophthalmic applications

Gerald M. Saidel, PhD  
(The Johns Hopkins University)  
Professor; Director, Center for Modeling Integrated Metabolic Systems  
Mass and heat transport and metabolism in cells, tissues, and organ systems; mathematical modeling and simulation of dynamic and spatially distributed systems; optimal nonlinear parameter estimation and design of experiments

Anirban Sen Gupta, PhD  
(The University of Akron)  
Professor  
Targeted drug delivery; targeted molecular imaging; image-guided therapy; platelet substitutes; novel polymeric biomaterials for tissue engineering scaffolds

Sam Senyo, PhD  
(University of Illinois)  
Assistant Professor  
Cardiovascular regeneration; microenvironment; stable isotopes; biomaterials, microfabrication; and drug delivery

Andrew Shoffstall, PhD  
(Case Western Reserve University)  
Assistant Professor  
Development of minimally invasive neural interfaces; biomaterials; drug delivery; blood-brain barrier permeability
Pallavi Tiwari, PhD  
(Rutgers University)  
Assistant Professor  
Developing Image Analysis and Machine Learning Tools for Neuroimaging applications

Ronald J. Triolo, PhD  
(Drexel University)  
Professor, Orthopaedics, University Hospitals-Case Medical Center, VA Medical Center, MetroHealth Medical Center  
Neural prostheses, rehabilitation engineering and restoration of lower extremity function, biomechanics of human movement quantitative analysis and control of gait, standing balance and seated posture

Dustin J. Tyler, PhD  
(Case Western Reserve University)  
Kent Hale Smith Professor for the Case School of Engineering II  
Neuromimetic neuroprostheses; laryngeal neuroprostheses; clinical implementation of nerve electrodes; cortical neuroprostheses; minimally invasive implantation techniques; and modeling of neural stimulation and neuroprostheses

D. Geoffrey Vince, PhD  
(University of Liverpool)  
Professor  
Developing a tool that will predict which patients are at increased risk of stroke to help physicians determine the best treatment approach

Satish Viswanath, PhD  
(Rutgers University)  
Assistant Professor  
Medical image analysis, radiomics, and machine learning schemes for imaging data. Focused on designing unique image analytics tools that capture biologically relevant measurements and conducting cross-scale associations across imaging, pathology, and -omics. Applications explored in computer-aided diagnosis & disease characterization, decision support for treatment and targeting, as well as quantitative evaluation of response to treatment in vivo; for gastrointestinal cancers and digestive diseases.

Horst A. von Recum, PhD  
(University of Utah)  
Professor and Executive Vice Chair  
Affinity-based delivery of small molecule drugs and biomolecules for applications in device infection, HIV, orthopedics, cardiovascular, ophthalmology and cancer; directed differentiation of stem cells for tissue engineering applications, such as endothelial cells, cardiomyocytes, motor neurons and T-cells

Matthew R. Williams, PhD  
(Case Western Reserve University)  
Assistant Professor  
Experiential education including engineering design, programming, and fabrication; control of prosthetics and assistive technology for stroke and spinal cord injury

David L. Wilson, PhD  
(Rice University)  
Robert J. Herbold Professor of Biomedical Engineering  
Biomedical image processing; machine/deep learning; multiple modalities including OCT, CT, MRI, microscopy, and ultrasound; applications in cardiology, ophthalmology, and cancer

Xin Yu, ScD  
(Harvard-MIT)  
F. Alex Nason Professor II  
Development and application of magnetic resonance imaging and spectroscopy methods for understanding cardiovascular and metabolic diseases, including diabetes, stroke, and cardiomyopathy.

Maciej Zborowski, PhD  
(Warsaw University)  
Associate Professor  
Investigating novel methods of cell separation for medical applications, including rapid screening for cancer cells in blood and isolation of blood-forming stem cells

Secondary Appointments

Ozan Akkus, PhD  
(Case Western Reserve)  
Professor, Mechanical Aerospace Engineering  
Development of novel biomaterials that will substitute bone and soft tissues, bioinspired from the synthesis of bone such that ductile biocompatible polymer matrices are subjected to mineralization. Tendon replacement strategy involves alignment of collagen monomers by a novel electrochemical method to obtain strong bundles

Harihara Baskaran, PhD  
(Pennsylvania State University)  
Professor, Chemical and Biomolecular Engineering  
Biotransport, Tissue/Cell metabolism, Cell transport, Microvascular tissue engineering, Cartilage tissue engineering

Jonathan Baskin, MD  
(New York University)  
Associate Professor, Section Chief Otolaryngology-Head & Neck Surgery, Cleveland VA Medical Center and faculty, University Hospitals-Cleveland Medical Center  
Peripheral Neuromodulation, Bioengineering of bone substitutes using nanotechnology

Martin Bocks, MD  
(Wayne State University School of Medicine)  
Associate Professor, Pediatrics, Division of Pediatric Cardiology  
Pediatric medical device development, including bioresorbable stents, wireless implantable pressure sensors, pediatric ECMO cannula

Kath Bogie, D.Phil  
(Oxford University)  
Associate Professor, Orthopaedics  
Primary and secondary prevention of chronic wounds through novel clinically-focused approaches. Translational clinical research includes studies to determine why some people experience a continuous cycle of pressure injuries while others remain pressure injury free, looking at both biomarkers and bioinformatics, complemented with smart technology development to address these issues.

Dennis Bourbeau, PhD  
(University of Pittsburgh)  
Assistant Professor, Physical Medicine and Rehabilitation, MetroHealth System  
Neuroprosthetics for restoring bladder and bowel function after spinal cord injury
Arnold Caplan, PhD  
(Johns Hopkins University)  
**Professor, Biology**  
Development and medical use of the technology involving the mesenchymal stem cell (MSC), now called Medicinal Signaling Cells

M. Cenk Cavusoglu, PhD  
(University of California, Berkeley)  
**Nord Professor of Engineering in Electrical, Computer, and Systems Engineering**  
Robotics, systems and control theory, human-machine interfaces emphasizing medical robotics, haptics, virtual environments, surgical simulation, and bio-system modeling and simulation

John Chae, MD  
(Rutgers University - New Jersey Medical School)  
**Professor and Chair, Physical Medicine and Rehabilitation, VP for Research and Sponsored Programs, MetroHealth System**  
Neuromuscular Electrical Stimulation for motor relearning and neuroprosthesis in stroke; peripheral nerve stimulation for musculoskeletal pain; stroke rehabilitation

Hillel J. Chiel, PhD  
(Massachusetts Institute of Technology)  
**Professor, Biology**  
Biomechanical and neural basis of feeding behavior in the marine mollusk Aplysia californica, neuromechanical system modeling, analysis of neural network dynamics

Isabelle Deschenes, PhD  
(Laval University)  
**Professor, Cardiology, MetroHealth Medical Center**  
Molecular mechanisms of cardiac arrhythmias, ion channels structure-function

William J. Dupps, Jr., MD, PhD  
(The Ohio State University)  
**Professor, Ophthalmology, Cleveland Clinic's Lerner College of Medicine**  
Corneal and ocular biomechanics, finite element modeling of the eye, simulation-based medicine

Agata Exner, PhD  
(Case Western Reserve University)  
**Professor, Radiology, University Hospitals-Case Medical Center**  
Development of contrast agents for ultrasound molecular imaging and image-guided drug delivery.

Christopher Flask, PhD  
(Case Western Reserve University)  
**Professor, Radiology**  
Develops quantitative MRI techniques for both basic science and translation imaging research in multiple diseases including cancer, neurological diseases, cystic fibrosis, and chronic kidney and liver diseases

Roger French, PhD  
(Massachusetts Institute of Technology)  
**Professor, Materials Science and Engineering, Macromolecular Science and Engineering, Physics**  
Lifetime and degradation science, photovoltaics, OLED and LED lighting and displays, polymer degradation

Michael J. Fu, PhD  
(Case Western Reserve University)  
**Assistant Professor, Dept. of Electrical, Computer, and Systems Engineering**  
Virtual environments, human-computer interfaces, and functional electrical stimulation for neurorehabilitation

Mark Griswold, PhD  
(University of Wuerzburg, Germany)  
**Professor, Radiology, University Hospitals-Case Medical Center**  
Rapid magnetic resonance imaging, image reconstruction and processing and MRI hardware/instrumentation

Umut A Gurkan, PhD  
(Purdue University)  
**Warren E. Rupp Associate Professor, Mechanical and Aerospace Engineering, Orthopaedics**  
Micro/nano engineered systems, biosensing, clinical Microfluidics, point-of-care diagnostics, microcirculation, sickle cell disease

Alex Y. Huang, MD, PhD  
(Johns Hopkins University)  
**Professor, Pediatrics, Pathology, General Medical Sciences, University Hospitals Cleveland Medical Center/UH Rainbow Babies & Children's Hospital**  
Tumor Immunity, immune landscape and behavior in tissue microenvironment, cellular adhesion and migration

Michael W. Keith, MD  
(The Ohio State University)  
**Professor, Orthopaedic Surgery, Physical Medicine and Rehabilitation, MetroHealth Medical Center**  
Restoration of motor function in hands

Kevin L. Kilgore, PhD  
(Case Western Reserve University)  
**Peckham & Picha Professor, Orthopaedics and Physical Medicine and Rehabilitation, MetroHealth System**  
Neuroprosthetics for spinal cord injury and electrical nerve conduction block.

Shanina C. Knighton, PhD, RN  
(Case Western Reserve University)  
**Instructor**  
Co-instructs multidisciplinary BioDesign course, senior advisor to undergraduate and graduate biomedical engineering students, research interests in technology-based self-management interventions and wearable sensors

Kandice Kottke-Marchant, MD, PhD  
(Case Western Reserve University)  
**Professor and Chair, Molecular Medicine, Cleveland Clinic Lerner College of Medicine (Lerner Research Institute)**  
Thrombosis, hemostasis and vascular disease, hypercoagulable states, bleeding disorders, endothelial cell function, atherosclerosis

Kenneth R. Laurita, PhD  
(Case Western Reserve University)  
**Associate Professor, Cardiology, MetroHealth Medical Center**  
Determining mechanisms of and therapy for cardiac arrhythmias, using innovative optical and electrical technologies
Zhenghong Lee, PhD
(Case Western Reserve University)
Professor, Radiology, University Hospitals Cleveland Medical Center
Quantitative PET and SPECT imaging, molecular and cellular imaging of
cancer, metabolism, infectious diseases and cell-based therapies

Kenneth Loparo, PhD
(Case Western Reserve University)
Arthur L. Parker Professor, Electrical, Computer and Systems Engineering
Faculty Director, ISSACS: Institute for Smart, Secure and Connected Systems
Stability and control of nonlinear and stochastic systems; physiological
data analysis and signal processing

Andrei Maiseyeu, PhD
(M. V. Lomonosov Moscow State University, Russia)
Assistant Professor, Medicine & Biomedical Engineering
Cardiovascular drug development and delivery, immunometabolism,
mechanisms of metabolic disease, imaging of atherosclerosis, MRI
contract agents, controlled release nanomaterials, microfluidics

Mehran Mehregany, PhD
(Massachusetts Institute of Technology)
Professor, Electrical Engineering & Computer Science
Micro/nano-electromechanical systems, silicon carbide semiconductor
technology and microsystems, wireless health

Pedram Mohseni, PhD
(University of Michigan)
Goodrich Professor of Engineering Innovation, Electrical, Computer, and
Systems Engineering
Biomicrosystems, microelectronics for neurotechnology, wireless
integrated sensing/actuating systems, point-of-care diagnostic platforms for
personalized health

Raymond F. Muzic, Jr., PhD
(Case Western Reserve University)
Professor, Radiology, Biomedical Engineering, Oncology; University Hospitals-
Case Medical Center
Quantitative analysis of biomedical imaging data, physiologic modeling,
optimal experiment design, assessment of new radiopharmaceuticals,
imaging response to therapy, radiation oncology applications of imaging,
and artificial intelligence

Tarun Podder, PhD
(University of Hawaii)
Professor, Radiation Oncology
Medical robotics; medical device design; system dynamics and
control; image-guided radiotherapy; stereotactic body radiotherapy;
brachytherapy; image-guided surgical intervention; application of AI in
radiation therapy

Julie Renner, PhD
(Purdue University)
Assistant Professor
Development of protein engineered materials for use in and study of
electrochemical systems

Clare Rimnac, PhD
(Lehigh University)
Distinguished University Professor, Mechanical and Aerospace Engineering
Orthopaedic implant performance and design, mechanical behavior of
hard biological tissues

Steve Schomisch, PhD
(Cleveland State University)
Assistant Professor, Surgery
Minimally Invasive Surgical Innovation

Aasef G. Shaikh, MD (Maharaja Sayajirao University), PhD (Wayne State
University)
Associate Professor, Penni and Stephen Weinberg Chair in Brain Health and
Vice Chair for Research, Department of Neurology, University Hospitals and
Case Western Reserve University
Balance and Visuo-spatial navigation, Visual canning patterns, Cerebellar
disorders, Deep Brain Stimulation for Parkinson's Disease, tremor and
dystonia

Dawn Taylor, PhD
(Arizona State University)
Associate Professor, Molecular Medicine, Cleveland Clinic Lerner College of
Medicine (Lerner Research Institute)
Brain-controlled neuroprosthetics; Deep brain stimulation for Parkinson's
disease; Neural signal processing

Jeffrey Ustin, MD
(Stanford University School of Medicine)
Assistant Professor, Anesthesiology, University Hospitals
Synthetic platelet technology, robot assisted atrial fibrillation ablation,
endotracheal tube technology

Albert L. Waldo, MD
(State University of New York College of Medicine, Downstate)
Walter H. Pritchard Professor of Cardiology, Professor of Medicine, University
Hospitals-Cleveland Medical Center
Cardiac electrophysiology and cardiac excitation mapping

Russell Wang, DDS, MSD
(Indiana University)
Professor, Comprehensive Care, School of Dental Medicine
Dental implant design, instrumentation, bone regeneration, 3D printing
of biomaterials, biomechanics of bone fracture, biomaterials for
maxillofacial reconstruction

Gary Wnek, PhD
(University of Massachusetts, Amherst)
Professor and Chair, Macromolecular Science and Engineering
Bio-mimicking macromolecular constructs with attention to the
design and irritable systems; Artificial cells; Advanced films and smart
packaging systems; New approaches to impart fire resistance to
common polymers

Nicholas P. Ziats, PhD
(Case Western Reserve University)
Professor, Pathology, Biomedical Engineering & Anatomy
Biomaterials and Biocompatibility, Biomaterial Implant Retrieval and
Analysis, Cardiovascular Disease and Devices, Vascular Biology
Christian Zorman, PhD
(Case Western Reserve University)

Leonard Case Jr Professor of Electrical Engineering & Computer Science
Development of enabling materials and processing techniques for micro- and nanosystems

Research Appointments

Mehdi Alilou, PhD
(Case Western Reserve University)
Research Assistant Professor
Development of machine learning and computer vision tools for detection, quantification, diagnosis and prognosis of lung cancer on chest CT scans

Musa L. Audu, PhD
(Case Western Reserve University)
Research Professor
Human musculoskeletal modeling and development of control systems for rehabilitation of individuals with spinal cord injury and other balance disorders, design of rehabilitation devices for physically challenged individuals

Hamid Charkhkar, PhD
(George Mason University)
Research Assistant Professor
Neuroprostheses to restore sensorimotor function in people with limb loss or neuromusculoskeletal impairment; Sensory-enabled assistive devices to improve balance; Translational Neuroengineering

Andrew Janowczyk, PhD
(Case Western Reserve University)
Assistant Research Professor

Cheng Lu, PhD
(University of Alberta, Canada)
Research Assistant Professor
Development of histomorphometric and path-genomics tools for prognosis, prediction in the context of Breast cancer, Lung cancer, and Head & neck cancer

Grant A. McCallum, PhD
(Case Western Reserve University)
Research Assistant Professor
Neural engineering; neural interfacing; neuromodulation; neurophysiology, application specific integrated circuits (ASICs) and wireless implantable systems

Rakesh Shiradkar, PhD
(National University of Singapore)
Research Assistant Professor
Development of Artificial Intelligence assisted cancer diagnostic and prognostic tools with Medical Imaging modalities

Amita Vaidya, PhD
(University of Rochester)
Research Assistant Professor
Development of theranostic strategies by integrating biomarker-based molecular imaging, molecular characterization of tumors, and adaptive gene therapy interventions for neoplastic indications

Xinning Wang, PhD
(The Chinese University of Hong Kong)
Research Assistant Professor
Development of novel molecular image probes for the diagnosis of cancer, development of molecular cancer therapeutic approaches

Mei Zhang, PhD
(Wuhan University)
Research Scientist, School of Medicine
Nanotechnology for cancer diagnosis and treatment, imaging and manipulation of tumor microenvironment, cancer immunotherapy, adoptive T-cell immunotherapy

Adjunct Faculty

Eben Alsberg, PhD
(University of Michigan)
Adjunct Professor (University of Illinois, Chicago)
Innovative biomaterials, microenvironments and bioactive factor delivery vehicles for functional tissue engineering, regenerative medicine and disease therapeutics; control of stem cell fate decision; precise temporal and spatial presentation of signals to regulate cell function; mechanotransduction and the influence of mechanics on cell behavior and tissue formation; organoids and organogenesis; therapeutic angiogenesis; and cell-cell interactions

Kenneth B. Baker, PhD
(University of Arizona)
Adjunct Assistant Professor (Lerner Research Institute, Cleveland Clinic)
Neuromodulation, Deep Brain Stimulation, Neurophysiology, Neural plasticity, Stroke, Parkinson's disease

Niloy Bhadra, MD, PhD
(Case Western Reserve University)
Associate Professor (PM&R, MetroHealth Medical Center)
Experimental and computational studies of high frequency waveforms for reversible conduction block of peripheral nerves, design, testing and implementation of neuroprosthetic systems for the upper limb

Michael Bruckman, PhD
(University of South Carolina)
Adjunct Assistant Professor (Haima Therapeutics LLC)
Instructor for Masters of Engineering and Management (MEM) program

Scott Bruder, MD, PhD
(Case Western Reserve University)
Adjunct Professor
Product Development and Regulatory Affairs in Regenerative Medicine, and Advising Students Regarding Careers in Industry
Richard C. Burgess, MD, PhD  
(Case Western Reserve University)  
Adjunct Professor of Biomedical Engineering (Neurological Computing, Cleveland Clinic)  
Magnetoencephalography, electrophysiological monitoring, EEG processing, medical informatics

Andrew Cornwell, PhD  
(Case Western Reserve University)  
Adjunct Assistant Professor  
Education and training for faculty, staff, and students of commercializing research technology through startups or licensing

Evon Ereifej, PhD  
(Wayne State University)  
Adjunct Associate Professor of Biomedical Engineering (VA Medical Center)  
University of Michigan  
Improved integration of cortical prosthetics and brain tissue; nano-architecture approaches for neural interfacing, understanding of neuroinflammatory mechanisms and advanced mitigation strategies

Hossein Ghassemi, PhD  
(McGill University)  
Adjunct Assistant Professor  

Vikas Gulani, MD, PhD  
(University of Illinois)  
Adjunct Professor (University of Michigan)  
Diffusion tensor imaging and diffusion anisotropy, MRI microscopy, body MRI, and functional MRI

Elizabeth C. Hardin, PhD  
(University of Massachusetts)  
Adjunct Assistant Professor of Biomedical Engineering, (VA Medical Center)  
Gait mechanics and performance in health and disability, virtual reality, rehabilitation, prosthetics and orthotics, neural prostheses, modeling and simulation

Thomas Hering, PhD  
(Case Western Reserve University)  
Adjunct Associate Professor  
Cartilage biochemistry and molecular biology, alternative mRNA splicing, proteoglycans and neurotrauma

Allison Hess-Dunning, PhD  
(Case Western Reserve University)  
Adjunct Assistant Professor (Louis Stokes VA Medical Center)  
Micro- and nano-fabrication strategies for developing advanced neural interfaces aimed at long-term functionality

Joseph Jankowski, PhD, MBA  
(Case Western Reserve University)  
Adjunct Professor  
Administration of multi-party translation and commercialization programs, intellectual property management, technology-based opportunity assessment, commercialization

Fehmida Kapadia, PhD  
(The Ohio State University)  
Adjunct Assistant Professor  
Teaching innovation and commercialization, strategy and business development

Nicola Lai, PhD  
(University of Pisa, Italy)  
Adjunct Associate Professor (University of Cagliari)  
Quantitative understanding of regulation of energy transfer and metabolism

Mary Laughlin, MD  
(State University of New York)  
Adjunct Professor (Cleveland Cord Blood Center)  
Development of monocytes, hematopoietic stem cells

Yajuan Li, PhD  
(University of Rhode Island)  
Adjunct Assistant Professor  
Research, development and commercialization of peptide-based pharmaceutical imaging drugs and therapeutics, regulatory affairs, formulation development.

John McDaniel, PhD  
(University of Utah)  
Adjunct Associate Professor, Kent State University  
Vascular health and blood flow regulation in individuals with spinal cord injuries

Matthew Moorman, (Colonel), MD, MBA  
(Ohio State University)  
Adjunct Assistant Professor (Clinical Associate Professor of Surgery, Clinical Assistant Professor, Medical Sciences, Case Western Reserve University School of Medicine)  
Trauma resuscitation, emergency surgery, and critical care, focusing on implementing quality, safety, and high-reliability health care behaviors in the early years of medical training. Special interest in high-fidelity, simulation-based medical education.

Aaron S. Nelson, MD  
(Medical College of Ohio)  
Adjunct Assistant Professor, Chief Medical Officer, MIM Software Inc.  
Multimodality and quantitative imaging for neurologic and cardiac disorders, oncology and radiation oncology

Marc Penn, MD, PhD, FACC  
(Case Western Reserve University)  
Adjunct Professor (Director of Research, Summa Cardiovascular Institute, Summa Health System)  
Strategies for cardiovascular cell therapy to treat cardiac dysfunction

Suguna Rachakonda, PhD, MBA  
(University of Hyderabad)  
Adjunct Assistant Professor, Cleveland Global Cardiovascular Innovation Center  
Consultation on technology commercialization

Todd Ritzman, MD  
(The Ohio State University)  
Adjunct Associate Professor  
Pediatric orthopaedic surgery
Akhil Saklecha, MD, MBA  
(Northeastern Ohio University of Medicine)  
Adjunct Professor  
Consultation in technology commercialization, Teaching, Student mentoring, Faculty collaboration

Ahlam Salameh, PhD  
(Case Western Reserve University)  
Adjunct Assistant Professor (Clinic Res. Association)  
Two major thrusts: [1] exploring the therapeutic effect of implementing a myoelectrically controlled arm orthosis into acute stroke rehabilitation programs on the clinical outcomes of subjects with severe arm deficit and [2] understanding the underlying neuroplastic mechanisms that guide the improvement in upper limb motor control during acute stroke rehabilitation. Also involved in research to enhance gait motor control for subject with chronic stroke by combining virtual reality with non-invasive brain stimulation

Nicole Seiberlich, PhD  
(Universitat Wurzburg, Germany)  
Associate Professor, Radiology, University of Michigan  
Quantitative MRI, image reconstruction, pulse sequence development, cardiac imaging

Robert T. Ssekitoleko, EngD  
(University of Strathclyde, Glasgow)  
Adjunct Assistant Professor, Dept. of Biomedical Engineering (Lecturer and Biomedical Engineering Program Lead in College of Health Sciences at Makerere University)  
Advisor to the student design teams in the CWRU Global Health Design Collaborative. Hosts CWRU’s study abroad course in Uganda, Global Health Design. Collaborates on research with BME faculty

Antonie van den Bogert, PhD  
(University of Utrecht)  
Adjunct Associate Professor (Cleveland State University)  
Biomechanics, Mechanics, and control of human motion

Tina Vrabec, PhD  
(Case Western Reserve University)  
Adjunct Assistant Professor (Physical Medicine and Rehabilitation MetroHealth)  
Novel waveforms, electrode designs, and electrode materials for control of the nervous system as applied to motor block, pain, and the autonomic system

Sean Zuckerman, PhD  
(University of Wisconsin-Madison)  
Adjunct Instructor  
Teaching, mentoring students, early stage commercialization and product development

Fredy R. Zypman, PhD  
(Case Western Reserve University)  
Adjunct Professor (Professor and Chairman, Department of Physics, Yeshiva University, New York)  
Theoretical and computational applied physics, reconstruction of forces at the nanoscale from experimental atomic force microscopy measurements, and applications to electric and mechanical phenomena in soft matter including interactions in electrolytes; friction at the nanoscale; random systems

Emeritus Faculty

Patrick E. Crago, PhD  
(Case Western Reserve PhD)  
Professor Emeritus  
Control of neuroprostheses for restoration of motor function; neuromechanics; and modeling of neuromusculoskeletal systems

J. Thomas Mortimer, PhD  
(Case Western Reserve University)  
Professor Emeritus  
Neural control and prostheses; electrical activation of neural tissue; and membrane properties and electrodes

W. Sanford Topham, PhD  
(University of Utah)  
Professor Emeritus  
Rehabilitation engineering in spinal cord injury; neural prostheses; and functional electrical stimulation and technology transfer

Undergraduate Programs

The Case Western Reserve undergraduate program leading to the Bachelor of Science in Engineering degree program with a major in Biomedical Engineering was established in 1972 and has been accredited since its inception.

Some BS graduates are employed in industry and medical centers. Others continue graduate or professional studies in biomedical engineering and other fields. Students with strong quantitative skills and an interest in medicine may consider the undergraduate biomedical engineering program as an exciting alternative to conventional premedical programs. In addition to the University general education requirements, the undergraduate program has three major components: (1) Engineering Core, (2) BME Core, and (3) An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics

• BME Specialty Tracks. The Engineering Core provides a fundamental background in mathematics, physics, chemistry, and engineering. The BME Core provides fundamentals in biology and integrates engineering with biomedical science to solve medical problems. Hands-on experience in BME is developed through undergraduate laboratory and project courses. In addition, by choosing a BME Track, the student can study a specific area of interest in depth. Appropriate choice of elective courses can lead to a minor in a related engineering discipline without taking extra classes beyond those needed for the BME major. This integrated program is designed to ensure that BME graduates are competent engineers with credentials that are well recognized by potential employers.

The Bachelor of Science in Engineering degree program with a major in Biomedical Engineering is accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org.
Program Educational Objectives
At the undergraduate level, we direct our efforts toward two educational objectives that describe the performance of alumni 3-6 years after graduation.

a. Our graduates will successfully enter and complete postbaccalaureate advanced degree programs, including those in biomedical engineering.

b. Our graduates will obtain jobs in the biomedical arena and advance to positions of greater responsibility.

Student Outcomes
As preparation for achieving the above educational objectives, the Bachelor of Science in Engineering with a major in Biomedical Engineering is designed so that students attain:

- An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
- An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
- An ability to communicate effectively with a range of audiences
- An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
- An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
- An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
- An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Bachelor of Science in Engineering
Major in Biomedical Engineering
In addition to engineering general education requirements (p. 1292) and university general education requirements (p. 1212), the major requires the following courses:

Required Courses
Major Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EBME 201</td>
<td>Physiology-Biophysics I</td>
<td>3</td>
</tr>
<tr>
<td>EBME 202</td>
<td>Physiology-Biophysics II</td>
<td>3</td>
</tr>
<tr>
<td>EBME 306 &amp; EBME 356</td>
<td>Introduction to Biomedical Materials and Introduction to Biomaterials Engineering - Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>EBME 308 &amp; EBME 358</td>
<td>Biomedical Signals and Systems Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>EBME 309 &amp; EBME 359</td>
<td>Modeling of Biomedical Systems and Biomedical Computer Simulation Laboratory</td>
<td>4</td>
</tr>
</tbody>
</table>

Approved Tech Elective

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EBME 310 &amp; EBME 360</td>
<td>Principles of Biomedical Instrumentation and Biomedical Instrumentation Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>EBME 370</td>
<td>Principles of Biomedical Engineering Design</td>
<td>3</td>
</tr>
<tr>
<td>EBME 380</td>
<td>Biomedical Engineering Design Experience</td>
<td>3</td>
</tr>
<tr>
<td>Plus one Engineering, Mathematics or Natural Science Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Plus 8 Specialty Track Specialization Courses (see below)</td>
<td></td>
<td>24-26</td>
</tr>
</tbody>
</table>

Total Units 55-57

Natural Sciences, Mathematics or Statistics Elective
Candidates for the Bachelor of Science in Engineering degree must fulfill a Natural Sciences, Mathematics or Statistics requirement as part of the Engineering Core, which is designated by the major department. Note that this is distinct from the engineering, mathematics or natural science elective required by the BME major and mentioned above. Biomedical Engineering majors may meet this requirement by taking one of the following statistics courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 312</td>
<td>Basic Statistics for Engineering and Science</td>
<td>3</td>
</tr>
<tr>
<td>STAT 313</td>
<td>Statistics for Experimenters</td>
<td>3</td>
</tr>
<tr>
<td>STAT 332</td>
<td>Statistics for Signal Processing</td>
<td>3</td>
</tr>
<tr>
<td>STAT 333</td>
<td>Uncertainty in Engineering and Science</td>
<td>3</td>
</tr>
</tbody>
</table>

Biomedical Engineering Specialty Tracks
Majors in Biomedical Engineering choose a specialization track, with track specific courses.

Required courses for these tracks are presented in the tables below. These tracks provide the student with a solid background in a well-defined area of biomedical engineering. To meet specific educational needs, students may choose alternatives from among the suggested electives or design unique specializations. These options are flexible and subject to departmental guidelines and faculty approval.

Approval of technical electives (TE): Pre-approved TE (listed below) need no further approval. 300-400 level courses offered by a department in the Case School of Engineering may be approved as a TE by a student’s academic advisor. Any other course must be approved by petition to the BME Undergraduate Education Committee. Transfer and study abroad courses must be approved by the BME Program Academic Representative. In all cases, courses should be chosen as TE’s that are consistent with the track and are consistent with student’s career plans. Students are encouraged to choose electives that form a thematic depth.

Biomedical Devices and Instrumentation Track

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 245</td>
<td>Electronic Circuits</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 281</td>
<td>Logic Design and Computer Organization</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 309</td>
<td>Electromagnetic Fields I</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 344</td>
<td>Electronic Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>Approved Tech Elective</td>
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</tr>
<tr>
<td>Approved Tech Elective</td>
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<td>3</td>
</tr>
<tr>
<td>Approved Tech Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Conjoiner course: choose one of the following courses:
EBME 320  Biomedical Imaging
EBME 327  Bioelectric Engineering

The following courses are pre-approved, technical electives for the Biomedical Devices and Instrumentation track.

**Electronics:**
- ECSE 321  Semiconductor Electronic Devices
- ECSE 322  Integrated Circuits and Electronic Devices
- ECSE 371  Applied Circuit Design

**Software:**
(note many of these courses require CSDS 132 instead of ENGR 131)
- CSDS 233  Introduction to Data Structures
- ECSE 313  Compiler Design
- CSDS 338  Intro to Operating Systems and Concurrent Programming
- ECSE 351  Communications and Signal Analysis
- ECSE 354  Digital Communications

**Modeling/Simulation:**
- ECSE 324  Modeling and Simulation of Continuous Dynamical Systems
- ECSE 346  Engineering Optimization
- EBME 478  Computational Neuroscience

**Other:**
- EBME 401D  Biomedical Instrumentation and Signal Processing
- EBME 407  Neural Interfacing
- EBME 421  Bioelectric Phenomena
- EBME 307  Biomechanical Prosthetic Systems
- EBME 320  Biomedical Imaging
- EBME 421  Bioelectric Phenomena
- ECSE 304  Control Engineering I with Laboratory
- CSDS 341  Introduction to Database Systems
- CSDS 313  Introduction to Data Analysis

**Approved Tech. Elective:** 3
**Approved Tech. Elective:** 3

Conjoiner course: choose one of the following courses: 3
- EBME 316  Biomaterials for Drug Delivery
- EBME 325  Introduction to Tissue Engineering
- EBME 305  Materials for Prosthetics and Orthotics

The following courses are pre-approved, technical electives for the Biomaterials track.

- EMAC 276  Polymer Properties and Design
- EMAC 355  Polymer Analysis Laboratory
- EMAC 370  Polymer Chemistry
- EMAC 376  Polymer Engineering
- EMAC 377  Polymer Processing
- EMAC 476  Polymer Engineering
- EBME/EMAC 303  Structure of Biological Materials
- EBME 305  Materials for Prosthetics and Orthotics
- EBME 350  Quantitative Molecular, Cellular and Tissue Bioengineering
- EBME 406/ EMAC 471  Polymers in Medicine
- EBME 325  Introduction to Tissue Engineering
- EBME 416  Biomaterials for Drug Delivery
- EBME 425  Tissue Engineering and Regenerative Medicine
- EMAE 160  Mechanical Manufacturing
- EMSE 220  Materials Laboratory I
- EMSE 276  Materials Properties and Design
- EMSE 327  Thermodynamic Stability and Rate Processes
- EMSE 335  Strategic Metals and Materials for the 21st Century
- EBME 316  Biomaterials for Drug Delivery
- EMSE 345  Engineered Materials for Biomedical Applications
- EMSE 372  Structural Materials by Design
- EMSE 435  Strategic Metals and Materials for the 21st Century
- EBME 426  Nanomedicine
- ECHE 355  Quantitative Molecular, Cellular and Tissue Bioengineering
- ECHE 474  Biotransport Processes
- ECHE 340  Biochemical Engineering
- ECHE 360  Transport Phenomena for Chemical Systems
- ECHE 364  Chemical Reaction Processes
- ECHE 386  Protein Engineering
- EMAC 376  Polymer Engineering
- EBME 398  Biomedical Engineering Research Experience I ((with approval))

Please click here to download the example program of study for the Devices and Instrumentation Track. (http://bulletin.case.edu/schoolofengineering/biomedicalengineering/ Devices_Track_Template_2018.xls)

*Requirements for a minor in Electrical Engineering can be found here (p. 116). These can usually be satisfied by judiciously selecting technical electives. Consult your advisor.

**Biomaterials Track**
- CHEM 223  Introductory Organic Chemistry I
- EMAC 270  Introduction to Polymer Science and Engineering
- EMAC 351  Physical Chemistry for Engineering
- EMAC 352  Polymer Physics and Engineering

Approved Tech. Elective  3

Please click here to download the example program of study for the Biomaterials Track (http://bulletin.case.edu/
Requirements for a minor in Polymer Science and Engineering can be found (p. 154). These can usually be satisfied by judiciously selecting technical electives. Consult your advisor.

**Biomechanics Track**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMAE 160</td>
<td>Mechanical Manufacturing</td>
</tr>
<tr>
<td>EMAE 181</td>
<td>Dynamics</td>
</tr>
<tr>
<td>ECIV 310</td>
<td>Strength of Materials</td>
</tr>
<tr>
<td>EMAE 260</td>
<td>Design and Manufacturing I</td>
</tr>
<tr>
<td>Approved Tech Elective</td>
<td>3</td>
</tr>
<tr>
<td>Approved Tech Elective</td>
<td>3</td>
</tr>
<tr>
<td>Approved Tech Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Conjoiner course:** 3

*EBME 414 Biomechanics in Biology 3*

EBME 307 Biomechanical Prosthetic Systems

The following courses are pre-approved, technical electives for the Biomechanics track.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMAE 250</td>
<td>Computers in Mechanical Engineering</td>
</tr>
<tr>
<td>EMAE 290</td>
<td>Computer-Aided Manufacturing</td>
</tr>
<tr>
<td>EMAE 363</td>
<td>Mechanical Engineering Modern</td>
</tr>
<tr>
<td>Analysis Methods</td>
<td></td>
</tr>
<tr>
<td>EMAE 390</td>
<td>Advanced Manufacturing Technology</td>
</tr>
<tr>
<td>EMAE 370</td>
<td>Design of Mechanical Elements</td>
</tr>
<tr>
<td>EMAE 372</td>
<td>Structural Materials by Design</td>
</tr>
<tr>
<td>EMAE 350</td>
<td>Mechanical Engineering Analysis</td>
</tr>
<tr>
<td>EMAE 415</td>
<td>Introduction to Musculo-skeletal</td>
</tr>
<tr>
<td>Biomechanics</td>
<td></td>
</tr>
<tr>
<td>EBME 305</td>
<td>Materials for Prosthetics and</td>
</tr>
<tr>
<td>Orthotics</td>
<td></td>
</tr>
<tr>
<td>ECIV 420</td>
<td>Finite Element Analysis</td>
</tr>
<tr>
<td>EBME 398</td>
<td>Biomedical Engineering Research</td>
</tr>
<tr>
<td>Experience I</td>
<td></td>
</tr>
<tr>
<td>EMSE 372</td>
<td>Structural Materials by Design</td>
</tr>
</tbody>
</table>

Approved Tech. Elective 3

Conjoiner course: choose one of the following courses: 3

*EBME 320 Biomedical Imaging 3*

*EBME 327 Bioelectric Engineering 3*

*EBME 350 Quantitative Molecular, Cellular and Tissue Bioengineering 3*

*EBME 361 Biomedical Image Processing and Analysis 3*

The following courses are pre-approved, technical electives for the Biomedical Computing and Analysis track.

**Systems and Control:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 304</td>
<td>Control Engineering I with Laboratory</td>
</tr>
<tr>
<td>ECSE 346</td>
<td>Engineering Optimization</td>
</tr>
<tr>
<td>EBME 300</td>
<td>Dynamics of Biological Systems: A</td>
</tr>
<tr>
<td>Quantitative Introduction to Biology</td>
<td></td>
</tr>
<tr>
<td>ECSE 350</td>
<td>Operations and Systems Design</td>
</tr>
<tr>
<td>ECSE 352</td>
<td>Engineering Economics and Decision</td>
</tr>
<tr>
<td>Analysis</td>
<td></td>
</tr>
<tr>
<td>CSDS 391</td>
<td>Introduction to Artificial Intelligence</td>
</tr>
<tr>
<td>EBME 398</td>
<td>Biomedical Engineering Research</td>
</tr>
<tr>
<td>Experience I</td>
<td></td>
</tr>
</tbody>
</table>

**Biomedical Computing & Imaging:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 281</td>
<td>Logic Design and Computer Organization</td>
</tr>
<tr>
<td>CSDS 293</td>
<td>Software Craftsmanship</td>
</tr>
<tr>
<td>ECSE 313</td>
<td>Signal Processing</td>
</tr>
<tr>
<td>CSDS 338</td>
<td>Intro to Operating Systems and</td>
</tr>
<tr>
<td>Concurrent Programming</td>
<td></td>
</tr>
<tr>
<td>CSDS 310</td>
<td>Algorithms</td>
</tr>
<tr>
<td>CSDS 341N</td>
<td>Introduction to Database Systems</td>
</tr>
<tr>
<td>CSDS 343</td>
<td>Theoretical Computer Science</td>
</tr>
<tr>
<td>CSDS 394</td>
<td>Introduction to Information Theory</td>
</tr>
<tr>
<td>CSDS 391</td>
<td>Introduction to Artificial Intelligence3</td>
</tr>
<tr>
<td>EBME 398</td>
<td>Biomedical Engineering Research</td>
</tr>
<tr>
<td>Experience I</td>
<td></td>
</tr>
</tbody>
</table>

Please click here to download the example program of study for the Biomedical Computing And Analysis Track (http://bulletin.case.edu/schoolofengineering/biomedicalengineering/Biomedical_Computing_and_Analysis_Template_amr_edit_.xls)

*Requirements for minors in Systems and Control Engineering, Computer Engineering, and Computer Science can be found here (p. 116). These can usually be satisfied by judiciously selecting technical electives. Consult your advisor.

**Bachelor of Science in Engineering**

*Suggested Program of Study: Major in Biomedical Engineering*

The following is an example program of study. Variations depend on advanced placements. Students should work with their advisors to map out an individual plan of study. Track-specific example program-of-study templates are linked above.
### First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Biomedical Engineering (EBME 105)^a</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles of Chemistry for Engineers (CHEM 111)^**</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculus for Science and Engineering I (MATH 121) (or MATH 123)^**</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Computer Programming (ENGR 131/ CSDS 132)^,**^f</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>SAGES First Seminar (FSxx)*</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHED (2 half semester courses)^</td>
<td>3</td>
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<td></td>
</tr>
<tr>
<td>Chemistry of Materials (ENGR 145)^**</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculus for Science and Engineering II (MATH 122)^**</td>
<td>4</td>
<td></td>
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</tr>
<tr>
<td>General Physics I - Mechanics (PHYS 121)^**</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAGES University Seminar (USxx)*</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHED (2 half semester courses)^</td>
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</tr>
<tr>
<td>Year Total:</td>
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### Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>Physiology-Biophysics I (EBME 201)</td>
<td>3</td>
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</tr>
<tr>
<td>Calculus for Science and Engineering III (MATH 223)^**</td>
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<td></td>
</tr>
<tr>
<td>General Physics II - Electricity and Magnetism (PHYS 122)^**</td>
<td>4</td>
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<td></td>
</tr>
<tr>
<td>Thermodynamics, Fluid Dynamics, Heat and Mass Transfer (ENGR 225)^**</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAGES University Seminar (USxx)*</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physiology-Biophysics II (EBME 202)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Differential Equations (MATH 224)^**</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Circuits and Instrumentation (ENGR 210)^**</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One of the of following:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>BME Track Course^d</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Science elective^e</td>
<td></td>
<td>3</td>
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</tr>
<tr>
<td>Breadth elective^**.g</td>
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</tr>
<tr>
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### Third Year

<table>
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<tr>
<th>Course</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Biomedical Materials (EBME 306) &amp; Introduction to Biomaterials Engineering - Laboratory (EBME 356)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BME Track Course^b</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Communication for Engineers (ENGR 398)^**</td>
<td>1</td>
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<td></td>
</tr>
<tr>
<td>Professional Communication for Engineers (ENGL 398)^**</td>
<td>2</td>
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<td></td>
</tr>
<tr>
<td>Biomedical Signals and Systems (EBME 308) &amp; Biomedical Signals and Systems Laboratory (EBME 358)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Breadth elective^**.g</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles of Biomedical Instrumentation (EBME 310) &amp; Biomedical Instrumentation Laboratory (EBME 360)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statics and Strength of Materials (ENGR 200)^**</td>
<td>3</td>
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</table>

### Fourth Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breadth elective^**.g</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles of Biomedical Engineering Design (EBME 370)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BME Track Course^b</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BME Track Course^b</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistics^g</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering/Math/Science Elective^e</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BME Track Course^b</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BME Track Course^b</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Breadth elective^**.g</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biomedical Engineering Design Experience (EBME 380)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BME Track Course^b</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year Total:</td>
<td>18</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

### Total Units in Sequence: **133**

* University general education requirement
** Engineering general education requirement
^a This optional course is limited to first-year students and is not required.
^b Courses chosen depending on the BME specialty track as listed above
^c At least one engineering, math or natural science elective
^d SAGES BME Department Seminar, ENGL 398 Professional Communication for Engineers Professional Communication for Engineers and ENGR 398 Professional Communication for Engineers Professional Communication for Engineers must be taken together
^e STAT 312 Basic Statistics for Engineering and Science, STAT 313 Statistics for Experimenters, STAT 332 Statistics for Signal Processing, STAT 333 Uncertainty in Engineering and Science fulfill the statistics requirement. Consult your advisor to determine the most appropriate class. This course satisfies the Natural Sciences, Mathematics, or Statistics Requirement of the Engineering Core.
^f Biomedical Computing and Analysis track requires CSDS 132 Introduction to Programming in Java
^g There are four required Breadth Electives. Depending on the specific specialty track, a fifth Breadth Elective may be taken.

### Co-op and Internship Programs

Opportunities are available for students to alternate studies with work in industry or government as a co-op student, which involves paid full-time employment over seven months (one semester and one summer). Students may work in one or two co-ops, beginning in the third year of
study. Co-ops provide students the opportunity to gain valuable hands-on experience in their field by completing a significant engineering project while receiving professional mentoring. During a co-op placement, students do not pay tuition but maintain their full-time student status while earning a salary. Learn more at engineering.case.edu/coop (http://engineering.case.edu/coop/). Alternatively or additionally, students may obtain employment as summer interns.

BS/MS Program

The BS/MS program is designed to allow highly qualified undergraduate students from the Case BME program to integrate BS courses and project work with MS courses and research. Nominally, the combined program can be completed in 5 years including 3 summers starting after the junior year. The BS/MS program can reduce the time required to receive an MS degree because up to three courses taken during the undergraduate program at Case can be “double counted” towards MS requirements and because a research project can begin before the completion of the BS degree. Review the Office of Undergraduate Studies BS/MS program requirements here (p. 1298).

Admission to the BS/MS program is typically open to BME juniors from Case with a grade point average of 3.2 or higher. Students with slightly lower GPA but with significant research experience and a strong faculty champion can petition the GEC for admission. To be most effective, applications to the BS/MS program should be submitted before the end of Spring semester in the junior year. The final deadline for BS/MS admissions is August 1 before the senior year. This will enable the GEC sufficient time to review the application and allow students to make any required changes to their program of study for fall semester.

In general, the following steps should be taken to apply to the BS/MS program:

1. See Advisor to discuss interests (typically in junior year or earlier).
2. Contact Navigator to discuss intentions.
3. Complete a School of Graduate Studies application and submit to the Graduate Studies office for the program of interest (BME).
4. Complete a BS/MS Planned Program of Study (PPOS) form.

Additional information for BME students:

1. An eligible BME faculty member (primary or secondary) must agree to serve as the MS research advisor and a primary BME faculty member (who might be the same person as the research advisor) must agree to be the academic advisor. Obtaining this agreement is the responsibility of the applying student. The BS/MS application must include letters of recommendation from both the research and academic advisor that states that they agree to serve in these roles and that they support the BS/MS application.

2. The BME department does not guarantee financial support during the MS portion of this program. However, the GEC requires students and potential research advisors to discuss and agree to some financial arrangement. The letter of recommendation from the proposed research advisor must, therefore, indicate that the issue of financial support has been discussed and that some arrangement has been agreed upon. The details of this arrangement do not need to be included in the letter.

3. Complete a standard application to the School of Graduate Studies via the online application system.

4. Complete the BS/MS Planned Program of Study (PPOS) form. Make sure to check the “BS/MS” box and to indicate which courses are to be double-counted (by checking the “double count” box next to the relevant courses on the POS).

5. Obtain an approval signature from the School of Undergraduate Studies on the proposed POS prior to submitting the package (below) to the department.

6. Prepare the application package that includes the following:

   • A current transcript
   • The proposed MS Program of Study. Make sure that the Program of Study specifies both the academic and research advisors and includes both of their signatures. This form also needs to indicate the courses that are intended to be “double counted”.
      • Only graduate-level courses (400 or higher) can be double counted. This typically means that students should register for 400 level courses to satisfy undergraduate technical electives.
      • It is possible to “double count” three credit hours of EBME 398 Biomedical Engineering Research Experience I. To do this, three credit hours of EBME 651 Thesis M.S. (Thesis-Focused Track) or EBME 695 Project M.S. (Project-Focused Track) should replace EBME 398 Biomedical Engineering Research Experience I in the fall or spring of the senior year. You should register for EBME 651 Thesis M.S. or EBME 695 Project M.S. (but NOT EBME 398 Biomedical Engineering Research Experience I). However, you must attend the meetings of EBME 398 Biomedical Engineering Research Experience I and also fulfill all of the course requirements for EBME 398 Biomedical Engineering Research Experience I.
      • A maximum of nine (9) credit hrs can be double counted. Typically, these are two 3-credit courses (400 level or high) + 3 credits of EBME 651 Thesis M.S. or EBME 695 Project M.S. (in place of EBME 398 Biomedical Engineering Research Experience I).
      • Three (3) reference reports (in sealed envelopes), including letters from your proposed academic and research advisor(s).

7. Submit the proposed POS, transcript, and letters of recommendation to the BME Graduate Coordinator.

No admission decision will be made until the POS is approved by the GEC. After a positive recommendation by the GEC, a letter of conditional admission will be sent. The condition for admission is the submission of GRE scores within 2 months of completing the BS requirements. The student cannot graduate from the BS/MS program without official GRE scores. This is a BME requirement and not a CSE requirement. Note that it is strongly recommended that students plan to take the GRE exam in the Fall semester of their senior year to be eligible for pre-doctoral fellowships from the National Science Foundation or other sources.

BS-MS Thesis-Focused Track
21-hrs of course work and 9-hrs of EBME 651 Thesis M.S.

Requirement for completion: 30-hrs and thesis defense / school of graduate studies/academic requirements/ (p. 1333)

Students can double count 9 credits (up to 3 credits can be at the 300 level)

BS-MS Non-Thesis Options

1. BS-MS Course-Focused Track

   30-hrs of course work

   Requirement for completion: 30-hrs and ENGR 400

   Students can double count 9 credits (up to 3 credits can be at the 300 level)

2. BS-MS Project-Focused Track

   24 to 27-hrs of course work and 3 to 6-hrs of EBME 695 Project M.S.

   Students can double count 9 credits (up to 3 credits can be at the 300 level)

3. BS-ME Practice Oriented Option

   18-hrs in engineering (5 courses and capstone projects)

   EPOM 400 Leadership and Interpersonal Skills
   EPOM 401 Introduction to Business for Engineers
   EPOM 403 Product and Process Design and Implementation
   EPOM 405 Applied Engineering Statistics (can be double-counted)
   EPOM 407 Engineering Economics and Financial Analysis
   EPOM 409 Master of Engineering Capstone Project

   12-hrs (4 BME technical Courses)

   Graduation requirement: 30-hrs and a comprehensive examination

   Students can double-count 9 credits (up to 3 credits can be at the 300 level)

Minor in Biomedical Engineering

A minor in biomedical engineering is offered to students who have taken the Engineering (technical) Core requirements. The minor consists of an approved set of five BME courses.

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EBME 201</td>
<td>Physiology-Biophysics I</td>
<td>3</td>
</tr>
<tr>
<td>EBME 202</td>
<td>Physiology-Biophysics II</td>
<td>3</td>
</tr>
</tbody>
</table>

Elect three of the following with at least one from the BME core *(assumes prerequisites satisfied):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EBME 306</td>
<td>Introduction to Biomedical Materials</td>
<td></td>
</tr>
<tr>
<td>EBME 308/358</td>
<td>Biomedical Signals and Systems</td>
<td></td>
</tr>
<tr>
<td>EBME 309/359</td>
<td>Modeling of Biomedical Systems</td>
<td></td>
</tr>
<tr>
<td>EBME 310/360</td>
<td>Principles of Biomedical Instrumentation</td>
<td></td>
</tr>
</tbody>
</table>

Total Units 15

** EBME 306 Introduction to Biomedical Materials, EBME 308 Biomedical Signals and Systems (Coreq: EBME 358 Biomedical Signals and Systems Laboratory), EBME 309 Modeling of Biomedical Systems (Coreq: EBME 359 Biomedical Computer Simulation Laboratory), EBME 310 Principles of Biomedical Instrumentation (Coreq: EBME 360 Biomedical Instrumentation Laboratory)

** If a student has credit for ECSE 246 Signals and Systems Signals and Systems, EBME 308 Biomedical Signals and Systems (Coreq: EBME 358 Biomedical Signals and Systems Laboratory) will not satisfy a BME minor requirement.

Graduate Programs

The objective of the graduate program in biomedical engineering is to educate biomedical engineers for careers in industry, academia, health care, and government and to advance research in biomedical engineering. The department provides a learning environment that encourages students to apply biomedical engineering methods to advance basic scientific discovery; integrate knowledge across the spectrum from basic cellular and molecular biology through tissue, organ, and whole-body physiology and pathophysiology; and to exploit this knowledge to design diagnostic and therapeutic technologies that improve human health. The unique and rich medical, science, and engineering environment at Case enables research projects ranging from basic science through engineering design and clinical application.

Numerous fellowships and research assistantships are available to support graduate students in their studies.

Master of Science in Engineering

The MS program in biomedical engineering provides breadth in biomedical engineering and biomedical sciences with depth in an engineering specialty. In addition, students are expected to develop the ability to work independently on a biomedical research or design project. While there is no set of core required courses, the MS requires a minimum of 30 credit hours. Every program of study must be approved by the graduate education committee.

With an MS Thesis-Focused Track, a minimum of 18 to 21 credits hours is needed in regular course work and 9 to 12 hours of thesis research (EBME 651 Thesis M.S.), is needed.

With an MS Project-Focused Track a minimum of 24 to 30 credit hours is needed in regular course work, and 0 to 6 hours of project research (EBME 695 Project M.S.) is needed.
The MS Course-Focused Track requirements consist of the completion of 30 hours of approved coursework at the 400 level or higher, including satisfactory completion of the culminating course focused experience such as:

- EBME 471: Principles of Medical Devices Design and Innovation
- ENGR 600: Independent Study

Students should consult with their academic advisor and/or department to determine the detailed requirements within this framework.

Online Master Degree in Biomedical Engineering
The BME department offer BME MSc entirely on-line:

https://case.edu/online-learning/courses-and-programs/online-masters-degrees-and-certificate-engineering

The online program is course-only or project-focused and must include:

- EPOM 400: Leadership and interpersonal skills
- Capstone course:
  - EBME 695: Project M.S.
  - or EBME 471: Principles of medical device design and innovation
  - or ENGR 600: Independent study

Visit http://online-engineering.case.edu/biomedical for more details.

Master of Science in Engineering with Specialization in Translational Health Technology
This Master’s degree in Biomedical Engineering is designed to develop expertise in translating biomedical ideas into clinical implementation. This degree can be completed in one year for full-time students. It is offered by the Biomedical Engineering department in the Case School of Engineering and takes advantage of the large pool of expertise in Biotechnology on the campus of Case Western Reserve University. It combines aspects of bioengineering, marketing, entrepreneurship, and bioregulatory affairs with ethics and experimental design. The program will require students to take a minimum of 30 credits including a design project.

Visit http://engineering.case.edu/Translational-Health-Technology/program-features/

Prerequisite: Biomedical Engineering Degree or equivalent or consent of program director.

Special Features:
- 26 credit hours plus 4 hours of project
- Portions available through Distance Learning
- Flexible program to accommodate a professional’s schedule
- Lock-Step Program; Duration 1 year: August to August
- Projects can be done within the place of work

Course curriculum is as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EBME 491</td>
<td>Introduction to Translational Health Technology</td>
<td>2</td>
</tr>
<tr>
<td>PQHS 431</td>
<td>Statistical Methods I</td>
<td>3</td>
</tr>
<tr>
<td>BETH 503</td>
<td>Research Ethics and Regulation</td>
<td>3</td>
</tr>
<tr>
<td>EBME 473</td>
<td>Fundamentals of Clinical Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>EBME 450</td>
<td>Biomedical Engineering Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>EBME 472</td>
<td>BioDesign</td>
<td>3</td>
</tr>
<tr>
<td>EBME 602</td>
<td>Special Topics (Health System Regulatory Affairs - 3 crs.)</td>
<td>3</td>
</tr>
<tr>
<td>EBME 695</td>
<td>Project M.S.</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Units: 24

For the remaining 6 credit hours, students can choose from any 400 level engineering course or biomedical engineering course for which prerequisites are met and approved by the student’s advisor or a program director.

MD/MS Program
The MD/MS program is available to qualified medical students from the Case School of Medicine and the Cleveland Clinic Lerner College of Medicine of Case Western Reserve University. Students in this program receive some credit for their medical school studies in completing the MS degree. There are specific admission requirements.

The MD/MS degree is open to Case School of Medicine students in the Cleveland Clinic Lerner College of Medicine (CCLCM) or the University Program (UP), which will award the MD component of the dual degree. An undergraduate degree in engineering is desirable for students entering this program, but other students with adequate undergraduate preparation (calculus with differential equations, physics, chemistry, and electronic circuits) will be considered. Additional undergraduate courses in instrumentation and signals/systems would be helpful. Students with an insufficient background will be admitted conditionally until they take the remedial undergraduate courses. Remedial courses will not count toward the MS requirements.

Interested students should submit their applications through the BME department, as the department taking responsibility for program management. Students will normally apply to the program during their first year of medical school. Students should submit their medical school application instead of a separate graduate school application, including MCAT scores instead of GRE scores. The application should include a letter specifying the intended track, the department/major field designation, and a statement of purpose for seeking the combined degree.

The MS requirements are the same as the rest of the Case School of Engineering Thesis-Focused Track MS degree, i.e., 30 credit hours including nine to twelve hours of thesis registration (EBME 651 Thesis M.S.). Please note that only the Thesis-Focused Option is available to MS/MD students. Students must complete the normal MD requirements in either the UP or CCLCM Program. Portions of the medical school curriculum earn graded credit toward the MS portion of this degree. Specifically, students in the University Program register for Integrated Biological Science courses (IBIS 401 Integrated Biological Sciences I), as in the MD/PhD program. Students in the CCLCM Program enroll in the 6-credit IBIS 434 Integrated Biological Sciences in Medicine Process of Discovery course in the second year of the CCLCM curriculum. Six credit hours of these medical school courses are applied to the MS component.
of the dual degree. The balance of required formal courses (12-15 hours or 4-5 courses) must be graduate level engineering concentration courses that provide rigor and depth in a field of engineering relevant to the area of research. All courses must be listed on the BME Program of Study, which must be submitted and formally approved by the BME Graduate Education Committee and subsequently transmitted to the School of Graduate Studies. The Program of Study must be approved prior to registration for the second engineering course. Students must earn a minimum of a B grade in each graduate engineering course, and have a minimum overall GPA of 3.25.

Summary of the requirements

6 hrs Life science courses (medical school curriculum)

12 hrs (4 courses) in biomedical engineering

12 hrs of thesis research (EBME 651 Thesis M.S.)

Graduation requirement: 30 hrs, Thesis defense

http://engineering.case.edu/ebme/academics/graduate/current-students/

For more detailed information on this program, please see

http://casemed.case.edu/admissions/education/dual_programs.cfm?program_id=11

PhD Program in Biomedical Engineering

The PhD program requires a minimum of 36 credit hours of courses beyond the BS degree. A student's overall Program of Study must clearly demonstrate adequate depth in a field of biomedical engineering relevant to the student's research area. There are 11 credit hours of required core courses, which include the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EBME 401D</td>
<td>Biomedical Instrumentation and Signal Processing</td>
<td>3</td>
</tr>
<tr>
<td>EBME 401L</td>
<td>Biomedical Instrumentation and Signal Analysis Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>EBME 433</td>
<td>Advanced Topics for Physiological Systems Analysis</td>
<td>4</td>
</tr>
<tr>
<td>EBME 570</td>
<td>Graduate Professional Development for Biomedical Engineers</td>
<td>1</td>
</tr>
<tr>
<td>EBME 454</td>
<td>Introduction to Grant and Fellowship Writing</td>
<td>1</td>
</tr>
<tr>
<td>EBME 515</td>
<td>Grant Writing II</td>
<td>2</td>
</tr>
<tr>
<td>IBMS 453</td>
<td>Cell Biology I</td>
<td>3</td>
</tr>
</tbody>
</table>

The following "breadth" courses are also required:

Two semesters of:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EBME 611 or EBME 612</td>
<td>BME Departmental Seminar I</td>
<td>.5</td>
</tr>
<tr>
<td></td>
<td>BME Departmental Seminar II</td>
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</tr>
</tbody>
</table>

Two semesters of:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EBME 613</td>
<td>Topic Seminars for NeuroEngineering Students</td>
<td>.5</td>
</tr>
<tr>
<td>EBME 614</td>
<td>Topic Seminars for NeuroEngineering Students</td>
<td>.5</td>
</tr>
<tr>
<td>EBME 615</td>
<td>Topic Seminars for Imaging Students</td>
<td>.5</td>
</tr>
<tr>
<td>EBME 616</td>
<td>Topic Seminars for Imaging Students</td>
<td>.5</td>
</tr>
</tbody>
</table>

The remaining courses can be chosen with significant flexibility to meet the career goals of the student and to satisfy the departmental requirements of depth and breadth. Programs of study must include one graduate level course in biomedical sciences and one course whose content is primarily mathematical, in addition to at least two courses with significant engineering content. More details on these requirements and accepted depth and breadth courses can be found in the Department of Biomedical Engineering's Graduate Education Committee Handbook.

Eighteen hours of EBME 701 Dissertation Ph.D.: are also required. PhD programs of study are reviewed and must be accepted by the Graduate Education Committee, the department chair and the School of Graduate Studies.

MD/PhD Programs

Students with outstanding qualifications may apply to either of two MD/PhD programs. Students interested in obtaining a combined MD/PhD, with an emphasis on basic research in biomedical engineering, are strongly encouraged to explore the Medical Scientist Training Program (MSTP), administered by the School of Medicine. The MD/PhD programs require approximately 7-8 years of intensive study after the BS. Interested students should apply through the MSTP office in the Medical School.

Facilities

The Department of Biomedical Engineering has major facilities in both the Case School of Engineering and the School of Medicine. In the Case School of Engineering, the Wickenden Building provides office space for the majority of faculty, as well as extensive non-clinical research laboratories and centers. Also, a number of faculty have their offices and laboratories in the School of Medicine in the Biomedical Research Building and the Wolstein Building. In addition, many faculty also have major laboratory activities in the various medical centers in Cleveland.

Major interdisciplinary centers include: the Neural Engineering Center, the Center for Imaging Research (CCIR), the Center for Biomaterials, and the Center for Computational Imaging & Personalized Diagnostics. The Neural Engineering Center is a major facility for basic research and preclinical testing, with a focus on neural recording and controlling neural activity to increase our understanding of the nervous system and to develop neural prostheses. The Case Center for Imaging Research, located in the Department of Radiology at University Hospitals, has capabilities in imaging structure and function from the molecular level to the tissue-organ level, using many modalities, including ultrasound, MRI, CT, PET, SPECT, bioluminescence, and light. The CCIR has the ability for full translation of discoveries along a continuum from molecules to mice to man. The Center for Biomaterials includes laboratories for biomaterials microscopy, biopolymer and biomaterial interfaces, and molecular
simulation. The Center for Computational Imaging & Personalized Diagnostics develops, evaluates, and applies novel quantitative image analysis, computer vision, signal processing, segmentation, multi-modal co-registration tools, pattern recognition, and machine learning tools for disease diagnosis, prognosis, and theragnosis in the context of breast, lung, prostate, head and neck, and brain tumors. The center is also developing new radiogenomic and radio-path-omic approaches to study correlations of disease markers across multiple length scales, modalities, and functionalities - from gene and protein expression to spectroscopy to digital pathology and to multi-parametric radiographic imaging. Also available are biomedical sensing laboratories that include facilities for electrochemical sensing, chemical measurements in individual cells, and minimally invasive physiological monitoring. High-fidelity patient simulation and clinical decision-making research are done in collaboration with the School of Nursing’s simulation center.

The FES (Functional Electrical Stimulation) Center, with laboratories at CWRU and in three medical centers, develops techniques for restoration of movement in paralysis, control of the nervous system, and implantable technology. The APT (Advanced Platform Technology) Center develops advanced technologies that serve the clinical needs of veterans and others with motor and sensory deficits, limb loss, and other disabilities.

The Case-Coulter Translational Research Partnership (CCTRP) is an endowed program that promotes translational research and supports collaborative translational research projects to address unmet or poorly met clinical needs. The overarching goal of the program is to improve patient care and accelerate the delivery of healthcare technology from academia to the marketplace. The CCTRP, in particular, fosters collaborations between clinicians and the CWRU Biomedical Engineering faculty to achieve its goals.

The Biomedical Engineering faculty and students have access to the many facilities and major laboratories of both the Case School of Engineering and School of Medicine. In addition, faculty have numerous collaborations at University Hospitals, MetroHealth Medical Center, Louis Stokes Cleveland VA Medical Center, and the Cleveland Clinic. These provide extensive research resources in a clinical environment for both undergraduate and graduate students.

Courses

**EBME 201. Physiology-Biophysics I. 3 Units.**
Fundamental concepts of physiology from the cells to organ systems. Cell structure and function: DNA-RNA related enzyme/protein synthesis, membrane permeation (receptors/channels/gates), cellular biochemistry and energetic metabolic functions. Essential systems-level concepts include endocrinology, immunology, cellular/capillary/interphase transport, regulation of fluid volume, solutes, and pH. Liver, renal and respiratory physiology. Basic concepts in thermodynamics, transport and kinetics provide a framework for quantitative analysis and modeling of systems physiology. Prereq: Must have declared major or minor in Biomedical Engineering.

**EBME 202. Physiology-Biophysics II. 3 Units.**
This course is an extension of EBME 201 that will include structure and function of (1) the nervous system, including vision, somatic and proprioceptive sensation, and control of movement, (2) skeletal and smooth muscle, (3) cardiac muscle and the cardiovascular system, and (4) the metabolic system. The material will be taught from a quantitative and functional perspective, with some examples of human pathophysioloogy. Prereq: EBME 201.

**EBME 300. Dynamics of Biological Systems: A Quantitative Introduction to Biology. 3 Units.**
This course will introduce students to dynamic biological phenomena, from the molecular to the population level, and models of these dynamical phenomena. It will describe a biological system, discuss how to model its dynamics, and experimentally evaluate the resulting models. Topics will include molecular dynamics of biological molecules, kinetics of cell metabolism and the cell cycle, biophysics of excitability, scaling laws for biological systems, biomechanics, and population dynamics. Mathematical tools for the analysis of dynamic biological processes will also be presented. Students will manipulate and analyze simulations of biological processes, and learn to formulate and analyze their own models. This course satisfies a laboratory requirement for the biology major. Offered as BIOL 300 and EBME 300.

**EBME 303. Structure of Biological Materials. 3 Units.**
Structure of proteins, nucleic acids, connective tissue and bone, from molecular to microscopic levels. An introduction to bioengineering biological materials and biomimetic materials, and an understanding of how different instruments may be used for imaging, identification and characterization of biological materials. Recommended preparation: EMAC 270. Offered as: EBME 303 and EMAC 303. Prereq: EBME 201, EBME 202, and EBME 306.

**EBME 305. Materials for Prosthetics and Orthotics. 3 Units.**
A synthesis of skeletal tissue structure and biology, materials engineering, and strength of materials concepts. This course is centered on deepening the concept of biocompatibility and using it to pose and solve biomaterials problems. We cover: fundamental concepts of materials used for load bearing medical applications, wear, corrosion, and failure of implants. Structure and properties of hard tissues and joints are presented using a size hierarchy motif. Tools and analysis paradigms useful in the characterization of biomaterials are covered in the context of orthopedic and dental applications. Prereq: EBME 306 and EBME 370 or Requisites Not Met permission.

**EBME 306. Introduction to Biomedical Materials. 3 Units.**
Biomaterials design and application in different tissue and organ systems. The relationship between the physical and chemical structure of biomaterials, functional properties, and biological response. Prereq: EBME 201 and EBME 202.
EBME 307. Biomechanical Prosthetic Systems. 3 Units.
Introduction to the basic biomechanics of human movement and applications to the design and evaluation of artificial devices intended to restore or improve movement lost due to injury or disease. Measurement techniques in movement biomechanics, including motion analysis, electromyography, and gait analysis. Design and use of upper and lower limb prostheses. Principles of neuroprostheses with applications to paralyzed upper and lower extremities. Recommended preparation: Consent of instructor and senior standing. Prereq: EBME 308.

EBME 308. Biomedical Signals and Systems. 3 Units.

EBME 309. Modeling of Biomedical Systems. 3 Units.
Mathematical modeling and computational methods applied to biomedical systems. Spatially lumped and distributed models of electrical, mechanical, and chemical processes applied to cells, tissues, organ, and whole-body systems. Prereq: EBME 202 and EBME 308. Coreq: EBME 359.

EBME 310. Principles of Biomedical Instrumentation. 3 Units.
Physical, chemical, and biological, and system principles for biomedical measurements. Modular blocks and system integration. Sensors for displacement, force, pressure, flow, temperature, biopotentials, chemical composition of body fluids and biomaterial characterization. Patient safety related to instrumentation will also be covered. Prereq: EBME 308. Coreq: EBME 360.

EBME 316. Biomaterials for Drug Delivery. 3 Units.
The teaching objective is to provide students with a basic understanding of the principles of design and engineering of well-defined molecular structures and architectures intended for applications in controlled release and organ-targeted drug delivery. The course will discuss the therapeutic basic of drug delivery based on drug pharmacodynamics and clinical pharmacokinetics. Biomaterials with specialized structural and interfacial properties will be introduced to achieve drug targeting and controlled release. Offered as EBME 316 and EBME 416. Prereq: EBME 306.

EBME 317. Fundamentals of Biomechanics. 3 Units.
Fundamentals of biomechanics will teach students how to apply basic principles of mechanics to understand, explain and model biological processes at across the relevant length-scales (cell-tissue-organ-organism), and over a broad range of physiological systems (respiratory, ocular, circulatory, and musculoskeletal). Physiology of organs and tissues that are involved in biomechanical functions will also be covered. Offered as EMAE 307 and EBME 317. Prereq: ENGR 200.

EBME 318. Biomedical Engineering Laboratory. 1 Unit.
Experiments for measurement, assisting, replacement, or control of various biomedical systems. Students choose a few lab experiments from a large number of offerings relevant to all BME sequences. Experiments are conducted primarily in faculty labs with 3-8 students participating. Recommended preparation: ENGR 210. Prereq: BME Major, EBME 201, EBME 202 and Prereq or Coreq: EBME 308.

EBME 320. Biomedical Imaging. 3 Units.
General principles, instrumentation, and applications of biomedical imaging. Topics include: x-ray, ultrasound, computed tomography, magnetic resonance imaging, nuclear imaging, image reconstruction, and image quality. Recommended preparation: ENGR 210 and EBME 202 or equivalent. Prereq: EBME 308 or EECS 246.

EBME 325. Introduction to Tissue Engineering. 3 Units.
The goal of this course is to present students with a firm understanding of the primary components, design principles, and engineering concepts central to the field of tissue engineering. First, the biological principles of tissue formation during morphogenesis and wound repair will be examined. The cellular processes underlying these events will be presented with an emphasis on microenvironment regulation of cell behavior. Biomimetic approaches to controlling cell function and tissue formation via the development of biomaterial systems will then be investigated. Case studies of regeneration strategies for specific tissues will be presented in order to examine the different tissue-specific engineering strategies that may be employed. Special current topics in tissue engineering will also be covered. Recommended preparation: EBME 306, BIOL 362, and CHEM 223.

EBME 327. Bioelectric Engineering. 3 Units.

EBME 328. Biomedical Engineering R&D Training. 1 Unit.
This course will provide research and development in the laboratory of a mentoring faculty member. Varied R&D experiences will include activities in biomedical instrumentation, tissue engineering, imaging, drug delivery, and neural engineering. Each Student must identify a faculty mentor, and together they will create description of the training experience prior to the first class. Prereq: EBME 201 and EBME 202.

EBME 329. Tissue Biomechanics. 3 Units.
Building on prior coursework in the mechanical behavior of skeletal biological tissues and systems, this course will expand students’ understanding of the biomechanics of tissue and the influence of material properties on the structure and function of organs and organisms. Specific course topics will include structure and functional relationships in tissues and organs; the response of the heart, vasculature, and tissue scaffolds to mechanical loads, including characteristics such as nonlinearity, viscoelasticity, and orthotropy. Emphasis is placed on integrating basic analytical, experimental, and computational methods for a more complete understanding of the biomechanics of organs and tissues. Prereq: EBME 201 and EBME 202.

EBME 330. Clinical Correlates in Biomedical Engineering. 1 Unit.
Clinical correlations in biomedical engineering enable synthesis of basic engineering concepts around applications in medical practice. In course, students will draw upon prior training in biophysics, anatomic structure and function, and mathematical modeling of physiologic systems in a weekly case-based critical care scenario. Blending engineering and clinical concepts in this fashion will expand student’s medical expertise. This eight-week course will feature six critical care cases designed to associate and translate engineering concepts into relevant medical knowledge. Course didactic components will be posted on Canvas, and students will be expected to read and prepare arguments for each case to be discussed in class. Successful students will conclude this course with enhanced systems thinking and insight on prior biomedical knowledge and innovation, as well as having demonstrated measurable improvement in their critical thinking skills in the field of medicine. Prereq: EBME 202.
EBME 350. Quantitative Molecular, Cellular and Tissue Bioengineering. 3 Units.

EBME 356. Introduction to Biomaterials Engineering - Laboratory. 1 Unit.
This is a core BME Laboratory course directed at providing Biomedical Engineering undergraduate students 'hands on' experience in a component of biomaterials engineering, specifically, biocompatibility. To that end, the course will focus on blood compatibility (hemocompatibility) of biomaterials, by teaching students how to analyze the interaction of blood components (proteins, platelets, RBCs) on biomedical relevant coated versus uncoated polymer surfaces. The students will learn important characterization techniques like contact angle measurement, UV-Vis spectroscopy and optical microscopy in the context of characterizing blood interactions with materials. Prereq: EBME 201 and EBME 202. Prereq or Coreq: EBME 306.

EBME 358. Biomedical Signals and Systems Laboratory. 1 Unit.
Computational laboratory experiences with biomedical applications. Numerical methods with MATLAB applications in biomedical engineering. Coreq: EBME 308.

EBME 359. Biomedical Computer Simulation Laboratory. 1 Unit.

EBME 360. Biomedical Instrumentation Laboratory. 1 Unit.
A laboratory which focuses on the basic components of biomedical instrumentation and provides hands-on experience for students in EBME 310, Biomedical Instrumentation. The purpose of the course is to develop design skills and laboratory skills in analysis and circuit development. Coreq: EBME 310.

EBME 361. Biomedical Image Processing and Analysis. 3 Units.
Principles of image processing and analysis with applications to clinical and biomedical research. Topics include image filtering, registration, morphological processing, segmentation, classification, and 3D image visualization. There will be interesting, realistic computer projects in Matlab. Offered as EBME 361 and EBME 461. Prereq: EBME 308.

EBME 370. Principles of Biomedical Engineering Design. 3 Units.
Students learn and implement the design process to produce working prototypes of medical devices with potential commercial value to meet significant clinical needs. Critical examination of contemporary medical problems is used to develop a specific problem statement. The class is divided into teams of 3 to 4 students. Each team integrates their knowledge and skills to design a device to meet their clinical need. Project planning and management, including resource allocation, milestones, and documentation, are required to ensure successful completion of projects within the allotted time and budget. Formal design reviews by a panel of advisors and outside medical device experts are required every four weeks. Every student is required to give oral presentations at each formal review and is responsible for formal documentation of the design process, resulting in an executive summary and complete design history file of the project. The course culminates with a public presentation of the team's device to a panel of experts. This course is expected to provide the student with a real-world, capstone design experience. Recommended preparation: EBME 310 Prereq: Senior standing or requisites not met permission.

EBME 380. Biomedical Engineering Design Experience. 3 Units.
This course is the culmination of the BME educational experience in which the student will apply acquired skills and knowledge to create a working device or product to meet a medical need. Students will learn how to apply engineering skills to solve problems and physically realize a project design. The course structure includes regular meetings with a faculty project advisor, regular reports of accomplished activity, hands on fabrication of devices, and several lectures from leading engineers from industry and academia that have first hand experience in applying the principles of design to Biomedical Engineering. Students will also provide periodic oral progress reports and a final oral presentation with a written design report. Counts as SAGES Senior Capstone. Prereq: EBME 370 and Senior standing or requisites not met permission.

EBME 398. Biomedical Engineering Research Experience I. 1 - 3 Units.
Biomedical engineering students doing independent research in a laboratory of a Primary or Adjunct BME Faculty may obtain credit for their research effort if they register for EBME 398 before they begin their research. The total number of credits is limited to three with a minimum of 1 credit per semester. Earning one credit requires about 4 hours of work per week. This is split between actual research in the lab (2-3 hours) and communication of results (1-2 hours). The communication component requires preparation of oral presentations and written reports. Grades are jointly determined by the research supervisor and the instructor. Students are encouraged to work with others in the faculty laboratory, but they must make a major contribution to the project. A research project is expected to include a significant engineering component, such as design and/or analysis. A design project must include a significant research component, such as applying the developed design to solve an actual biomedical problem. In advance of registration, all students must submit a course proposal (see FORMS on the BME web site). This proposal must be approved by their research mentor and submitted via email for approval by the course instructor. This course can qualify as a technical elective if the project includes material pertinent to the student's BME track and is approved in advance by the BME faculty member responsible for the BME track. To be approved as a technical elective, the project proposal should identify the new technical material the student will master, and a plan for assessing mastery.

EBME 399. Biomedical Engineering Research Experience II. 1 - 3 Units.
The project can be a continuation of the EBME 398 project but performed more independently, or a new project that is more challenging than the first project. As with EBME 398, the course may be taken for 1-3 credits, and repeated up to a total of 3 credits. Consent of Instructor is required. Prereq: EBME 398.

EBME 400T. Graduate Teaching I. 0 Unit.
This will provide the Ph.D. candidate with experience in teaching undergraduate or graduate students. The experience is expected to consist of direct student contact, but will be based upon the specific departmental needs and teaching obligations. This teaching experience will be conducted under the supervision of the faculty member who is responsible for the course, but the academic advisor will assess the educational plan to ensure that it provides an educational opportunity for the student. Recommended preparation: UNIV 400, BME Ph.D. student.

EBME 401D. Biomedical Instrumentation and Signal Processing. 3 Units.
Graduate students with various undergraduate backgrounds will learn the fundamental principles of biomedical measurements that integrate instrumentation and signal processing with problem-based hands-on experience. Recommended preparation: Undergraduate circuit and signal processing class.
EBME 401L. Biomedical Instrumentation and Signal Analysis Laboratory. 1 Unit.
This course accompanies EBME 401D, Biomedical Instrumentation and Signal Analysis, an introductory graduate course for MS and PhD BME students. Students in the PhD section are required to take this course to gain hands-on experience with each of the three areas of this course: measurement circuits/electronics, signal analysis, and transducers. The course involves the design, realization and testing of a device proposed by each student team. A final oral presentation and report on the results of the projects are graded and combined in one letter grade. Coreq: EBME 401D.

EBME 402. Organ/Tissue Physiology and Systems Modeling. 4 Units.
Graduate students with various undergraduate backgrounds will learn the fundamental principles of organ and tissue physiology as well as systems modeling. Prereq: Graduate Status.

EBME 406. Polymers in Medicine. 3 Units.
This course covers the important fundamentals and applications of polymers in medicine, and consists of three major components: (i) the blood and soft-tissue reactions to polymer implants; (ii) the structure, characterization and modification of biomedical polymers; and (iii) the application of polymers in a broad range of cardiovascular and extravascular devices. The chemical and physical characteristics of biomedical polymers and the properties required to meet the needs of the intended biological function will be presented. Clinical evaluation, including recent advances and current problems associated with different polymer implants. Recommended preparation: EBME 306 or equivalent. Offered as EBME 406 and EMAC 471. Prereq: Graduate Standing.

EBME 407. Neural Interfacing. 3 Units.
Neural interfacing refers to the principles, methods, and devices that bridge the boundary between engineered devices and the nervous system. It includes the methods and mechanisms to get information efficiently and effectively into and out of the nervous system to analyze and control its function. This course examines advanced engineering, neurobiology, neurophysiology, and the interaction between all of them to develop methods of connecting to the nervous system. The course builds on a sound background in Bioelectric Phenomenon to explore fundamental principles of recording and simulation, electrochemistry of electrodes in biological tissue, tissue damage generated by electrical stimulation, materials and material properties, and molecular functionalization of devices for interfacing with the nervous system. Several examples of the state-of-art neural interfaces will be analyzed and discussed. Recommended preparation: EBME 401. Prereq: Graduate standing or Undergraduate with Junior or Senior standing and a cumulative GPA of 3.2 or above.

EBME 410. Medical Imaging Fundamentals. 3 Units.
Physical principles of medical imaging. Imaging devices for x-ray, ultrasound, magnetic resonance, etc. Image quality descriptions. Patient risk. Recommended preparation: EBME 308 and EBME 310 or equivalent. Prereq: Graduate standing or Undergraduate with Junior or Senior standing and a cumulative GPA of 3.2 or above.

EBME 411. Underpinnings of the Extracellular Matrix. 3 Units.
Collagen is the most plentiful protein in the body. Every tissue that lays down basement membrane utilizes collagen to attach cells to the extracellular matrix. Collagen is a primary structural element of tissues ranging from bone, cartilage and tendon to arterial wall, sclera and skin. Many of the mechanisms currently under consideration to describe how mechanical forces are transduced into cellular activity require the forces to travel through collagenous structures on their way to the cells. Fundamentals of collagenous tissues are presented in a combined lecture/seminar format. Details at the molecular, fibrillar and whole tissue levels are presented. Applications ranging from how to obtain collagen molecules, to synthesizing gels for use in tissue engineering, to design and creation of collagen based materials for replacement and/or augmentation of several tissues are presented. A series of guest lectures by researchers currently using and/or developing collagen based materials are presented. The course concludes with a series of in-class presentations by the students who pick a specific application of interest to them and then demonstrate how the fundamentals presented in the first portion of the class play out in their application. While not required, it is recommended that students have an undergraduate course in biomaterials, two semesters of undergraduate biology, and organic chemistry. Prereq: Graduate Student standing.

EBME 416. Biomaterials for Drug Delivery. 3 Units.
The teaching objective is to provide students with a basic understanding of the principles of design and engineering of well-defined molecular structures and architectures intended for applications in controlled release and organ-targeted drug delivery. The course will discuss the therapeutic basic of drug delivery based on drug pharmacodynamics and clinical pharmacokinetics. Biomaterials with specialized structural and interfacial properties will be introduced to achieve drug targeting and controlled release. Offered as EBME 316 and EBME 416. Prereq: EBME 306 and PHRM 309 or graduate standing.

EBME 419. Applied Probability and Stochastic Processes for Biology. 3 Units.
Applications of probability and stochastic processes to biological systems. Mathematical topics will include: introduction to discrete and continuous probability spaces (including numerical generation of pseudo random samples from specified probability distributions), Markov processes in discrete and continuous time with discrete and continuous sample spaces, point processes including homogeneous and inhomogeneous Poisson processes and Markov chains on graphs, and diffusion processes including Brownian motion and the Ornstein-Uhlenbeck process. Biological topics will be determined by the interests of the students and the instructor. Likely topics include: stochastic ion channels, molecular motors and stochastic ratchets, actin and tubulin polymerization, random walk models for neural spike trains, bacterial chemotaxis, signaling and genetic regulatory networks, and stochastic predator-prey dynamics. The emphasis will be on practical simulation and analysis of stochastic phenomena in biological systems. Numerical methods will be developed using a combination of MATLAB, the R statistical package, MCell, and/or URDME, at the discretion of the instructor. Student projects will comprise a major part of the course. Offered as BIOL 319, ECSE 319, MATH 319, SYBB 319, BIOL 419, EBME 419, MATH 419, PHOL 419, and SYBB 419.
EBME 421. Bioelectric Phenomena. 3 Units.
The goal of this course is to provide working knowledge of the theoretical methods that are used in the fields of electrophysiology and bioelectricity for both neural and cardiac systems. These methods will be applied to describe, from a theoretical and quantitative perspective, the electrical behavior of excitable cells, the methods for recording their activity and the effect of applied electrical and magnetic fields on excitable issues. A team modeling project will be required. Recommended preparation: differential equations, circuits. Prereq: Graduate standing or Undergraduate with Junior or Senior standing and a cumulative GPA of 3.2 or above.

EBME 425. Tissue Engineering and Regenerative Medicine. 3 Units.
This course will provide advanced coverage of tissue engineering with a focus on stem cell-based research and therapies. Course topics of note include stem cell biology and its role in development, modeling of stem cell function, controlling stem cell behavior by engineering materials and their microenvironment, stem cells’ trophic character, and state-of-the-art stem cell implementation in tissue engineering and other therapeutic strategies. Prereq: PhD student in an engineering program or EBME 325 or requisites not met permission.

EBME 426. Nanomedicine. 3 Units.

EBME 427. Movement Biomechanics and Rehabilitation. 3 Units.
Introduction to the basic biomechanics of human movement and applications to the design and evaluation of artificial devices intended to restore or improve movement lost due to injury or disease. Measurement techniques in movement biomechanics, including motion analysis, electromyography, and gait analysis. Design and use of upper and lower limb prostheses. Principles of neuroprostheses with applications to paralyzed upper and lower extremities. Term paper required. Recommended preparation: Consent of instructor and graduate standing. Prereq: Graduate standing or Undergraduate with Junior or Senior standing and a cumulative GPA of 3.2 or above.

EBME 431. Physics of Imaging. 3 Units.
Description of physical principles underlying the spin behavior in MR and Fourier imaging in multi-dimensions. Introduction of conventional, fast, and chemical-shift imaging techniques. Spin echo, gradient echo, and variable flip-angle methods. Projection reconstruction and sampling theorems. Bloch equations, T1 and T2 relaxation times, rf penetration, diffusion and perfusion. Flow imaging, MR angiography, and functional brain imaging. Sequence and coil design. Prerequisite may be waived with consent of instructor. Recommended preparation: PHYS 122 or PHYS 124 or EBME 410. Offered as EBME 431 and PHYS 431.

EBME 432. Quantitative Analysis of Physiological Systems. 3 Units.

EBME 433. Advanced Topics for Physiological Systems Analysis. 4 Units.

EBME 440. Translational Research for Biomedical Engineers. 3 Units.
Translational Research (TR) in the Biomedical Engineering context means translating laboratory discoveries or developments into improved health care. Topics and activities include: Interdisciplinary teamwork and communication; Research ethics and human subjects protection; Regulation and oversight of human subjects and animal research; Clinical validation study design and biostatistics; Intellectual property, technology transfer and commercialization; Physician shadowing; Attending Grand Rounds and Morbidity-Mortality conferences; Preparing IRB and IACUC protocols; Final integrative project. Prereq: Graduate standing or Undergraduate with Junior or Senior standing and a cumulative GPA of 3.2 or above.

EBME 450. Biomedical Engineering Entrepreneurship. 3 Units.
Biomedical engineering entrepreneurship is a unique in its interdisciplinary and multidisciplinary scope. In this course we examine medical technology innovations in the context of (A) identifying unmet clinical needs, (B) the process of conducting an opportunity analysis for an investable concept, and (C) subsequent translation of these advances into the market This course will emphasize and explore a variety of issues related to innovation and entrepreneurship, demonstrating that there are not many “absolute truths,” but there are numerous best practices and processes that create value. Successful students will conclude this course with new knowledge and insight on biomedical technology and innovation, as well as having demonstrated measurable improvement in their critical thinking skills. Prereq: Graduate student standing.

EBME 451. Molecular and Cellular Physiology. 3 Units.
This course covers cellular and molecular basics for graduate students with little or no prior biology background. The emphasis of EBME 451 is on the molecular and cellular mechanisms underlying physiological processes. Structure-function relationship will be addressed throughout the course. The primary goal of the course is to develop understanding of the principles of the physiological processes at molecular and cellular level and to promote independent thinking and ability to solve unfamiliar problems. This course is no longer a core course of the Biomedical Engineering graduate curriculum but serves as a fundamentals course to prepare students for the graduate cellular and molecular physiology core. Prereq: Graduate standing.

EBME 454. Introduction to Grant and Fellowship Writing. 1 Unit.
This course is intended for first and possibly second year graduate students to learn how to write proposals, such as NSF Graduate Fellowship proposals. Students will be instructed on how to plan their proposal, will go through a mentored proposal writing exercise, and will participate in peer review of their proposals. The course will take place only in the first half of the semester, at twice the normal frequency, since proposals are due in mid-semester (e.g. October). Prereq: Graduate standing.
EBME 460. Advanced Topics in NMR Imaging. 3 Units.
Frontier issues in understanding the practical aspects of NMR imaging. Theoretical descriptions are accompanied by specific examples of pulse sequences, and basic engineering considerations in MRI system design. Emphasis is placed on implications and trade-offs in MRI pulse sequence design from real-world versus theoretical perspectives. Recommended preparation: EBME 431 or PHYS 431. Offered as EBME 460 and PHYS 460. Prereq: Graduate standing or Undergraduate with Junior or Senior standing and a cumulative GPA of 3.2 or above.

EBME 461. Biomedical Image Processing and Analysis. 3 Units.
Principles of image processing and analysis with applications to clinical and biomedical research. Topics include image filtering, registration, morphological processing, segmentation, classification, and 3D image visualization. There will be interesting, realistic computer projects in Matlab. Offered as EBME 361 and EBME 461. Prereq: EBME 401.

EBME 465. Biomedical Optical Imaging. 3 Units.
Fundamentals of biomedical optics (biophotonics) with a focus on concepts and instrumentation behind light-based imaging of biological tissues. Topics include: essentials of optics and photonics, light-tissue interactions, optical imaging, conventional and advanced microscopies, optical coherence tomography. Course will include hands-on labs and demonstrations. Prereq: EBME 308 and (Graduate standing or Undergraduate with Junior or Senior standing and a cumulative GPA of 3.2 or above) or Requisites Not Met permission.

EBME 467. Commercialization and Intellectual Property Management. 3 Units.
This interdisciplinary course covers a variety of topics, including principles of intellectual property and intellectual property management, business strategies and modeling relevant to the creation of start-up companies and exploitation of IP rights as they relate to biomedical-related inventions. The goal of this course is to address issues relating to the commercialization of biomedical-related inventions by exposing law students, MBA students, and Ph.D. candidates (in genetics and proteomics) to the challenges and opportunities encountered when attempting to develop biomedical intellectual property from the point of early discovery to the clinic and market. Specifically, this course seeks to provide students with the ability to value a given technological advance or invention holistically, focusing on issues that extend beyond scientific efficacy and include patient and practitioner value propositions, legal and intellectual property protection, business modeling, potential market impacts, market competition, and ethical, social, and healthcare practitioner acceptance. During this course, law students, MBA students, and Ph.D. candidates in genomics and proteomics will work in teams of five (two law students, two MBA students and one Ph.D. candidate), focusing on issues of commercialization and IP management of biomedical-related inventions. The instructors will be drawn from the law school, business school, and technology-transfer office. Please visit the following website for more information: fusioninnovate.com. Offered as LAWS 5341, MGMT 467, GENE 367, GENE 467, EBME 467 and ECSE 467.

EBME 471. Principles of Medical Device Design and Innovation. 3 Units.
Translational research leading to medical device innovation is highly interdisciplinary, requiring a systematic, structured approach to bringing new medical technologies to market. This course provides the fundamental principles of the Bodesign innovation process, providing the student the essential tools to (A) identify unmet clinical needs, (B) create innovative medical device concepts that respond to a primary unmet need, and (C) understand the process for translating these concepts into the market. In short, the student learns the fundamental principles for the process of identify, invent, implement in the field of Bodesign. Students taking EBME 471 (distance learning) cannot register for EBME 472 BioDesign (on-site) as the core content is substantially similar.

EBME 472. BioDesign. 3 Units.
Medical device innovations that would have been considered science fiction a decade ago are already producing new standards of patient care. Innovation leading to lower cost of care, minimally invasive procedures and shorter recovery times is equally important to healthcare business leaders, educators, clinicians, and policy-makers. Innovation is a driver of regional economic development and wealth creation in organizational units ranging in size from the start-up to the Fortune 500 companies. In a broader context, the pace of translational research leading to product and service innovation is highly interdisciplinary, thus, new products and services result from team efforts, marked by a systematic, structured approach to bringing new medical technologies to market and impacting patient care. In this course we examine medical technology innovations in the context of (A) addressing unmet clinical needs, (B) the process of inventing new medical devices and instruments, and (C) subsequent implementation of these advances in patient care. In short, the student learns the process of "identify, invent, implement" in the field of BioDesign. Offered as EBME 472, IIME 472 and SYBB 472.

EBME 473. Fundamentals of Clinical Information Systems. 3 Units.
Technology has played a significant role in the evolution of medical science and treatment. While we often think about progress in terms of the practical application of, say, imaging to the diagnosis and monitoring of disease, technology is increasingly expected to improve the organization and delivery of healthcare services, too. Information technology plays a key role in the transformation of administrative support systems (finance and administration), clinical information systems (information to support patient care), and decision support systems (managerial decision-making). This introductory graduate course provides the student with the opportunity to gain insight and situational experience with clinical information systems (CIS). Often considered synonymous with electronic medical records, the "art" of CIS more fundamentally examines the effective use of data and information technology to assist in the migration away from paper-based systems and improve organizational performance. In this course we examine clinical information systems in the context of (A) operational and strategic information needs, (B) information technology and analytic tools for workflow design, and (C) subsequent implementation of clinical information systems in patient care. Legal and ethical issues are explored. The student learns the process of "plan, design, implement" through hands-on applications to select CIS problems, while at the same time gaining insights and understanding of the impacts placed on patients and health care providers. Offered as EBME 473, IIME 473 and SYBB 421.
EBME 474. Biotransport Processes. 3 Units.
Biomedical mass transport and chemical reaction processes. Basic mechanisms and mathematical models based on thermodynamics, mass and momentum conservation. Analytical and numerical methods to simulate in vivo processes as well as to develop diagnostic and therapeutic methods. Applications include transport across membranes, transport in blood, tumor processes, bioreactors, cell differentiation, chemotaxis, drug delivery systems, tissue engineering processes. Recommended preparation: EBME 350 or equivalent. Offered as EBME 474 and ECHE 474.

EBME 478. Computational Neuroscience. 3 Units.
Computer simulations and mathematical analysis of neurons and neural circuits, and the computational properties of nervous systems. Students are taught a range of models for neurons and neural circuits, and are asked to implement and explore the computational and dynamic properties of these models. The course introduces students to dynamical systems theory for the analysis of neurons and neural learning, models of brain systems, and their relationship to artificial and neural networks. Term project required. Students enrolled in MATH 478 will make arrangements with the instructor to attend additional lectures and complete additional assignments addressing mathematical topics related to the course. Recommended preparation: MATH 223 and MATH 224 or BIOL 300 and BIOL 306. Offered as BIOL 378, COGS 378, MATH 378, BIOL 478, CSIDS 478, EBME 478, ECSE 478, MATH 478 and NEUR 478.

EBME 480A. Introduction to Wireless Health. 3 Units.
Study of convergence of wireless communications, microsystems, information technology, persuasive psychology, and health care. Discussion of health care delivery system, medical decision-making, persuasive psychology, and wireless health value chain and business models. Understanding of health information technology, processing of monitoring data, wireless communication, biomedical sensing techniques, and health monitoring technical approaches and solutions. Offered as ECSE 480A and EBME 480A.

EBME 480B. The Human Body. 3 Units.
Study of structural organization of the body. Introduction to anatomy, physiology, and pathology, covering the various systems of the body. Comparison of elegant and efficient operation of the body and the related consequences of when things go wrong, presented in the context of each system of the body. Introduction to medical diagnosis and terminology in the course of covering the foregoing. Offered as ECSE 480B and EBME 480B.

EBME 480C. Biomedical Sensing Instrumentation. 3 Units.
Study of principles, applications, and design of biomedical instruments with special emphasis on transducers. Understanding of basic sensors, amplifiers, and signal processing. Discussion of the origin of biopotential, and biopotential electrodes and amplifiers (including biotelemetry). Understanding of chemical sensors and clinical laboratory instrumentation, including microfluidics. Offered as ECSE 480C and EBME 480C. Prereq: EECS/EBME 480A, EECS/EBME 480B

EBME 480D. The Health Care Delivery Ecosystem. 3 Units.
Health care delivery across the continuum of care in the United States, including health policy and reform, financing of care, comparative health systems, population health, public health, access to care, care models, cost and value, comparative effectiveness, governance, management, accountability, workforce, and the future. Discussions of opportunities and challenges for wireless health, integrated into the foregoing topics. Perspective on health care delivery in other countries. Offered as ECSE 480D and EBME 480D.

EBME 480E. Wireless Communications and Networking. 3 Units.
Essentials of wireless communications and networking, including teletraffic engineering, radio propagation, digital and cellular communications, wireless wide-area network architecture, speech and channel coding, modulation schemes, antennas, security, networking and transport layers, and 4G systems. Hands-on learning of the anatomy of a cell phone, and a paired wireless health device and its gateway. Offered as ECSE 480E and EBME 480E.

EBME 480F. Physicians, Hospitals and Clinics. 3 Units.
Rotation through one or more health care provider facilities for a first-hand understanding of care delivery practice, coordination, and management issues. First-hand exposure to clinical personnel, patients, medical devices and instruments, and organizational workflow. Familiarity with provider protocols, physician referral practices, electronic records, clinical decision support systems, acute and chronic care, and inpatient and ambulatory care. Offered as ECSE 480F and EBME 480F.

EBME 480Q. Regulatory Policy and Regulations. 3 Units.
Introduction of wireless health technologies: spectrum, licensed versus unlicensed; personal area networks; body area networks; ultra-wideband low energy level short-range radios; wireless local area networks; wide area networks. The Federal system: separation of powers; the executive branch and its departments; the House of Representatives and its committees; the Senate and its committees; the FCC; policy versus regulatory versus legislative. What is a medical device: FDA; classification system; radiation-emitting products; software; RF in medical devices; converged medical devices; international aspects. Regulation of health information technology and wireless health: American Recovery and Reinvestment Act; Patient Protection and Affordable Care Act; FCC/ FDA MoU; CMS and Reimbursement; privacy and security. Offered as ECSE 480Q and EBME 480Q.

EBME 480R. User Experience Engineering. 3 Units.
Social, cognitive, behavioral, and contextual elements in the design of healthcare technology and systems. User-centered design paradigm from a broad perspective, exploring dimensions of product user experience and learning to assess and modify the design of healthcare technology. Practical utilization of user centered design method and assessment techniques for approaching a design problem. Offered as ECSE 480R and EBME 480R.

EBME 480S. Wireless Health Product Development. 3 Units.
Integrating application requirements, market data, concept formulation, design innovation, and manufacturing resources for creating differentiated wireless health products that delight the user. Learning user-centric product development best practices, safety, security and privacy considerations, and risk management planning. Understanding the regulatory process. Identifying and managing product development tradeoffs. Offered as ECSE 480S and EBME 480S. Prereq: EBME 480R.
EBME 491. Introduction to Translational Health Technology. 2 Units.
Introduction to Translational Health Technology serves to orient students to the field of translational health and highlight specific product development philosophy, projects, and careers in the field. This course of study is particularly helpful for those students enrolled in lock-step translational health specialty degree programs, so they are adequately coached and prepared for the “road ahead” in the translation of leading-edge research into patient care. In addition to providing specific instructional elements, this course also helps students frame the type of capstone project they may wish to pursue as part of their degree program. The course of study includes invited presentations by the existing graduate students to enable: (A) graduate students a chance to reflect on their research and project work and, (B) for new students to develop first-hand experience with the process of inquiry and debate relating to the field of translational health technology.

EBME 500T. Graduate Teaching II. 0 Unit.
This course will provide the Ph.D. candidate with experience in teaching undergraduate or graduate students. The experience is expected to consist of direct student contact, but will be based upon the specific departmental needs and teaching obligations. This teaching experience will be conducted under the supervision of the faculty member who is responsible for the course, but the academic advisor will advise students to ensure that it provides an educational opportunity for the students. Recommended preparation: EBME 400T, BME Ph.D. student.

EBME 515. Grant Writing II. 2 Units.
This course introduces students to writing research proposals. Students will be asked to write a short, concise proposal written according to the funding mechanism is thus appropriate for a student in the formative stages of his or her research project to acquire the skills for conceiving and writing a research proposal. The research proposal can be hypothesis-driven or design-driven. It should include specific aims, Background and Significance (Narrative and Innovation), Approach (Research Strategy and Preliminary Results) and References. The intent for the written proposal is to prepare students for the department’s requirement of a written and associated oral presentation and defense to evaluate the ability of the student to formulate a research problem, to state hypotheses or outline design objectives, to propose a research plan using feasible design, experiment and analysis techniques to either test those hypotheses or achieve the design objectives, and to interpret data. While this proposal will often represent the research ultimately pursued by the student, it is recognized that the details of the proposal and even its goals may evolve significantly over time. Students who have or are writing fellowship proposals are encouraged to use the same concepts in this research proposal, but they should convert the material into the NIH R21 format and should include all of the required components. Prereq: EBME 454 and EBME 570.

EBME 570. Graduate Professional Development for Biomedical Engineers. 1 Unit.
Students will be trained in topics including public speaking, grant writing, notebook management, professionalism, etc. Prereq: Graduate standing.

EBME 600T. Graduate Teaching III. 0 Unit.
This course will provide the Ph.D. candidate with experience in teaching undergraduate or graduate students. The experience is expected to consist of direct student contact, but will be based upon the specific departmental needs and teaching obligations. This teaching experience will be conducted under the supervision of the faculty member who is responsible for the course, but the academic advisor will advise students to ensure that it provides an educational opportunity for the students. Recommended preparation: EBME 500T, BME Ph.D. student.

EBME 601. Pre-candidacy Ph.D. Research. 1 - 18 Units.
Credit as arranged.

EBME 602. Special Topics. 1 - 18 Units.
Credit as arranged.

EBME 611. BME Departmental Seminar I. .5 Unit.
Lectures by invited speakers on subjects of current interest in biomedical engineering. Students will be evaluated on reading and preparation of questions for select speakers, as well as weekly participation. Between this course and EBME 612 students must earn a minimum of 1 credit (two semesters) and can take up to 4 credits over eight different semesters.

EBME 612. BME Departmental Seminar II. .5 Unit.
Lectures by invited speakers on subjects of current interest in biomedical engineering. Students will be evaluated on reading and preparation of questions for select speakers, as well as weekly participation. Between this course and EBME 611 students must earn a minimum of 1 credit (two semesters) and can take up to 4 credits over eight different semesters.

EBME 613. Topic Seminars for NeuroEngineering Students. .5 Unit.
Lectures by students in the seminar series on subjects of current interest to biomedical engineering students in NeuroEngineering. Students will be evaluated on presentation preparation and performance, as well as weekly participation. Between this course and EBME 614 students must earn a minimum of 1 credit (two semesters) and can take up to 4 credits over eight different semesters. Prereq: Graduate standing.

EBME 614. Topic Seminars for NeuroEngineering Students. .5 Unit.
Lectures by students in the seminar series on subjects of current interest to biomedical engineering students in NeuroEngineering. Students will be evaluated on presentation preparation and performance, as well as weekly participation. Between this course and EBME 613 students must earn a minimum of 1 credit (two semesters) and can take up to 4 credits over eight different semesters. Prereq: Graduate standing.

EBME 615. Topic Seminars for Imaging Students. .5 Unit.
Lectures by students in the seminar series on subjects of current interest to biomedical engineering students in Imaging. Students will be evaluated on presentation preparation and performance, as well as weekly participation. Between this course and EBME 616 students must earn a minimum of 1 credit (two semesters) and can take up to 4 credits over eight different semesters. Prereq: Graduate standing.

EBME 616. Topic Seminars for Imaging Students. .5 Unit.
Lectures by students in the seminar series on subjects of current interest to biomedical engineering students in Imaging. Students will be evaluated on presentation preparation and performance, as well as weekly participation. Between this course and EBME 615 students must earn a minimum of 1 credit (two semesters) and can take up to 4 credits over eight different semesters. Prereq: Graduate standing.

EBME 617. Topic Seminars for Biomaterials Students. .5 Unit.
Lectures by students in the seminar series on subjects of current interest to biomedical engineering students in Biomaterials. Students will be evaluated on presentation preparation and performance, as well as weekly participation. Between this course and EBME 618 students must earn a minimum of 1 credit (two semesters) and can take up to 4 credits over eight different semesters. Prereq: Graduate standing.
Mission

The Department of Chemical and Biomolecular Engineering inspires learning and the pursuit of scholarly activities in chemical and biological engineering and related science and engineering disciplines. The Department offers educational programs and a research environment that enable our graduates to succeed in an evolving workplace, provides opportunities for students and faculty to advance knowledge at the highest levels of the profession, and addresses technological and personnel needs of industry, governments, and society.

Background

The profession of chemical engineering involves the analysis, design, operation, and control of processes that convert matter and energy to more useful forms, encompassing processes at all scales from the molecular to the megascale. Traditionally, chemical engineers are responsible for the production of basic chemicals, plastics, and fibers. However, today’s chemical engineers are also involved in food and fertilizer production, synthesis of electronic materials, waste recycling, and power generation. Chemical engineers also develop new materials (ceramic composites and electronic chips, for example) as well as biochemicals and pharmaceuticals. The breadth of training in engineering and the sciences gives chemical engineers a particularly wide spectrum of career opportunities. Chemical engineers work in the chemical and materials-related industries, in government, and are accepted by graduate schools in engineering, chemistry, medicine, and law.

Research

Research in the department is sponsored by a variety of state and federal agencies, by private industry, and by foundations. Current active research topics include:

Energy
- Novel energy storage systems for transportation, grid storage applications, and portable devices
- Energy efficient extraction and processing of materials
- Fuel cells and batteries
- Novel catalysts, electrocatalysts, and plasmas for conversion of gases to fuels
- Simulation, modeling, and fundamental characterization of transport and interfacial processes in electrochemical energy storage and conversion systems

Materials
- Advanced materials for electronic and electrochemical device applications
- Simulation and theory of materials properties
- Surface properties and interfacial phenomena
- Materials processing and engineering at molecular through macro scales
- Advanced separation processes for the nuclear fuel cycle
- Synthesis of novel membranes for gas separations, wastewater treatment and radioanalytical chemistry
- Imaging and prediction of complex fluid dynamics

Biomolecular Engineering
- Biosensors
- Cell and tissue engineering

Department of Chemical and Biomolecular Engineering

116 A.W. Smith Building (7217)
http://engineering.case.edu/eche/
Phone: 216.368.4182
Harihara Baskaran, Professor and Chair
harihara.baskaran@case.edu

The Department of Chemical and Biomolecular Engineering offers Bachelor of Science in Engineering, Master of Science, and Doctor of Philosophy degree programs. The department has twelve full-time faculty members, all of whom lead active research programs in advanced and emerging areas of chemical and biomolecular engineering.
• Transport and metabolism in biological systems
• Biocatalysis and protein engineering

Chair
Hariri Baskaran, PhD
(The Pennsylvania State University)
Professor and Chair
Transport phenomena in biology and medicine, tissue/cell metabolism, cell transport, microvascular tissue engineering, cartilage tissue engineering

Faculty
Rohan N. Akolkar, PhD
(Case Western Reserve University)
F. Alex Nason Professor
Electrochemical phenomena in next-generation batteries, photovoltaics and semiconductor devices

Hariri Baskaran, PhD
(The Pennsylvania State University)
Professor
Transport phenomena in biology and medicine, tissue/cell metabolism, cell transport, microvascular tissue engineering, cartilage tissue engineering

Christine Duval, PhD
(Clemson University)
Assistant Professor
Membranes, radiochemical separations

Donald L. Feke, PhD
(Princeton University)
Distinguished University Professor and Vice Provost for Undergraduate Education
Colloidal and transport phenomena, dispersive mixing, particle science and processing

Burcu Gurkan, PhD
(University of Notre Dame)
Associate Professor
Energy storage, nonflammable electrolytes, electrode fabrication, electrochemical separation processes

Eric Kaler, PhD
(University of Minnesota)
Professor and University President

Daniel Lacks, PhD
(Harvard University)
C. Benson Branch Professor of Chemical Engineering, Department Chair
Molecular simulation, statistical mechanics, triboelectric charging

Uziel Landau, PhD
(University of California, Berkeley)
Professor
Electrochemical engineering, modeling of electrochemical systems, electrodeposition, batteries, fuel cells, electrolyzers, corrosion

Chung-Chiun Liu, PhD
(Case Institute of Technology)
Distinguished University Professor and Wallace R. Persons Professor of Sensor Technology and Control
Electrochemical sensors, electrochemical synthesis, electrochemistry related to electronic materials

Heidi B. Martin, PhD
(Case Western Reserve University)
Associate Professor
Conductive diamond films; electrochemical sensors; chemical modification of surfaces for electrochemical and biomedical applications; biomaterials; microfabrication of sensors and devices

Julie Renner, PhD
(Purdue University)
Assistant Professor
Electrochemical engineering, protein engineering, biomimetic materials, regenerative medicine

Robert F. Savinell, PhD
(University of Pittsburgh)
Distinguished University Professor and George S. Dively Professor
Electrochemical engineering, electrochemical reactor design and simulation, electrode processes, batteries and fuel cells

Jesse S. Wainright, PhD
(Case Western Reserve University)
Research Professor
Electrochemical power sources: fuel cells, batteries, supercapacitors; biomedical applications

Christopher Wirth, PhD
(Carnegie Mellon)
Assistant Professor
Colloids, multiphase materials

Secondary Faculty
Frank Ernst, Dr. ret. nat. habil
(University of Gottingen)
Leonard Case Jr. Professor of Engineering

Ica Manas-Zloczower, DSc
(Isreal Institute of Technology)
Professor

James A. Van Orman, PhD
(Massachusetts Institute of Technology)
Professor

Huiuchun (Judy) Zhang, PhD
(Georgia Institute of Technology)
Associate Professor

Emeritus Faculty
John C. Angus, PhD
(University of Michigan)
Emeritus Professor
Coleman Brosilow, PhD  
(Polytechnic Institute New York)  
Emeritus Professor

Nelson Gardner, PhD  
Emeritus Associate Professor

J. Adin Mann Jr., PhD  
(Iowa State University)  
Emeritus Professor

Syed Qutubuddin, PhD  
(Carnegie Mellon University)  
Emeritus Professor

Undergraduate Programs
The Bachelor of Science in Engineering degree program with a major in Chemical Engineering is accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org.

Program Educational Objectives
The undergraduate program in chemical engineering seeks to produce graduates who will:
1. be able to excel in professional careers across a broad range of industries
2. apply the knowledge, skills and ethical practice acquired through the chemical engineering curriculum to positively contribute to their profession and society
3. assume positions of responsibility and/or leadership in academia, industry, government, and business
4. succeed in post-graduate and professional degree programs

Student Outcomes
In preparation for achieving the above educational objectives, the Bachelor of Science in Engineering degree program with a major in Chemical Engineering is designed so that students attain:

- an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
- an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
- an ability to communicate effectively with a range of audiences
- an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
- an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
- an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
- an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Bachelor of Science in Engineering
Required Courses: Major in Chemical Engineering
These requirements are for students who matriculated in Fall 2020 and later. Students who matriculated in Fall 2019 may choose to opt into these requirements. Students who matriculated prior to Fall 2019 can find their requirements in the General Bulletin for the year they matriculated. Note that ECHE 361, ECHE 364 and ECHE 398 are 3-credit courses before 2022, and become 4-credit courses in 2022 and thereafter.

In addition to engineering general education requirements (p. 1292) and university general education requirements (p. 1212), the major requires the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECHE 151</td>
<td>Introduction to Chemical Engineering at Case</td>
<td>1</td>
</tr>
<tr>
<td>ECHE 260</td>
<td>Introduction to Chemical Systems</td>
<td>3</td>
</tr>
<tr>
<td>ECHE 360</td>
<td>Transport Phenomena for Chemical Systems</td>
<td>4</td>
</tr>
<tr>
<td>ECHE 361</td>
<td>Separation Processes</td>
<td>4</td>
</tr>
<tr>
<td>ECHE 362</td>
<td>Chemical Engineering Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>ECHE 363</td>
<td>Thermodynamics of Chemical Systems</td>
<td>4</td>
</tr>
<tr>
<td>ECHE 364</td>
<td>Chemical Reaction Processes</td>
<td>4</td>
</tr>
<tr>
<td>ECHE 365</td>
<td>Measurements Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>ECHE 367</td>
<td>Process Control</td>
<td>4</td>
</tr>
<tr>
<td>ECHE 398</td>
<td>Process Analysis, Design and Safety</td>
<td>4</td>
</tr>
<tr>
<td>ECHE 399</td>
<td>Chemical Engineering Design Project</td>
<td>3</td>
</tr>
</tbody>
</table>

Related Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 223</td>
<td>Introductory Organic Chemistry I</td>
</tr>
<tr>
<td>CHEM 323</td>
<td>Organic Chemistry I</td>
</tr>
<tr>
<td>CHEM 290</td>
<td>Chemical Laboratory Methods for Engineers</td>
</tr>
<tr>
<td></td>
<td>or all of the following three courses</td>
</tr>
<tr>
<td>CHEM 113</td>
<td>Principles of Chemistry Laboratory</td>
</tr>
<tr>
<td>CHEM 233</td>
<td>Introductory Organic Chemistry Laboratory I</td>
</tr>
<tr>
<td>CHEM 234</td>
<td>Introductory Organic Chemistry Laboratory II</td>
</tr>
<tr>
<td>STAT 313</td>
<td>Statistics for Experimenters (ECHE 313 can fulfill this requirement)</td>
</tr>
<tr>
<td>or STAT 312</td>
<td>Basic Statistics for Engineering and Science</td>
</tr>
<tr>
<td>Science/Engineering Elective: One of the following courses:</td>
<td></td>
</tr>
<tr>
<td>PHYS 221</td>
<td>Introduction to Modern Physics</td>
</tr>
<tr>
<td>CHEM 224</td>
<td>Introductory Organic Chemistry II</td>
</tr>
<tr>
<td>EMAC 270</td>
<td>Introduction to Polymer Science and Engineering</td>
</tr>
<tr>
<td>EMAC 276</td>
<td>Polymer Properties and Design</td>
</tr>
<tr>
<td>EMSE 276</td>
<td>Materials Properties and Design</td>
</tr>
</tbody>
</table>
or any 3- or 4-credit lecture- or laboratory-based course (research and independent study courses are excluded) that is 300-level or higher, in an engineering or designated science department. Designated science departments are Chemistry; Physics; Biology; Biochemistry.

Engineering Elective: Any 3- or 4-credit lecture- or laboratory-based course (research and independent study courses are excluded) that is 200-level or higher, offered by the engineering school exclusive of the Department of Computer and Data Science.

Total Units 53

Technical Breadth Elective Sequences

A distinctive feature of the chemical engineering program is the three-course breadth elective sequence that enables a student to specialize in a technical or professional area that complements the chemical engineering core. Breadth elective sequences that have standing departmental approval are described below. Alternatively, students may design their own breadth elective sequence, which must be approved by the department.

Biomolecular Engineering (Advisor: Dr. Baskaran)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 301</td>
<td>Biotechnology Laboratory: Genes and Genetic Engineering</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 343</td>
<td>Microbiology (Spring)</td>
<td>3</td>
</tr>
<tr>
<td>ECHE 340</td>
<td>Biochemical Engineering (Spring)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units 9

Computing (Advisor: Dr. Lacks)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 281</td>
<td>Logic Design and Computer Organization</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 346</td>
<td>Engineering Optimization</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>One additional EECS course at 200 level or above</td>
<td>3-4</td>
</tr>
</tbody>
</table>

Total Units 10-11

Electrochemical Engineering (Advisor: Dr. Landau)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECHE 381</td>
<td>Electrochemical Engineering (Spring)</td>
<td>3</td>
</tr>
<tr>
<td>ECHE 383</td>
<td>Chemical Engineering Applied to Microfabrication and Devices (Fall)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>One additional course from:</td>
<td>3-4</td>
</tr>
<tr>
<td>EMSE 343</td>
<td>Processing of Electronic Materials</td>
<td></td>
</tr>
<tr>
<td>ECSE 309</td>
<td>Electromagnetic Fields I</td>
<td></td>
</tr>
<tr>
<td>ECSE 321</td>
<td>Semiconductor Electronic Devices</td>
<td></td>
</tr>
<tr>
<td>ECHE 481</td>
<td>Corrosion Fundamentals</td>
<td></td>
</tr>
</tbody>
</table>

Total Units 9-10

Electronic Materials (Advisor: Dr. Liu)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECHE 383</td>
<td>Chemical Engineering Applied to Microfabrication and Devices (Fall)</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 309</td>
<td>Electromagnetic Fields I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>One additional course from:</td>
<td>3-4</td>
</tr>
<tr>
<td>EMSE 343</td>
<td>Processing of Electronic Materials</td>
<td></td>
</tr>
<tr>
<td>ECSE 321</td>
<td>Semiconductor Electronic Devices</td>
<td></td>
</tr>
</tbody>
</table>

Total Units 9-10

Energy (Advisor: Dr. Savinell)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECHE 381</td>
<td>Electrochemical Engineering (Fall)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Two additional courses selected from approved energy courses in Engineering, Physics, Chemistry, Management, or Law</td>
<td>6-7</td>
</tr>
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</table>

Total Units 9-10

Environmental Engineering (Advisor: Dr. Feke)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ECIV 368</td>
<td>Environmental Engineering (Spring)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Two additional courses selected from:</td>
<td>6</td>
</tr>
<tr>
<td>ECIV 351</td>
<td>Engineering Hydraulics and Hydrology</td>
<td></td>
</tr>
<tr>
<td>ECIV 361</td>
<td>Water Resources Engineering (Fall)</td>
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</tr>
<tr>
<td>ECIV 362</td>
<td>Solid and Hazardous Waste Management (Spring)</td>
<td></td>
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<tr>
<td>ESTD 398</td>
<td>Seminar in Environmental Studies (Fall)</td>
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</tr>
<tr>
<td>EEPS 220</td>
<td>Environmental Geology</td>
<td></td>
</tr>
<tr>
<td>EEPS 303</td>
<td>Environmental Law</td>
<td></td>
</tr>
<tr>
<td>EEPS 321</td>
<td>Hydrogeology</td>
<td></td>
</tr>
<tr>
<td>ECSE 342</td>
<td>Introduction to Global Issues</td>
<td></td>
</tr>
</tbody>
</table>

Total Units 9

Management/Entrepreneurship (Advisor: Dr. Savinell)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 100</td>
<td>Foundations of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Two additional courses selected from:</td>
<td>6</td>
</tr>
<tr>
<td>BAFI 355</td>
<td>Corporate Finance (Fall)</td>
<td></td>
</tr>
<tr>
<td>or BAFI 341</td>
<td>Money and Banking</td>
<td></td>
</tr>
<tr>
<td>BLAW 331</td>
<td>Legal Environment of Management</td>
<td></td>
</tr>
<tr>
<td>ENTP 301</td>
<td>Entrepreneurial Strategy</td>
<td></td>
</tr>
<tr>
<td>or ENTP 311</td>
<td>Entrepreneurship and Wealth Creation</td>
<td></td>
</tr>
<tr>
<td>OPRE 301</td>
<td>Operations Research and Supply Management</td>
<td></td>
</tr>
<tr>
<td>MGMT 315</td>
<td>International Management Institute</td>
<td></td>
</tr>
</tbody>
</table>

Total Units 9

Polymer Science (Advisor: Dr. Akolkar)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>EMAC 270</td>
<td>Introduction to Polymer Science and Engineering (Fall)</td>
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</tr>
<tr>
<td></td>
<td>Two additional courses selected from:</td>
<td>6</td>
</tr>
<tr>
<td>EMAC 276</td>
<td>Polymer Properties and Design (Spring)</td>
<td></td>
</tr>
<tr>
<td>EMAC 376</td>
<td>Polymer Engineering (Spring)</td>
<td></td>
</tr>
<tr>
<td>EMAC 377</td>
<td>Polymer Processing (Spring)</td>
<td></td>
</tr>
<tr>
<td>EMAC 378</td>
<td>Polymer Engineer Design Product (Spring)</td>
<td></td>
</tr>
<tr>
<td>EMAC 303</td>
<td>Structure of Biological Materials</td>
<td></td>
</tr>
</tbody>
</table>

Total Units 9

Pre-Medical (Advisor: Dr. Baskaran)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 113</td>
<td>Principles of Chemistry Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 214</td>
<td>Genes, Evolution and Ecology</td>
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</tr>
<tr>
<td>BIOL 214L</td>
<td>Genes, Evolution and Ecology Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 215</td>
<td>Cells and Proteins</td>
<td>3</td>
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</tbody>
</table>

Total Units 9-10
BIOL 215L  Cells and Proteins Laboratory  1

Total Units  10

Research (Advisor: Dr. Martin)
ECHE 350  Undergraduate Research Project I  3
ECHE 351  Undergraduate Research Project II  3
An elective course approved by sequence advisor  3

Total Units  9

Systems and Control (Advisor: Dr. Lacks)
ECSE 281  Logic Design and Computer Organization  4
ECSE 304  Control Engineering I with Laboratory  3
ECSE 346  Engineering Optimization  3

Total Units  10

BS/MS Advanced Study Sequence (Advisor: Dr. Martin)
Three 400-level 3-credit ECHE courses  9

Total Units  9

Custom-Designed Sequence (Advisor: Dr. Baskaran)
Students can design a custom breadth elective sequence, consisting of three courses (9 credits) that fit in one coherent technical or professional theme. The courses must be technical or professional courses (see footnote a) that are 200-level or higher, with at least one of the courses being 300-level or higher. These courses cannot be research or independent study courses. Students interested in this option should submit a petition to their advisor naming and explaining the coherent theme, why this theme complements the chemical engineering core for him/her, and how the three courses fit into this theme. The petition must be approved by the Undergraduate Studies Committee of the Department of Chemical and Biomolecular Engineering.

For the purpose of the sequences, “technical and professional courses” are defined as courses that would not satisfy the humanities and social sciences requirement of the Case School of Engineering; also excluded are courses in American Studies (AMST), Asian Studies (ASIA), Childhood studies (CHST), ethics (ETHS), Judaic studies (JDST), music (MUAP), education (EDUC), women’s and gender studies (WGST), Washington study program (WASH), and other courses deemed by the department to be of this genre.

Pre-Medical Option
By using the flexibility provided by science and technical electives in the curriculum, students are able to pursue courses that provide the background needed for medical school. Students choose the following electives to meet the course requirements of most medical schools.

Science/Engineering elective: CHEM 224 or CHEM 324  3
Chemistry labs: CHEM 113 and CHEM 233 and CHEM 234 instead of CHEM 290  6

Breadth Elective Sequence: Pre-Medical sequence (described above)  10
One extra course: BIOC 307  4

Bachelor of Science in Engineering
Suggested Program of Study: Major in Chemical Engineering
This program of study considers requirements for students who matriculated in Fall 2020. Students who matriculated in Fall 2019 may choose to opt into these requirements and follow this program of study. Students who matriculated prior to Fall 2019 can find their requirements and suggested program of study in the General Bulletin for the year they matriculated. Note that ECHE 361, ECHE 364 and ECHE 398 are 3-credit courses before 2022, and become 4-credit courses in 2022 and thereafter.

The following is a suggested program of study. Current students should always consult their advisers and their individual graduation requirement plans as tracked in SIS (http://sis.case.edu/).

First Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>16</td>
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<td>15</td>
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<td>16</td>
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</table>

Second Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>3</td>
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<tr>
<td>3</td>
<td></td>
<td>4</td>
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</table>
General Physics II - Electricity and Magnetism (PHYS 122) | 4
Breadth elective ** | 3
Year Total: 16 17

Third Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transport Phenomena for Chemical Systems (ECHE 360)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Process Control (ECHE 367)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Introduction to Circuits and Instrumentation (ENGR 210)**</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Chemical Laboratory Methods for Engineers (CHEM 290)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Separation Processes (ECHE 361)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Chemical Reaction Processes (ECHE 364)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Measurements Laboratory (ECHE 365)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Professional Communication for Engineers (ENGR 398)**</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Professional Communication for Engineers (ENGL 398)**</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Breadth Elective**</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Year Total: 15 17</td>
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</table>

Fourth Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemical Engineering Laboratory (ECHE 362)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Process Analysis, Design and Safety (ECHE 398)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Technical breadth elective sequence I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Technical breadth elective sequence II</td>
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<td></td>
</tr>
<tr>
<td>Breadth elective**</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Chemical Engineering Design Project (ECHE 399)**</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Engineering elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Science/Engineering elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Technical breadth elective sequence III</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Breadth elective**</td>
<td>3</td>
<td></td>
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<tr>
<td>Year Total: 17 15</td>
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</tbody>
</table>

Total Units in Sequence: 128

Hours required for graduation: 128

* University general education requirement
** Engineering general education requirement
** Higher number (advanced or honors) courses are available to students by invitation only.
** A three-course (9 credit hours minimum) breadth sequence, as described above.
** Engineering Elective: Any 3- or 4-credit lecture- or laboratory-based course (research and independent study courses are excluded) that is 200-level or higher, offered by the engineering school exclusive of the Department of Computer and Data Science.
Note: The course cannot double count towards any other requirement of the major.

9 Science/Engineering elective. One course chosen from:
• PHYS 221 Introduction to Modern Physics
• CHEM 224 Introductory Organic Chemistry II
• EMAC 270 Introduction to Polymer Science and Engineering
• EMAC 276 Polymer Properties and Design
• EMSE 276 Materials Properties and Design
Or any 3- or 4-credit lecture- or laboratory-based course (research and independent study courses are excluded) that is 300-level or higher, in an engineering or designated science department. Designated science departments are Chemistry; Physics; Biology; Biochemistry.

Note: The course cannot double count towards any other requirement of the major.

Co-op and Internship Programs
Opportunities are available for students to alternate studies with work in industry or government as a co-op student, which involves paid full-time employment over seven months (one semester and one summer). Students may work in one or two co-ops, beginning in the third year of study. Co-ops provide students the opportunity to gain valuable hands-on experience in their field by completing a significant engineering project while receiving professional mentoring. During a co-op placement, students do not pay tuition but maintain their full-time student status while earning a salary. Learn more at http://engineering.case.edu/coop/.
Alternatively or additionally, students may obtain employment as summer interns.

Five-Year Combined BS/MS Program
Outstanding undergraduate students have the opportunity to obtain an MS degree in one additional year of study beyond the BS degree. (Normally, it takes two years beyond the BS to earn an MS degree.) In this program, an undergraduate student can take up to nine hours of graduate credit through the Advanced Study technical breadth elective sequence that simultaneously satisfies undergraduate degree requirements. In addition, a student choosing the MS degree program with the thesis option typically start their research in the fall semester of the senior year. The BS degree is awarded at the completion of the senior year. In the fifth year, students take an additional 21 hours of graduate credit. Application for admission to the five-year BS/MS program is made after completion of five semesters of coursework. Minimum requirements are a 3.2 grade point average and the recommendation of the department. Review the Office of Undergraduate Studies BS/MS program requirements (p. 1298).

Six-Year Cooperative BS/MS Program
The cooperative bachelor’s/master’s program enables outstanding students who are enrolled in the cooperative education program to earn an MS in one year beyond the BS degree. Students complete six credits of a graduate project during the second co-op period and follow an Advanced Study technical breadth elective sequence. Up to nine credits of graduate coursework can be used to satisfy both graduate and undergraduate requirements. At the end of the fifth year, the student receives the BS degree. Upon completion of an additional 15 credits of graduate work the following year, the student receives the MS degree (non-thesis). Application for admission to the six-year co-op BS/MS program is made during the second semester of the junior year (this semester is taken in the fall of the fourth year). Minimum requirements are a 3.2 grade point average, satisfactory performance in the previous co-op assignment, and the recommendation of the department.
Minor in Electrochemical Engineering
Electrochemical engineering focuses on fundamental studies and engineering design of widely used and critically important processes and equipment associated with reactions involving charge transfer. Students will gain expertise in the design of indispensable devices such as batteries and fuel-cells, and technologically important processes such as metal production and purification, semiconductor metallization, corrosion, electrodeposition, and biological separations. Students take five courses to complete the minor. The required courses are:

ECHE 381 Electrochemical Engineering 3
ECHE 384 Corrosion Fundamentals 3
Plus three courses selected from the following: 9-10
ECHE 372 Electrochemical Energy Storage
ECHE 382 Electrochemical Processes and Devices
ECHE 383 Chemical Engineering Applied to Microfabrication and Devices
EMSE 343 Processing of Electronic Materials
ECSE 309 Electromagnetic Fields I
ECSE 321 Semiconductor Electronic Devices

Minor in Biomolecular Engineering
Biomolecular engineering focuses on the molecular length scale and seeks to convert molecular-level knowledge of biological phenomena into useful biochemical and chemical products and processes that are derived from living cells or their components. Areas of application include: drug research and development, biosensors, and regenerative medicine applications. Students take five courses to complete the minor:

ECHE 340 Biochemical Engineering 3
ECHE 355 Quantitative Molecular, Cellular and Tissue Bioengineering 3
ECHE 386 Protein Engineering 3
Plus two courses selected from the following: 6-8
BIOL 214 Genes, Evolution and Ecology
BIOL 343 Microbiology
BIOC 307 Introduction to Biochemistry: From Molecules To Medical Science
ECHE 260 Introduction to Chemical Systems
ECHE 363 Thermodynamics of Chemical Systems

Total Units 15-17

* ECHE majors may not count this course toward the minor

Minor in Chemical Engineering
The minor in chemical engineering is for students majoring in other disciplines. A minimum of 17 hours in chemical engineering courses is required for the minor. The required courses are:

ENGR 225 Thermodynamics, Fluid Dynamics, Heat and Mass Transfer 4
ECHE 260 Introduction to Chemical Systems 3
ECHE 360 Transport Phenomena for Chemical Systems 4
Plus two courses selected from the following: 6-8

Graduate Programs
Master of Science Program
Each MS candidate must complete a minimum of 30 hours of graduate-level credits. These credits can be distributed in one of three ways: Thesis-Focused, Project-Focused, or Course-Focused.

Thesis-Focused
ECHE 401 Chemical Engineering Communications 1
ECHE 402 Chemical Engineering Communications II 2
Six graduate-level courses a 18
MS thesis research 9
Total Units 30

Project-Focused
ECHE 401 Chemical Engineering Communications 1
ECHE 402 Chemical Engineering Communications II 2
Eight graduate-level courses a 24
Project and/or Special Problems b 3
Total Units 30

Course-Focused
The Course-Focused M.S. degree program requirements consist of the completion of 30 hours of approved coursework at the 400 level or higher, satisfactory completion of the culminating course-focused experience, i.e. passing the course ENGR 600 with requirements defined by the student's curricular program, and additional requirements as specified by the program. Students should consult with their academic advisor and/or department to determine the detailed requirements within this framework.

Full-time MS students are expected to serve as a teaching assistant as part of their education. Also, at various points during their thesis research, students will be required to present seminars and reports on their progress.
Doctor of Philosophy Program

The degree of Doctor of Philosophy is awarded in recognition of deep and detailed knowledge of chemical engineering and a comprehensive understanding of related subjects together with a demonstration of the ability to perform independent research, to suggest new areas for research, and to communicate results in an acceptable manner. For students entering the PhD program with a BS degree, a total of 12 courses (36 credit hours) is required. Course requirements for students entering with MS degrees are adjusted to account for work done at other universities, but a minimum of 6 courses (18 credit hours) must be taken at CWRU. The course requirements for students entering with a BS degree are as follows:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core and Elective courses a</td>
<td>30</td>
</tr>
<tr>
<td>Professional Development courses b</td>
<td>6</td>
</tr>
<tr>
<td>PhD thesis research c</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>54</strong></td>
</tr>
</tbody>
</table>

a Some of the graduate-level courses should be taken from a list of recommended courses that satisfy the Chemical Engineering core ‘units’ requirement. This list will be provided to the students upon admission to the program. For the PhD program, students should demonstrate that they have acquired a minimum of three core ‘units’ in each of the categories of Chemical Engineering Transport, Thermodynamics, Reactions and Applied Mathematics.

b Professional development is an integral part of the PhD program of study. The 6 professional development credits are acquired through courses in Chemical Engineering Communications (3 total credits), and by attending the Chemical Engineering Colloquium (3 total credits). All PhD students are required to assist in three teaching experiences as part of their degree requirements.

c Students in the PhD program are required to complete 18 credits of thesis research. Also, students who enter the PhD program must pass a First Proposition Oral Examination (with an accompanying written report) that tests a student’s ability to think creatively, grasp new research concepts, and discuss such concepts critically and comprehensively. The First Proposition Exam, typically taken in the Fall semester of the second year, serves as the qualifying examination for the PhD degree. A Second Proposition Exam focusing on the student’s own research topic is required by the end of the second year in the PhD program. All PhD students must satisfy the residency requirements of the university and the Case School of Engineering. In addition, at various points in the course of the dissertation research, students will be required to prepare reports and seminars on their work, and defend their dissertation. The Chemical and Biomolecular Engineering Graduate Student Handbook contains a more detailed description of the department’s PhD requirements and a time schedule for their completion.

The department anticipates that from time to time, special cases will arise which are exceptions to the above guidelines, e.g., a student may have taken a graduate-level course at another school. In these cases, the student must submit a statement with the Academic Program justifying the departure from the guidelines and have it approved by the department.

Facilities

The department is housed in the Albert W. Smith Building and portions of the Bingham Building on the Case Quadrangle. Professor Smith was chair of industrial chemistry at Case from 1911 to 1927. Under his leadership, a separate course of study in chemical engineering was introduced at Case in 1913. Professor Smith was also a close associate of Herbert Dow, the Case alumnus who founded Dow Chemical in 1890 with the help and support of Professor Smith. The Albert W. Smith Chemical Engineering Building contains one technology-enhanced classroom; the undergraduate Unit Operations Laboratory; an undergraduate reading room, named after Prof. Robert V. Edwards; and the normal complement of offices and research laboratories. The lobby of the A.W. Smith Building, renovated by contributions from the James family, often serves as a formal and informal gathering place for students and faculty. The department has exceptionally strong facilities for electrochemical and energy research, microfabrication, and for chemical vapor deposition and thin film synthesis. In addition, a full range of biochemical, analytical and materials characterization instrumentation is available in the Case School of Engineering. Analytical instrumentation is available within the Department of Chemical and Biomolecular Engineering, the Department of Chemistry, and the Materials Research Laboratory.

Courses

ECHE 151. Introduction to Chemical Engineering at Case. 1 Unit.
An introduction to the profession of chemical engineering, its practice in industry, and review of the challenges and opportunities for the profession. The academic programs and curricular enhancements available to students majoring in chemical engineering at CWRU, including breadth sequence sequences and concentrations, undergraduate research, international study opportunities, cooperative education and internships, are presented. In addition to introducing the chemical engineering faculty and their research, a number of guest speakers representing the broad professional opportunities discuss career options with the students. Through lectures and discussions, students are also introduced to topics such as professionalism and ethics. Upperclassmen students conduct their co-op debriefing in the class, sharing experiences and initiating networking. In the lab/recitation section, students in smaller groups conduct experiments on chemical processes, spanning different aspects of the profession, and run computer-based simulations of those experiments. Analysis and discussion of the results will follow. Chemical engineering upperclassmen serve as teaching assistants.

ECHE 250. Honors Research I. 1 - 3 Units.
A special program which affords a limited number of students the opportunity to conduct research under the guidance of one of the faculty. At the end of the first semester of the sophomore year, students who have a strong interest in research are encouraged to discuss research possibilities with the faculty. Assignments are made based on mutual interest. Subject to the availability of funds, the faculty employs students through the summers of their sophomore and junior years, as members of their research teams.

ECHE 251. Honors Research II. 1 - 3 Units.
(See ECHE 250.) Recommended preparation: ECHE 250.

ECHE 250. Introduction to Chemical Systems. 3 Units.
Material and energy balances. Conservation principles and the elementary laws of physical chemistry applied to chemical processes. Developing skills in quantitative formulation and solution of word problems. Prereq: Sophomore Standing and (CHEM 111 OR CHEM 106). Prereq or Coreq: MATH 122 or MATH 124.
ECHE 305. Topics in Chemical Engineering. 1 - 3 Units.
Topics in chemical engineering will be covered in an independent study mode. Readings and homework assignments will be assigned. Students are graded on the basis of homework assignments and a final exam.

ECHE 313. Statistical Analysis of Chemical Processes. 3 Units.
This course covers the role of statistics in chemical processes. Topics include probability/probability plots, descriptive tests, statistical decision rules, strategies for experimentation with multiple factors, design of experiments, basic factorial experiments, regression analysis, screening designs, and optimization experiments. Basic statistical software will be used throughout the class. Prereq: MATH 126 or MATH 223.

ECHE 340. Biochemical Engineering. 3 Units.
Chemical engineering principles applied to biological and biochemical systems and related processes. Microbiology and biochemistry linked with transport phenomena, kinetics, reactor design and analysis, and separations. Specific examples of microbial and enzyme processes of industrial significance. Recommended preparation: BIOC 307, BIOL 343 and ECHE 364, or permission of instructor.

ECHE 350. Undergraduate Research Project I. 3 Units.
This course affords a student the opportunity to conduct research under the guidance of one of the faculty, as part of the Chemical Engineering Research breadth elective sequence. Students who have a strong interest in research are encouraged to discuss research possibilities with the faculty. Assignments are made based on mutual interest.

ECHE 351. Undergraduate Research Project II. 3 Units.
This course affords a student the opportunity to conduct research under the guidance of one of the faculty, as part of the Chemical Engineering Research breadth elective sequence. Students who have a strong interest in research are encouraged to discuss research possibilities with the faculty. Assignments are made based on mutual interest. Prereq: ECHE 350.

ECHE 355. Quantitative Molecular, Cellular and Tissue Bioengineering. 3 Units.
Physical and chemical principles associated with kinetics and mass transport. Molecular-cellular components incorporated in quantitative analysis of cellular, tissue, and organ systems. Mathematical and computational modeling developed for diagnostic and therapeutic applications. Offered as EBME 350 and ECHE 355.

ECHE 360. Transport Phenomena for Chemical Systems. 4 Units.
Fundamentals of fluid flow, heat and mass transport from the microscopic and macroscopic perspectives. Applications to chemical systems, including steady and transient operations, convective and molecular (conduction and diffusion) effects, and interfacial transport. Design of unit operations (e.g., heat exchangers). Heat and mass transfer analogies. Vector/tensor analysis and dimensional analysis used throughout. Prereq: Junior Standing and (ENGR 225 or (Prereq or coreq: EMAC 352)) and (MATH 223 or MATH 227).

ECHE 361. Separation Processes. 4 Units.
Analysis and design of separation processes involving distillation, extraction, absorption, adsorption, and membrane processes. Design problems and the physical and chemical processes involved in separation. Equilibrium stage, degrees of freedom in design, graphical and analytical design techniques, efficiency and capacity of separation processes. Prereq: ECHE 260. Prereq or Coreq: ECHE 363.

ECHE 362. Chemical Engineering Laboratory. 4 Units.
Experiments in the operation of separation and reaction equipment, including design of experiments, technical analysis, and economic analysis. Experiments cover distillation, liquid-liquid extraction, heat transfer, fluidized beds, control, membrane separations, and chemical and electrochemical reactors. Prereq: ECHE 260, ECHE 360, ECHE 361, ECHE 363 and ECHE 364.

ECHE 362D. Chemical Engineering Laboratory in Denmark. 4 Units.
Chemical Engineering Laboratory in Denmark. A version of ECHE 362 taught during the summer at DTU in Lyngby. Prereq: ECHE 260 and ECHE 360 and ECHE 361 and ECHE 363 and ECHE 364.

ECHE 363. Thermodynamics of Chemical Systems. 4 Units.
First law, second law, phase equilibria, phase rule, chemical reaction equilibria, and applications to engineering problems. Thermodynamic properties of real substances, with emphasis on solutions. Thermodynamic analysis of processes including chemical reactions. Recommended preparation: ECHE 260. Prereq or Coreq: ENGR 225.

ECHE 364. Chemical Reaction Processes. 4 Units.

ECHE 365. Measurements Laboratory. 3 Units.
Laboratory introduction to the measurement process in engineering. Matching measurements to approximate and exact physical models is stressed. Extraction of physical parameters and estimation of the errors in the parameter estimates is an important part of the course. Example projects cover steady and unsteady state heat transfer, momentum transfer, and the first law of thermodynamics. Recommended preparation: ECHE 360. Prereq: ECHE 260 and ENGR 225. Prereq or Coreq: ECHE 363.

ECHE 367. Process Control. 4 Units.
Theoretical and practical aspects of feedback control of chemical processes. The course involves extensive use of computer software with some exams taken using the computer. Short laboratories and Labview training are integrated into the course. Topics include: analysis of linear dynamical systems using Laplace transforms, derivation of unsteady state mathematical models of simple chemical processes, dynamic simulation of linear and nonlinear models, design of PID controllers by model inverse methods, tuning of controller to accommodate process model uncertainty, two degrees of freedom controllers, feed-forward and cascade control. The Labview training covers programming basics, interfacing to a data acquisition system, and incorporating control algorithms. Prereq or Coreq: (MATH 224 OR MATH 228) AND ECHE 260.

ECHE 372. Electrochemical Energy Storage. 3 Units.
Batteries and supercapacitors as part of renewable energy systems are introduced. Related fundamental electrochemistry concepts, materials and techniques are described. Challenges, current literature and future opportunities in energy storage will be discussed. Offered as ECHE 372 and ECHE 472. Prereq: Junior or Senior standing or Requisites Not Met permission.
ECHE 377. Data Acquisition and LabVIEW Bootcamp. 1 Unit.
This course will introduce and implement basic data acquisition concepts and LabVIEW virtual instrumentation programming, providing hands-on experience with hardware and software. It is intended to help those with little or no data acquisition experience to get started on setting up data acquisition for their application. No prior experience with LabVIEW is required. Consult with the instructor for additional details. Offered as ECHE 377 and ECHE 477.

ECHE 381. Electrochemical Engineering. 3 Units.
Engineering aspects of electrochemical processes including current and potential distribution, mass transport and fluid mechanical effects. Examples from industrial processes including electroplating, industrial electrolysis, corrosion, and batteries. Recommended preparation: ECHE 260 or permission of instructor. Offered as ECHE 381 and ECHE 480.

ECHE 382. Electrochemical Processes and Devices. 3 Units.
The course addresses major industrial applications of electrochemical technology focusing on batteries and fuel-cells, corrosion and its abatement, electroplating, metal electrowinning (including aluminum, magnesium, titanium and lithium) and refining (copper), industrial electrolytic processes (chlorine), electrochemical separation processes (electrophoresis, osmosis, and dialysis), and electrochemical sensors. The processes and devices are surveyed, focusing on the underlying thermodynamic and transport principles. Approaches to overcome barriers are discussed and future prospects and barriers are critically analyzed.

ECHE 383. Chemical Engineering Applied to Microfabrication and Devices. 3 Units.
Silicon based microfabrication and micromachining require many chemical engineering technologies. Microfabricated devices such as sensors are also directly related to chemical engineering. The applications of chemical engineering principles to microfabrication and micromachining are introduced. Oxidation processing, chemical vapor deposition, etching and patterning techniques, electroplating and other technologies are discussed. Graduate students will submit an additional final project on some technical aspect of microfabrication technology or devices. Recommended preparation: ECHE 363. Offered as ECHE 383 and ECHE 483.

ECHE 384. Corrosion Fundamentals. 3 Units.
This course will cover fundamentals of corrosion, including thermodynamic and kinetic aspects of the electrochemical reactions leading to corrosion. Salient features of the various types of corrosion will be reviewed, with an emphasis on fundamental mechanisms. Electrochemical testing, corrosion monitoring and techniques to stifle corrosion will be discussed. After completion of this course, students will be able to classify corrosion systems, understand the mechanisms underlying corrosion, and outline strategies to design corrosion-resistant systems. Offered as ECHE 384 and ECHE 481.

ECHE 386. Protein Engineering. 3 Units.
This course will provide an in-depth examination of protein engineering topics and their applications. In particular, this class will cover the design and expression of recombinant proteins, purification strategies, and the incorporation of non-natural amino acids using a bacterial system. Specifically, amino acid sequences that dictate well-defined secondary structures such as beta-sheets, alpha-helices, and leucine zippers will be studied. Tissue engineering examples from the literature such as incorporation of bioactive sequences to promote specific cell response (e.g., cell adhesion sites and protease degradation sequences). In addition, this course will explore the application of protein engineering in drug delivery, electrochemical technology, sensors, and nanoparticle assembly. Current computational techniques for protein design and directed evolution methods will also be explored. Offered as ECHE 386 and ECHE 486.

ECHE 389. Chemical Engineering Design Project. 3 Units.
Students work in small groups on projects in conjunction with external companies. The projects are defined by the company, and involve real issues current at the company. All projects will involve design (i.e., open ended problems with no one solution or route), an economic analysis, and will account for possible safety and environmental issues. The nature of the projects varies, depending on the needs of each company. There are no lectures for this course, and students are expected to work on their project for an amount appropriate for a 3-credit course (10 hrs/week). Recommended preparation: ECHE 362, ECHE 365, and ECHE 398. Counts as SAGES Senior Capstone. Prereq: ECHE 360, ECHE 361 and ECHE 363 and ECHE 364. Prereq or Coreq: ECHE 360.

ECHE 400T. Graduate Teaching I. 0 Unit.
All Ph.D. students are required to take this course. The experience includes elements from the following tasks: development of teaching or lecture materials, teaching recitation groups, providing laboratory assistance, tutoring, exam/quiz/homework preparation and grading, mentoring students. Recommended preparation: Entering Ph.D. student in Chemical Engineering.

ECHE 401. Chemical Engineering Communications. 1 Unit.
Introductory course in communication for Chemical Engineering graduate students: preparation of first proposal for thesis, preparation of technical reports and scientific papers, literature sources, reviewing proposals, and manuscripts for professional journals, and making effective technical presentations.

ECHE 402. Chemical Engineering Communications II. 2 Units.
This course is a continuation of ECHE 401 and is designed to develop skills in writing proposals for funding research projects. The federal requirements are reviewed for submitting proposals to the major granting agents including NSF, NIH and DoD. We will study strategies for developing fundable projects. Each student will submit a research proposal for a thesis project and do an oral presentation of the project.
ECHE 431. Design of Chemical Engineering Systems: Material Analysis. 3 Units.
Applying fundamental mass-balance related analysis to industrial separations processes (distillation, absorption, membranes; both plate and packed columns), reactors (CSTR, PFR), and process control (PID feedback controllers). Utilizing relevant thermodynamics theory including liquid-vapor and solid-liquid phase diagrams and azeotropes as needed for separations. Fundamental theory will be integrated in comprehensive design applications including economic analysis (equipment costing, net-present value and return on investment). Process simulation software will be used to introduce students to advanced design tools. Outcome goal will be to have the students learn to integrate fundamental knowledge from different chemical engineering topics to the comprehensive design of processes of industrial relevance. Prereq: Graduate student standing.

ECHE 432. Design of Chemical Engineering Systems: Energy Analysis. 3 Units.
Applying energy balance analysis to the design of comprehensive engineering processes. Fluid-flow fundamentals including mechanical energy balance and Bernoulli’s equation, viscous flow in conduits and around submerged objects, Newton’s law of viscosity and Navier-Stokes equation, among others, will be applied to the analysis and design of systems of industrial significance. Scaling analysis will elucidate critical process parameters. Thermodynamics first and second laws will be applied together with heat transfer models based on differential and integral analysis to the design of heat transfer systems including heat exchangers. Fluid-flow and heat transport analysis will be combined with economic considerations to analyze comprehensive problems and optimize designs. Emphasis will be placed on green and sustainable energy processes. An outcome goal of the course is to have the students develop skills of integrating fundamental knowledge from the fields of fluid flow, heat transfer, and engineering economics to the analysis and design of comprehensive systems of practical interest. Prereq: Graduate student standing.

ECHE 460. Thermodynamics of Chemical Systems. 3 Units.
Phase equilibria, phase rule, chemical reaction equilibria in homogeneous and heterogeneous systems, ideal and non-ideal behavior of fluids and solutions, thermodynamic analysis of closed and open chemical systems with applications. Recommended preparation: ECHE 363.

ECHE 461. Transport Phenomena. 3 Units.

ECHE 462. Chemical Reaction Engineering. 3 Units.

ECHE 464. Surfaces and Adsorption. 3 Units.
Thermodynamics of interfaces, nature of interactions across phase boundaries, capillary wetting properties of adsorbed films, friction and lubrication, flotation, detergency, the surface of solids, relation of bulk to surface properties of materials, non-catalytic surface reactions. Recommended preparation: CHEM 335 or equivalent.

ECHE 466. Colloid Science. 3 Units.

ECHE 469. Chemical Engineering Seminar. 0 Unit.
Distinguished outside speakers present current research in various topics of chemical engineering science. Graduate students also present technical papers based on thesis research.

ECHE 470. Graduate Research Colloquium. .5 Unit.
Outside speakers present lectures on their current research. Various topics in the areas of chemical engineering science, basic and applied chemistry, bioengineering, material science, and applied mathematics are covered in the lectures. Graduate students also present technical papers based on their own research. Students are graded on the submission of one-page summary reports on any two lectures.

ECHE 472. Electrochemical Energy Storage. 3 Units.
Batteries and supercapacitors as part of renewable energy systems are introduced. Related fundamental electrochemistry concepts, materials and techniques are described. Challenges, current literature and future opportunities in energy storage will be discussed. Offered as ECHE 372 and ECHE 472. Prereq: Graduate standing or Requisites Not Met permission.

ECHE 474. Biotransport Processes. 3 Units.
Biomedical mass transport and chemical reaction processes. Basic mechanisms and mathematical models based on thermodynamics, mass and momentum conservation. Analytical and numerical methods to simulate in vivo processes as well as to develop diagnostic and therapeutic methods. Applications include transport across membranes, transport in blood, tumor processes, bioreactors, cell differentiation, chemotaxis, drug delivery systems, tissue engineering processes. Recommended preparation: EBME 350 or equivalent. Offered as EBME 474 and ECHE 474.

ECHE 475. Chemical Engineering Analysis. 3 Units.

ECHE 477. Data Acquisition and LabVIEW Bootcamp. 1 Unit.
This course will introduce and implement basic data acquisition concepts and LabVIEW virtual instrumentation programming, providing hands-on experience with hardware and software. It is intended to help those with little or no data acquisition experience to get started on setting up data acquisition for their application. No prior experience with LabVIEW is required. Consult with the instructor for additional details. Offered as ECHE 377 and ECHE 477.
ECHE 478. Membrane Separations. 3 Units.
Membrane-based separations provide a low-energy technique for performing chemical engineering separations and have applications in water treatment, energy, and human health. This course will provide an introduction to membrane transport mechanisms including solution diffusion, pore-flow and active transport. The course will also cover membrane fabrication methods, analytical techniques for membrane characterization and performance metrics. Fundamental concepts will be discussed in the context of particle filtration, nanofiltration, reverse osmosis, gas separations processes and emerging applications like membrane chromatography. Prereq: Graduate Standing or Requisites Not Met permission.

ECHE 479. Radiochemistry. 3 Units.
This course is intended to provide students with a basic understanding of fundamental chemical and physical properties of radioactive elements. The course will begin with a review of radioactive decay modes and nuclear chemistry. The majority of the course will focus on the solution chemistry, bonding, kinetics and thermodynamics of actinides in the context of analytical purification processes such as liquid-liquid extraction and resin-based chromatography. Common radioanalytical techniques such as gamma spectroscopy, alpha spectroscopy and liquid scintillation counting will also be discussed. Prereq: Graduate student standing.

ECHE 480. Electrochemical Engineering. 3 Units.
Engineering aspects of electrochemical processes including current and potential distribution, mass transport and fluid mechanical effects. Examples from industrial processes including electroplating, industrial electrolysis, corrosion, and batteries. Recommended preparation: ECHE 260 or permission of instructor. Offered as ECHE 381 and ECHE 480.

ECHE 481. Corrosion Fundamentals. 3 Units.
This course will cover fundamentals of corrosion, including thermodynamic and kinetic aspects of the electrochemical reactions leading to corrosion. Salient features of the various types of corrosion will be reviewed, with an emphasis on fundamental mechanisms. Electrochemical testing, corrosion monitoring and techniques to stifle corrosion will be discussed. After completion of this course, students will be able to classify corrosion systems, understand the mechanisms underlying corrosion, and outline strategies to design corrosion-resistant systems. Offered as ECHE 384 and ECHE 481.

ECHE 483. Chemical Engineering Applied to Microfabrication and Devices. 3 Units.
Silicon based microfabrication and micromachining require many chemical engineering technologies. Microfabricated devices such as sensors are also directly related to chemical engineering. The applications of chemical engineering principles to microfabrication and micromachining are introduced. Oxidation processing, chemical vapor deposition, etching and patterning techniques, electroplating and other technologies are discussed. Graduate students will submit an additional final project on some technical aspect of microfabrication technology or devices. Recommended preparation: ECHE 363. Offered as ECHE 383 and ECHE 483.

ECHE 486. Protein Engineering. 3 Units.
This course will provide an in-depth examination of protein engineering topics and their applications. In particular, this class will cover the design and expression of recombinant proteins, purification strategies, and the incorporation of non-natural amino acids using a bacterial system. Specifically, amino acid sequences that dictate well-defined secondary structures such as beta-sheets, alpha-helices, and leucine zippers will be studied. Tissue engineering examples from the literature such as incorporation of bioactive sequences to promote specific cell response (e.g., cell adhesion sites and protease degradation sequences). In addition, this course will explore the application of protein engineering in drug delivery, electrochemical technology, sensors, and nanoparticle assembly. Current computational techniques for protein design and directed evolution methods will also be explored. Offered as ECHE 386 and ECHE 486. Prereq: Graduate standing or requisites not met permission.

ECHE 500T. Graduate Teaching II. 0 Unit.
All Ph.D. students are required to take this course. The experience will include elements from the following tasks: development of teaching or lecture materials, teaching recitation groups, providing laboratory assistance, tutoring, exam/quiz/homework preparation and grading, mentoring students. Recommended preparation: Ph.D. student in Chemical Engineering.

ECHE 508. Seminar on Review of Literature on Research Topic. 3 Units.
Impactful research requires a deep and comprehensive understanding of the current state of research on the topic. A critical review of relevant background literature will help determine what is already known on the topic, how extensively the topic has already been studied, who are the experts active in the field, and the relevant key questions that deserve further exploration. A review of the literature that describes methodologies (both experimental and theoretical) used in prior studies or new approaches that could be adapted from other research areas can also lead to the effective pursuit of the research topic. Through this course, students will learn how to develop a plan for a literature review, conduct the literature review and monitor continuing developments in the field, and create an annotated bibliography appropriate to the research project.

ECHE 509. Seminar on Preparation of Articles for Publication in Journals. 3 Units.
This course is intended for advanced graduate students who have generated results at the stage of being ready to be written up for a journal article. The course will cover: understanding what findings warrant publication, factors affecting journal selection, formatting requirements of journals, publication-quality figures, appropriate material for each of the sections of the paper. During the course students will be putting together a manuscript based on their research that would eventually be submitted to a journal.

ECHE 580. Special Topics. 3 Units.
Special topics in chemical engineering. Prereq: Consent of instructor.

ECHE 600T. Graduate Teaching III. 0 Unit.
All Ph.D. students are required to take this course. The experience will include elements from the following tasks: development of teaching or lecture materials, teaching recitation groups, providing laboratory assistance, tutoring, exam/quiz/homework preparation and grading, mentoring students. Recommended preparation: Ph.D. student in Chemical Engineering.

ECHE 601. Independent Study. 1 - 18 Units.

ECHE 651. Thesis M.S.. 1 - 18 Units.
(Credit as arranged.)
ECHE 660. Special Problems. 1 - 18 Units. Research course taken by Plan B M.S. students.


ECHE 701. Dissertation Ph.D.. 1 - 9 Units. (Credit as arranged.) Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

Department of Civil and Environmental Engineering

Bingham Building (7201)
engineering.case.edu/eciv (http://engineering.case.edu/eciv/)
Phone: 216.368.2950; Fax: 216.368.5229
Xiong (Bill) Yu (Chair)
ecivchair@case.edu

The Department of Civil and Environmental Engineering offers programs of study in environmental, geotechnical, and structural engineering, construction engineering and management, engineering mechanics, and pre-architecture.

Civil engineers plan, design, and construct facilities for meeting the needs of modern society. Civil engineers also help reduce the environmental impact of these designs to help make modern society more sustainable. Examples of such facilities are transportation systems, schools and office buildings, bridges, dams, land reclamation projects, water treatment and distribution systems, commercial buildings, and industrial plants. Civil engineers can choose from a broad spectrum of opportunities in industry and consulting practice; as well as in research and development in firms in which civil engineers are often owners or partners. Employment can be found among a wide variety of industrial, governmental, construction, and private consulting organizations. There is a large demand for civil engineers nationally. The program at Case Western Reserve University is built around small classes, good faculty-student relationships and advising, and a program flexible enough to meet students' personal career goals.

The Department of Civil and Environmental Engineering of the Case School of Engineering offers a Bachelor of Science in Engineering degree program with a major in Civil Engineering with courses in almost all the traditional Civil Engineering subjects. The graduate program offers the Master of Science and Doctor of Philosophy degrees in areas of structural, geotechnical, environmental engineering, and engineering mechanics. A cooperative education program involving participating engineering firms is also available for both undergraduate and graduate students.

The Department’s active research programs provide opportunities for students to participate in projects related to design, analysis, and testing. Projects are in areas such as computational mechanics, probabilistic design, climatic adaptation, risk assessment, bridges, dynamics and wind engineering, response of concrete and steel structures, fracture mechanics, blast engineering, structural health monitoring, foundation engineering, static and dynamic behavior of soils, earthquake engineering, pavement engineering, water and wastewater treatment, water reuse, subsurface and ex-situ remediation, urban hydraulics, contaminated sediments, infrastructure materials, and infrastructure systems optimization.

Mission

The Department of Civil and Environmental Engineering has developed its own mission statement and educational objectives that are consistent with those of the Case School of Engineering. This process involved the entire department faculty along with the department’s Advisory Committee and alumni. Assessing the Department’s mission and educational objectives is an ongoing process.

Our mission is to prepare students for leadership roles in Civil and Environmental Engineering. The Department provides facilities and
research expertise to advance the state of the Civil and Environmental Engineering profession within the mission of the Case School of Engineering. Students address problems, building on solid technical foundations while taking advantage of advanced technologies. Our graduates adhere to high technical and ethical standards, in service to the public. Graduates are prepared for the pursuit of advanced learning in civil and environmental engineering and related fields, as well as for the practice of Civil and Environmental Engineering at the highest professional levels.

Research

Research underway in Civil and Environmental Engineering includes work in analytical, design and experimental areas and is sponsored by industry, state, and federal government sources. Major areas of research interest are:

- **Structural Engineering**
  - Behavior of reinforced and prestressed concrete
  - Behavior and design of steel structures
  - Fiber-reinforced concrete
  - Fiber-reinforced composites
  - Wind engineering
  - Earthquake analysis and design of structures
  - Passive vibration control of structures
  - Finite element methods
  - Nondestructive Testing of Structures
  - Structural health monitoring
  - Blast loading of structures
  - Multiscale simulation of nonlinear dynamic structural behavior
  - Modeling of structural materials and structural systems
  - Extreme dynamic load resistant design
  - Multi-hazard and structural risk assessment
  - High and low-cycle fatigue
  - Fracture mechanics and size effect

- **Geotechnical and Infrastructure**
  - Geotechnical/Pavement Materials
  - Non-destructive testing evaluation of soils and pavement materials
  - Static behavior of anisotropic clays and sands
  - Soil liquefaction
  - Centrifuge modeling of static and dynamic soil behavior
  - Dynamic soil-structure interaction
  - Measurement of dynamic soil properties
  - Design of Structures for High-Speed Vehicles
  - Stability of tailings dams
  - Environmentally conscious manufacturing
  - Geoenviromental engineering
  - Infrastructure engineering
  - Sensor technology
  - Smart materials
  - Intelligent infrastructure and transportation system
  - Transportation safety
  - Driver safety
  - Energy structures and geotechnology

- **Environmental Engineering**
  - Environmental chemistry
  - Water and wastewater treatment
  - Environmental data science
  - Environmental remediation
  - Fate and transport of environmental contaminants
  - Environmental modeling and software development
  - Sediment remediation
  - Bioremediation
  - Biofuel development
  - Urban hydraulics
  - Soil contamination standards
  - Brownfields/structural remediation
  - Environmental materials
  - Environmental hazard and risk engineering

Faculty

Christian Carloni, PhD  
(University of Bologna)  
Associate Professor  
Composite materials for strengthening of reinforced concrete and masonry structures; fracture mechanics, damage mechanics, and fatigue of quasibrittle materials; small and large scale experimental testing of concrete, masonry, geopolymers and other quasibrittle materials and structural systems; mechanics of materials.

YeongAe Heo, PhD  
(University of California, Davis)  
Assistant Professor  
Multi-scale numerical modeling and simulation for nonlinear dynamic behavior of structural materials and systems; Multi-hazard and risk engineering; risk-based extreme dynamic load resistant design for onshore and offshore structures and infrastructures; big data analysis application to structural engineering

Yue Li, PhD  
(Georgia Institute of Technology)  
Professor  
Probabilistic analysis, structural and systems reliability, multi-hazard assessment and mitigation, risk-informed decision making, resilient and sustainability civil infrastructure systems, earthquake engineering, wind engineering, impact of climate change and adaptation strategies.

Michael Pollino, PhD, SE, PE  
(University at Buffalo)  
Associate Professor  
Structural engineering; seismic analysis and design, rehabilitation of structures and civil infrastructure, large scale experimental testing of structural systems and sub-assemblages, structural dynamics, steel structures

Kurt. R. Rhoads, PhD, PE  
(Stanford University)  
Associate Professor  
Environmental Engineering; Fate of organic pollutants, bio-remediation, algal biofuel development
Adel S. Saada, PhD, PE  
(Princeton University)  
Professor  
Mechanics of materials; static and dynamic mechanical behavior of soils; foundation engineering  

Katie P. Wheaton, MS, PE, SE  
(Lehigh University)  
Senior Instructor  
Structural engineering; steel, concrete, and wood structures; geomatics; CAD modeling.  

Xiong (Bill) Yu, PhD, PE  
(Purdue University)  
Professor  
Geotechnical engineering; infrastructure; construction material testing; information technology; intelligent infrastructure; energy geotechnology; sustainable design; sensors: structural health monitoring  

Huichun (Judy) Zhang, PhD  
(Georgia Institute of Technology)  
Professor  
Environmental engineering, environmental chemistry, fate and transformation of emerging contaminants, redox transformation at mineral-water interface, absorption, advanced inorganic and polymer materials for contaminant removal, water and wastewater treatment, and groundwater and soil remediation  

Adjunct Faculty  

Vincent Beach, PE  
Adjunct Lecturer  
Construction Management and Estimation  

Gina Beim, PE  
Adjunct Lecturer  
Civil Engineering Infrastructure  

Carmen Franks, Ph.D., PE  
Adjunct Lecturer  
Environmental Engineering  

Ruth Klee, PE  
Adjunct Lecturer  
Civil Engineering Senior Project  

Mark Loria, PhD  
Adjunct Lecturer  
Environmental Engineering, Hydraulics and Hydrology  

Phil Nagle  
Adjunct Lecturer  
Building Information Modeling  

Martin Schmidt, PhD  
Adjunct Lecturer  
Solid and Hazardous Waste Management  

Dan Ghiocel, Ph.D.  
Adjunct Professor  
Structural Engineering  

Erwin Zaretsky, Ph.D.  
Adjunct Professor  
Structural Engineering  

Xiangwu (David) Zeng, Ph.D.  
Adjunct Professor  
Geotechnical Engineering  

Emeritus Faculty  

J. Ludwig Figueroa, PhD  
(University of Illinois)  
Professor Emeritus  

Dario A. Gasparini, PhD  
(Massachusetts Institute of Technology)  
Professor Emeritus  

Arthur A. Huckelbridge, DEng, PE  
(University of California Berkeley)  
Professor Emeritus  

Aaron Jennings, PhD, PE  
(University of Massachusetts Amherst)  
Professor Emeritus  

Secondary Appointment  

Chris Yinchun Yuan, Ph.D.  
Professor, Mechanical and Aerospace Engineering  
Sustainable Manufacturing  

Undergraduate Programs  

The faculty of the Civil and Environmental Engineering Department believes very strongly that undergraduate education should prepare students to be productive professional engineers. For this reason, particular emphasis in undergraduate teaching is placed on the application of engineering principles to the solution of problems. After completing a set of core courses in general engineering and civil engineering, undergraduate students choose a sequence in one of the areas of civil engineering of particular interest: Structural (S), Geotechnical (G), or Environmental (E) engineering; Construction Engineering and Management (C), or Pre-architecture (P).  

In order to provide undergraduates with experience in the practice of civil engineering, the department attempts to arrange summer employment for students during the three summers between their semesters at Case Western Reserve University. By working for organizations in areas of design and construction, students gain invaluable knowledge about how the profession functions. This experience helps students gain more from their education and helps them be more competitive when seeking future employment.  

A cooperative education program is also available. This allows the student to spend time an extended period of time working full-time in an engineering capacity with a contractor, consulting engineer, architect, or materials supplier during the course of his or her education. This learning experience is designed to integrate classroom theory with practical experience and professional development.  

The civil engineering curriculum has been designed so that students take a set of core civil engineering courses, a set of required courses in their
chosen sequence, and a minimum of six (6) approved elective courses. The sequence gives students the opportunity to pursue a particular area of practice in more depth. In addition, all civil engineering students participate in a team senior capstone design course which provides them experience with solving multidisciplinary problems.

Students enrolled in other majors may pursue a minor in civil engineering. A minimum of 15 credit hours of courses with minor advisor approval is required.

Most classes in the Civil and Environmental Engineering Department have an enrollment of fewer than 25 students to encourage the development of close professional relationships with the faculty. Students also have opportunities to gain practical experience as well as earn a supplemental income by assisting faculty members in consulting work or a funded research project.

Computer use is an integral part of the curriculum. From required courses in computer programming and numerical analysis to the application of civil and environmental engineering programs as a planning, analysis, design, and managerial tool.

All sequences are constructed to provide a balance of marketable skills and theoretical bases for further growth. With departmental approval, other sequences can be developed to meet students’ needs.

The Bachelor of Science in Engineering degree program with a major in Civil Engineering is accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org/.

Program Educational Objectives
1. Graduates of the program will enter the profession of Civil Engineering and advance to positions of greater responsibility and leadership, in line with ASCE Professional Grade Descriptions.
2. Graduates of the program will enter and successfully progress in, or complete, advanced degree programs within their fields of choice.
3. Graduates of the program will progress toward or complete professional registration and licensure.

Student Outcomes
As preparation for achieving the above educational objectives, the Bachelor of Science in Engineering degree program with a major in Civil Engineering is designed so that students attain:

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. an ability to communicate effectively with a range of audiences
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Bachelor of Science in Engineering
Required Courses: Major in Civil Engineering
In addition to engineering general education requirements (p. 1292) and university general education requirements (p. 1212), the major requires the following courses:

Required Courses (all sequences) 22

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>ECIV 160</td>
<td>Surveying and Computer Graphics</td>
</tr>
<tr>
<td>ECIV 310</td>
<td>Strength of Materials</td>
</tr>
<tr>
<td>ECIV 320</td>
<td>Structural Analysis I</td>
</tr>
<tr>
<td>ECIV 330</td>
<td>Soil Mechanics</td>
</tr>
<tr>
<td>ECIV 340</td>
<td>Construction Management</td>
</tr>
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<td>ECIV 360</td>
<td>Civil Engineering Systems</td>
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<td>ECIV 398</td>
<td>Civil Engineering Senior Project</td>
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Structural (S) and Geotechnical (G) Required Courses 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>ECIV 311</td>
<td>Civil Engineering Materials</td>
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<td>ECIV 370</td>
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</tr>
<tr>
<td>or ECIV 371</td>
<td>Structural Design II</td>
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<tr>
<td>ECIV 430</td>
<td>Foundation Engineering</td>
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<tr>
<td>or ECIV 437</td>
<td>Pavement Analysis and Design</td>
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<tr>
<td>EMAE 181</td>
<td>Dynamics</td>
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Construction Management (C) and Pre-Architecture (P) Required Courses 9

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<td>ECIV 370</td>
<td>Structural Design I</td>
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<tr>
<td>or ECIV 371</td>
<td>Structural Design II</td>
</tr>
<tr>
<td>ECIV 430</td>
<td>Foundation Engineering</td>
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<tr>
<td>or ECIV 437</td>
<td>Pavement Analysis and Design</td>
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Environmental (E) Required Courses 6

<table>
<thead>
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<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>ECIV 351</td>
<td>Engineering Hydraulics and Hydrology</td>
</tr>
<tr>
<td>ECIV 368</td>
<td>Environmental Engineering</td>
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</table>

Basic Science/Math Electives (Environmental Sequence Only, 9 total cr. hrs. required) 9

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>BIOL 114</td>
<td>Principles of Biology</td>
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<tr>
<td>BIOL 214</td>
<td>Genes, Evolution and Ecology</td>
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<tr>
<td>BIOL 215</td>
<td>Cells and Proteins</td>
</tr>
<tr>
<td>BIOL 300</td>
<td>Dynamics of Biological Systems: A Quantitative Introduction to Biology</td>
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<tr>
<td>BIOL 343</td>
<td>Microbiology</td>
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<tr>
<td>CHEM 223</td>
<td>Introductory Organic Chemistry I</td>
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<td>CHEM 224</td>
<td>Introductory Organic Chemistry II</td>
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<tr>
<td>CHEM 301</td>
<td>Introductory Physical Chemistry I</td>
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<td>CHEM 302</td>
<td>Introductory Physical Chemistry II</td>
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<td>Organic Chemistry I</td>
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<td>Organic Chemistry II</td>
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<tr>
<td>CHEM 335</td>
<td>Physical Chemistry I</td>
</tr>
<tr>
<td>CHEM 336</td>
<td>Physical Chemistry II</td>
</tr>
<tr>
<td>EEPS 110</td>
<td>Physical Geology</td>
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<tr>
<td>EEPS 117</td>
<td>Weather and Climate</td>
</tr>
<tr>
<td>EEPS 202</td>
<td>Global Environmental Problems</td>
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</table>
Technical Electives 18
A minimum of six (6) courses and eighteen (18) total cr. hrs. from one of the following technical elective sequences (or alternatives approved by the student's academic advisor), three courses must be from Civil and Environmental Engineering Dept. and two courses must be designated as design courses (indicated with an *)

Structural (S) Technical Electives 18
ECIV 300  Undergraduate Research
ECIV 321  Matrix Analysis of Structures
ECIV 342  BIM and Computer Graphics
ECIV 343  BIM Data Management & Remote Sensing
ECIV 351  Engineering Hydraulics and Hydrology (*)
ECIV 370  Structural Design I (*, both courses)
ECIV 371  Structural Design II
ECIV 368  Environmental Engineering (*)
ECIV 372  Timber and Masonry Design (*)
ECIV 411  Elasticity, Theory and Applications (*)
ECIV 415  Fracture Mechanics and Size Effect
ECIV 420  Finite Element Analysis
ECIV 421  Advanced Topics in Reinforced Concrete Structures (*)
ECIV 422  Advanced Structural Steel Design (*)
ECIV 424  Structural Dynamics
ECIV 425  Structural Design for Dynamic Loads (*)
ECIV 426  Probabilistic Analysis

or ECIV 430  Foundation Engineering (*, both courses)

or ECIV 437  Pavement Analysis and Design

ECIV 456  Intelligent Infrastructure Systems
EMAE 250  Computers in Mechanical Engineering
EMAE 401  Mechanics of Continuous Media
EMSE 276  Materials Properties and Design
EMSE 372  Structural Materials by Design
ECSE 342  Introduction to Global Issues
ECSE 350  Operations and Systems Design
ECSE 352  Engineering Economics and Decision Analysis
ARTS 302  Architecture and City Design I
ENGR 225  Thermodynamics, Fluid Dynamics, Heat and Mass Transfer

Geotechnical (G) Technical Electives 18
ECIV 300  Undergraduate Research
ECIV 321  Matrix Analysis of Structures
ECIV 342  BIM and Computer Graphics
ECIV 343  BIM Data Management & Remote Sensing
ECIV 351  Engineering Hydraulics and Hydrology (*)
ECIV 368  Environmental Engineering (*)
ECIV 370  Structural Design I (*, both courses)
ECIV 371  Structural Design II
ECIV 372  Timber and Masonry Design (*)
ECIV 411  Elasticity, Theory and Applications (*)
ECIV 415  Fracture Mechanics and Size Effect
ECIV 420  Finite Element Analysis
ECIV 430  Foundation Engineering (*, both courses)
ECIV 437  Pavement Analysis and Design
ECIV 432  Mechanical Behavior of Soils
ECIV 433  Soil Dynamics
ECIV 434  Field Instrumentation and Insitu Testing
ECIV 456  Intelligent Infrastructure Systems
ENGR 225  Thermodynamics, Fluid Dynamics, Heat and Mass Transfer
EMAE 250  Computers in Mechanical Engineering
EEPS 110  Physical Geology
EEPS 119  Geology Laboratory
EEPS 220  Environmental Geology
EEPS 305  Geomorphology and Remote Sensing
EEPS 315  Structural Geology and Geodynamics
EEPS 321  Hydrogeology
EEPS 336  Aquatic Chemistry
### Environmental (E) Technical Electives

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<tr>
<td>DSCI 432</td>
<td>Spatial Statistics for Near Surface, Surface, and Subsurface Modeling</td>
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</table>

### ECIV 300 Undergraduate Research

### ECIV 311 Civil Engineering Materials

### ECIV 361 Water Resources Engineering (*)

### ECIV 362 Solid and Hazardous Waste Management (*)

### ECIV 370 Structural Design I (*)

### ECIV 371 Structural Design II (*)

### ECIV 427 Environmental Organic Chemistry

### ECIV 450 Environmental Engineering Chemistry

### ECIV 461 Environmental Engineering Biotechnology (*)

### ENGR 210 Introduction to Circuits and Instrumentation

### EMAE 181 Dynamics

### EMAE 250 Computers in Mechanical Engineering

### ECHE 260 Introduction to Chemical Systems (*)

### ECHE 360 Transport Phenomena for Chemical Systems (*)

### ECHE 361 Separation Processes (*)

### ECHE 362 Chemical Engineering Laboratory (*)

### ECHE 364 Chemical Reaction Processes (*)

### ECHE 367 Process Control (*)

### ECHE 398 Process Analysis, Design and Safety (*)

### Construction Management (C) Technical Electives

<table>
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<tbody>
<tr>
<td>ECIV 300</td>
<td>Undergraduate Research</td>
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<tr>
<td>ECIV 341</td>
<td>Construction Scheduling and Estimating</td>
</tr>
<tr>
<td>ECIV 342</td>
<td>BIM and Computer Graphics</td>
</tr>
<tr>
<td>ECIV 343</td>
<td>BIM Data Management &amp; Remote Sensing</td>
</tr>
<tr>
<td>ECIV 370</td>
<td>Structural Design I (*, both courses)</td>
</tr>
<tr>
<td>or ECIV 371</td>
<td>Structural Design II</td>
</tr>
<tr>
<td>ECIV 411</td>
<td>Elasticity, Theory and Applications (*)</td>
</tr>
<tr>
<td>ECIV 430</td>
<td>Foundation Engineering (*, both courses)</td>
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<tr>
<td>or ECIV 437</td>
<td>Pavement Analysis and Design</td>
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<tr>
<td>ECIV 434</td>
<td>Field Instrumentation and Insitu Testing</td>
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<tr>
<td>ECIV 456</td>
<td>Intelligent Infrastructure Systems</td>
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<tr>
<td>ENGR 225</td>
<td>Thermodynamics, Fluid Dynamics, Heat and Mass Transfer</td>
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<td>EMAE 181</td>
<td>Dynamics</td>
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<td>EMAE 250</td>
<td>Computers in Mechanical Engineering</td>
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<tr>
<td>ACCT 100</td>
<td>Foundations of Accounting I</td>
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<tr>
<td>BAFI 355</td>
<td>Corporate Finance</td>
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<tr>
<td>ECON 312</td>
<td>Entrepreneurial Finance</td>
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### Suggested Program of Study: Major in Civil Engineering

The following is a suggested program of study. Current students should always consult their advisers and their individual graduation requirement plans as tracked in SIS (http://sis.case.edu/).
<table>
<thead>
<tr>
<th>First Year</th>
<th>Units</th>
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<tbody>
<tr>
<td>Open elective</td>
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<tr>
<td>Principles of Chemistry for Engineers (CHEM 111)**</td>
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<tr>
<td>Elementary Computer Programming (ENGR 131)**</td>
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<td>FSXX SAGES First Seminar</td>
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<td>SAGES University Seminar I</td>
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<td>Chemistry of Materials (ENGR 145)**</td>
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<td>Calculus for Science and Engineering II (MATH 122)**</td>
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<td>General Physics I - Mechanics (PHYS 121)**</td>
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<tr>
<td>SAGES University Seminar II*</td>
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<td>Surveying and Computer Graphics (ECIV 160)</td>
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<td>Statics and Strength of Materials (ENGR 200)**</td>
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<td>Calculus for Science and Engineering III (MATH 223)**</td>
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<td>General Physics II - Electricity and Magnetism (PHYS 122)**</td>
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<td>Breadth elective **</td>
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<tr>
<td>Strength of Materials (ECIV 310)</td>
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<td>Professional Communication for Engineers (ENGR 398)**,1</td>
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<td>Approved Natural Science Elective2</td>
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<tr>
<td>Structural Analysis I (ECIV 320)</td>
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<td>Civil Engineering Materials (ECIV 311)**,G,C,P</td>
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<tr>
<td>Basic Science/Math Elective3,E</td>
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<td>Introduction to Circuits and Instrumentation (ENGR 210)**,G,C,P</td>
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<td>Thermodynamics, Fluid Dynamics, Heat and Mass Transfer (ENGR 225)**,E</td>
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<td>Open Elective**</td>
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<td>Construction Management (ECIV 340)</td>
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<tbody>
<tr>
<td>Civil Engineering Senior Project (ECIV 398)</td>
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<td>Foundation Engineering (ECIV 430)**,G,C,P or Pavement Analysis and Design (ECIV 437)</td>
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<td>Appr Technical Elective5,E</td>
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<td>15</td>
<td>18</td>
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</table>

| Total Units in Sequence: | 129 |

* University general education requirement  
** Engineering general education requirement  
S,G,E,C,P  
ECIV Sequences:  S = Structural, G = Geotechnical, E = Environmental, C = Construction Management, P = Pre-architecture  
1 ENGR 398 and ENGL 398 must be taken concurrently.  
2 Must be an approved course in a basic science other than chemistry or physics such as biology, astronomy, or geology  
3 See list of pre-approved Basic Science/Math Electives for Environmental (E) sequence  
4 ECIV 371, a Fall course, may be taken in lieu of ECIV 370  
5 See list of pre-approved Technical Electives for each sequence. Two of these courses must be a designated “design” course (indicated in list of pre-approved Technical Electives with an asterisk*). Three of these courses must be from ECIV department. Other courses may be approved by the student’s academic advisor.  
6 ECIV 437 may be taken in lieu of ECIV 430  
7 ECIV 398 may be taken in Fall or Spring  

**Co-op and Internship Programs**

Opportunities are available for students to alternate studies with work in industry or government as a co-op student, which involves paid full-time employment over seven months (one semester and one summer). Civil Engineering students typically go on a Co-op following the 3rd academic year at CWRU but should discuss their plans for Co-op with their academic advisor as soon as possible. Co-ops provide students the opportunity to gain valuable hands-on experience in their field by completing a significant engineering project while receiving professional mentoring. During a co-op placement, students do not pay tuition but maintain their full-time student status while earning a salary. Learn
more at http://engineering.case.edu/coop/. Alternatively or additionally, students may obtain employment as summer interns.

BS/MS Program

The Department also encourages CWRU undergraduate students to make use of the university’s BS/MS program to pursue advanced studies in Civil Engineering. Undergraduates should apply for the BS/MS program in their junior year so they are able to select senior electives that will also satisfy MS degree requirements. Up to 9 hours of senior electives may be counted in both the BS and MS programs thus allowing the student to complete the MS degree in the fifth year of study. Fifth-year tuition scholarships may also be available. For more information students should discuss the BS/MS program with their Academic Advisor and/or the department BS/MS program coordinator. Review the Office of Undergraduate Studies BS/MS program requirements here (p. 1298).

Minor in Civil Engineering

Students enrolled in other majors may elect to pursue a minor in Civil Engineering requiring 15 credit hours. Course selections require the approval of a minor advisor. Recommended courses from the Department’s technical sequences are as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ECIV 160</td>
<td>Surveying and Computer Graphics</td>
</tr>
<tr>
<td>ECIV 310</td>
<td>Strength of Materials</td>
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<tr>
<td>ECIV 311</td>
<td>Civil Engineering Materials</td>
</tr>
<tr>
<td>ECIV 320</td>
<td>Structural Analysis I</td>
</tr>
<tr>
<td>ECIV 321</td>
<td>Matrix Analysis of Structures</td>
</tr>
<tr>
<td>ECIV 370</td>
<td>Structural Design I</td>
</tr>
<tr>
<td>ECIV 371</td>
<td>Structural Design II</td>
</tr>
<tr>
<td>ECIV 372</td>
<td>Timber and Masonry Design</td>
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</table>

Geotechnical Engineering

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<td>ECIV 311</td>
<td>Civil Engineering Materials</td>
</tr>
<tr>
<td>ECIV 330</td>
<td>Soil Mechanics</td>
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<tr>
<td>ECIV 360</td>
<td>Civil Engineering Systems</td>
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<tr>
<td>ECIV 430</td>
<td>Foundation Engineering</td>
</tr>
<tr>
<td>ECIV 434</td>
<td>Field Instrumentation and Insitu Testing</td>
</tr>
<tr>
<td>ECIV 437</td>
<td>Pavement Analysis and Design</td>
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Construction Engineering and Management

<table>
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<tr>
<td>ECIV 311</td>
<td>Civil Engineering Materials</td>
</tr>
<tr>
<td>ECIV 340</td>
<td>Construction Management</td>
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<tr>
<td>ECIV 341</td>
<td>Construction Scheduling and Estimating</td>
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<tr>
<td>ECIV 360</td>
<td>Civil Engineering Systems</td>
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</table>

Environmental Engineering

<table>
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</thead>
<tbody>
<tr>
<td>ECIV 160</td>
<td>Surveying and Computer Graphics</td>
</tr>
<tr>
<td>ECIV 351</td>
<td>Engineering Hydraulics and Hydrology</td>
</tr>
<tr>
<td>ECIV 361</td>
<td>Water Resources Engineering</td>
</tr>
<tr>
<td>ECIV 362</td>
<td>Solid and Hazardous Waste Management</td>
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</tbody>
</table>

ECIV 368 | Environmental Engineering  
ECIV 427 | Environmental Organic Chemistry  
ECIV 450 | Environmental Engineering Chemistry  
ECIV 461 | Environmental Engineering Biotechnology

Minor in Environmental Engineering

Students enrolled in all majors, except for Civil Engineering with an Environmental Engineering sequence, may elect to pursue a minor in Environmental Engineering requiring 15 credit hours and a minimum of five (5) courses. Three (3) of the courses must be from the list below. The additional two (2) courses can be chosen from the list of courses below or courses in the areas of Environmental Science, Environmental Health, and Environmental Law and approved by the minor advisor.

<table>
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<tr>
<td>ECIV 361</td>
<td>Water Resources Engineering</td>
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<tr>
<td>ECIV 362</td>
<td>Solid and Hazardous Waste Management</td>
</tr>
<tr>
<td>ECIV 368</td>
<td>Environmental Engineering</td>
</tr>
<tr>
<td>ECIV 427</td>
<td>Environmental Organic Chemistry</td>
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<td>Environmental Engineering Chemistry</td>
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<td>Environmental Engineering Biotechnology</td>
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</table>

Graduate Programs

The Department of Civil and Environmental Engineering offers the following degree programs: Civil Engineering MS and Civil Engineering PhD. These degree programs offer coursework in structural engineering, geotechnical engineering, engineering mechanics, and environmental engineering to prepare students for careers in industry, professional practice, research, and teaching. Experience has shown that job opportunities are excellent for students who receive advanced degrees in Civil Engineering from Case Western Reserve University. Recent advanced degree recipients have found positions in universities, consulting firms, state and federal agencies, aerospace firms, and the energy industry.

Each student’s program of course work and research is tailored to their interests in close consultation with a faculty advisor. For students working toward the Civil Engineering MS degree, study plans may include a thesis-focused, project-focused, or course-focused approach followed by a culminating experience. For students working toward the Doctor of Philosophy degree, a research dissertation is required.

All students pursuing graduate studies in the Department of Civil and Environmental Engineering must abide by the academic regulations of the School of Graduate Studies (p. 1333) and the Case School of Engineering (https://bulletin.case.edu/schoolofengineering/#degreeprogramstext) contained in the most recent issue of the Bulletin of Case Western Reserve University and approved by the student’s faculty advisor in the Department of Civil and Environmental Engineering.
Civil Engineering MS
Graduate students shall be admitted to one of three MS degree tracks (thesis-focused, project-focused, course-focused) upon recommendation of the faculty of the Department.

Thesis-Focused Track
See academic requirements of the School of Graduate Studies (p. 1333) and Case School of Engineering (https://bulletin.case.edu/schoolofengineering/#degreeprogramstext).

Project-Focused Track
See academic requirements of the School of Graduate Studies (p. 1333) and Case School of Engineering (https://bulletin.case.edu/schoolofengineering/#degreeprogramstext).

Course-Focused Track
See academic requirements of the School of Graduate Studies (p. 1333) and Case School of Engineering (https://bulletin.case.edu/schoolofengineering/#degreeprogramstext).

Civil Engineering PhD
See academic requirements of the School of Graduate Studies (p. 1333) and Case School of Engineering (https://bulletin.case.edu/schoolofengineering/#degreeprogramstext).

Facilities
Vanderhoof-Schuette Structural Laboratory
The Vanderhoof-Schuette Structural Laboratory and Educational facility feature a 2400 ft² cellular strong floor and a 28 ft. high, L-shaped cellular strong wall. The strong wall includes a vertical cell for testing tall specimens with loads up to 1000kips. A 15-ton crane, a scissors lift, and a forklift truck are available for positioning specimens. A 95 gpm hydraulic pump powers servo-hydraulic actuators for applying static or dynamic forces. The laboratory has a variety of instrumentation and data acquisition equipment. Four 6 ft x 6 ft uni-axial shaking tables are available for seismic testing of small physical models.

Bingham Concrete Laboratory
A well-equipped concrete testing laboratory supports the educational and research mission of the department. The laboratory includes 1) a room for concrete batching; 2) a humidity- and temperature-controlled room to support small-scale specimen preparation and storage of advanced cementitious materials and composites, and perform various characterization tests on fresh and hardened concrete and mortars, and 3) a curing room with humidity and temperature control. The laboratory space also houses machining and fabrication equipment that includes welding machines, drill presses, grinders, and saws.

The laboratory includes a 55-kip MTS servo-hydraulic universal testing machine with pressure-controlled hydraulic grips, a 220-kip MTS servo-hydraulic universal testing machine, and a 1,000-kip frame compression machine (ControlsGroup USA).

Environmental Engineering Laboratory
This laboratory is one in a suite of laboratories that support Environmental Engineering teaching and research. The facilities include a teaching laboratory, an advanced instrumentation laboratory, a remediation research laboratory and an electronic classroom/software laboratory. The Environmental Engineering Laboratory is equipped for conventional Standard Methods analysis of water, wastewater, soil, solid waste, and air samples (pH meters, furnaces, glove box, ovens, incubators, hoods, etc.), advanced analytical instruments including high performance liquid chromatography (HPLC), Ion chromatography (IC), UV-visible spectrometer, and ATR-FITR spectroscopy, and for aerobic and anaerobic microbiology work. The lab also offers generous bench top space for student teams to explore laboratory procedures and provides direct access to research, instrumentation, and computational facilities.

Environmental Biotechnology Laboratory
This laboratory is equipped for culturing, processing, and analyzing microorganisms for remediation and biofuel research. Algae are cultivated in a Conviron A1000 growth chamber with programmable temperature and light controls. A Labcomp laminar-flow biocabinet and a Uamato autoclave are used for microbial culturing. Two refrigerated centrifuges, including a microcentrifuge, are available for culture separation. The laboratory is also equipped for molecular analyses with a thermal cycler and regulated temperature baths, with a New Brunswick incubated orbital shaker, a New Brunswick ultra-low temperature freezer and a Panasonic microwave oven.

Geotechnical Engineering Laboratories
The new state-of-the-art Geotechnical Engineering Laboratories and Educational Facilities offer an ideal environment for teaching and research:

The Frank Gerace Undergraduate Laboratory has a complete array of modern units for characterizing and testing soils. Such units lend themselves to automated data acquisition and processing.

The Richard A. Saada Intelligent Geosystems Laboratory houses innovative interdisciplinary research including sensor and non-destructive technologies such as Time Domain Reflectometry (TDR), ultrasonics, fiber optic sensors, smart and functional materials, multiphysics processes in porous materials, etc.

The Saada Family Geotechnical Laboratory has a full array of strength and deformation testing units; notable are automated triaxial units for generalized extension and compression tests, units permitting simultaneous application of hydrostatic, axial and torsional static and dynamic loads, units by means of which one dimensional consolidation in the triaxial cell can be achieved, and various pore pressure, force and deformation measuring devices. Also available is a longitudinal and torsional resonant column device and a large size oedometer equipped with bender elements.

A 20g-tons fully automated centrifuge with a servo-hydraulic earthquake shaker is in operation.

The Warren C. Gibson library has a large array of reference materials, conference proceedings and internet connection to the University library and other sources of technical information.

Haptic Research Laboratory
The haptic interface laboratory hosts two state-of-the-art driving simulators. It provides holistic driving simulations for advanced research, education and training in the area of transportation safety, human perception and human-machine interface.

Concepts in Surveying Laboratory
The Concepts in Surveying Laboratory was established to put surveying equipment into the hands of students. Civil Engineering infrastructure work begins with high-quality accurate survey data. The experience of surveying in the field using advanced equipment, such as levels and total...
stations, supports a student’s use of teamwork and creative problem-solving. From outdoor data collection to computer modeling, students then post-process data using CAD software. The dynamic and exciting science of Geomatics and modern map-making is then studied with software-based lab work that explores LiDAR, Photogrammetry, and Geographic Information Systems (GIS).

**Neff Civil Engineering Undergraduate Computer Laboratory**

This laboratory provides Civil Engineering students with access to all the computer resources needed for both course work and research. The laboratory is supplemented by other facilities provided by the university. All of the computers in the Neff lab can act as independent workstations or provide access via a fiber optic link to other campus computers.

**Civil Engineering Study Lounge**

This study area is designed to supplement the computer laboratories with a quiet workplace for individual or group study.

**ASCE Lounge**

Provides a student controlled venue for hosting American Society of Civil Engineers (ASCE) student chapter activities.

**Miller Library**

The Miller Library named in honor of Craig J. Miller, a former Civil Engineering faculty member, acts as both a library and as the Department’s premier meeting space.

**Vose Room**

The department also shares use of the Vose Room equipment for meetings and video conferencing.

**Courses**

**ECIV 160. Surveying and Computer Graphics. 3 Units.**

Principles and practice of surveying; error analysis, topographic mapping, introduction to photogrammetry and GIS; principles of graphics; computer-aided-drafting. Laboratory.

**ECIV 300. Undergraduate Research. 3 Units.**

Research conducted under the supervision of a sponsoring Civil Engineering faculty member. Research can be done on an independent topic or as part of an established on-going research activity. The student will prepare a written report on the results of the research. Course may fulfill one technical elective requirement.

**ECIV 310. Strength of Materials. 3 Units.**


**ECIV 311. Civil Engineering Materials. 3 Units.**


**ECIV 320. Structural Analysis I. 3 Units.**


**ECIV 321. Matrix Analysis of Structures. 3 Units.**

Matrix formulation and computer analysis (MATLAB recommended) for statically indeterminate linear structural systems; Stiffness method (direct/displacement method); Potential Energy Method; Development of element equations for 1D axial and flexural members and 2D triangle element; Transformation between local to global coordinates; Development of displacement fields (linear function for axial members and cubic function for flexural members); Shape function concept in approximation; Introduction to elasticity, finite element analysis and nonlinear structural analysis. Additional term project on programming for six degrees of freedom beam structure analysis will be assigned to students enrolled in ECIV428. Recommended for all students: Linear Algebra, Structural Analysis, and MATLAB Programming. Offered as ECIV 321 and ECIV 428. Prereq: ECIV 320 and EMAE 250.

**ECIV 330. Soil Mechanics. 4 Units.**

The physical, chemical, and mechanical properties of soils. Soil classification, capillarity, permeability, and flow nets. One dimensional consolidation, stress and settlement analysis. Shear strength, stability of cuts, and design of embankments, retaining walls and footings. Standard laboratory tests performed for the determination of the physical and mechanical properties of soils. Laboratory. Recommended preparation: ECIV 310.

**ECIV 340. Construction Management. 3 Units.**

Selected topics in construction management including specifications writing, contract documents, estimating, materials and labor, bidding procedures and scheduling techniques. The course is augmented by guest lecturers from local industries.

**ECIV 341. Construction Scheduling and Estimating. 3 Units.**

The focus is on scheduling, and estimating and bidding for public and private projects. This includes highways as well as industrial and building construction. The use of computers with the latest software in estimating materials, labor, equipment, overhead and profit is emphasized. Recommended preparation: ECIV 340 and consent of instructor.

**ECIV 342. BIM and Computer Graphics. 3 Units.**

This course is intended to apply Building Information Modeling tools in a meaningful manner within the AEC field. The course will progress through the core concepts of widely used VDC tools: AutoCAD, Sketchup, Revit, Navisworks. The key areas of focus will be conceptualizing projects, quantity takeoff, scheduling, and constructability review. Class time will involve hands-on training and exercises that will simulate real-world situations and deadlines. Complexity levels in the models will be minimized to ensure focus on concepts. Students will have multiple opportunities to hone their presentation skills with their projects through the course progression. Prereq: ECIV 160 and ECIV 340.
ECIV 343. BIM Data Management & Remote Sensing. 3 Units.
The course is intended to create awareness and advocacy for advanced
design and planning technologies in the AEC industry, and integration
into standard BIM platforms. The course will enhance competency in
utilization of core BIM platforms for students with basic experience
in Sketchup, Revit and Navisworks. Class time will involve hands-on
exercises to simulate professional applications of technologies that
improve accuracy and communication on projects. Technical equipment
processes will be demonstrated in person, and situational challenges
will be presented and assigned for course projects. Technology focus
will include drones, LIDAR, and virtual reality simulations. Recommended

ECIV 351. Engineering Hydraulics and Hydrology. 3 Units.
Application of fluid statics and dynamics to Civil Engineering Design.
Hydraulic machinery, pipe network analysis, thrust, hammer, open channel
flow, sewer system design, culverts, flow gauging, retention/detention
basin design. Applied hydrology, hydrograph analysis and hydraulic
routing will also be introduced. Recommended preparation: Concurrent
enrollment in ENGR 225.

ECIV 360. Civil Engineering Systems. 3 Units.
Introduction to probability and statistics. Discrete and continuous
random variables, probability distributions, bivariate data, probabilistic
analysis of systems, and reliability analysis. Introduction to engineering
economics. Interest rates and equivalence, present worth, rate of return
analysis, depreciation, and inflation.

ECIV 361. Water Resources Engineering. 3 Units.
Water doctrine, probabilistic analysis of hydrologic data, common and
rare event analysis, flood forecasting and control, reservoir design,
hydrologic routing, synthetic streamflow generation, hydroelectric
power, water resource quality, water resources planning. Recommended
preparation: ECIV 351.

ECIV 362. Solid and Hazardous Waste Management. 3 Units.
Origin and characterization of solid and hazardous waste. Solid and
hazardous waste regulations. Methods of solid and hazardous waste
disposal. Waste management planning. Landfill siting and design
considerations. Site Conceptual Models for remediation of contaminated
sites. Technologies used for soil and groundwater remediation at solid
and hazardous waste sites. Offered as ECIV 362 and ECIV 462.

ECIV 368. Environmental Engineering. 3 Units.
Principle and practice of environmental engineering. Water and waste
water engineering unit operations and processes including related topics
from industrial waste disposal, air pollution and environmental health.

ECIV 370. Structural Design I. 3 Units.
Professional role of a structural engineer. Professional and legal
responsibilities. Design of structures, beams, columns, beam-
columns, and connections. Structures of steel and reinforced concrete.

ECIV 371. Structural Design II. 3 Units.
Continuation of ECIV 370. Torsion design of concrete members, design
of continuous beams and slabs, reinforcement development, concrete
serviceability deflection criteria, design of two-way slabs, stability design
of steel members, lateral-torsional buckling and local buckling of steel
members, steel connection design, software aided design of a steel
building structure. Recommended preparation: ECIV 310 and ECIV 315.
Offered as ECIV 371 and ECIV 471. Prereq: ECIV 370.

ECIV 372. Timber and Masonry Design. 3 Units.
Introduction to wood material. Design for timber beams and columns to
resist vertical and lateral loads. Design of nailed and bolted connections.
Introduction to masonry materials and design of wall. Offered as
ECIV 372 and ECIV 472. Prereq: ECIV 322.

ECIV 396. Civil Engineering Special Topics I. 1 - 3 Units.
Special topics in civil engineering in which a regular course is not
available. Conferences and report.

ECIV 397. Civil Engineering Topics II. 3 Units.
Special topics in civil engineering in which a regular course is not
available. Conferences and report.

ECIV 398. Civil Engineering Senior Project. 3 Units.
Capstone course for civil engineering students. Material from previous
and concurrent courses used to complete a multidisciplinary engineering
design project. Professional engineering topics such as project
management, engineering design, communications, and professional
ethics. Requirements include periodic reporting of progress, plus a final
oral presentation and written report. Counts as SAGES Senior Capstone.
Counts as SAGES Senior Capstone.

ECIV 400T. Graduate Teaching I. 0 Unit.
This series of three courses will provide Ph.D. students with practical
experience in teaching at the University level and will expose them to
effective teaching methods. Each course assignment will be organized in
coordination with the student’s dissertation advisor and the department
chairperson. Assignments will successively require more contact with
students, with duties approaching the teaching requirements of a faculty
member in the Ph.D. student’s area of study. Prereq: Ph.D. students in
Civil Engineering.

ECIV 411. Elasticity, Theory and Applications. 3 Units.
General analysis of deformation, strain, and stress. Elastic stress-
strain relations and formulation of elasticity problems. Solution of
Thick cylinders, disks, and spheres. Energy principle and introduction
to variational methods. Elastic stability. Matrix and tensor notations
gradually introduced, then used throughout the course. Recommended
preparation: ECIV 310 or equivalent.

ECIV 415. Fracture Mechanics and Size Effect. 3 Units.
Linear Elastic Fracture Mechanics: crack tip fields, stress intensity
factors, energy release rate, J-integral, fracture criteria. Nonlinear
Theories: R-curve, plastic fracture mechanics. Quasibrittle Materials:
cohesive crack models, fracture process zone. Fatigue cracks. Size
Effect: linear elastic fracture mechanics prediction, size effect in
quasibrittle materials. Experimental determination of fracture properties.

ECIV 420. Finite Element Analysis. 3 Units.
Theory and application of the finite element method. Approximation
theory as the basis for finite element methods. The formulations for a
variety of finite elements in one, two, and three dimensions. The modeling
and analysis of structural components and systems using planar, solid,
and plate elements. Implementations of element formulations using
Matlab. An advanced finite element analysis program will be used for
analysis of structural problems. Recommended preparation: ECIV 321
is a prerequisite for structural engineering students. Background in
advanced mechanics and numerical analysis of structures is required for
this course. If you have not completed these courses, please discuss with
the instructor. Prereq: Graduate Standing or ECIV 321.
ECIV 421. Advanced Topics in Reinforced Concrete Structures. 3 Units.
Group project-based course to evaluate nonlinear dynamic behavior of
multistory reinforced concrete structures designed to the US building
design codes (ACI318, ASCE7, ASCE41); Main Topics including Review
of RC Design Principles, Procedure Requirements and Assumptions;
Inelastic Behavior of Plain Concrete, Reinforced Concrete, and
Reinforcing Steel; Code-Based Design vs. Performance-Based Design;
Strength vs. Displacement Demand Parameters at the Member, Story,
and Structure Levels; Pushover Analysis Using an Open Source Code
(OpenSees). Prereq: Graduate Standing or ECIV 321, ECIV 322 and ECIV
323.

ECIV 422. Advanced Structural Steel Design. 3 Units.
Advanced topics for the design of steel structures including member and
frame stability, design of members for torsion, plate girders, base plate
and anchorage connections, and basics of composite systems. Plastic
analysis and design concepts for structural engineering limit state load
applications. Seismic design of steel lateral force resisting systems.
Recommended preparation: ECIV 321. Prereq: ECIV 323 or instructor
consent.

ECIV 424. Structural Dynamics. 3 Units.
Modeling of structures as single and multidegree of freedom dynamic
systems. The eigenvalue problem, damping, and the behavior of dynamic
systems. Deterministic models of dynamic loads such as wind and
earthquakes. Analytical methods, including modal, response spectrum,
time history, and frequency domain analyses. Recommended preparation:
ECIV 321 and consent of instructor.

ECIV 425. Structural Design for Dynamic Loads. 3 Units.
Structural design problems in which dynamic excitations are of
importance. Earthquake, wind, blast, traffic, and machinery excitations.
Human sensitivity to vibration, mechanical behavior of structural
elements under dynamic excitation, earthquake response and
earthquake-resistant design, wind loading, damping in structures,
hysteretic energy dissipation, and ductility requirements. Recommended
preparation: ECIV 424.

ECIV 426. Probabilistic Analysis. 3 Units.
Introduction to probability and statistics. Uncertainty and decision
analysis. Probability models for structural loads and strength.
Probabilistic analysis of engineering systems. Estimation of the reliability
of structures and infrastructure systems. Monte Carlo simulation.
Recommended preparation: ECIV 360, introduction of probability and
statistics, or equivalent.

ECIV 427. Environmental Organic Chemistry. 3 Units.
This is an advanced course focusing on examination of processes that
effect the behavior and fate of anthropogenic organic contaminants
in aquatic environments. The lectures will focus on intermolecular
interactions and thermodynamic principles governing the kinetics of
some of the important chemical and physicochemical transformation
reactions of organic contaminants. Recommended Preparation: One
semester of Organic chemistry or prior approval of the instructor.

ECIV 428. Matrix Analysis of Structures. 3 Units.
Matrix formulation and computer analysis (MATLAB recommended)
for statically indeterminate linear structural systems; Stiffness method
(direct/displacement method); Potential Energy Method; Development
of element equations for 1D axial and flexural members and 2D
triangle element; Transformation between local to global coordinates;
Development of displacement fields (linear function for axial members
and cubic function for flexural members); Shape function concept in
approximation; Introduction to elasticity, finite element analysis and
nonlinear structural analysis. Additional term project on programming
for six degrees of freedom beam structure analysis will be assigned to
students enrolled in ECIV428. Recommended for all students: Linear
Algebra, Structural Analysis, and MATLAB Programming. Offered as
ECIV 321 and ECIV 428. Prereq: Graduate Student standing.

ECIV 430. Foundation Engineering. 3 Units.
Subsoil exploration. Various types of foundations for structures, their
design and settlement performance, including spread and combined
footings, mats, piers, and piles. Design of sand-drain installations and
earth-retaining structures including retaining walls, sheet piles, and

ECIV 432. Mechanical Behavior of Soils. 3 Units.
Soil statics and stresses in a half space-tridimensional consolidation
and sand drain theory; stress-strain relations and representations
with rheological models. Critical state and various failure theories and
their experimental justification for cohesive and noncohesive soils.
Laboratory measurement of rheological properties, pore water pressures,
and strength under combined stresses. Laboratory. Recommended
preparation: ECIV 330.

ECIV 433. Soil Dynamics. 3 Units.
I-DOF and M-DOF dynamics; wave propagation theory; dynamic soil
properties. Foundation vibrations, design of machine foundations.
Seismology, elastic and elastoplastic response spectra, philosophy of
earthquake-resistant design. One and two-dimensional soil amplification,
liquefaction, dynamic settlement. Soil-structure interaction during
earthquakes. Recommended preparation: ECIV 330 and consent of
instructor.

ECIV 434. Field Instrumentation and Insitu Testing. 3 Units.
In situ test methods. Standard Penetration Test (SPT), Cone Penetration
Test (CPT), pressuremeter, vane shear test, dilatometer, seismic methods,
electromagnetic methods, and electrical methods. Geotechnical field
instrumentation. Measurement of load, stress, pore pressure, and
deforotation in the field. Stress wave theory, pile driving analysis,

ECIV 437. Pavement Analysis and Design. 3 Units.
Analysis and design of rigid and flexible airfield and highway pavements.
Pavement evaluation and rehabilitations, overlay design. Recommended
preparation: ECIV 330.
ECIV 450. Environmental Engineering Chemistry. 3 Units.
Fundamentals of inorganic, organic, and physical chemistry with emphasis on the types of problems encountered in the environmental engineering field. Equilibria among liquid, gaseous, and solid phases; kinetics to the extent that time permits. A strong mathematical approach is taken in solving the equilibrium and kinetic problems presented. Equilibrium speciation software for solution of more complex problems. Topics that will be covered in the course include chemical equilibrium, acid/base reactions, mathematical problem solving approach, graphical approaches, titration curves, solubility of gases and solids, buffering systems, numerical solution of equilibrium problems, thermodynamics, oxidation-reduction reactions, principles of quantitative chemistry and analytical techniques, introduction to the use of analytical instrumentation, and chemical kinetics. Prereq: ECIV 368 or requisites not met permission.

ECIV 456. Intelligent Infrastructure Systems. 3 Units.
Topics on smart infrastructure systems; smart materials fabrication, embedded sensing technology for infrastructure condition monitoring, the system models for infrastructural condition diagnosing and adaptive controlling, and spatial-temporal integrated infrastructure management system.

ECIV 461. Environmental Engineering Biotechnology. 3 Units.
Process design fundamentals for biological reactors applied to environmental engineering processes, including wastewater treatment, bioremediation, and bioenergy production. Topics include mass balances, methane fermentation, fixed-growth reactors, molecular biology tools, and reactor models. Recommended preparation: ECIV 368 Environmental Engineering.

ECIV 462. Solid and Hazardous Waste Management. 3 Units.

ECIV 471. Structural Design II. 3 Units.
Continuation of ECIV 370. Torsion design of concrete members, design of continuous beams and slabs, reinforcement development, concrete serviceability deflection criteria, design of two-way slabs, stability design of steel members, lateral-torsional buckling and local buckling of steel members, steel connection design, software aided design of a steel building structure. Recommended preparation: ECIV 310 and ECIV 315. Offered as ECIV 371 and ECIV 471.

ECIV 472. Timber and Masonry Design. 3 Units.
Introduction to wood material. Design for timber beams and columns to resist vertical and lateral loads. Design of nailed and bolted connections. Introduction to masonry materials and design of wall. Offered as ECIV 372 and ECIV 472.

ECIV 500T. Graduate Teaching II. 0 Unit.
This series of three courses will provide Ph.D. students with practical experience in teaching at the University level and will expose them to effective teaching methods. Each course assignment will be organized in coordination with the student's dissertation advisor and the department chairperson. Assignments will successively require more contact with students, with duties approaching the teaching requirements of a faculty member in the Ph.D. student's area of study. Prereq: Ph.D. student in Civil Engineering.

ECIV 600T. Graduate Teaching III. 0 Unit.
This series of three courses will provide Ph.D. students with practical experience in teaching at the University level and will expose them to effective teaching methods. Each course assignment will be organized in coordination with student's dissertation advisor and the department chairperson. Assignments will successively require more contact with students, with duties approaching the teaching requirements of a faculty member in the Ph.D. student's area of study. Prereq: Ph.D. students in Civil Engineering.

ECIV 601. Independent Study. 1 - 18 Units.
Plan B.

ECIV 651. Thesis M.S.. 1 - 18 Units.
Plan A.

ECIV 660. Special Topics. 1 - 18 Units.
Topics of special interest to students and faculty. Topics can be those covered in a regular course when the student cannot wait for the course to be offered.

ECIV 695. Project M.S.. 1 - 9 Units.
Research course taken by Plan B M.S. students. Prereq: Enrolled in the ECIV Plan B MS Program.

ECIV 701. Dissertation Ph.D.. 1 - 9 Units.
(Credit as arranged.) Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

Department of Computer and Data Sciences
Glennan Building (7071)
http://engineering.case.edu/cds/
Phone: 216.368.2800; Fax: 216.368.6888

Vipin Chaudhary (vipin@case.edu), Kevin J. Kranzusch Professor and Chair

While the BS degree in Computer Science at Case Western Reserve University was approved in 1987, the Department of Computer and Data Sciences (CDS) was recently established in 2019. Computer Science is the study of the theory, practice, and application of computer systems. Data Science is an interdisciplinary field that utilizes computer systems, computational algorithms, and statistical methods to manage, analyze, and visualize data from different domains in order to extract information and knowledge from data. Computer Science and Data Science are at the heart of modern technology with applications in many disciplines. They both have a profound impact on our society and drive job creation. Starting salaries in our fields are consistently ranked at the top of all college majors. Our graduates work in cutting-edge companies—from giants to start-ups, in a variety of technology sectors, including computer and internet, business and finance, healthcare and medical devices, energy, and consulting.

CDS offers a BS degree in Computer Science, a Computer Science major toward the BA degree, a BS degree in Data Science & Analytics, a combined BS/MS program in Computer Science, and MS and PhD degrees in Computer Science. CDS also offers minors in Computer Science, Computer Gaming, and Artificial Intelligence. The minor in Applied Data Science is administered by the Department of Materials Science and Engineering https://engineering.case.edu/materials-science-and-engineering/academics/.
Educational Philosophy

The CDS department is dedicated to developing high-quality graduates who will take positions of leadership as their careers advance. We recognize that the increasing role of technology in virtually every facet of our society, life, and culture makes it vital that our students have access to progressive and cutting-edge higher education programs. The program values for all of the degree programs in the department are:

• mastery of fundamentals
• creativity
• social awareness
• leadership skills
• professionalism

Stressing excellence in these core values helps to ensure that our graduates are valued and contributing members of our global society and that they will carry on the tradition of industrial and academic leadership established by our alumni.

Our goal is to graduate students who have fundamental technical knowledge of their profession and the requisite technical breadth and communications skills to become leaders in creating the new techniques and technologies which will advance their fields. To achieve this goal, the department offers a wide range of technical specialties consistent with the breadth of computer science and data science, including recent developments in the fields. Because of the rapid pace of advancement in these fields, our degree programs emphasize a broad and foundational science and technology background that equips students for future developments. Our programs include a wide range of electives and our students can also develop individualized programs that can combine computer and data sciences with other disciplines.

Research

At Case Western, we thrive to provide outstanding educational experiences for both our undergraduate and graduate students, while performing cutting edge research in:

1. Algorithms, Theory, and Quantum Computing
2. Artificial Intelligence and Machine Learning
3. Bioinformatics and Systems Biology
4. Data Science and Analytics
5. Databases & Data Mining
7. Security and Privacy
8. Software Engineering

Primary Faculty Appointments

Erman Ayday, PhD
(Georgia Institute of Technology)
Assistant Professor
Cryptography, network security, trust and reputation management, big data analytics

Vipin Chaudhary, PhD
(The University of Texas at Austin)
Kevin J. Kranzusch Professor and Chair
High performance computing, machine learning, computational and data science, computer aided diagnosis and interventions, and quantum computing

Harold S. Connamacher, PhD
(University of Toronto)
Robert J. Herbold Associate Professor in Transformative Teaching
Constraint satisfaction problems, graph theory, random structures, and algorithms

Mehmet Koyuturk, PhD
(Purdue University)
Professor
Bioinformatics and computational biology, computational modeling and algorithm development for systems biology, integration, mining and analysis of biological data, algorithms for distributed systems

Michael Lewicki, PhD
(California Institute of Technology)
Professor
Computational perception and scene analysis, visual representation and processing, auditory representation and analysis

Jing Li, PhD
(University of California, Riverside)
Leonard Case Jr. Professor
Computational biology and bioinformatics, data mining and machine learning, data science and analytics, algorithms

Vincenzo Liberatore, PhD
(Rutgers University)
Associate Professor
Distributed systems, Internet computing, randomized algorithms

Orhan Ozguner, PhD
(Case Western Reserve University)
Assistant Professor
Algorithms, data science, data structure, programming

H. Andy Podgurski, PhD
(University of Massachusetts, Amherst)
Professor
Software engineering methodology and tools, especially use of data mining, machine learning, and program analysis techniques in software testing, fault detection and localization, reliable engineering and software security, electronic medical records, privacy

Michael Rabinovich, PhD
(University of Washington)
Professor
Computer networks, distributed systems, Internet security and performance

Soumya Ray, PhD
(University of Wisconsin, Madison)
Associate Professor
Artificial intelligence, machine learning, reinforcement learning, automated planning, applications to interdisciplinary problems including medicine and bioinformatics

An Wang, PhD
(George Mason University)
Assistant Professor
Systems and network security
Yinghui Wu, PhD
(University of Edinburgh (UK))
Assistant Professor
Data science

Xusheng Xiao, PhD
(North Carolina State University)
Assistant Professor
Software engineering, computer security

Shuai Xu, PhD
(Florida International University)
Assistant Professor
Algorithms and theory

Yanfang (Fanny) Ye, PhD
(Xiamen University)
Theodore L. and Dana J. Schroeder Associate Professor
Cybersecurity, data mining, machine learning, health intelligence

**Adjunct Faculty Appointments**

Mark A. Allman, MSEE
Adjunct Instructor

Nicholas Barendt, MSEE, BSEE
Adjunct Sr. Instructor

Michael Branicky, PhD
Adjunct Professor

Mahdi Cheraghchi Bashi Astaneh, PhD
Adjunct Assistant Professor

Sanjay Gajurel, PhD
Adjunct Assistant Professor

Roberto Galan, PhD
Adjunct Assistant Professor

Eamon Johnson, PhD
Adjunct Instructor

Ronald Loui, PhD
Adjunct Professor

Stanley Omeike
Adjunct Instructor

Gideon Samid, PhD
Adjunct Assistant Professor

Matthew Sargent, PhD
Adjunct Assistant Professor

Sadida Siddiqui
Adjunct Instructor

Miguel Zubizarreta-Ada, PhD
Adjunct Professor

---

**Secondary Faculty Appointments**

Gurkan Bebek, PhD
Assistant Professor
SOM-Center for Proteomics

Marc Buchner, PhD
Associate Professor
CSE-ECSE

M. Cenk Cavusoglu, PhD
(University of California, Berkeley)
Nord Professor of Engineering

Vira Chankong, PhD
Associate Professor
CSE-ECSE

Roger French, PhD
Professor
CSE-EMSE

Michael Fu, PhD
Timothy E. and Allison L. Schroeder Assistant Professor
CSE-ECSE

Mark Griswold, PhD
Professor
SOM-Radiology

Evren Gurkan-Cavusoglu, PhD
Associate Professor
CSE-ECSE

Fulai Jin, PhD
Assistant Professor
SOM-Genetics & Genome Sciences

Thomas LaFramboise, PhD
Associate Professor, Genetics
SOM-Genetics

Xiao Li, PhD
Assistant Professor
SOM-RNA Center

Anant Madabhushi, PhD
Professor
CSE-EBME

Aziz Nazha, PhD
Assistant Professor
SOM, CCF-Ctr of Clinical Artificial Intelligence

Christos Papachristou, PhD
Professor
CSE-ECSE

Satya Sahoo, PhD
Associate Professor
SOM-Dept. of Population & Quantitative Health Sciences

Peter Thomas, PhD
Associate Professor
CAS-MATH
Emeritus Faculty
Gultekin Ozsoyoglu, PhD
(University of Alberta, Canada)
Emeritus Professor
Graph databases and data mining problems in metabolic networks, metabolomics, and systems biology, bioinformatics, web data mining

Z. Meral Ozsoyoglu, PhD
(University of Alberta, Canada)
Emeritus Professor
Database systems, database query languages and optimization, data models, index structures, bioinformatics, medical informatics

Undergraduate Programs
The Computer and Data Science (CDS) department offers programs leading to degrees in:

1. Data Science and Analytics, Bachelor of Science
2. Computer Science, Bachelor of Science
3. Computer Science, Bachelor of Arts

These programs provide students with a strong background in the fundamentals of mathematics and science. Students can use their technical and open electives to pursue concentrations in software engineering, algorithms, artificial intelligence, databases, data mining, bioinformatics, security, computer systems, and computer networks. In addition to an excellent technical education, all students in the department are exposed to societal issues, ethics, professionalism, and have the opportunity to develop leadership and creativity skills.

Data Science and Analytics BS
The Data Science and Analytics BS program provides our students with a broad foundation in the fields of database systems, database query languages and optimization, data models, index structures, bioinformatics, medical informatics, and computational techniques. This major is one of the first undergraduate programs nationwide with a curriculum that includes mathematical modeling, computation, data analytics, visual analytics and project-based applications – all elements of the future emerging field of data science.

Program Educational Objectives
Graduates from the Data Science and Analytics Bachelor of Science program will be prepared to:

1. Analyze real-world problems and create data-driven solutions based on the fundamentals of data science and computing.
2. Work effectively, professionally, and ethically.
3. Assume positions of leadership in industry, academia, public service, and entrepreneurship.
4. Successfully progress in advanced degree programs in data science, computing, and related fields.

Student Outcomes
As preparation for achieving the above educational objectives, the Bachelor of Science degree program in Data Science and Analytics is designed so that students attain the ability to:

1. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program’s discipline.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program’s discipline.
6. Apply theory, techniques, and tools throughout the data analysis lifecycle and employ the resulting knowledge to satisfy stakeholders’ needs.

Major Requirements
The major requires completion The major requires completion of the university general education requirements (http://bulletin.case.edu/undergraduatestudies/degreeprograms/) and the engineering general education requirements (http://bulletin.case.edu/undergraduatestudies/csedegree/#bachelorofscienceindatascienceandtext) as modified for the Bachelor of Science in Data Science and Analytics degree, and the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSDS 133</td>
<td>Introduction to Data Science and Engineering for Majors</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 233</td>
<td>Introduction to Data Structures</td>
<td>4</td>
</tr>
<tr>
<td>CSDS 234</td>
<td>Structured and Unstructured Data</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 302</td>
<td>Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 310</td>
<td>Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 312</td>
<td>Introduction to Data Science Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 313</td>
<td>Introduction to Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 341</td>
<td>Introduction to Database Systems</td>
<td>3</td>
</tr>
<tr>
<td>or CSDS 341D</td>
<td>Introduction to Databases: DS Major</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 344</td>
<td>Computer Security</td>
<td>3</td>
</tr>
<tr>
<td>or CSDS 356</td>
<td>Data Privacy</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 395</td>
<td>Senior Project in Computer Science</td>
<td>4</td>
</tr>
<tr>
<td>MATH 380</td>
<td>Introduction to Probability</td>
<td>3</td>
</tr>
</tbody>
</table>

Two of STAT 243, STAT 244, STAT 312, and STAT 325 3 units each. Core courses provide our students with a strong background in foundations and analytics.

Foundations
Each student must supplement their competence in foundational technical areas by taking at least three additional courses, totaling at least nine credit hours from the following list. Other courses, beyond those that are listed, may be approved by the student's academic advisor. The following list is organized in topical areas for informational purposes only; foundation courses may come from the same or from different areas.

Systems
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>CSDS 293</td>
<td>Software Craftsmanship</td>
<td>4</td>
</tr>
<tr>
<td>CSDS 305</td>
<td>Files, Indexes and Access</td>
<td>3</td>
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<td></td>
<td>Structures for Big Data</td>
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<tr>
<td>Course/Program</td>
<td>Units</td>
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<tr>
<td>CSUD 315 Scalable Parallel Data Analysis</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CSUD 338 Intro to Operating Systems and Concurrent Programming</td>
<td>4</td>
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<tr>
<td>CSUD 344 Computer Security</td>
<td>3</td>
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<tr>
<td>CSUD 356 Data Privacy</td>
<td>3</td>
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<tr>
<td>CSUD 393 Software Engineering</td>
<td>3</td>
<td></td>
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<tr>
<td>STAT 243 Statistical Theory with Application I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>STAT 244 Statistical Theory with Application II</td>
<td>3</td>
<td></td>
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<tr>
<td>Any STAT course number 300 or above</td>
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<tr>
<td>CSDS 390 Advanced Game Development Project</td>
<td>3</td>
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<tr>
<td>CSDS 391 Introduction to Artificial Intelligence</td>
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<tr>
<td>CSDS 442 Causal Learning from Data</td>
<td>3</td>
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<tr>
<td>CSDS 491 Artificial Intelligence: Probabilistic Graphical Models</td>
<td>3</td>
<td></td>
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<tr>
<td>CSDS 339 Web Data Mining</td>
<td>3</td>
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<tr>
<td>CSDS 391 Introduction to Artificial Intelligence</td>
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<tr>
<td>or CSDS 435 Data Mining</td>
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<tr>
<td>CSDS 477 Advanced Algorithms</td>
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<tr>
<td>MATH 201 Introduction to Linear Algebra for Applications</td>
<td>3</td>
<td></td>
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<tr>
<td>or MATH 307 Linear Algebra</td>
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<tr>
<td>MATH 327 Convexity and Optimization</td>
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<tr>
<td>ECSE 246 Signals and Systems</td>
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<tr>
<td>ECSE 313 Signal Processing</td>
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<td>ECSE 346 Engineering Optimization</td>
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<tr>
<td>ECSE 416 Convex Optimization for Engineering</td>
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<tr>
<td>BIOL 319 Applied Probability and Stochastic Processes for Biology</td>
<td>3</td>
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<tr>
<td>BIOL 311A Survey of Bioinformatics: Technologies in Bioinformatics</td>
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<tr>
<td>BIOL 311B Survey of Bioinformatics: Data Integration in Bioinformatics</td>
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<tr>
<td>BIOL 311C Survey of Bioinformatics: Translational Bioinformatics</td>
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<tr>
<td>DSCI 330 Cognition and Computation</td>
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<tr>
<td>DSCI 351 Exploratory Data Science</td>
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<td>ECON 326 Econometrics</td>
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<td>ECON 327 Advanced Econometrics</td>
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<tr>
<td>CSDS 458 Introduction to Bioinformatics</td>
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<td>CSDS 459 Bioinformatics for Systems Biology</td>
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<tr>
<td>MKMR 310 Marketing Analytics</td>
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<tr>
<td>MPHP 301 Introduction to Epidemiology</td>
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<tr>
<td>MPHP 426 An Introduction to GIS for Health and Social Sciences</td>
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<tr>
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</tbody>
</table>

**Technical Electives**

Two more courses from the core, foundations, and applications lists for at least six credit hours. The combination of core, foundations, and application courses with technical and open electives makes it possible to achieve a minor in fields as different as Economics and Biology. Interested students should contact their advisors.

**Suggested Program of Study: Data Science and Analytics BS**

The following is a suggested program of study. Current students should always consult their advisors and their individual graduation requirement plans as tracked in SIS (http://sis.case.edu).

**First Year**

<table>
<thead>
<tr>
<th>Course/Program</th>
<th>Units</th>
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<tbody>
<tr>
<td>Principles of Chemistry for Engineers (CHEM 111)</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Programming in Java (CSDS 132)</td>
<td>3</td>
</tr>
<tr>
<td>Calculus for Science and Engineering I (MATH 121)</td>
<td>4</td>
</tr>
<tr>
<td>PHED (2 half semester courses)</td>
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<tr>
<td>SAGES First Year Seminar</td>
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<tr>
<td>General Physics I - Mechanics (PHYS 121)</td>
<td>4</td>
</tr>
<tr>
<td>Calculus for Science and Engineering II (MATH 122)</td>
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</tr>
<tr>
<td>or Calculus II (MATH 124)</td>
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</tr>
<tr>
<td>Introduction to Data Science and Engineering for Majors (CSDS 133)</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Data Structures (CSDS 233)</td>
<td>4</td>
</tr>
<tr>
<td>PHED (2 half semester courses)</td>
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<tr>
<td>SAGES University Seminar</td>
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<td>Year Total:</td>
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**Second Year**

<table>
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<th>Course/Program</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Structured and Unstructured Data (CSDS 234)</td>
<td>3</td>
</tr>
<tr>
<td>SAGES University Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Discrete Mathematics (CSDS 302)</td>
<td>3</td>
</tr>
<tr>
<td>Calculus for Science and Engineering III (MATH 223)</td>
<td>3</td>
</tr>
<tr>
<td>or Calculus III (MATH 227)</td>
<td></td>
</tr>
<tr>
<td>General Physics II - Electricity and Magnetism (PHYS 122)</td>
<td>4</td>
</tr>
<tr>
<td>Algorithms (CSDS 310)</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Database Systems (CSDS 341)</td>
<td>3</td>
</tr>
<tr>
<td>Elementary Differential Equations (MATH 224)</td>
<td>3</td>
</tr>
<tr>
<td>or Differential Equations (MATH 228)</td>
<td></td>
</tr>
<tr>
<td>Breadth elective</td>
<td>3</td>
</tr>
<tr>
<td>Probability/Statistics Elective</td>
<td>3</td>
</tr>
<tr>
<td>Year Total:</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>
The Bachelor of Science degree program in computer science is designed so that students attain the ability to:

- Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
- Communicate effectively in a variety of professional contexts.
- Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
- Function effectively as a member or leader of a team engaged in activities appropriate to the program’s discipline.
- Apply computer science theory and software development fundamentals to produce computing-based solutions.

Core and breadth courses provide our students with the flexibility to work across many disciplines and prepare them for a variety of professions. Our curriculum is designed to teach fundamental skills and knowledge needed by all CS graduates while providing the greatest flexibility in selecting topics. Students are also required to develop depth in at least one of the following technical areas: software engineering; algorithms and theory; computer systems, networks, and security; databases and data mining; bioinformatics; or artificial intelligence.

### Computer Science BS

The Bachelor of Science degree program in computer science is designed to give a student a strong background in the fundamentals of mathematics and computer science. The curriculum is designed according to the latest ACM/IEEE computer science curriculum guidelines. A graduate of this program should be able to use these fundamentals to analyze and evaluate software systems and the underlying abstractions upon which they are based. A graduate should also be able to design and implement software systems that are state-of-the-art solutions to a variety of computing problems; this includes problems that are sufficiently complex to require the evaluation of design alternatives and engineering trade-offs. In addition to these program-specific objectives, all students in the Case School of Engineering are exposed to societal issues, professionalism, and are provided opportunities to develop leadership skills.

The Bachelor of Science degree program in computer science is accredited by the Computing Accreditation Commission of ABET, [http://www.abet.org/](http://www.abet.org/).

**Mission**

The mission of the Bachelor of Science degree program in computer science is to graduate students who have fundamental technical knowledge of their profession and the requisite technical breadth and communications skills to become leaders in creating the new techniques and technologies which will advance the field of computer science and its application to other disciplines.

**Program Educational Objectives**

1. To educate and train students in the fundamentals of computer science and mathematics
2. To educate students with an understanding of real-world computing needs
3. To train students to work effectively, professionally and ethically in computing-related professions

**Student Outcomes**

As preparation for achieving the above educational objectives, the Bachelor of Science degree program in computer science is designed so that students attain the ability to:

- Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
- Communicate effectively in a variety of professional contexts.
- Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
- Function effectively as a member or leader of a team engaged in activities appropriate to the program’s discipline.
- Apply computer science theory and software development fundamentals to produce computing-based solutions.

Core and breadth courses provide our students with the flexibility to work across many disciplines and prepare them for a variety of professions. Our curriculum is designed to teach fundamental skills and knowledge needed by all CS graduates while providing the greatest flexibility in selecting topics. Students are also required to develop depth in at least one of the following technical areas: software engineering; algorithms and theory; computer systems, networks, and security; databases and data mining; bioinformatics; or artificial intelligence.

**Major Requirements**

Each student is required to complete a total of 20 computer science and computer science related courses, totaling at least 63 credits.
The 20 courses must include:

1. all 6 core courses;
2. at least 5 computer science breadth courses;
3. at least 4 courses in one of the listed computer science depth areas, including all starred courses in that area;
4. and a course from the secure computing requirement list.

The remaining courses needed to fulfill the 20 course requirement may come from the computer science breadth courses, courses of any computer science depth area, and up to 6 of the 20 courses may come from the list of approved technical electives with at most two group 2 courses.

Other computer science related courses not listed here may be used with prior permission from the student's academic advisor. Some courses appear in more than one list. The same course may be used to satisfy multiple requirements of the core, computer science breadth and depth requirements, but courses may not be double counted for the purpose of achieving 20 separate computer science courses and 63 credits.

In addition to engineering general education requirements and (http://bulletin.case.edu/undergraduatestudies/csedegree/#bachelorofscienceincomputersciencetext) and university general education requirements (http://bulletin.case.edu/undergraduatestudies/degreeprograms/), the major requires the following courses:

### Computer Science Core Requirement
All computer science majors are required to complete the following 6 courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSDS 132</td>
<td>Introduction to Programming in Java</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 233</td>
<td>Introduction to Data Structures</td>
<td>4</td>
</tr>
<tr>
<td>CSDS 281</td>
<td>Logic Design and Computer Organization</td>
<td>4</td>
</tr>
<tr>
<td>CSDS 302</td>
<td>Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 310</td>
<td>Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 395</td>
<td>Senior Project in Computer Science</td>
<td>4</td>
</tr>
</tbody>
</table>

### Computer Science Breadth Requirement
BS students are required to complete at least 5 of the 7 following computer science breadth courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSDS 314</td>
<td>Computer Architecture</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 325</td>
<td>Computer Networks I</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 338</td>
<td>Intro to Operating Systems and Concurrent Programming</td>
<td>4</td>
</tr>
<tr>
<td>CSDS 341</td>
<td>Introduction to Database Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 345</td>
<td>Programming Language Concepts</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 391</td>
<td>Introduction to Artificial Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 393</td>
<td>Software Engineering</td>
<td>3</td>
</tr>
</tbody>
</table>

### Statistics Requirement
Computer science BS students are required to complete a statistics elective.

One Statistics elective may be chosen from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 380</td>
<td>Introduction to Probability</td>
<td>3</td>
</tr>
<tr>
<td>STAT 312</td>
<td>Basic Statistics for Engineering and Science</td>
<td>3</td>
</tr>
<tr>
<td>STAT 313</td>
<td>Statistics for Experimenters</td>
<td>3</td>
</tr>
<tr>
<td>STAT 332</td>
<td>Statistics for Signal Processing</td>
<td>3</td>
</tr>
<tr>
<td>STAT 333</td>
<td>Uncertainty in Engineering and Science</td>
<td>3</td>
</tr>
</tbody>
</table>

### Computer Science Secure Computing Requirement
Students pursuing the BS degree must demonstrate competence in the principles and practices of secure computing by completing one of the following courses as part of their 20 computer science or computer science related courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSDS 344</td>
<td>Computer Security</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 356</td>
<td>Data Privacy</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 427</td>
<td>Internet Security and Privacy</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 444</td>
<td>Computer Security</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 448</td>
<td>Smartphone Security</td>
<td>3</td>
</tr>
<tr>
<td>MATH 408</td>
<td>Introduction to Cryptology</td>
<td>3</td>
</tr>
</tbody>
</table>

This course may be double counted as a computer science depth course, as appropriate. There is no secure computing requirement for students pursuing the BA degree.

### Computer Science Depth Requirement
Students pursuing the BS degree must demonstrate a depth of competence in one of the technical areas listed below. To complete the depth requirement, students must complete at least four courses in one of the depth areas, including all starred courses. Recommended general background courses are listed following each area where applicable.

#### Area 1: Software Engineering

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSDS 293</td>
<td>Software Craftsmanship</td>
<td>4</td>
</tr>
<tr>
<td>CSDS 337</td>
<td>Compiler Design</td>
<td>4</td>
</tr>
<tr>
<td>CSDS 344</td>
<td>Computer Security</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 345</td>
<td>Programming Language Concepts</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 392</td>
<td>App Development for iOS</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 393</td>
<td>Software Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 427</td>
<td>Internet Security and Privacy</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 438</td>
<td>High Performance Computing</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 448</td>
<td>Smartphone Security</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Area 2: Algorithms and Theory

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSDS 310</td>
<td>Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 343</td>
<td>Theoretical Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 394</td>
<td>Introduction to Information Theory</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 440</td>
<td>Machine Learning</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 455</td>
<td>Applied Graph Theory</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 477</td>
<td>Advanced Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>MATH 406</td>
<td>Mathematical Logic and Model Theory</td>
<td>3</td>
</tr>
<tr>
<td>MATH 408</td>
<td>Introduction to Cryptology</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 306</td>
<td>Mathematical Logic and Model Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

Recommended preparation: MATH 380 Introduction to Probability
Area 3: Computer Systems, Networks and Security

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSDS 312</td>
<td>Introduction to Data Science Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 325</td>
<td>Computer Networks I</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 337</td>
<td>Compiler Design</td>
<td>4</td>
</tr>
<tr>
<td>CSDS 338</td>
<td>Intro to Operating Systems and Concurrent Programming</td>
<td>4</td>
</tr>
<tr>
<td>CSDS 344</td>
<td>Computer Security</td>
<td>3</td>
</tr>
<tr>
<td>or CSDS 444</td>
<td>Computer Security</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 356</td>
<td>Data Privacy</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 427</td>
<td>Internet Security and Privacy</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 428</td>
<td>Computer Communications</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 438</td>
<td>High Performance Computing</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 448</td>
<td>Smartphone Security</td>
<td>3</td>
</tr>
<tr>
<td>MATH 408</td>
<td>Introduction to Cryptology</td>
<td>3</td>
</tr>
</tbody>
</table>

Area 4: Databases and Data Mining

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSDS 234</td>
<td>Structured and Unstructured Data</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 313</td>
<td>Introduction to Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 339</td>
<td>Web Data Mining</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 341</td>
<td>Introduction to Database Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 405</td>
<td>Data Structures and File Management</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 433</td>
<td>Database Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 435</td>
<td>Data Mining</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 440</td>
<td>Machine Learning</td>
<td>3</td>
</tr>
<tr>
<td>MATH 382</td>
<td>High Dimensional Probability</td>
<td>3</td>
</tr>
<tr>
<td>MATH 444</td>
<td>Mathematics of Data Mining and Pattern Recognition</td>
<td>3</td>
</tr>
</tbody>
</table>

Area 5: Bioinformatics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSDS 310</td>
<td>Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>or CSDS 341</td>
<td>Introduction to Database Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 435</td>
<td>Database Mining</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 440</td>
<td>Machine Learning</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 458</td>
<td>Introduction to Bioinformatics</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 459</td>
<td>Bioinformatics for Systems Biology</td>
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</table>


Area 6: Artificial Intelligence

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CSDS 391</td>
<td>Introduction to Artificial Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 394</td>
<td>Introduction to Information Theory</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 440</td>
<td>Machine Learning</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 442</td>
<td>Causal Learning from Data</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 465</td>
<td>Computer Vision</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 491</td>
<td>Artificial Intelligence: Probabilistic Graphical Models</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 496</td>
<td>Artificial Intelligence: Sequential Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 497</td>
<td>Artificial Intelligence: Statistical Natural Language Processing</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 499</td>
<td>Algorithmic Robotics</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 484</td>
<td>Computational Intelligence I: Basic Principles</td>
<td>3</td>
</tr>
<tr>
<td>MATH 382</td>
<td>High Dimensional Probability</td>
<td>3</td>
</tr>
</tbody>
</table>

Recommended breadth and preparation: MATH 380 Introduction to Probability, and either ECSE 416 Convex Optimization for Engineering or CSDS 477 Advanced Algorithms.

List of Approved Technical Electives
This list of approved technical electives is divided into groups according to how closely a course is related to the core knowledge areas as defined in the ACM/IEEE computer science curriculum guidelines. For Computer Science BS students, up to 6 of the 20 computer science and computer science related courses may come from this list with up to two courses from group 2. Computer science related courses not listed below may be used as a technical elective but require prior permission from the student's academic advisor.

Group 1
Any CSDS course.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 301</td>
<td>Digital Logic Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>ECSE 303</td>
<td>Embedded Systems Design and Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 315</td>
<td>Digital Systems Design</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 317</td>
<td>Computer Design - FPGAs</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 419</td>
<td>Computer System Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 485</td>
<td>VLSI Systems</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 488</td>
<td>Embedded Systems Design</td>
<td>3</td>
</tr>
<tr>
<td>MATH 330</td>
<td>Introduction to Scientific Computing</td>
<td>3</td>
</tr>
<tr>
<td>MATH 431</td>
<td>Introduction to Numerical Analysis I</td>
<td>3</td>
</tr>
</tbody>
</table>

Group 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSCI 351</td>
<td>Exploratory Data Science</td>
<td>3</td>
</tr>
<tr>
<td>DSCI 352</td>
<td>Applied Data Science Research</td>
<td>3</td>
</tr>
<tr>
<td>DSCI 353</td>
<td>Data Science: Statistical Learning, Modeling and Prediction</td>
<td>3</td>
</tr>
<tr>
<td>ECON 380</td>
<td>Computational Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 245</td>
<td>Electronic Circuits</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 246</td>
<td>Signals and Systems</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 304</td>
<td>Control Engineering I with Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 305</td>
<td>Control Engineering I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>ECSE 309</td>
<td>Electromagnetic Fields I</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 313</td>
<td>Signal Processing</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 318</td>
<td>VLSI/CAD</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 319</td>
<td>Applied Probability and Stochastic Processes for Biology</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 324</td>
<td>Modeling and Simulation of Continuous Dynamical Systems</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 346</td>
<td>Engineering Optimization</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 350</td>
<td>Operations and Systems Design</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 354</td>
<td>Digital Communications</td>
<td>3</td>
</tr>
</tbody>
</table>
ECSE 375  Applied Control  3  
ECSE 408  Introduction to Linear Systems  3  
ECSE 413  Nonlinear Systems I  3  
ECSE 414  Wireless Communications  3  
ECSE 416  Convex Optimization for Engineering  3  
ECSE 489  Robotics I  3  
MATH 224  Elementary Differential Equations  3  
MATH 228  Differential Equations  3  
MATH 303  Elementary Number Theory  3  
MATH 308  Introduction to Abstract Algebra  3  
MATH 327  Convexity and Optimization  3  
MATH 413  Graph Theory  3  
PHIL 201  Introduction to Logic  3  
STAT 345  Theoretical Statistics I  3  
STAT 346  Theoretical Statistics II  3  

**Suggested Program of Study: Computer Science BS**

The following is a suggested program of study. Current students should always consult their advisors and their individual graduation requirement plans as tracked in SIS (http://sis.case.edu/).

**First Year**

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
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**Second Year**

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
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**Third Year**

<table>
<thead>
<tr>
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<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
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</table>

**Fourth Year**

<table>
<thead>
<tr>
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<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
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<td>3</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

**Total Units in Sequence:** 126

**Hours Required for Graduation:** 126

* University general education requirement

** Engineering general education requirement

(https://bulletin.case.edu/undergraduatestudies/csedegree/#bachelorofscienceincomputersciencetext)

a  Chosen from: MATH 380 Introduction to Probability, STAT 312 Basic Statistics for Engineering and Science, STAT 313 Statistics for Experimenters, STAT 332 Statistics for Signal Processing, STAT 333 Uncertainty in Engineering and Science

c. Each student must complete 4 courses in one of the computer science depth areas listed above, including all starred courses.

d. Chosen from additional computer science breadth courses, depth courses, or the list of approved technical electives. Any other course used as a technical elective must be approved by the student’s advisor.

**Computer Science BA**

The Bachelor of Arts degree program in computer science is a combination of a liberal arts program and a computing major. It is a professional program in the sense that graduates can be employed as computer professionals, but it is less technical than the Bachelor of Science degree program in computer science. This degree is particularly suitable for students with a wide range of interests. For example, students can major in another discipline in addition to computer science and routinely complete all of the requirements for the double major in a 4 year period. This is possible because over a third of the courses in the program are open electives. Furthermore, if a student is majoring in computer science and a second technical field such as mathematics or physics many of the technical electives will be accepted for both majors. Another example of the utility of this program is that it routinely allows students to major in computer science and take all of the pre-med courses in a four-year period.

**Mission**

The mission of the Bachelor of Arts degree program in computer science is to graduate students who have fundamental technical knowledge of their profession and the requisite technical breadth and communications skills to become leaders in creating the new techniques and technologies which will advance the field of computer science and its application to other disciplines.

**Program Educational Objectives**

1. To educate and train students in the fundamentals of computer science and mathematics
2. To educate students with an understanding of real-world computing needs
3. To train students to work effectively, professionally and ethically in computing-related professions

**Student Outcomes**

As preparation for achieving the above educational objectives, the Bachelor of Arts degree program in computer science is designed so that students attain the ability to:

- Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
- Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program’s discipline.
- Communicate effectively in a variety of professional contexts.
- Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
- Function effectively as a member or leader of a team engaged in activities appropriate to the program’s discipline.
- Apply computer science theory and software development fundamentals to produce computing-based solutions.

Core and breadth courses provide our students with the flexibility to work across many disciplines and prepare them for a variety of professions. Our curriculum is designed to teach fundamental skills and knowledge needed by all CS graduates while providing the greatest flexibility in selecting topics.

**Major Requirements**

Students are required to complete a total of 13 computer science and computer science related courses, totaling at least 42 credits. The 13 courses for a total of 42 credits must include all 6 core courses and at least 3 computer science breadth courses. The remaining 4 courses may be any CS Course, defined below, plus at most 3 courses from either the group 1 or the group 3 list of approved technical electives. There is no depth requirement for the Computer Science BA degree.

In addition to arts & sciences general education requirements (http://bulletin.case.edu/undergraduatestudies/casdegree/) and university general education requirements (http://bulletin.case.edu/undergraduatestudies/degreeprograms/), the major requires the following courses:

**Computer Science BA Mathematics Requirement**

BA students must complete two calculus courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 121</td>
<td>Calculus for Science and Engineering I</td>
<td>4</td>
</tr>
<tr>
<td>or MATH 123</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>or MATH 125</td>
<td>Math and Calculus Applications for Life, Managerial, and Social Sci</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 122</td>
<td>Calculus for Science and Engineering II (or)</td>
<td>4</td>
</tr>
<tr>
<td>or MATH 124</td>
<td>Calculus II</td>
<td></td>
</tr>
<tr>
<td>or MATH 126</td>
<td>Math and Calculus Applications for Life, Managerial, and Social Sci II</td>
<td></td>
</tr>
</tbody>
</table>

**Computer Science Core Requirement**

All computer science majors are required to complete the following 6 courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSDS 132</td>
<td>Introduction to Programming in Java</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 233</td>
<td>Introduction to Data Structures</td>
<td>4</td>
</tr>
<tr>
<td>CSDS 281</td>
<td>Logic Design and Computer Organization</td>
<td>4</td>
</tr>
<tr>
<td>CSDS 302</td>
<td>Discrete Mathematics</td>
<td>3</td>
</tr>
</tbody>
</table>
Computer Science Breadth Requirement

Computer science BA students are required to complete at least 3 of the 7 following computer science breadth courses.

CSDS 314  Computer Architecture  3
CSDS 325  Computer Networks I  3
CSDS 338  Intro to Operating Systems and Concurrent Programming  4
CSDS 341  Introduction to Database Systems  3
CSDS 345  Programming Language Concepts  3
CSDS 391  Introduction to Artificial Intelligence  3
CSDS 393  Software Engineering  3

CS Courses

In addition to the required core and breadth courses, computer science BA students must complete an additional CS Course so that the total number of CS Courses completed is at least 10. The remaining 3 courses to complete the major may come from this list of CS Courses or from the list of approved technical electives below.

The CS Courses are:

Any computer science core course.

Any computer science breadth course.

CS 234  Structured and Unstructured Data  3
CS 293  Software Craftsmanship  4
CS 312  Introduction to Data Science Systems  3
CS 313  Introduction to Data Analysis  3
CS 337  Compiler Design  4
CS 339  Web Data Mining  3
CS 343  Theoretical Computer Science  3
CS 344  Computer Security  3
CS 356  Data Privacy  3
CS 392  App Development for iOS  3
CS 394  Introduction to Information Theory  3
CS 405  Data Structures and File Management  3
CS 427  Internet Security and Privacy  3
CS 428  Computer Communications Networks II  3
CS 433  Database Systems  3
CS 435  Data Mining  3
CS 438  High Performance Computing  3
CS 440  Machine Learning  3
CS 442  Causal Learning from Data  3
CS 448  Smartphone Security  3
CS 455  Applied Graph Theory  3
CS 458  Introduction to Bioinformatics  3
CS 459  Bioinformatics for Systems Biology  3
CS 465  Computer Vision  3
CS 477  Advanced Algorithms  3

CSDS 411  Artificial Intelligence: Probabilistic Graphical Models  3
CSDS 496  Artificial Intelligence: Sequential Decision Making  3
CSDS 497  Artificial Intelligence: Statistical Natural Language Processing  3
CSDS 499  Algorithmic Robotics  3
ECSE 484  Computational Intelligence I: Basic Principles  3
MATH 382  High Dimensional Probability  3
MATH 406  Mathematical Logic and Model Theory  3
MATH 408  Introduction to Cryptology  3
MATH 444  Mathematics of Data Mining and Pattern Recognition  3
PHIL 306  Mathematical Logic and Model Theory  3

List of Approved Technical Electives

For Computer Science BA students, up to 3 of the 13 computer science and computer science related courses may come from the group 1 and group 3 lists. Computer science related courses not listed below may be used as a technical elective but require prior permission from the student's academic advisor.

Group 1
Any CSDS course.

ECSE 301  Digital Logic Laboratory  2
ECSE 303  Embedded Systems Design and Laboratory  3
ECSE 317  Computer Design - FPGAs  3
ECSE 318  VLSI/CAD  4
ECSE 419  Computer System Architecture  3
ECSE 485  VLSI Systems  3
ECSE 488  Embedded Systems Design  3
MATH 330  Introduction to Scientific Computing  3
MATH 431  Introduction to Numerical Analysis I  3

Group 3
MATH 201  Introduction to Linear Algebra for Applications  3
or MATH 307  Linear Algebra  3
MATH 380  Introduction to Probability  3

Suggested Program of Study: Computer Science BA

The following is a suggested program of study. Current students should always consult their advisors and their individual graduation requirement plans as tracked in SIS (http://sis.case.edu/).

First Year

<table>
<thead>
<tr>
<th>Course/Group</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Programming in Java (CSDS 132)</td>
<td>3</td>
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<tr>
<td>Breadth elective**</td>
<td>3</td>
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</tr>
<tr>
<td>Math and Calculus Applications for Life, Managerial, and Social Sci I (MATH 125)</td>
<td>4</td>
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<tr>
<td>or Calculus I (MATH 123)</td>
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<tr>
<td>or Calculus for Science and Engineering I (MATH 121)</td>
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<tr>
<td>Open elective</td>
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</table>

**Breadth elective must be from group 1 and 3.
<table>
<thead>
<tr>
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<th>Fall</th>
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</thead>
<tbody>
<tr>
<td>Logic Design and Computer Organization (CSDS 281)</td>
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<tr>
<td>Breadth elective**</td>
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<td>Open elective</td>
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<tr>
<td>Open elective</td>
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<tr>
<td>SAGES University Seminar*</td>
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<tr>
<td>Introduction to Data Structures (CSDS 233)</td>
<td>4</td>
<td></td>
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<tr>
<td>Discrete Mathematics (CSDS 302)</td>
<td>3</td>
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<tr>
<td>Breadth elective**</td>
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<tr>
<td>Open elective</td>
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<tbody>
<tr>
<td>Computer science breadth course^a</td>
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<td>Computer science breadth course^a</td>
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<tr>
<td>Open elective</td>
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<tr>
<td>SAGES Department Seminar</td>
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<tr>
<td>Computer science breadth course^a</td>
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<tr>
<td>Technical elective^b</td>
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<tbody>
<tr>
<td>Algorithms (CSDS 310)</td>
<td>3</td>
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<tr>
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<tr>
<td>Open elective</td>
<td>3</td>
<td></td>
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<tr>
<td>Technical elective^b</td>
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<td></td>
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<tr>
<td>Senior Project in Computer Science (CSDS 395)</td>
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<td>Open elective</td>
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<td>3</td>
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<tr>
<td>Year Total:</td>
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</table>

**Total Units in Sequence:** 120

**Hours Required for Graduation:** 120

* University general education requirement

** Arts and Sciences general education requirement (http://bulletin.case.edu/undergraduatestudies/casdegree/)


^b Chosen from the list of CS Courses or the list of approved technical electives. Any other course used as a technical elective must be approved by the student’s advisor.

Cooperative Education Program in Computer Science

Opportunities are available for students to alternate studies with work in industry or government as a co-op student, which involves paid full-time employment over seven months (one semester and one summer). Students may work in one or two co-ops, beginning in the third year of study. Co-ops provide students the opportunity to gain valuable hands-on experience in their field by completing a significant engineering project while receiving professional mentoring. During a co-op placement, students do not pay tuition but maintain their full-time student status while earning a salary. Learn more at http://engineering.case.edu/coop/.

Alternatively or additionally, students may obtain employment as summer interns.

BS/MS Program in Computer Science

Students with a grade point average of 3.2 or higher are encouraged to apply to the BS/MS Program which will allow them to get both degrees in five years. The BS can be in Computer Science or a related discipline, such as mathematics or electrical engineering. Integrating graduate study in computer science with the undergraduate program allows a student to satisfy all requirements for both degrees in five years. Review the Office of Undergraduate Studies BS/MS program requirements here (p. 1298).

Minor in Computer Science (BS or BSE)

For students pursuing a BS or BSE degree, the following four courses are required for a minor in computer science:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSDS 132</td>
<td>Introduction to Programming in Java</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 233</td>
<td>Introduction to Data Structures</td>
<td>4</td>
</tr>
</tbody>
</table>
Cognitive Science Track (requires 3 of the following courses):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSDS 302</td>
<td>Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 310</td>
<td>Algorithms</td>
<td>3</td>
</tr>
</tbody>
</table>

A student must take an additional 3 credit hours of CS Courses (see BA Major Requirements).

**Minor in Computer Science (BA)**

For students pursuing BA degrees, the following courses are required for a minor in computer science:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSDS 132</td>
<td>Introduction to Programming in Java</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 233</td>
<td>Introduction to Data Structures</td>
<td>4</td>
</tr>
<tr>
<td>MATH 125</td>
<td>Math and Calculus Applications for Life, Managerial, and Social Sci I</td>
<td>4</td>
</tr>
</tbody>
</table>

Two additional CS Courses (see BA Major Requirements) are required for this minor.

**Minor in Artificial Intelligence**

The minor consists of five courses. Every student who takes the minor in artificial intelligence must take the two courses, ENGR 131 Elementary Computer Programming and CSDS 391 Introduction to Artificial Intelligence. Students who take the Artificial Intelligence minor must also take an additional three courses from one of two minor tracks.

**Technology Track (requires 3 of the following courses):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 373</td>
<td>Introduction to Neurobiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 374</td>
<td>Neurobiology of Behavior</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 465</td>
<td>Computer Vision</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 477</td>
<td>Advanced Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 478</td>
<td>Computational Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 350</td>
<td>Operations and Systems Design</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 352</td>
<td>Engineering Economics and Decision Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 360</td>
<td>Manufacturing and Automated Systems</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 375</td>
<td>Applied Control</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 411</td>
<td>Applied Engineering Statistics</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 475</td>
<td>Applied Control</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 484</td>
<td>Computational Intelligence: Basic Principles</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 489</td>
<td>Robotics I</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 589</td>
<td>Robotics II</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 201</td>
<td>Introduction to Logic</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 306</td>
<td>Mathematical Logic and Model Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

**Cognitive Science Track (requires 3 of the following courses):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 373</td>
<td>Introduction to Neurobiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 374</td>
<td>Neurobiology of Behavior</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 301</td>
<td>Linguistic Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 201</td>
<td>Introduction to Logic</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 306</td>
<td>Mathematical Logic and Model Theory</td>
<td>3</td>
</tr>
<tr>
<td>PSCL 101</td>
<td>General Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>PSCL 352</td>
<td>Physiological Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSCL 353</td>
<td>Psychology of Learning</td>
<td>3</td>
</tr>
<tr>
<td>PSCL 357</td>
<td>Cognitive Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSCL 402</td>
<td>Cognition and Information Processing</td>
<td>3</td>
</tr>
</tbody>
</table>

**Minor in Computer Gaming (CGM)**

The Department of Electrical, Computer, and Systems Engineering offers a minor in Computer Gaming (CGM). For more information on the requirements for the minor, visit the Electrical, Computer, and Systems Engineering General Bulletin page (p. 116).

**MS Degree Program (Computer Science)**

The Master of Science in Computer Science has replaced the Master of Science in Computing and Information Science.

MS in CS has three tracks: a Course-Focused track, a Project-Focused track, and a Thesis-Focused track. Although all of the three options require 30 semester hours of credit, they are structured differently to achieve different objectives. The Course-Focused track prepares students for advanced industry employment and should be treated as a terminal MS degree in CS. The Project-Focused track if for students who seek opportunities for completing an applied project, for example within the context of an established collaboration with industry. The Thesis-Focused track is mainly for students who have interests in research. Therefore, the three tracks have different requirements in admission, advising, and course work.

**Admission**

Graduate students shall be admitted to the MS degree program upon recommendation of the faculty of the CS program. Requirements for admission include a strong record of scholarship in a completed bachelor’s degree program in computer science and related areas, and fluency in written and spoken English. The University requires all foreign applicants to show English proficiency by achieving a TOEFL score of at least 90 on the internet-based exam for the thesis-focused or the project-focused track. For the course-focused track, a minimum TOEFL score of 80 is required. For students who are expected to have any professional student to student interaction, e.g., as a teaching assistant, a lab instructor, or a tutor, a minimum TOEFL score of 90 is required. It is required that all students submit original copies of GRE scores, with the exception of CWRU students applying to the BS/MS program.

The MS program requires students to have substantial knowledge of undergraduate computer science material. Applications from students with a bachelor’s degree in fields other than computer science may be granted admission on a provisional basis. Students should have knowledge equivalent to that in the courses:

- CSDS 233 Introduction to Data Structures
- CSDS 310 Algorithms
- Any one course listed as an undergraduate Computer Science Breadth Requirement

Students deficient in one or more of these areas (admission with provision) may be required to satisfy this requirement by taking the corresponding courses listed above. These courses cannot be counted towards their MS requirement. However, a student taking and passing a course that subsumes one of the requirements automatically demonstrates knowledge of the material in the required course; e.g., taking CSDS 410 Analysis of Algorithms demonstrates knowledge of the
material in CSDS 310 Algorithms. Such graduate level courses will be used to satisfy their MS requirement.

Applicants lacking the required background are encouraged to explore the Computer Science pathway options. Additional information on the Computer Science pathway can be obtained by contacting the department.

**Registration**

Course registration can be performed through the SIS system. Each semester before registration, students should update any personal information that may have changed by logging onto the SIS and editing the appropriate information. All registration holds must be lifted in order to successfully complete the registration process.

**Advising**

Each MS student will be assigned an academic advisor, who will assist the student in formulating an academic program. A student in the thesis-focused or project-focused track is expected to pick a research advisor in the program by the end of their first semester. The research advisor will supervise the student's thesis or project and also serves as the academic advisor. A student whose research advisor is a faculty member not in the CDS department must maintain an academic advisor in the CS program. Each student, in consultation with their advisor(s), must submit a Planned Program of Study preferably before completing 9 credit hours of coursework. This should specify all courses and thesis/project work that will be counted toward the 30 credit hour requirement.

**Requirements of different tracks**

The Course-Focused MS degree program requirements consist of the completion of 30 hours of approved coursework, satisfactory completion of a comprehensive exam, i.e., passing the course ENGR 600 with a grade of "P". ENGR 600 consists of Comprehensive Exam questions that are administered in CSDS 410 Analysis of Algorithms, CSDS 425 Computer Networks I, CSDS 440 Machine Learning, CSDS 444 Computer Security, and CSDS 493 Software Engineering. Students must take and pass questions in at least two of these classes. Students who fail one exam in a course may retake that exam one more time but are not required to retake the associated course.

The Project-Focused track requires 24 semester hours of coursework credit and 6 semester hours of project (CSDS 695 Project M.S.).

The Thesis-Focused track requires 18 semester hours of coursework credit and 12 hours of thesis (CSDS 651 Thesis M.S.). A BS/MS student is required to choose the thesis-focused track initially.

Both the Thesis-Focused and the Project-Focused track require a formal written report, as well as a final oral examination by a committee of at least three faculty members, two of whom must be primarily affiliated with the CS program. The academic advisor is normally one of the committee members. For Project-Focused track students, the oral examination fulfills the Comprehensive Examination requirement of the School of Graduate Studies.

If a student wishes to switch from one track to another, the following requirements apply:

- Deadline. In each semester, students must request to switch track one week before the date at which Drop/Add ends, as stated in the academic calendar.
- Course-only or Project to Thesis. A course-only student may request to switch to the thesis track only if she (1) has already taken at least 9 credit hours of letter graded CSDS courses and (2) has a GPA of 3.5 or higher and (3) has a TOEFL score of 90 or higher and (4) has the recommendation of a CDS advisor or (co)advisor.
- Course-only to Project. A course-only student may request to switch to the thesis track only if she (1) has a TOEFL score of 90 or higher and (2) has the recommendation of a CDS advisor or (co)advisor.
- Thesis to Project, or Thesis to Course-only. Such a transfer needs approval from the student's advisor and the department chair.
- Petition. If a student fails to satisfy the transfer requirements, a petition may be submitted by a CDS advisor or (co)advisor to the department chair. In no case, petitions may be submitted by non-CDS faculty members or by students.

Students should consult with their academic advisor and/or department to determine the detailed requirements within this framework.

**Course Requirements**

For all three tracks, at least 18 hours of coursework must be at the 400 level or above. All students are required to have specialized knowledge in at least one of the following depth areas, by taking at least three graduate-level classes from that area. The list of acceptable classes is shown below. For research or project-focused tracks, the chosen area should correspond to the student’s thesis research area or project in general. CSDS 600 Special Topics classes will also qualify in this category with approval from the student’s advisor. The remaining classes can be (i) any other class from the classes listed below, or (ii) any letter graded CDS class (see note below), or (iii) at most two graduate-level classes other than those in category (i) and (ii) (such as non-letter-graded graduate CDS classes or graduate classes in other departments).

(Note: The Graduate School and the School of Engineering limit the number of undergraduate courses that can be taken for credit by Master students.)

Students should discuss their courses with their advisor every semester prior to registration. Students must achieve a grade point average of 3.0 or higher; it is computed for all of the letter-graded courses on the student's academic program.

**List of depth areas and corresponding courses**

1. **Algorithms & Theory**:
   a. CSDS 410 Analysis of Algorithms
   b. CSDS 440 Machine Learning
   c. CSDS 455 Applied Graph Theory
   d. CSDS 456 Data Privacy
   e. CSDS 477 Advanced Algorithms
   f. MATH 408 Introduction to Cryptology

2. **Artificial Intelligence**:
   a. CSDS 440 Machine Learning
   b. CSDS 442 Causal Learning from Data
   c. CSDS 455 Applied Graph Theory
   d. ECSE 484 Computational Intelligence I: Basic Principles
   e. CSDS 491 Artificial Intelligence: Probabilistic Graphical Models
   f. CSDS 496 Artificial Intelligence: Sequential Decision Making
   g. CSDS 497 Artificial Intelligence: Statistical Natural Language Processing
   h. CSDS 499 Algorithmic Robotics
   i. CSDS 465 Computer Vision

3. **Bioinformatics**:
a. CSDS 410 Analysis of Algorithms
b. CSDS 435 Data Mining
c. CSDS 440 Machine Learning
d. CSDS 456 Data Privacy
e. EECS 458 Introduction to Bioinformatics
f. EECS 459 Bioinformatics for Systems Biology
g. SYBB 412 Survey of Bioinformatics: Programming for Bioinformatics

4. Computer Networks and Systems:
   a. CSDS 427 Internet Security and Privacy
   b. ECSE 414 Wireless Communications
   c. CSDS 425 Computer Networks I
   d. CSDS 428 Computer Communications Networks II
   e. CSDS 438 High Performance Computing
   f. CSDS 444 Computer Security
   g. STAT 425 Network Security

5. Databases and Data Mining:
   a. CSDS 405 Data Structures and File Management
   b. CSDS 433 Database Systems
   c. CSDS 435 Data Mining
d. CSDS 439 Web Data Mining
e. CSDS 440 Machine Learning
f. STAT 426 Multivariate Analysis and Data Mining
g. PQHS 471 Machine Learning & Data Mining

6. Security and Privacy:
   a. CSDS 427 Internet Security and Privacy
   b. CSDS 444 Computer Security
c. CSDS 448 Smartphone Security
d. CSDS 456 Data Privacy
e. CSDS 493 Software Engineering
f. MATH 408 Introduction to Cryptology

7. Software Engineering:
   a. CSDS 425 Computer Networks I
   b. CSDS 433 Database Systems
c. CSDS 438 High Performance Computing
d. CSDS 442 Causal Learning from Data
e. CSDS 444 Computer Security
f. CSDS 448 Smartphone Security
g. CSDS 493 Software Engineering

PhD Degree Program (Computer Science)

The Doctor of Philosophy in Computer Science has replaced the Doctor of Philosophy in Computing and Information Science.

Admission

Requirements for admission include a strong record of scholarship in a completed bachelor’s degree program in computer science and related areas, and fluency in written and spoken English. The University requires all foreign applicants to show English proficiency by achieving a TOEFL score of at least 577 on the paper-based exam or 90 on the internet-based exam. It is required that all students submit original copies of GRE scores. When applying to this program, please select the Computer Science option in your application.

Registration

Course registration (including submission of the Academic Program) can be performed through SIS. Each semester before registration, students should update any personal information that may have changed by logging onto the SIS and editing the appropriate information. All registration holds must be lifted in order to successfully complete the registration process.

PhD Requirements

Each student must satisfy requirements in the following categories:

- Course Work
- Mathematics and Science Requirement
- Research Proposal
- Qualifying Examination
- Dissertation

All programs of study must contain at least 36 hours of courses past the undergraduate degree. All courses must be at the 400-level or higher. Six hours must be in a basic science or mathematics. A minimum of 12 hours must be in courses outside the student's thesis area. A student must have attained a minimum 3.25 grade point average (GPA) at the time of graduation. The minimum GPA is calculated based on all courses in the student's Program of Study that carry quality points.

These regulations are in addition to the Academics Regulations of the School of Graduate Studies and the Specific Requirements for the PhD Degree of the Graduate Program in the Case School of Engineering as found in the General Bulletin of Case Western Reserve University.

Academic Advisor and Research Advisor

Upon arrival, each graduate student is assigned an academic advisor from the Computer Science (CS) program faculty, typically the CS graduate representative. By the end of the second semester of study, a PhD student should transfer to a research advisor who may or may not be the same as the academic advisor. Once a research advisor is selected, the research advisor will also serve as the academic advisor, with whom a student consults to ensure that the balance of the PhD course work constitutes a coherent program of study.

If the research advisor is not from the Computer Science program, the student must have an academic advisor from the CS program. The academic advisor may serve as a research co-advisor if so desired by the student and the research advisor.

Academic Program

Each PhD student must submit an Academic Program detailing his or her course work, Qualifying Examination and dissertation schedules. The Academic Program lists all courses taken beyond the undergraduate degree and shows how these courses satisfy the following course requirements for the PhD:

1. The minimum course requirement beyond the BS level is 36 credit hours of courses taken for credit, at least 18 hours of which must be taken at CWRU. The following courses taken for credit will be acceptable:
   - All 400, 500, 600 level courses.
   - Graduate level courses taken at other institutions approved by the student's advisor.

The above courses must include the following:

- 1.1 - A minimum of 12 credit hours in the student's dissertation research area.
1.2 - A minimum of 6 credit hours in mathematics or basic science.
1.3 - A minimum of 12 credit hours of breadth courses that are not in the student's dissertation research area.
   • Note: The courses for items 1.1, 1.2, and 1.3 must be disjoint.
1.4 - A minimum of 18 credit hours of courses approved by the Computer Science program which can be courses used in item 1.1 and item 1.3. These approved Computer Science courses are listed below.

2. A minimum of 18 credit hours of CSDS 701 Dissertation Ph.D..

3. The cumulative grade-point average of all CWRU courses on the program of study must be at least 3.25.

4. All PhD students are required to register for and pass CSDS 400T Graduate Teaching I, CSDS 500T Graduate Teaching II and CSDS 600T Graduate Teaching III which are 0 credit hour courses that provide students with teaching experience.

5. All PhD students are required to register for and pass three semesters of "CSDS 500 CSDS Colloquium" (a 0 credit hour course) before advancement to candidacy and complete a public presentation of their work.

The Academic Program must be approved by the student's academic advisor and the chair of the CDS Department, and it must be approved before the student advances to candidacy.

**Qualifying Examination**
The Computer Science PhD qualifying examination is in the form of an oral exam and a written report, assessing the student's ability to survey a specific research topic, discuss the state-of-the-art in depth, provide a critical description of the literature, and propose creative ideas on improving the state-of-the-art. The written and oral parts of the exam are administered by a committee consisting of three faculty members. The exam is supplemented by the evaluation of the student's course performance and the final decision is made in a meeting of faculty affiliated with the CS program.

Students who hold a MS degree are required to take the qualifying exam at the start of their 3rd semester, and pass the qualifying exam before the start of their 4th semester in the PhD program. Students who do not hold a MS degree are required to take the qualifying exam at the start of their 5th semester, and pass the qualifying exam before the start of their 6th semester in the PhD program.

**Committee:** The exam will be administered by a committee composed of 3 faculty members, at least 2 of them being faculty members whose primary affiliation is Computer Science. The student will provide 0 to 3 names as suggested committee members and the CS Graduate Committee will appoint the committee, taking into account the student's suggestion and maintenance of the load balance of the faculty. If the student has research advisors at the time of the exam, then one advisor must be a member of the committee. Multiple advisors cannot serve on the committee, and no advisors can serve as the chair of the committee. The CS Graduate Committee will make every effort to include a faculty member outside the research area in the committee. The committee must be appointed at least 2 months prior to the exam.

**Format:** The student will select a research area from the following list:

1. Algorithms and Theory
2. Artificial Intelligence
3. Bioinformatics
4. Computer Networks and Systems
5. Databases and Data Mining
6. Security and Privacy
7. Software Engineering

The exam committee will ask the student to write a report that adequately demonstrates the student's ability to perform research in their chosen area of research. Specific examples of this might be a survey of a broad area and/or approaches to a specific problem in the area. This will be followed by an oral examination.

**Written Report:** The student will submit a written report on the specific research problem. The report has to adequately describe the problem and justify its relevance, identify the challenges associated with the problem, provide a broad classification of existing approaches, point out their key differences and trade-offs, identify limitations, and propose solutions for these limitations. The report must be at most 10 pages in length (11 pt font, single-spaced, single column, 1" margins) and use illustrative figures, tables, and other visual material to communicate key ideas. In addition, the report must include a comprehensive list of references. The written report must be submitted to the exam committee three weeks before the date of the oral exam.

**Oral Exam:** In the oral exam, the student will answer questions by the committee members on a specific research problem chosen by the committee in the selected research area, assessing the knowledge, technical depth, and broader vision of the student on the problem. The committee may also ask questions on the fundamentals of computer science as they relate to the specific research problem. The student may prepare slides in advance that will help answer questions or use the chalk board (or both), but the exam will not be in the format of a presentation. The exam will be one hour in duration. All students who are taking the exam for the first time have to take their oral exam in the week prior to the beginning or in the first two weeks of the Fall semester.

**Scoring:** Each of the three committee members will prepare a report rating the student's exam performance according to the following criteria:

- **Fundamentals:** Does the student have broad knowledge of fundamental concepts in computer science that will enable the student to understand and tackle the challenges in the specific research area?
- **Knowledge of Chosen Area:** Does the student have sufficient technical depth and command of the key challenges and the state-of-the-art in the chosen area of research?
- **Vision:** Does the student demonstrate a solid understanding of the relevance of the problem in the context of scientific progress and societal needs? Does the student show creativity in innovating their chosen area of research?
- **Communication:** Can the student explain the concepts in an accessible and comprehensible manner and handle questions effectively?

Possible ratings are 2 (Pass), 1 (Retake), or 0 (Fail).

**Course Work:** The student’s performance in all courses taken before the exam will also be considered by the CS program faculty in making a decision. At the time of the exam, the student must have completed
at least two 400-level Computer Science courses with a "B" or above. One of these courses must be CSDS 410 Analysis of Algorithms or CSDS 477 Advanced Algorithms. The second course must be relevant to their chosen area of research. The relevance of the additional course to the research area is subject to approval by the CS Graduate Studies Committee. The following courses are pre-approved for each area:

1. Algorithms and Theory:
   a. CSDS 410 Analysis of Algorithms
   b. CSDS 477 Advanced Algorithms
2. Artificial Intelligence:
   a. CSDS 440 Machine Learning
   b. CSDS 491 Artificial Intelligence: Probabilistic Graphical Models
3. Bioinformatics:
   a. CSDS 458 Introduction to Bioinformatics
   b. CSDS 459 Bioinformatics for Systems Biology
4. Computer Networks and Systems:
   a. CSDS 425 Computer Networks I
   b. CSDS 428 Computer Communications Networks II
   c. CSDS 427 Internet Security and Privacy
5. Databases and Data Mining:
   a. CSDS 433 Database Systems
   b. CSDS 435 Data Mining
6. Security and Privacy:
   a. CSDS 427 Internet Security and Privacy
   b. CSDS 444 Computer Security
   c. CSDS 448 Smartphone Security
   d. CSDS 456 Data Privacy
7. Software Engineering:
   a. CSDS 493 Software Engineering

Outcome: The final decision will be made by the CS program faculty based on the committee’s reports and the student’s coursework. The outcome of the exam will be one of Pass (the student advances to candidacy), Retake (the student has to retake the exam once more before the end of the following semester. The Retake decision can be partial, i.e. the student may be asked to retake the oral exam only, rewrite the report only, or take/retake a course), Fail (the student will be separated from the PhD program). The decision will be documented by the CS graduate chair and the student will be sent a notification letter.

Advancement to Candidacy
A student formally advances to candidacy after passing the Qualifying Examination and finding a faculty member who agrees to be the student’s research advisor. The student should advance to candidacy within one semester of passing the Qualifying Examination.

Students should submit documentation, approved by the academic and research advisor(s), to the Chairman of the Graduate Studies Committee of Computer Science to be admitted to candidacy.

Students who have failed to complete the conditions above within the time limit will be separated from the PhD program. Separation may also occur in the event of failure of the student to maintain a satisfactory GPA. A student who has been separated may not undertake further study for credit toward the PhD degree. With the approval of the Department and the Dean of Graduate Studies, such a student may complete a master’s degree, may register as a non-degree student or seek admission to the graduate program of another department.

Dissertation Advisory Committee
Each PhD student must form a Dissertation Advisory Committee which consists of at least 4 members of University faculty. The student’s academic advisor serves as the chair of this committee. Both the chair of the committee and at least one other member must be a regular faculty member whose primary affiliation is with the Computer Science program. The committee must also include one member whose primary appointment is not in the Computer Science program.

Dissertation Proposal
The PhD student must write a formal thesis proposal and defend it in an oral presentation to his or her Dissertation Advisory Committee. Normally this is done within a year of advancing to candidacy. A student who fails to defend his or her thesis proposal can attempt to defend it a second time after modifying the thesis proposal, but a second failure will cause the student to be separated from the program.

Dissertation
The student’s dissertation must be original research in CS which represents a significant contribution to existing knowledge in the student’s research area, a portion of which must be suitable for publication in reputable research journals or selective peer-reviewed conferences. In addition to the written dissertation, the doctoral candidate must pass an oral examination in defense of the dissertation. The Dissertation Advisory Committee is responsible for certifying that the quality and suitability of the material presented in the dissertation meet acceptable scholarly standards. If the student has not publicly presented their work at a conference or similar external venue, they must also present the dissertation research in a departmental seminar.

Course List for Program of Study Requirement
CSDS 405 Data Structures and File Management
CSDS 410 Analysis of Algorithms
CSDS 425 Computer Networks I
CSDS 427 Internet Security and Privacy
CSDS 428 Computer Communications Networks II
CSDS 433 Database Systems
CSDS 435 Data Mining
CSDS 438 High Performance Computing
CSDS 439 Web Data Mining
CSDS 440 Machine Learning
CSDS 442 Causal Learning from Data
CSDS 444 Computer Security
CSDS 448 Smartphone Security
CSDS 455 Applied Graph Theory
CSDS 456 Data Privacy
CSDS 458 Introduction to Bioinformatics
CSDS 459 Bioinformatics for Systems Biology
CSDS 466 Computer Graphics
CSDS 477 Advanced Algorithms
ECSE 484 Computational Intelligence I: Basic Principles
CSDS 491 Artificial Intelligence: Probabilistic Graphical Models
CSDS 493 Software Engineering
CSDS 496 Artificial Intelligence: Sequential Decision Making
CSDS 497 Artificial Intelligence: Statistical Natural Language Processing
ECSE 499 Algorithmic Robotics

**Colloquium and Presentation Requirement**

**PhD Students**

The requirement has two parts: (1) passing 3 semesters of CSDS 500 CSDS Colloquium, and (2) a public presentation.

(1) **All PhD students are required to register for and pass CSDS 500 CSDS Colloquium for a total of three semesters of the PhD Program, and this is expected before Advancement to Candidacy. (This is a 0 credit hour required course.) Students (such as students working in industry) may propose an alternative arrangement for fulfilling this requirement, by submitting a written petition to the Graduate Studies Committee.**

(2) **All PhD students must give a public presentation of their research, in addition to their PhD dissertation defense. This presentation must be given either at a research conference or in the CDS seminar series.**

**Facilities**

**Computer Facilities**

The department computer facilities incorporate both Unix/Linux and Microsoft Windows-based operating systems on high-end computing workstations for education and research. A number of file, printing, database, and authentication servers support these workstations, as well as the administrative functions of the department. Labs are primarily located in the Olin and Glennan buildings, but include Nord Hall, and are networked via the Case network.

The Case network is a state-of-the-art, high-speed fiber optic campus-wide computer network that interconnects laboratories, faculty and student offices, classrooms, and student residence halls. It is one of the largest fiber-to-desktop networks anywhere in the world. Every desktop has a 1 Gbps (gigabit per second) connection to a fault-tolerant 10 Gbps backbone. To complement the wired network, over 1,200 wireless access points (WAPs) are also deployed allowing anyone with a laptop or wireless enabled PDA to access resources from practically anywhere on campus.

Off-campus users, through the use of virtual private network (VPN) servers, can use their broadband connections to access many on-campus resources, as well as software, as if they were physically connected to the Case network. The department and the university participate in the Internet2 and National Lambda Rail projects, which provides high-speed, inter-university network infrastructure allowing for enhanced collaboration between institutions. The Internet2 infrastructure allows students, faculty and staff alike the ability to enjoy extremely high-performance connections to other Internet2 member institutions.

Aside from services provided through a commodity Internet connection, Case network users can take advantage of numerous online databases such as EUCLIDplus, the University Libraries’ circulation and public access catalog, as well as Lexus-Nexus™ and various CD-ROM based dictionaries, thesauri, encyclopedias, and research databases. Many regional and national institutional library catalogs are accessible over the network, as well.

**Additional Department Facilities**

**Jennings Computer Center and Undergraduate Computer Lab**

Supported by an endowment from the Jennings Foundation, this lab provides our students with the educational resources necessary for their classwork and exploration of the art of computing. This lab has both PCs and Linux/Unix workstations and includes two high-speed laser printers. This laboratory on the 8th floor of the Olin building supports the freshman computing classes: ENGR 131 Elementary Computer Programming and CSDS 132 Introduction to Programming in Java, as well as other classes that have a lab component.

**Nord Computer Laboratory**

This is a general-purpose computer facility that is open 24 hours a day, to all students. The lab contains 50 PCs running Windows and four Apple Macintosh computers. Facilities for color printing, faxing, copying and scanning are provided. Special software includes PRO/Engineer, ChemCAD and Visual Studio. Visit the website (https://engineering.case.edu/it/nord-computer-lab/) for more information.

**Virtual Worlds (Gaming and Simulation) Laboratory**

The Virtual Worlds Gaming and Simulation Laboratory provides software and hardware to support education and research in computer gaming and simulation activities within the Computer and Data Sciences Department and the University at large. The lab has been leveraged to provide students with extensive gameplay opportunities and excellent, strongly experiential simulation and game development educational opportunities – primarily targeted to the CDS undergraduate population.

The lab also stimulates large amounts of cross-disciplinary collaboration in both education and research. Simulation and visualization techniques are of great value in all science and engineering fields, and the lab is capable of supporting advanced applications of these techniques in real-time applications. In addition, interactive technologies and video games require substantial artistic resources, which has resulted in excellent opportunities for educational and research collaboration with the Cleveland Institute of Art (CIA), the School of Nursing, the Medical School, and the Psychology Department. Of particular note has been the Advanced Game Project course (CSDS 390 Advanced Game Development Project) taught jointly by CWRU and CIA for juniors and seniors. This course has been very popular and has provided truly excellent student game design and production experiences while receiving industrial and popular recognition and acclaim. In addition, an entry-level computer game programming course (CSDS 290 Introduction to Computer Game Design and Implementation) is available for students who have taken both a Java-based programming course and a data structures course to provide an introduction to many of the technical aspects of computer game development. Many other courses in the department also use the lab as an important part of their curriculum including courses on computer graphics, artificial intelligence, simulation, digital signal processing, and control systems. The lab also supports research in the department requiring significant computational resources, e.g. GPU acceleration, VLSI simulation, etc.

A recent large donation for the lab has allowed for the update and renovation of the entire lab including the physical infrastructure (carpeting, furniture, etc.), the gaming PCs, and the gaming consoles. In
addition, a new VR and AR room has been added to represent this new area connected strongly to computer gaming. The lab is now structured into a PC gaming area and an adjacent gaming console area, a VR/AR room, a portable gaming development room, and a team collaboration room.

The renovated lab includes the following primary equipment:

- 24 New Alienware PCs with Dell 27” 4K monitors
- 4 Sony Bravia Television monitors 75” 3DTV
- 2 Microsoft HoloLens AR Units
- 4 Oculus Rift VR units with Haptic Touch Input devices
- A 3D projector (and large wall screen) with 3D capability for common presentations
- 4 Xbox One Units with Xbox One controllers
- 4 PS4 Sony PlayStation units with controllers

Sally & Larry Sears Undergraduate Design Laboratory

This laboratory supports CDS/ECSE courses in circuits and includes a state-of-the-art lecture hall, a modernistic glass-walled lab, an electronics “store”, and a student lounge and meeting area. Specialized lab space is available for senior projects and sponsored undergraduate programs. The lab is open to all undergraduates, and components are provided free of charge, so students can “play and tinker” with electronics and foster innovation and creativity. The laboratory provides access to PCs, oscilloscopes, signal generators, logic analyzers, and specialized equipment such as RF analyzers and generators. In addition, the lab includes full-time staff dedicated to the education, guidance and mentoring of undergraduates in the “art and practice” of hands-on engineering.

This is the central educational resource for students taking analog, digital, and mixed-signal courses in electronics, and has been supported by various corporations in addition to alumnus Larry Sears, a successful engineer and entrepreneur. Basic workstations consist of Windows-based computers equipped with LabView software, as well as Agilent 546xx oscilloscopes, 33120A Waveform Generators, 34401A Digital Multimeters, and E3631A power supplies. Advanced workstations are similarly configured, but with a wider variety of high-performance test equipment.

Courses

CSDS 132. Introduction to Programming in Java. 3 Units.

An introduction to modern programming language features, computer programming and algorithmic problem solving with an emphasis on the Java language. Computers and code compilation; conditional statements, subprograms, loops, methods; object-oriented design, inheritance and polymorphism, abstract classes and interfaces; types, type systems, generic types, abstract data types, strings, arrays, linked lists; software development, modular code design, unit testing; strings, text and file I/O; GUI components, GUI event handling; threads; comparison of Java to C, C++, and C#. Offered as CSDS 132 and ECSE 132. Counts for CAS Quantitative Reasoning Requirement.

CSDS 133. Introduction to Data Science and Engineering for Majors. 3 Units.

This course is an introduction to data science and analytics. In the first half of the course, students will develop a basic understanding of how to manipulate, analyze and visualize large data in a distributed computing environment, with an appreciation of open source development, security and privacy issues. Case studies and team project assignments in the second half of the course will be used to implement the ideas. Topics covered will include: Overview of large scale parallel and distributed (cloud) computing; file systems and file I/O; open source coding and distributed versioning, data query and retrieval; basic data analysis; visualization; data security, privacy and provenance. Prereq: ENGR 131 or EECS 132.

CSDS 233. Introduction to Data Structures. 4 Units.

This course provides an introduction to data structures. Different representations of data: lists, stacks and queues, trees, graphs, and files. Manipulation of data: searching and sorting, hashing, recursion and higher order functions. Abstract data types, templating, and the separation of interface and implementation. Introduction to asymptotic analysis. The Java language is used to illustrate the concepts and as an implementation vehicle throughout the course. Offered as CSDS 233 and ECSE 233. Prereq: CSDS 132 or ECSE 132.

CSDS 234. Structured and Unstructured Data. 3 Units.

This course is an introduction to types of data and their representation, storage, processing and analysis. The course has three parts. In the first part of the course, students will develop a basic understanding and the ability to represent, store, process and analyze structured data. Structured data include catalogs, records, tables, logs, etc., with a fixed dimension and well-defined meaning for each data point. Suitable representation and storage mechanisms include lists and arrays. Relevant techniques include keys, hashes, stacks, queues and trees. In the second part of the course, students will develop a basic understanding and the ability to represent, store, process and analyze semi-structured data. Semi-structured data include texts, web pages and networks, without a dimension and structure, but with well-defined meaning for each data point. Suitable representation and storage mechanisms include trees, graphs and RDF triples. Relevant techniques include XML, YAML, JSON, parsing, annotation, language processing. In the third part of the course, students will develop a basic understanding and the ability to represent, store, process and analyze unstructured data. Unstructured data include images, video, and time series data, without either a fixed dimension and structure, nor well-defined meaning for individual data points. Suitable representation and storage mechanisms include large matrices, EDF, DICOM. Relevant techniques include feature extraction, segmentation, clustering, rendering, indexing, and visualization. Prereq: CSDS 133.

CSDS 236. Introduction to C/C++ Programming. 1 Unit.

This course provides an introduction to C and C++ programming languages. Prior knowledge of these languages is not expected. However, students are expected to know at least one programming language prior to the class. The lectures will cover low-level programming techniques and object-oriented class design. Students will learn specific topics in C/C++ including required background knowledge, pointers & references, memory management, inheritance, polymorphism, templates, exceptions, use of debugging and compiler tools, and others as time permits. Prereq: CSDS 132.
CSDS 275. Fundamentals of Robotics. 4 Units.
The Fundamentals of Robotics course will expose students to fundamental principles of robotics. Students will explore high level conceptual foundations of robotics beginning with Bratneberg vehicles and apply this knowledge to simulated and physical robot hardware in laboratory experiences and in a final project. Laboratory experiences will guide students through applying theory to practice increasingly complex tasks in a project oriented, group work environment. The course culminates in a robotics challenge project at the end of the semester. Topics covered are: sensors, actuators, kinematics, control, planning and programming. Programming languages and concepts (e.g., C++, object oriented programming) used in robotics will be introduced and used with modern robotics programming toolboxes and frameworks. Prior experience with these languages will not be necessary. Previous experience with robotics is not required for this course. Offered as CSDS 275 and ECSE 275. Prereq: (ENGR 131 or EECS 132) and PHYS 121 and MATH 121.

CSDS 281. Logic Design and Computer Organization. 4 Units.
Fundamentals of digital systems in terms of both computer organization and logic level design. Organization of digital computers; information representation; boolean algebra; analysis and synthesis of combinational and sequential circuits; datapaths and register transfers; instruction sets and assembly language; input/output and communication; memory. Offered as CSDS 281 and ECSE 281. Prereq: ENGR 131 or CSDS 132.

CSDS 285. Linux Tools and Scripting. 3 Units.
A fast paced introduction to linux that brings the project-oriented student from little or no linux experience to be fully capable of using scripting languages as tools in a linux command-line environment. This includes systems administration and agile web services with server-side scripting and server-side management. This also involves data cleaning, scraping, wrangling, and processing user data with regular expressions. Current main languages include php, bash, awk, with some client-side javascript, and very brief looks at tcl/lua, powershell, and python. Tools include vim, make, grep/sed, and curl/wget. Recommended preparation: one year of computer programming and familiarity with raw HTML/CSS. Prereq: CSDS 132.

CSDS 290. Introduction to Computer Game Design and Implementation. 3 Units.
This class begins with an examination of the history of video games and of game design. Games will be examined in a systems context to understand gaming and game design fundamentals. Various topics relating directly to the implementation of computer games will be introduced including graphics, animation, artificial intelligence, user interfaces, the simulation of motion, sound generation, and networking. Extensive study of past and current computer games will be used to illustrate course concepts. Individual and group projects will be used throughout the semester to motivate, illustrate and demonstrate the course concepts and ideas. Group game development and implementation projects will culminate in classroom presentation and evaluation. Offered as CSDS 290 and ECSE 290. Prereq: EECS 132 or CSDS 132.

CSDS 293. Software Craftsmanship. 4 Units.
A course to improve programming skills, software quality, and the software development process. Software design; Version control; Control issues and routines; Pseudo-code programming process and developer testing; Defensive programming; Classes; Debugging; Self-documenting code; Refactoring. Offered as CSDS 293 and CSDS 293N. Prereq: Computer Science Major and (CSDS 233 or ECSE 233 or EECS 233) with a C or higher.

CSDS 293N. Software Craftsmanship. 4 Units.
A course to improve programming skills, software quality, and the software development process. Software design; Version control; Control issues and routines; Pseudo-code programming process and developer testing; Defensive programming; Classes; Debugging; Self-documenting code; Refactoring. Offered as CSDS 293 and CSDS 293N. Prereq: (CSDS 233 or ECSE 233 or EECS 233) with a C or higher.

CSDS 296. Independent Projects. 1 - 3 Units.
Independent projects in Computer and Data Science. Recommended preparation: ENGR 131 or EECS/CSDS/ECSE 132. Prereq: Limited to freshmen and sophomore students.

CSDS 297. Special Topics. 1 - 3 Units.
Special topics in Computer and Data Science. Prereq: Limited to freshmen and sophomores.

CSDS 302. Discrete Mathematics. 3 Units.
A general introduction to basic mathematical terminology and the techniques of abstract mathematics in the context of discrete mathematics. Topics introduced are mathematical reasoning, Boolean connectives, deduction, mathematical induction, sets, functions and relations, algorithms, graphs, combinatorial reasoning. Offered as CSDS 302, ECSE 302 and MATH 304. Prereq: MATH 122 or MATH 124 or MATH 126.

CSDS 305. Files, Indexes and Access Structures for Big Data. 3 Units.
Database management become a central component of a modern computing environment, and, as a result, knowledge about database systems has become an essential part of education in computer science and data science. This course is an introduction to the nature and purpose of database systems, fundamental concepts for designing, implementing and querying a database and database architectures. Objectives: - An expert knowledge of basic data structures, basic searching, sorting, methods, algorithm techniques, (such as greedy and divide and conquer) - In-depth knowledge on Search and Index Structures for large, heterogeneous data including multidimensional data, high dimensional data and data in metric spaces (e.g., sequences, images), on different search methods (e.g. similarity searching, partial match, exact match), and on dimensionality reduction techniques. Prereq: CSDS 234 or ECSE 233.

CSDS 310. Algorithms. 3 Units.
Fundamentals in algorithm design and analysis. Loop invariants, asymptotic notation, recurrence relations, sorting algorithms, divide-and-conquer, dynamic programming, greedy algorithms, basic graph algorithms. Offered as CSDS 310 and CSDS 310N. Prereq: (Computer Science Major/Minor or Data Science Major or Biomedical Engineering Major on the Computing and Analysis Track) and (CSDS 302 or ECSE 302 or MATH 304 with a C or higher) and (CSDS 233 or ECSE 233 with a C or higher).

CSDS 310N. Algorithms. 3 Units.
Fundamentals in algorithm design and analysis. Loop invariants, asymptotic notation, recurrence relations, sorting algorithms, divide-and-conquer, dynamic programming, greedy algorithms, basic graph algorithms. Offered as CSDS 310 and CSDS 310N. Prereq: (CSDS 302 or ECSE 302 or MATH 304) with a C or higher and (CSDS 233 or ECSE 233) with a C or higher.
CSDS 312. Introduction to Data Science Systems. 3 Units.
An introduction to the software and hardware architecture of data science systems, with an emphasis on Operating Systems and Computer Architecture that are relevant to Data Sciences systems. At the end of the course, the student should understand the principles and architecture of storage systems, file systems (especially, HDFS), memory hierarchy, and GPU. The student should have carried out projects in these areas, and should be able to critically compare various design decisions in terms of capability and performance. Prereq: CSDS 132.

CSDS 313. Introduction to Data Analysis. 3 Units.
In this class we will give a broad overview of data analysis techniques, covering techniques from data mining, machine learning and signal processing. Students will also learn about probabilistic representations, how to conduct an empirical study and support empirical hypotheses through statistical tests, and visualize the results. Course objectives: -Expose students to different analysis approaches. -Understand probabilistic representations and inference mechanisms. -Understand how to create empirical hypotheses and how to test them. Prereq: EECS 340 and DSCI 234.

CSDS 314. Computer Architecture. 3 Units.
This course provides students the opportunity to study and evaluate a modern computer architecture design. The course covers topics in fundamentals of computer design, performance, cost, instruction set design, processor implementation, control unit, pipelining, communication and network, memory hierarchy, computer arithmetic, input-output, and an introduction to RISC and super-scalar processors. Offered as CSDS 314 and ECSE 314. Prereq: EECS 281.

CSDS 315. Scalable Parallel Data Analysis. 3 Units.
This course provides an introduction to scalable and parallel data analysis using the most common frameworks and programming tools in the age of big data. Covered topics include parallel programming models, parallel hardware architectures, multi-threaded, multi-core programming, cluster computing and GPU programming. The course is designed to provide a heavily hands-on experience with several programming assignments. Prereq: CSDS 312.

CSDS 325. Computer Networks I. 3 Units.
An introduction to computer networks and the Internet. Applications: http, ftp, e-mail, DNS, socket programming. Transport: UDP, TCP reliable data transfer, and congestion control. Network layer: IP routing, and NAT. Link layer: taxonomy, Ethernet, 802.11. Offered as CSDS 325 and CSDS 325N. Prereq: Computer Science Major with minimum Junior Standing and (CSDS 233 or ECSE 233 or EECS 233) with a C or higher.

CSDS 325N. Computer Networks I. 3 Units.
An introduction to computer networks and the Internet. Applications: http, ftp, e-mail, DNS, socket programming. Transport: UDP, TCP reliable data transfer, and congestion control. Network layer: IP routing, and NAT. Link layer: taxonomy, Ethernet, 802.11. Offered as CSDS 325 and CSDS 325N. Prereq: Minimum Junior Standing and (CSDS 233 or ECSE 233 or EECS 233) with a C or higher.

CSDS 335D. Data Mining for Big Data. 3 Units.
With the unprecedented rate at which data is being collected today in almost all fields of human endeavor, there is an emerging economic and scientific need to extract useful information from it. Data mining is the process of automatic discovery of patterns, changes, associations and anomalies in massive databases, and is a highly interdisciplinary field representing the confluence of several disciplines, including database systems, data warehousing, machine learning, statistics, algorithms, data visualization, and high-performance computing. This course is an introduction to the commonly used data mining techniques. In the first part of the course, students will develop a basic understanding of the basic concepts in data mining such as frequent pattern mining, association rule mining, basic techniques for data preprocessing such as normalization, regression, and classic matrix decomposition methods such as SVD, LU, and QR decompositions. In the second part of the course, students will develop a basic understanding of classification and clustering and be able to apply classic methods such as k-means, hierarchical clustering methods, nearest neighbor methods, association based classifiers. In the third part of the course, students will have a chance to study more advanced data mining applications such as feature selection in high-dimensional data, dimension reduction, and mining biological datasets. Prereq: CSDS 234 and CSDS 313.

CSDS 337. Compiler Design. 4 Units.
Design and implementation of compilers and other language processors. Scanners and lexical analysis; regular expressions and finite automata; scanner generators; parsers and syntax analysis; context free grammars; parser generators; semantic analysis; intermediate code generation; runtime environments; code generation; machine independent optimizations; data flow and dependence analysis. There will be a significant programming project involving the use of compiler tools and software development tools and techniques. Offered as CSDS 337 and ECSE 337. Prereq: (CSDS 233 or ECSE 233 or EECS 233) and (CSDS 281 or ECSE 281 or EECS 281).

CSDS 338. Intro to Operating Systems and Concurrent Programming. 4 Units.
Intro to OS: OS Structures, processes, threads, CPU scheduling, deadlocks, memory management, file system implementations, virtual machines, cloud computing. Concurrent programming: fork, join, concurrent statement, critical section problem, safety and liveness properties of concurrent programs, process synchronization algorithms, semaphores, monitors. UNIX systems programming: system calls, UNIX System V IPCs, threads, RPCs, shell programming. Offered as CSDS 338, ECSE, 338, CSDS 338N and ECSE 338N. Prereq: Computer Science Major or Minor and (CSDS 233 or ECSE 233 or EECS 233) with a C or higher.

CSDS 338N. Intro to Operating Systems and Concurrent Programming. 4 Units.
Intro to OS: OS Structures, processes, threads, CPU scheduling, deadlocks, memory management, file system implementations, virtual machines, cloud computing. Concurrent programming: fork, join, concurrent statement, critical section problem, safety and liveness properties of concurrent programs, process synchronization algorithms, semaphores, monitors. UNIX systems programming: system calls, UNIX System V IPCs, threads, RPCs, shell programming. Offered as CSDS 338, ECSE, 338, CSDS 338N and ECSE 338N. Prereq: (CSDS 233 or ECSE 233 or EECS 233) with a C or higher.
CSDS 339. Web Data Mining. 3 Units.
Web crawling technology, web search and information extraction, unsupervised and semi-supervised learning techniques and their application to web data extraction, social network analysis, various pagerank algorithms, link analysis, web resource discovery, web, resource description framework (RDF), XML, Web Ontology Language (OWL). Prereq: (CSDS 338 or ECSE 338) and CSDS 341 and (CSDS 302 or ECSE 302 or MATH 304).

CSDS 340D. Machine Learning for Big Data. 3 Units.
Machine learning is a sub-field of Artificial Intelligence that is concerned with the design and analysis of algorithms that "learn" and improve with experience. While the broad aim behind research in this area is to build systems that can simulate or even improve on certain aspects of human intelligence, algorithms developed in this area have become very useful in analyzing and predicting the behavior of complex systems. Machine learning algorithms have been used to guide diagnostic systems in medicine, recommend interesting products to customers in e-commerce, play games at human championship levels, and solve many other very complex problems. This course is an introduction to algorithms for machine learning and their implementation in the context of big data. We will study different learning settings, the different algorithms that have been developed for these settings, and learn about how to implement these algorithms and evaluate their behavior in practice. We will also discuss dealing with noise, missing values, scalability properties and talk about tools and libraries available for these methods. At the end of the course, you should be able to: --Understand when to use machine learning algorithms; --Understand, represent and formulate the learning problem; --Apply the appropriate algorithm(s) or tools, with an understanding of the tradeoffs involved including scalability and robustness; --Correctly evaluate the behavior of the algorithm when solving the problem. Prereq: CSDS 234 and CSDS 313.

CSDS 341. Introduction to Database Systems. 3 Units.
Relational model, ER model, relational algebra and calculus, SQL, OBE, security, views, files and physical database structures, query processing and query optimization, normalization theory, concurrency control, object relational systems, multimedia databases, Oracle SQL server, Microsoft SQL server. Offered as CSDS 341 and CSDS 341N. Prereq: Computer Science Major or Data Science and Analytics Major and (CSDS 302 or ECSE 302 or MATH 304) and (CSDS233 or ECSE 233) with a C or higher.

CSDS 341D. Introduction to Databases: DS Major. 3 Units.
Database management become a central component of a modern computing environment, and, as a result, knowledge about database systems has become an essential part of education in computer science and data science. This course is an introduction to the nature and purpose of database systems, fundamental concepts for designing, implementing and querying a database and database architectures. Weeks 1-6 provide an overview of basic database systems concepts including database design, database systems architecture, and database querying, using relational model and SQL as query language. Weeks 7-10 Objects, Semi structured data, XML and RDF basics. Weeks 11-14 provide an overview of more advanced topics including Database System Architectures (Parallel Databases and Distributed Databases), and Data Warehousing and Information Retrieval. Students cannot receive credit for both CSDS341 and CSDS341D. Prereq: CSDS 233 or ECSE 233 or CSDS 234.

CSDS 341N. Introduction to Database Systems. 3 Units.
Relational model, ER model, relational algebra and calculus, SQL, OBE, security, views, files and physical database structures, query processing and query optimization, normalization theory, concurrency control, object relational systems, multimedia databases, Oracle SQL server, Microsoft SQL server. Offered as CSDS 341 and CSDS 341N. Prereq: (CSDS 302 or ECSE 302 or MATH 304) with a grade of C or higher and (CSDS 233 or ECSE 233) with a C or higher.

CSDS 343. Theoretical Computer Science. 3 Units.
Introduction to different classes of automata and their correspondence to different classes of formal languages and grammars, computability, complexity and various proof techniques. Offered as CSDS 343 and MATH 343. Prereq: EECS 302 or MATH 304.

CSDS 344. Computer Security. 3 Units.
General types of security attacks; approaches to prevention; secret key and public key cryptography; message authentication and hash functions; digital signatures and authentication protocols; information gathering; password cracking; spoofing; session hijacking; denial of service attacks; buffer overruns; viruses, worms, etc., principles of secure software design, threat modeling; access control; least privilege; storing secrets; socket security; firewalls; intrusions; auditing; mobile security. Recommended preparation: EECS/CSDS/ECSE 132, EECS/CSDS 293, EECS/CSDS 325 and EECS/CSDS 338. Offered as CSDS 344 and CSDS 444.

CSDS 345. Programming Language Concepts. 3 Units.
This course examines the four main programming paradigms: imperative, object-oriented, functional, and logical. It is assumed that students will come to the course with significant exposure to object-oriented programming and some exposure to imperative programming. The course will teach the functional paradigm in depth, enhance the students' knowledge of the object-oriented and imperative paradigms, and introduce the logical paradigm. The course will explore language syntax, semantics, names/scopes, types, expressions, assignment, subprograms, abstraction and inheritance. This exploration will have several forms. Students will study the programming language concepts at a theoretical level, use the concepts in functional language programming, and implement the concepts by designing language interpreters. Offered as CSDS 345 and CSDS 345N. Prereq: Computer Science Major and (CSDS 302 or ECSE 302 or MATH 304) with a C or higher and (CSDS 233 or ECSE 233) with a C or higher.

CSDS 345N. Programming Language Concepts. 3 Units.
This course examines the four main programming paradigms: imperative, object-oriented, functional, and logical. It is assumed that students will come to the course with significant exposure to object-oriented programming and some exposure to imperative programming. The course will teach the functional paradigm in depth, enhance the students' knowledge of the object-oriented and imperative paradigms, and introduce the logical paradigm. The course will explore language syntax, semantics, names/scopes, types, expressions, assignment, subprograms, abstraction and inheritance. This exploration will have several forms. Students will study the programming language concepts at a theoretical level, use the concepts in functional language programming, and implement the concepts by designing language interpreters. Offered as CSDS 345 and CSDS 345N. Prereq: (CSDS 302 or ECSE 302 or MATH 304) with a C or higher and (CSDS 233 or ECSE 233) with a C or higher.
CSDS 356. Data Privacy. 3 Units.
Introduction to privacy, economics and incentives, crypto-based solution for privacy, hiding data from the database user, hiding access patterns from the database owner, anonymous routing and TOR, privacy in online social networks, privacy in cellular and Wi-Fi networks, location privacy, privacy in e-cash systems, privacy in e-voting, genomic privacy. Offered as CSDS 356 and CSDS 456. Prereq: (EECS 132 and EECS 233 and any STAT course) or (Graduate student in Computing & Info Science or Computer Engineering).

CSDS 364. Computational Perception. 3 Units.
An introduction to the information processing and computational algorithms that underlie perception. The course focuses on vision and audition but also covers other senses and various types of perceptual processing in biological systems. The motivating question is: What are the fundamental computational problems faced by perceptual systems in complex environments? The course draws from fields in engineering and the study of biological perception. Specific topics include signal detection and processing; sound localization; motion perception and estimation; sensory coding; perception of structure; active perception; perceptual invariance; attention; object, sound and speech recognition; visual and auditory scene analysis. Offered as CSDS 364 and CSDS 464. Prereq: CSDS 132 or ENGR 131.

CSDS 366. Computer Graphics. 3 Units.
Theory and practice of computer graphics: object and environment representation including coordinate transformations image extraction including perspective, hidden surface, and shading algorithms; and interaction. Covers a wide range of graphic display devices and systems with emphasis in interactive shaded graphics. Offered as CSDS 366, ECSE 366, CSDS 466 and ECSE 466. Prereq: EECS 233.

CSDS 373. Modern Robot Programming. 3 Units.
The goal of this course is to learn modern methods for building up robot capabilities using the Robot Operating System (ROS). Through a sequence of assignments, students learn how to write software to control both simulated and physical robots. Material includes: interfacing software to robot I/O; path and trajectory planning for robot arms; object identification and localization from 3-D sensing; manipulation planning; and development of graphical interfaces for supervisory robot control. Laboratory assignments are scheduled in small groups to explore implementations on specific robots. Graduate students will also perform an independent project. Offered as CSDS 373, ECSE 373, CSDS 473 and ECSE 473.

CSDS 376. Mobile Robotics. 4 Units.
Design of software systems for mobile robot control, including: motion control; sensory processing; localization and mapping; mobile-robot planning and navigation; and implementation of goal-directed behaviors. The course has a heavy lab component involving a sequence of design challenges and competitions performed in teams. Offered as CSDS 376 and ECSE 376. Prereq: CSDS 373 or CSDS 473.

CSDS 377. Introduction to Connected Devices. 3 Units.
Introduction to Connected Devices (e.g., Internet of Things). Undergraduates work in pairs to build a complete connected-device system, an embedded device with wireless networking, cloud and web, and mobile, and then develop hands-on experience with systems-level aspects of the connected-device system, including analytics, remote firmware update, load testing, and essential security. Students learn about current architectures, languages, and technologies, such as Pub/Sub (MQTT), Python, Objective-C, Python Django, JavaScript, HTML/CSS, and Bluetooth Low Energy. Offered as CSDS 377 and ECSE 377.

CSDS 386. Quantum Computing, Information, and Devices. 3 Units.
An introduction to the math, physics, engineering, and computer science underlying the rapidly emerging fields of quantum computing, quantum information, and quantum devices. The course is taught by a group of faculty from physics, engineering, computer science, and math, and is geared towards students with diverse backgrounds and interests in these fields. Students will select a concentration in one of these four areas, and the coursework, while still covering all topics, will be adjusted to focus on the selected area in the most detail. Note that the listed prerequisites depend on choice of concentration. Topics will include: 1. (Mathematics) Introduction to linear algebra, convex geometry, fundamental theory of quantum information. 2. (Physics) Introduction to the quantum mechanics of two-level systems (qubits). Survey of physics and materials for qubit technologies. 3. (Computer Science) Basic quantum gates and circuits, introduction to the theory of algorithms, survey of quantum algorithms. 4. (Engineering) Quantum architectures, mapping algorithms onto circuits. The course consists of lectures, homework, and group projects. Group projects will aim to synthesize the diverse backgrounds of the students and instructors to capture the interdisciplinary nature of the field. Students taking the course for graduate credit will complete an additional literature research project and presentation, in addition to enhanced problem sets. Offered as CSDS 386, CSDS 486, ECSE 386, ECSE 486, MATH 386, MATH 486, PHYS 386, and PHYS 486. Prereq: (CSDS 233 or ECSE 233) and (CSDS 281 or ECSE 281) and (MATH 201 or MATH 307) and (MATH 223 or MATH 227) and (PHYS 122 or PHYS 124).

CSDS 390. Advanced Game Development Project. 3 Units.
This game development project course will bring together an interprofessional group of students in the fields of engineering, computer science, and art to focus on the design and development of a complete, fully functioning computer game as an interdisciplinary team. The student teams are given complete liberty to design their own fully functional games from their original concept to a playable game published in an online marketplace. Student teams will experience the entire game development cycle as they execute their projects. Responsibilities include creating a game idea, writing a story, developing the artwork, designing characters, implementing music and sound effects, programming and testing the game, and publishing the final project. Students enrolled in 487 will develop a healthcare or education virtual environment or video game in collaboration with a mentor who has expertise in the chosen area. Offered as CSDS 390, ECSE 390, CSDS 487, and ECSE 487. Prereq: EECS 233 and EECS 290.

CSDS 391. Introduction to Artificial Intelligence. 3 Units.
This course is an introduction to artificial intelligence. We will study the concepts that underlie intelligent systems. Topics covered include problem solving with search, constraint satisfaction, adversarial games, knowledge representation and reasoning using propositional and first order logic, reasoning under uncertainty, introduction to machine learning, automated planning, reinforcement learning and natural language processing. Recommended: basic knowledge of probability and statistics. Prereq: ENGR 131 or CSDS 132 or ECSE 132.

CSDS 392. App Development for iOS. 3 Units.
This course is an introduction to app development for iPhone and iPad using Cocoa Touch Framework and Xcode development environment. Topics include Swift programming language and iOS SDK/foundations, object-oriented design and model-view-controller framework, user interface design using Xcode. Additional topics may include data management, map applications, animations and some recent developments in iOS. Recommended preparation: experiences in object-oriented programming and Mac OS; knowledge in software engineering and databases. Prereq: ECES 293 and Junior or Senior standing.
CSDS 393. Software Engineering. 3 Units.
Topics: Introduction to software engineering; software lifecycle models; development team organization and project management; requirements analysis and specification techniques; software design techniques; programming practices; software validation techniques; software maintenance practices; software engineering ethics. Undergraduates work in teams to complete a significant software development project. Graduate students are required to complete a research project. Offered as CSDS 393, CSDS 393N, and CSDS 493. Prereq: (Computer Science Major/Minor or Data Science Major) and (CSDS 233 or ECSE 233) with a C or higher.

CSDS 393N. Software Engineering. 3 Units.
Topics: Introduction to software engineering; software lifecycle models; development team organization and project management; requirements analysis and specification techniques; software design techniques; programming practices; software validation techniques; software maintenance practices; software engineering ethics. Undergraduates work in teams to complete a significant software development project. Graduate students are required to complete a research project. Offered as CSDS 393, CSDS 393N, and CSDS 493. Prereq: CSDS 233 or ECSE 233 with a C or higher.

CSDS 394. Introduction to Information Theory. 3 Units.
This course is intended as an introduction to information and coding theory with emphasis on the mathematical aspects. It is suitable for advanced undergraduate and graduate students in mathematics, applied mathematics, statistics, physics, computer science and electrical engineering. Course content: Information measures-entropy, relative entropy, mutual information, and their properties. Typical sets and sequences, asymptotic equipartition property, data compression. Channel coding and capacity; channel coding theorem. Differential entropy, Gaussian channel, Shannon-Nyquist theorem. Information theory inequalities (400 level). Additional topics, which may include compressed sensing and elements of quantum information theory. Recommended preparation: MATH 201 or MATH 307. Offered as CSDS 394, CSDS 394, ECSE 394, MATH 494, CSDS 494 and ECSE 494. Prereq: MATH 223 and MATH 380 or requisites not met permission.

CSDS 395. Senior Project in Computer Science. 4 Units.
Capstone course for computer science seniors. Material from previous and concurrent courses used to solve computer programming problems and to develop software systems. Professional engineering topics such as project management, engineering design, communications, and professional ethics. Requirements include periodic reporting of progress, plus a final oral presentation and written report. Scheduled formal project presentations during last week of classes. Counts as SAGES Senior Capstone. Prereq: Senior standing.

CSDS 396. Independent Projects. 1 - 6 Units.
Independent projects in Computer and Data Science. Prereq: Limited to juniors and seniors.

CSDS 397. Special Topics. 1 - 6 Units.
Special topics in Computer and Data Science. Prereq: Limited to juniors and seniors.

CSDS 400T. Graduate Teaching I. 0 Unit.
This course will provide the Ph.D. candidate with experience in teaching undergraduate or graduate students. The experience is expected to involve direct student contact but will be based upon the specific departmental needs and teaching obligations. This teaching experience will be conducted under the supervision of the faculty member who is responsible for the course, but the academic advisor will assess the educational plan to ensure that it provides an educational experience for the student. Students in this course may be expected to perform one or more of the following teaching related activities: grading homeworks, quizzes, and exams, having office hours for students, tutoring students. Recommended preparation: Ph.D. student in CSDS department.

CSDS 405. Data Structures and File Management. 3 Units.
Fundamental concepts: sequential allocation, linked allocation, lists, trees, graphs, internal sorting, external sorting, sequential, binary, interpolation search, hashing file, indexed files, multiple level index structures, btrees, hashed files. Multiple attribute retrieval; inverted files, multi lists, multiple-key hashing, hd trees. Introduction to data bases. Data models. Recommended preparation: EECS/CSDS/ECSE 233 and MATH 304. Prereq: EECS 341 or Graduate standing.

CSDS 410. Analysis of Algorithms. 3 Units.
This course covers fundamental topics in algorithm design and analysis in depth. Amortized analysis, NP-completeness and reductions, dynamic programming, advanced graph algorithms, string algorithms, geometric algorithms, local search heuristics. Offered as CSDS 410 and OPRE 454. Prereq: EECS 340.

CSDS 425. Computer Networks I. 3 Units.

CSDS 427. Internet Security and Privacy. 3 Units.
This course introduces students to research on Internet security and privacy. Covered topics include denial of service attacks, attacks enabled by man-in-the-middle surveillance, communication hijacking, botnet and fast-flux networks, email and Web spam, threats to privacy on the Internet, and Internet censorship. The course will be based on a collection of research papers. Students will be required to attend lectures, read the materials, prepare written summaries of discussed papers, present a paper in class, complete a course project and take the final exam (in the form of the course project presentation). Prereq: EECS 325 or EECS 425 or graduate standing in Computer Science or Computer Engineering.

CSDS 428. Computer Communications Networks II. 3 Units.
Introduction to topics and methodology in computer networks and middleware research. Traffic characterization, stochastic models, and self-similarity. Congestion control (Tahoe, Reno, Sack). Active Queue Management (RED, FQ) and explicit QoS. The Web: overview and components, HTTP, its interaction with TCP, caching. Overlay networks and CDN. Expected work includes a course-long project on network simulation, a final project, a paper presentation, midterm, and final test. Recommended preparation: EECS/CSDS 425.

CSDS 433. Database Systems. 3 Units.
CSDS 435. Data Mining. 3 Units.
Data Mining is the process of discovering interesting knowledge from large amounts of data stored either in databases, data warehouses, or other information repositories. Topics to be covered includes: Data Warehouse and OLAP technology for data mining, Data Preprocessing, Data Mining Primitives, Languages, and System Architectures, Mining Association Rules from Large Databases, Classification and Prediction, Cluster Analysis, Mining Complex Types of Data, and Applications and Trends in Data Mining. Prereq: EECs 341 or Graduate standing.

CSDS 438. High Performance Computing. 3 Units.
High performance computing (HPC) leverages parallel processing in order to maximize speed and throughput. This hands-on course will cover theoretical and practical aspects of HPC. Theoretical concepts covered include computer architecture, parallel programming, and performance optimization. Practical applications will be discussed from various information and scientific fields. Practical considerations will include HPC job management and Unix scripting. Weekly assessments and a course project will be required. Offered as CSDS 438 and ECSE 438. Prereq: EECs 233 or graduate standing.

CSDS 439. Web Data Mining. 3 Units.
Web crawling technology, web search and information extraction, unsupervised and semi-supervised learning techniques and their application to web data extraction, social network analysis, various pagerank algorithms, link analysis, web resource discovery, web, resource description framework (RDF), XML, Web Ontology Language (OWL). Recommended preparation: EECs/CSDS/ECSE 338, EECs/CSDS 341.

CSDS 440. Machine Learning. 3 Units.
Machine learning is a subfield of Artificial Intelligence that is concerned with the design and analysis of algorithms that "learn" and improve with experience. While the broad aim behind research in this area is to build systems that can simulate or even improve on certain aspects of human intelligence, algorithms developed in this area have become very useful in analyzing and predicting the behavior of complex systems. Machine learning algorithms have been used to guide diagnostic systems in medicine, recommend interesting products to customers in e-commerce, play games at human championship levels, and solve many other very complex problems. This course is focused on algorithms for machine learning; their design, analysis and implementation. We will study different learning settings, including supervised, semi-supervised and unsupervised learning. We will study different ways of representing the learning problem, using propositional, multiple-instance and relational representations. We will study the different algorithms that have been developed for these settings, such as decision trees, neural networks, support vector machines, k-means, harmonic functions and Bayesian methods. We will learn about the theoretical tradeoffs in the design of these algorithms, and how to evaluate their behavior in practice. At the end of the course, you should be able to: --Recognize situations where machine learning algorithms are applicable; --Understand, represent and formulate the learning problem; --Apply the appropriate algorithm(s), or if necessary, design your own, with an understanding of the tradeoffs involved; --Correctly evaluate the behavior of the algorithm when solving the problem. Prereq: CSDS 391 or CSDS 491.

CSDS 442. Causal Learning from Data. 3 Units.
This course introduces key concepts and techniques for characterizing, from observational or experimental study data and from background information, the causal effect of a specific treatment, exposure, or intervention (e.g., a medical treatment) upon an outcome of interest (e.g., disease status). The fundamental problem of causal inference is the impossibility of observing the effects of different and incompatible treatments on the same individual or unit. This problem is overcome by estimating an average causal effect over a study population. Making valid causal inferences with observational data is especially challenging, because of the greater potential for biases (confounding bias, selection bias, and measurement bias) that can badly distort causal effect estimates. Consequently, this topic has been the focus of intense cross-disciplinary research in recent years. Causal inference techniques will be illustrated by applications in several fields such as computer science, engineering, medicine, public health, biology, genomics, neuroscience, economics, and social science. Course grading will be based on quizzes, homeworks, a class presentation, and a causal data analysis project. Specific topics: treatments, exposures, and interventions; causal effects and causal effect measures; confounding bias; potential outcomes and counterfactuals; randomized experiments; observational studies; causal directed acyclic graphs (DAGs); exchangeability and conditional exchangeability; effect modification; causal interactions; nonparametric structural equations; Pearl's Back-Door Criterion, Front-Door Criterion, and related results; covariate adjustment; matching on covariates; selection bias; measurement bias; instrumental variables; causal modeling; inverse probability weighting; marginal structural models; standardization; structural nested models; outcome regression; propensity scores; sensitivity analysis. Prereq: EECs 440 or MATH 380 or STAT 312 or STAT 313 or STAT 332 or STAT 333 or Requisites Not Met permission.

CSDS 444. Computer Security. 3 Units.
General types of security attacks; approaches to prevention; secret key and public key cryptography; message authentication and hash functions; digital signatures and authentication protocols; information gathering; password cracking; spoofing; session hijacking; denial of service attacks; buffer overruns; viruses, worms, etc.; principles of secure software design, threat modeling; access control; least privilege; storing secrets; socket security; firewalls; intrusions; auditing; mobile security. Recommended preparation: EECs/CSDS/ECSE 132, EECs/ CSDS 293, EECs/CSDS 325 and EECs/CSDS 338. Offered as CSDS 344 and CSDS 444.

CSDS 448. Smartphone Security. 3 Units.
This course is designed to better prepare undergraduate and graduate students for researching and developing in the neighborhood of mobile and software security. Lectures, paper readings and presentations, in-class discussions, and projects are the main components. The course covers the basics of Android programming and a wide range of security issues and solutions concerning mobile platforms, including permission analysis, textual artifacts analysis, malware analysis, program analysis, and UI analysis. Students should expect one literature survey paper and one system-building or empirical study project on one selected security solution in mobile app security. Prereq: EECs 132 and a Graduate or Undergraduate Computer Science major.
CSDS 455. Applied Graph Theory. 3 Units.
This course serves as an introduction to many of the important aspects of graph theory. Topics include connectivity, flows, matchings, planar graphs, and graph coloring with additional topics selected from extremal graphs, random graphs, bounded treewidth graphs, social networks and small world graphs. The class will explore the underlying mathematical theory with a specific focus on the development and analysis of graph algorithms. Prereq: Graduate Student or (EECS 302 or MATH 304 or
MATH 305 or MATH 307).

CSDS 456. Data Privacy. 3 Units.
Introduction to privacy, economics and incentives, crypto-based solution for privacy, hiding data from the database user; hiding access patterns from the database owner; anonymous routing and TOR, privacy in online social networks, privacy in cellular and Wi-Fi networks, location privacy, privacy in e-cash systems, privacy in e-voting, genomic privacy. Offered as CSDS 356 and CSDS 456. Prereq: (EECS 132 and ECSE 233 and any STAT course) or (Graduate student in Computing & Info Science or Computer Engineering).

CSDS 458. Introduction to Bioinformatics. 3 Units.
Fundamental algorithmic and statistical methods in computational molecular biology and bioinformatics will be discussed. Topics include introduction to molecular biology and genetics, DNA sequence analysis, polymorphisms and personal genomics, structural variation analysis, gene mapping and haplotypeing algorithms, phylogenetic analysis, biological network analysis, and computational drug discovery. Much of the course will focus on the algorithmic techniques, including but not limited to, dynamic programming, hidden Markov models, string algorithms, graph theories and algorithms, and some representative data mining algorithms. Paper presentations and course projects are also required. Prereq: EECS 340 or Graduate standing.

CSDS 459. Bioinformatics for Systems Biology. 3 Units.

CSDS 464. Computational Perception. 3 Units.
An introduction to the information processing and computational algorithms that underlie perception. The course focuses on vision and audition but also covers other senses and various types of perceptual processing in biological systems. The motivating question is: What are the fundamental computational problems faced by perceptual systems in complex environments? The course draws from fields in engineering and the study of biological perception. Specific topics include signal detection and processing; sound localization; motion perception and estimation; sensory coding; perception of structure; active perception; perceptual invariance; attention; object, sound and speech recognition; visual and auditory scene analysis. Offered as CSDS 364 and CSDS 464. Prereq:
CSDS 132 or ENGR 131.

CSDS 465. Computer Vision. 3 Units.
The goal of computer vision is to create visual systems that recognize objects and recover structures in complex 3D scenes. This course emphasizes both the science behind our understanding of the fundamental problems in vision and the engineering that develops mathematical models and inference algorithms to solve these problems. Specific topics include feature detection, matching, and classification; visual representations and dimensionality reduction; motion detection and optical flow; image segmentation; depth perception, multi-view geometry, and 3D reconstruction; shape and surface perception; visual scene analysis and object recognition. Offered as CSDS 465 and ECSE 465.

CSDS 466. Computer Graphics. 3 Units.
Theory and practice of computer graphics: object and environment representation including coordinate transformations image extraction including perspective, hidden surface, and shading algorithms; and interaction. Covers a wide range of graphic display devices and systems with emphasis in interactive shaded graphics. Offered as CSDS 366, ECSE 366, CSDS 466 and ECSE 466. Prereq: Graduate standing or Requisites Not Met permission.

CSDS 473. Modern Robot Programming. 3 Units.
The goal of this course is to learn modern methods for building up robot capabilities using the Robot Operating System (ROS). Through a sequence of assignments, students learn how to write software to control both simulated and physical robots. Material includes: interfacing software to robot I/O; path and trajectory planning for robot arms; object identification and localization from 3-D sensing; manipulation planning; and development of graphical interfaces for supervisory robot control. Laboratory assignments are scheduled in small groups to explore implementations on specific robots. Graduate students will also perform an independent project. Offered as CSDS 373, ECSE 373, CSDS 473 and ECSE 473.

CSDS 476. Mobile Robotics. 3 Units.
Design of software systems for mobile robot control, including: motion control; sensory processing; localization and mapping; mobile-robot planning and navigation; and implementation of goal-directed behaviors. The course has a heavy lab component involving a sequence of design challenges and competitions performed in teams. Offered as CSDS 476 and ECSE 476. Prereq: EECS 373 or ECSE 473.

CSDS 477. Advanced Algorithms. 3 Units.
CSDS 478. Computational Neuroscience. 3 Units.
Computer simulations and mathematical analysis of neurons and neural circuits, and the computational properties of nervous systems. Students are taught a range of models for neurons and neural circuits, and are asked to implement and explore the computational and dynamic properties of these models. The course introduces students to dynamical systems theory for the analysis of neurons and neural learning, models of brain systems, and their relationship to artificial and neural networks. Term project required. Students enrolled in MATH 478 will make arrangements with the instructor to attend additional lectures and complete additional assignments addressing mathematical topics related to the course. Recommended preparation: MATH 223 and MATH 224 or BIOL 300 and BIOL 306. Offered as BIOL 378, COGS 378, MATH 378, BIOL 478, CSDS 478, EBM 478, ECSE 478, MATH 478 and NEUR 478.

CSDS 486. Quantum Computing, Information, and Devices. 3 Units.
An introduction to the math, physics, engineering, and computer science underlying the rapidly emerging fields of quantum computing, quantum information, and quantum devices. The course is taught by a group of faculty from physics, engineering, computer science, and math, and is geared towards students with diverse backgrounds and interests in these fields. Students will select a concentration in one of these four areas, and the coursework, while still covering all topics, will be adjusted to focus on the selected area in the most detail. Note that the listed prerequisites depend on choice of concentration. Topics will include: 1. (Mathematics) Introduction to linear algebra, convex geometry, fundamental theory of quantum information. 2. (Physics) Introduction to the quantum mechanics of two-level systems (qubits). Survey of physics and materials for qubit technologies. 3. (Computer Science) Basic quantum gates and circuits, introduction to the theory of algorithms, survey of quantum algorithms. 4. (Engineering) Quantum architectures, mapping algorithms onto circuits. The course consists of lectures, homework, and group projects. Group projects will aim to synthesize the diverse backgrounds of the students and instructors to capture the interdisciplinary nature of the field. Students taking the course for graduate credit will complete an additional literature research project and presentation, in addition to enhanced problem sets. Offered as CSDS 386, CSDS 486, ECSE 386, ECSE 486, MATH 386, MATH 486, PHYS 386, and PHYS 486. Prereq: (CSDS 233 or ECSE 233) and (CSDS 281 or ECSE 281) and (MATH 201 or MATH 307) and (MATH 223 or MATH 227) and (PHYS 122 or PHYS 124).

CSDS 487. Advanced Game Development Project. 3 Units.
This game development project course will bring together an interprofessional group of students in the fields of engineering, computer science, and art to focus on the design and development of a complete, fully functioning computer game as an interdisciplinary team. The student teams are given complete liberty to design their own fully functional games from their original concept to a playable game published in an online marketplace. Student teams will experience the entire game development cycle as they execute their projects. Responsibilities include creating a game idea, writing a story, developing the artwork, designing characters, implementing music and sound effects, programming and testing the game, and publishing the final project. Students enrolled in 487 will develop a healthcare or education virtual environment or video game in collaboration with a mentor who has expertise in the chosen area. Offered as CSDS 390, ECSE 390, CSDS 487, and ECSE 487. Prereq: Graduate student standing.

CSDS 489. Robotics I. 3 Units.

CSDS 490. Digital Image Processing. 3 Units.
Digital images are introduced as two-dimensional sampled arrays of data. The course begins with one-to-one operations such as image addition and subtraction and image descriptors such as the histogram. Basic filters such as the gradient and Laplacian in the spatial domain are used to enhance images. The 2-D Fourier transform is introduced and frequency domain operations such as high and low-pass filtering are developed. It is shown how filtering techniques can be used to remove noise and other image degradation. The different methods of representing color images are described and fundamental concepts of color image transformations and color image processing are developed. One or more advanced topics such as wavelets, image compression, and pattern recognition will be covered as time permits. Programming assignments using software such as MATLAB will illustrate the application and implementation of digital image processing. Offered as CSDS 490 and ECSE 490.

CSDS 491. Artificial Intelligence: Probabilistic Graphical Models. 3 Units.
This course is a graduate-level introduction to Artificial Intelligence (AI), the discipline of designing intelligent systems, and focuses on probabilistic graphical models. These models can be applied to a wide variety of settings from data analysis to machine learning to robotics. The models allow intelligent systems to represent uncertainties in an environment or problem space in a compact way and reason intelligently in a way that makes optimal use of available information and time. The course covers directed and undirected probabilistic graphical models, latent variable models, associated exact and approximate inference algorithms, and learning in both discrete and continuous problem spaces. Practical applications are covered throughout the course. Prereq: CSDS 391 or Requisites Not Met permission.

CSDS 493. Software Engineering. 3 Units.
Topics: Introduction to software engineering; software lifecycle models; development team organization and project management; requirements analysis and specification techniques; software design techniques; programming practices; software validation techniques; software maintenance practices; software engineering ethics. Undergraduates work in teams to complete a significant software development project. Graduate students are required to complete a research project. Offered as CSDS 393, CSDS 393N, and CSDS 493. Prereq: (Computer Science Major/ Minor or Data Science Major) and (CSDS 233 or ECSE 233) with a C or higher.
CSDS 494. Introduction to Information Theory. 3 Units.
This course is intended as an introduction to information and coding theory with emphasis on the mathematical aspects. It is suitable for advanced undergraduate and graduate students in mathematics, applied mathematics, statistics, physics, computer science and electrical engineering. Course content: Information measures-entropy, relative entropy, mutual information, and their properties. Typical sets and sequences, asymptotic equipartition property, data compression. Channel coding and capacity: channel coding theorem. Differential entropy, Gaussian channel, Shannon-Nyquist theorem. Information theory inequalities (400 level). Additional topics, which may include compressed sensing and elements of quantum information theory. Recommended preparation: MATH 201 or MATH 307. Offered as MATH 394, CSDS 394, ECSE 394, MATH 494, CSDS 494 and ECSE 494.

CSDS 496. Artificial Intelligence: Sequential Decision Making. 3 Units.
This course will study the formulation and solution of decision making problems by automated agents. Topics covered include one-shot decision making (decision trees and influence diagrams), Markov decision processes (MDPs), automated classical and probabilistic planning, reinforcement learning (RL), hierarchical planning and RL, partially observable MDPs, Bayesian RL, collaborative multi-agent systems. Recommended preparation: EECS/CSDS/ECSE 491 (Probabilistic Graphical Models). Prereq: EECS 391.

CSDS 497. Artificial Intelligence: Statistical Natural Language Processing. 3 Units.
This course gives students an overview of the state of the art in natural language processing. We will discuss computational aspects of language modeling through probabilistic models, computational approaches to syntax (parsing) and semantic representations, discourse and dialog. We will study the applications of these techniques to a variety of problems including information extraction, translation and summarization. At the end of the course a student should be able to (i) understand the various statistical models and algorithms for NLP (ii) modify them as needed or design novel approaches for specific NLP tasks and (iii) understand how to evaluate the performance of these models and compare them to alternatives. Prereq: EECS 440.

CSDS 499. Algorithmic Robotics. 3 Units.
This course introduces basic algorithmic techniques in robotic perception and planning. Course is divided into two parts. The first part introduces probabilistic modeling of robotic motion and sensing, Gaussian and nonparametric filters, and algorithms for mobile robot localization. The second part introduces fundamental deterministic and randomized algorithms for motion planning. Offered as CSDS 499 and ECSE 499. Prereq: Graduate Standing or Requisites Not Met permission.

CSDS 500. CSDS Colloquium. 0 Unit.
Seminars on current topics in Computer and Data Science.

CSDS 500T. Graduate Teaching II. 0 Unit.
This course will provide the Ph.D. candidate with experience in teaching undergraduate or graduate students. The experience is expected to involve direct student contact but will be based upon the specific departmental needs and teaching obligations. This teaching experience will be conducted under the supervision of the faculty member who is responsible for the course, but the academic advisor will assess the educational plan to ensure that it provides an educational experience for the student. Students in this course may be expected to perform one or more of the following teaching related activities: grading homeworks, quizzes, and exams, having office hours for students, running recitation sessions, providing laboratory assistance. Recommended preparation: Ph.D. student in CSDS department.

CSDS 589. Robotics II. 3 Units.
Survey of research issues in robotics. Force control, visual servoing, robot autonomy, on-line planning, high-speed control, man/machine interfaces, robot learning, sensory processing for real-time control. Primarily a project-based lab course in which students design real-time software executing on multi-processors to control an industrial robot. Recommended preparation: EECS/CSDS/ECSE 489. Offered as CSDS 589 and ECSE 589.

CSDS 600. Special Topics. 1 - 18 Units.

CSDS 600T. Graduate Teaching III. 0 Unit.
This course will provide Ph.D. candidate with experience in teaching undergraduate or graduate students. The experience is expected to involve direct student contact but will be based upon the specific departmental needs and teaching obligations. This teaching experience will be conducted under the supervision of the faculty member who is responsible for the course, but the academic advisor will assess the educational plan to ensure that it provides an educational experience for the student. Students in this course may be expected to perform one or more of the following teaching related activities running recitation sessions, providing laboratory assistance, developing teaching or lecture materials presenting lectures. Recommended preparation: Ph.D. student in CSES department.

CSDS 601. Independent Study. 1 - 18 Units.

CSDS 620. Special Topics. 1 - 18 Units.

CSDS 621. Special Projects. 1 - 18 Units.

CSDS 651. Thesis M.S.. 1 - 18 Units.
Credit as arranged.

CSDS 656. Project M.S.. 1 - 9 Units.
Research course taken by Plan B M.S. students. Prereq: Enrolled in the EECS Plan B MS Program.

CSDS 701. Dissertation Ph.D.. 1 - 9 Units.
Credit as arranged.

Department of Electrical, Computer, and Systems Engineering

Glennan Building (7071)
https://engineering.case.edu/electrical-computer-and-systems-engineering
Phone: 216.368.2800; Fax: 216.368.6888
Pedram Mohseni, Professor and Chair of Electrical, Computer, and Systems Engineering (ECSE)
pedram.mohseni@case.edu

Effective as of June 1, 2019, the Electrical Engineering and Computer Science Department in the Case School of Engineering has been renamed to be the Department of Electrical, Computer, and Systems Engineering (ECSE).

The ECSE Department spans a spectrum of topics from (i) materials, devices, circuits, and processors through (ii) control, signal processing, and systems analysis to (iii) human-machine interfaces, computation, computer systems, embedded systems and networking. The ECSE Department at Case Western Reserve supports three synergistic degree programs: Electrical Engineering, Computer Engineering, and Systems & Control Engineering. Each degree program leads to the Bachelor of Science degree at the undergraduate level. At the graduate level, the department offers the Master of Science and Doctor of Philosophy
degrees in Electrical Engineering, Computer Engineering, and Systems & Control Engineering. We offer minors in Electrical Engineering, Computer Engineering, Systems & Control Engineering, and also in Computer Gaming, and Electronics. For supplemental information to this bulletin as well as the latest updates, please visit the ECSE Department website at https://engineering.case.edu/electrical-computer-and-systems-engineering/.

ECSE is at the heart of modern technology. ECSE disciplines are responsible for the devices and microprocessors powering our computers and embedded into everyday devices, from cell phones and tablets to automobiles and airplanes. Healthcare is increasing in demand for ECSE technologies: micro/nano-systems, electronics/instrumentation, implantable systems, embedded microprocessors, wireless medical devices, surgical robots, imaging, system biology, and visualization. The future of energy will be profoundly impacted by ECSE technologies, from smart appliances connected to the Internet, smart buildings that incorporate distributed sensing and control, to the envisioned smart grid that must be controlled, stabilized, and kept secure over an immense network. ECSE drives job creation and starting salaries in our fields are consistently ranked at the top of all college majors. Our graduates work in cutting-edge companies—from giants to start-ups, in a variety of technology sectors, including computer and internet, healthcare and medical devices, manufacturing and automation, automotive and aerospace, defense, finance, energy, and consulting.

Educational Philosophy

The ECSE department is dedicated to developing high-quality graduates who will take positions of leadership as their careers advance. We recognize that the increasing role of technology in virtually every facet of our society, life, and culture makes it vital that our students have access to progressive and cutting-edge higher education programs. The core values for all of the degree programs in the department are:

- mastery of fundamentals
- creativity
- social awareness
- leadership skills
- professionalism

Stressing excellence in these core values helps to ensure that our graduates are valued and contributing members of our global society and that they will carry on the tradition of engineering leadership established by our alumni.

Our goal is to graduate students who have fundamental technical knowledge of their profession and the requisite technical breadth and communications skills to become leaders in creating the new techniques and technologies which will advance their fields. To achieve this goal, the department offers a wide range of technical specialties consistent with the breadth of electrical engineering, computer engineering, and systems & control engineering, including recent developments in the fields. Because of the rapid pace of advancement in these fields, our degree programs emphasize a broad and foundational science and technology background that equips students for future developments. Our programs include a wide range of electives and our students are encouraged to develop individualized programs which can combine many aspects of electrical engineering, computer engineering, and systems & control engineering.

Research

The research thrusts of the Electrical, Computer, and Systems Engineering department include:

1. Micro/Nano Systems
2. Electronics and Instrumentation
3. Robotics and Human-Machine Interfaces
4. Embedded Systems, including VLSI and FPGA design
6. Systems Biology
7. Machine Learning and Data Mining
8. Computer Networks and Distributed Systems
9. Energy Systems, including Wind and Power Grid Management/Control
10. Gaming, Simulation, Optimization
11. Medical Informatics and Wireless Health

ECSE participates in a number of groundbreaking collaborative research and educational programs, including the Microelectromechanical Systems Research Program, the Center for Computational Genomics, graduate program in Systems Biology and Bioinformatics, the Clinical & Translational Science Collaborative, the Great Lakes Energy Institute, and the VA Center for Advanced Platform Technology.

Faculty

Marc Buchner, PhD
(Michigan State University)
Associate Professor
Computer gaming and simulation, virtual reality, software-defined radio, wavelets, joint time-frequency analysis

M. Cenk Cavusoglu, PhD
(University of California, Berkeley)
Nord Professor of Engineering
Robotics, systems and control theory, and human-machine interfaces; with emphasis on medical robotics, haptics, virtual environments, surgical simulation, and bio-system modeling and simulation

Vira Chankong, PhD
(Case Western Reserve University)
Associate Professor
Large-scale optimization; logic-based optimization; multi-objective optimization; optimization applications in radiation therapy treatment planning, medical imaging, manufacturing and production systems, and engineering design problems

Michael Fu, PhD
(Case Western Reserve University)
Timothy E. and Allison L. Schroeder Assistant Professor
Neuro-rehabilitation and motor-relearning, with emphasis on virtual environments, neuromuscular electrical stimulation, and haptic interfaces

Mario Garcia-Sanz, DrEng
(University of Navarra, Spain)
Professor
Robust and nonlinear control, quantitative feedback theory, multivariable control, dynamic systems, systems modeling and identification; energy innovation, wind energy, spacecraft, electrical, mechanical, environmental and industrial applications
Evren Gurkan-Cavusoglu, PhD
(Middle East Technical University)
Associate Professor
Systems and control theory, systems biology, computational biology, biological system modeling, signal processing applied to biological systems, signal processing

Hossein Miri Lavasani, PhD
(The Georgia Institute of Technology)
Assistant Professor
High performance integrated circuits and systems, Low power interface circuits for MEMS and sensors

Gregory S. Lee, PhD
(University of Washington)
Assistant Professor
Haptic devices, including low-power design and effects on perception; applications to robotic surgery and telesurgery; secure teleoperation

Pan Li, PhD
(University of Florida)
Associate Professor
Networks, Cybersecurity, Big data, Cyber-physical systems, Bioinformatics

Wei Lin, PhD
(Washington University in St. Louis)
Professor
Nonlinear control, dynamic systems and homogeneous systems theory, H-infinity and robust control, adaptive control, system parameter estimation and fault detection, nonlinear control applications to under-actuated mechanical systems, biologically-inspired systems and systems biology

Kenneth A. Loparo, PhD
(Case Western Reserve University)
Arthur L. Parker Professor
Stability and control of nonlinear and stochastic systems; fault detection, diagnosis, and prognosis; recent applications work in advanced control and failure detection of rotating machines, signal processing for the monitoring and diagnostics of physiological systems, and modeling, analysis, and control of power and energy systems

Behnam Malakooti, PhD, PE
(Purdue University)
Professor
Risk analysis and prediction, design and multiple-objective optimization of manufacturing/production/operations systems, NASA intelligent internet protocol systems and networks, feed-forward artificial neural networks, intelligent decision making

Mehran Mehregany, PhD
(Massachusetts Institute of Technology)
Professor
Research and development at the intersections of micro/nano-electromechanical systems, semiconductor silicon carbide and integrated circuits

Pedram Mohseni, PhD
(University of Michigan)
Goodrich Professor of Engineering Innovation and Chair
Biomedical microsystems, bioelectronics, wireless neural interfaces, CMOS interface circuits for MEMS, low-power wireless sensing/actuating microsystems

Wyatt S. Newman, PhD, PE
(Massachusetts Institute of Technology)
Professor
Mechatronics, high-speed robot design, force- and vision-based machine control, artificial reflexes for autonomous machines, rapid prototyping, agile manufacturing, mobile robotic platforms

Christos Papachristou, PhD
(Johns Hopkins University)
Professor
VLSI design and CAD, computer architecture and parallel processing, design automation, embedded system design

Daniel Saab, PhD
(University of Illinois at Urbana-Champaign)
Associate Professor
Computer architecture, VLSI system design and test, CAD design automation

Sree N. Sreenath, PhD
(University of Maryland)
Professor
Systems biology complexity research (modeling, structural issues, and simulation); cell signaling, population behavior, and large-scale behavior; global issues and sustainable development

Christian A. Zorman, PhD
(Case Western Reserve University)
F. Alex Nason Professor
Materials and processing techniques for MEMS and NEMS, wide bandgap semiconductors, development of materials and fabrication techniques for polymer-based MEMS and bioMEMS

Secondary Faculty Appointments

Vipin Chaudhary, PhD
(University of Texas at Austin)
Professor, Computer and Data Sciences

Kathryn Daltorio, PhD
(Case Western Reserve University)
Assistant Professor, Mechanical & Aerospace Engineering

Dominique Durand, Ph.D.
(University of Toronto)
Professor, Biomedical Engineering

Mark Griswold, PhD
(University of Würzburg, Germany)
Professor, Radiology

Anant Madabhushi, Ph.D.
(University of Pennsylvania)
Professor, Biomedical Engineering
Roger D. Quinn, PhD  
(Virginia Polytechnic Institute and State University)  
Professor, Mechanical and Aerospace Engineering

Satya S. Sahoo, PhD  
(Wright State University)  
Associate Professor, Dept of Population & Quantitative Health Sciences

Peter Thomas, PhD  
(University of Chicago)  
Associate Professor, Mathematics, Applied Mathematics, and Statistics

Dustin Tyler, PhD  
(Case Western Reserve University)  
Professor, Biomedical Engineering

Satish Viswanath, PhD  
(Rutgers University)  
Assistant Professor, Biomedical Engineering

Xiong (Bill) Yu, PhD, PE  
(Purdue University)  
Professor, Civil and Environmental Engineering

Research Faculty

Mahdi Bayat, PhD  
(University of Minnesota)  
Research Assistant Professor  
Signal processing, biomedical imaging, machine learning

Farhad Kaffashi, PhD  
(Case Western Reserve University)  
Research Assistant Professor  
Signal processing of physiological time series data, systems and control

Michael A. Suster, Ph.D.  
(Case Western Reserve University)  
Research Assistant Professor  
Point-of-care diagnostic platforms, sensors, circuits, and microsystems

Adjunct Faculty Appointments

Hanieh Agharazi, PhD  
(Case Western Reserve University)  
Adjunct Assistant Professor

Nicholas Barendt, MSEE  
(Case Western Reserve University)  
Adjunct Sr. Instructor

Michael S. Branicky, ScD, PE  
(Massachusetts Institute of Technology)  
Adjunct Professor

Philip Feng, Ph.D.  
(California Institute of Technology)  
Adjunct Professor

Roberto Galan, PhD  
(Humboldt Universität zu Berlin, Germany)  
Adjunct Associate Professor

Suparek Janjarasjitt, PhD  
(Case Western Reserve University)  
Adjunct Assistant Professor

David Kazdan, Ph.D.  
(Case Western Reserve University)  
Adjunct Assistant Professor

Soumyajit Mandal, Ph.D.  
(Massachusetts Institute of Technology)  
Adjunct Associate Professor

Amit Sinha, PhD  
(Case Western Reserve University)  
Adjunct Assistant Professor

Benjamin Vandendriessche, PhD  
(Ghent University)  
Adjunct Professor

Francis G. Wolff, Ph.D.  
(Case Western Reserve University)  
Adjunct Associate Professor

Olaf Wolkenhauer, PhD  
(UMIST, Manchester)  
Adjunct Professor

Lawrence Sears  
(Case Western Reserve University)  
Adjunct Instructor

Nicole Seiberlich, PhD  
(Universitaet Wuerzburg, Wuerzburg)  
Adjunct Associate Professor

Emeritus Faculty

Sheldon Gruber, PhD  
Emeritus Professor  
Electrical Engineering and Applied Physics

Francis "Frank" L. Merat, PhD, PE  
(Case Western Reserve University)  
Emeritus Professor  
Computer and robot vision, digital image processing, sensors, titanium capacitors and power electronics; RF and wireless systems; optical sensors; engineering education
Undergraduate Programs
The ECSE department offers programs leading to degrees in:

1. Electrical Engineering (Bachelor of Science in Engineering)
2. Computer Engineering (Bachelor of Science in Engineering)
3. Systems and Control Engineering (Bachelor of Science in Engineering)

These programs provide students with a strong background in the fundamentals of mathematics, science, and engineering. Students can use their technical and open electives to pursue concentrations in bioelectrical engineering, complex systems, automation and control, digital systems design, embedded systems, micro/nano systems, robotics and intelligent systems, signal processing and communications. In addition to an excellent technical education, all students in the department are exposed to societal issues, ethics, professionalism, and have the opportunity to develop leadership and creativity skills.

Bachelor of Science in Electrical Engineering
The Bachelor of Science in Engineering degree program with a major in Electrical Engineering provides our students with a broad foundation in electrical engineering through combined classroom and laboratory work which prepares our students for entering the profession of electrical engineering, as well as for further study at the graduate level.

The Bachelor of Science in Engineering degree program with a major in Electrical Engineering is accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org/.

Mission
The educational mission of the electrical engineering program is to graduate students who have fundamental technical knowledge of their profession and the requisite technical breadth and communications skills to become leaders in creating the new techniques and technologies that will advance the general field of electrical engineering.

Program Educational Objectives
1. Graduates will be successful professionals obtaining positions appropriate to their background, interests, and education.
2. Graduates will use continuous learning opportunities to improve and enhance their professional skills.
3. Graduates will demonstrate leadership in their profession.

Student Outcomes
As preparation for achieving the above educational objectives, the Bachelor of Science in Engineering degree program with a major in Electrical Engineering is designed so that students attain:

• an ability to apply knowledge of mathematics, science, and engineering
• an ability to design and conduct experiments, as well as to analyze and interpret data
• an ability to design a system, component, or process to meet desired needs
• an ability to function in multi-disciplinary teams
• an ability to identify, formulate, and solve engineering problems
• an understanding of professional and ethical responsibility
• an ability to communicate effectively

Core courses provide our students with a strong background in signals and systems, computers, electronics (both analog and digital), and semiconductor devices. Students are required to develop depth in at least one of the following technical areas: signals and systems, solid state, computer hardware, computer software, control, circuits, robotics, and biomedical applications. Each electrical engineering student must complete the following requirements:

Major in Electrical Engineering
In addition to engineering general education requirements (p. 1292) and university general education requirements (p. 1212), the major requires the following courses:

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<thead>
<tr>
<th>Major Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 245</td>
</tr>
<tr>
<td>ECSE 246</td>
</tr>
<tr>
<td>ECSE 281</td>
</tr>
<tr>
<td>ECSE 309</td>
</tr>
<tr>
<td>ECSE 313</td>
</tr>
<tr>
<td>ECSE 321</td>
</tr>
</tbody>
</table>

Core courses provide our students with a strong background in signals and systems, computers, electronics (both analog and digital), and semiconductor devices. Students are required to develop depth in at least one of the following technical areas: signals and systems, solid state, computer hardware, computer software, control, circuits, robotics, and biomedical applications. Each electrical engineering student must complete the following requirements:

Technical Elective Requirement
Each student must complete eighteen (18) credit hours of approved technical electives. Technical electives shall be chosen to fulfill the depth requirement (see next) and otherwise increase the student’s understanding of electrical engineering. Technical electives not used to satisfy the depth requirement are more generally defined as any course related to the principles and practice of electrical engineering. This includes all ECSE courses at the 200 level and above and can include courses from other programs. All non-ECSE technical electives must be approved by the student’s academic advisor.

Statistics Requirement

<table>
<thead>
<tr>
<th>Statistics Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 332</td>
</tr>
</tbody>
</table>

*STAT 333 Uncertainty in Engineering and Science may be substituted with approval of advisor

Design Requirement

<table>
<thead>
<tr>
<th>Design Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 398</td>
</tr>
<tr>
<td>ECSE 399</td>
</tr>
</tbody>
</table>

In consultation with a faculty advisor, a student completes the program by selecting technical and open elective courses that provide in-depth training in one or more of a spectrum of specialties, such as, control, signal processing, electronics, integrated circuit design and fabrication, and robotics. With the approval of the advisor, a student may emphasize other specialties by selecting elective courses from other programs or departments.

Additionally, math and statistics classes are highly recommended as an integral part of the student’s technical electives to prepare for work in industry and government and for graduate school. The following math/
statistics classes are recommended and would be accepted as approved technical electives:

- MATH 201 Introduction to Linear Algebra for Applications
- MATH 307 Linear Algebra
- MATH 330 Introduction to Scientific Computing
- MATH 380 Introduction to Probability

Other Math/Statistics may be used as technical electives with the approval of the student’s academic advisor.

Many courses have integral or associated laboratories in which students gain “hands-on” experience with electrical engineering principles and instrumentation. Students have ready access to the teaching laboratory facilities and are encouraged to use them during non-scheduled hours in addition to the regularly scheduled laboratory sessions. Opportunities also exist for undergraduate student participation in the wide spectrum of research projects being conducted in the department.

Depth Requirement
Each student must show a depth of competence in one technical area by taking at least three courses from one of the following areas. This depth requirement may be met using a combination of the above core courses and a selection of open and technical electives. Alternative depth areas may be considered by petition to the program faculty.

Area I: Signals & Control
ECSE 304  Control Engineering I with Laboratory 3
ECSE 313  Signal Processing 3
ECSE 351  Communications and Signal Analysis 3
ECSE 354  Digital Communications 3
ECSE 374  Advanced Control and Energy Systems 3
ECSE 375  Applied Control 3
ECSE 490  Digital Image Processing 3
MATH 307  Linear Algebra 3

Area II: Computer Software
CSDS 293  Software Craftsmanship 4
CSDS 302  Discrete Mathematics 3
CSDS 310  Algorithms 3
CSDS 391  Introduction to Artificial Intelligence 3
CSDS 393  Software Engineering 3
ECSE 233  Introduction to Data Structures 4
ECSE 338  Intro to Operating Systems and Concurrent Programming 4
ECSE 373  Modern Robot Programming 3
ECSE 473  Modern Robot Programming 3

Area III: Solid State
ECSE 321  Semiconductor Electronic Devices 4
ECSE 322/415  Integrated Circuits and Electronic Devices 3
ECSE 422  Solid State Electronics II 3
PHYS 221  Introduction to Modern Physics 3

Area IV: Circuits
EBME 310  Principles of Biomedical Instrumentation 3
ECSE 245  Electronic Circuits 4
ECSE 326  Instrumentation Electronics 3
ECSE 344  Electronic Analysis and Design 3
ECSE 371  Applied Circuit Design 4
ECSE 426  MOS Integrated Circuit Design 3

Area V: Computer Hardware
ECSE 281  Logic Design and Computer Organization 4
ECSE 301  Digital Logic Laboratory 2
ECSE 314  Computer Architecture 3
ECSE 315  Digital Systems Design 4
ECSE 317  Computer Design - FPGAs 3
ECSE 318  VLSI/CAD 4

Area VI: Biomedical Applications
EBME 201  Physiology-Biophysics I (and 2 of the following 4 courses) 3
EBME 310  Principles of Biomedical Instrumentation 3
EBME 320  Biomedical Imaging 3
EBME 327  Bioelectric Engineering 3
EBME 401D  Biomedical Instrumentation and Signal Processing 3

Area VII: Robotics
ECSE 246  Signals and Systems 4
ECSE 275  Fundamentals of Robotics 4
ECSE 304  Control Engineering I with Laboratory 3
ECSE 373  Modern Robot Programming 3
or ECSE 473  Modern Robot Programming 3
ECSE 376  Mobile Robotics 4
or ECSE 476  Mobile Robotics 4
ECSE 484  Computational Intelligence I: Basic Principles 3
ECSE 489  Robotics I 3

Suggested Program of Study: Major in Electrical Engineering
The following is a suggested program of study. Current students should always consult their advisors and their individual graduation requirement plans as tracked in SIS http://sis.case.edu.

First Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
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<tbody>
<tr>
<td>SAGES First Year Seminar*</td>
<td>4</td>
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<tr>
<td>Principles of Chemistry for Engineers (CHEM 111)**</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Calculus for Science and Engineering I (MATH 121)**</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elementary Computer Programming (ENGR 131)**</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Open elective</td>
<td>3</td>
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</tr>
<tr>
<td>PHED (2 half semester courses)*</td>
<td>0</td>
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</tr>
<tr>
<td>SAGES University Seminar</td>
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<td></td>
</tr>
<tr>
<td>General Physics I - Mechanics (PHYS 121)**</td>
<td>4</td>
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<tr>
<td>Calculus for Science and Engineering II (MATH 122)**</td>
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</tbody>
</table>
Chemistry of Materials (ENGR 145)** 4
PHED (2 half semester courses)* 0
Year Total: 18 15

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>General Physics II - Electricity and Magnetism (PHYS 122)**,b</td>
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<td>Calculus for Science and Engineering III (MATH 223)**</td>
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<td>Introduction to Circuits and Instrumentation (ENGR 210)**</td>
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<td>Logic Design and Computer Organization (ECSE 281)</td>
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<td>SAGES University Seminar*</td>
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<tr>
<td>Thermodynamics, Fluid Dynamics, Heat and Mass Transfer (ENGR 225)**</td>
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<tr>
<td>Elementary Differential Equations (MATH 224)**</td>
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<td>Electronic Circuits (ECSE 245)</td>
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<tr>
<td>Electromagnetic Fields I (ECSE 309)</td>
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<td>Year Total: 15 17</td>
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<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Breadth elective**</td>
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<tr>
<td>Statics and Strength of Materials (ENGR 200)**</td>
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<td>Statistics for Signal Processing (STAT 332)</td>
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<tr>
<td>Approved technical elective</td>
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<td>Signals and Systems (ECSE 246)</td>
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<td>Breadth elective**</td>
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<td>Approved technical elective</td>
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<tr>
<td>Professional Communication for Engineers (ENGL 398)**</td>
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<td>Semiconductor Electronic Devices (ECSE 321)</td>
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<td>Signal Processing (ECSE 313)</td>
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<tr>
<td>Year Total: 16 16</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>Breadth elective**</td>
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<td></td>
</tr>
<tr>
<td>Approved technical elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Approved technical elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Open elective</td>
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<td></td>
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<tr>
<td>Engineering Projects I (ECSE 398)</td>
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<td></td>
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<td>Breadth elective**</td>
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<td></td>
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<tr>
<td>Approved technical elective</td>
<td>3</td>
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<tr>
<td>Approved technical elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Open elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Engineering Projects II (ECSE 399)</td>
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<td></td>
</tr>
<tr>
<td>Year Total: 16 15</td>
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<td></td>
</tr>
</tbody>
</table>

**Total Units in Sequence: 128**

* University general education requirement

** Engineering general education requirement

b Selected students may be invited to take PHYS 123 Physics and Frontiers I - Mechanics and PHYS 124 Physics and Frontiers II - Electricity and Magnetism in place of PHYS 121 General Physics I - Mechanics and PHYS 122 General Physics II - Electricity and Magnetism.

c Students may replace STAT 332 Statistics for Signal Processing with STAT 333 Uncertainty in Engineering and Science if approved by their advisor.

d Technical electives will be chosen to fulfill the depth requirement and otherwise increase the student's understanding of electrical engineering. Courses used to satisfy the depth requirement must come from the department's list of depth areas and related courses. Technical electives not used to satisfy the depth requirement are more generally defined as any course related to the principles and practice of electrical engineering. This includes all ECSE courses at the 200 level and above, and can include courses from other programs. All non-ECSE technical electives must be approved by the student's advisor.

e BS/MS students may double count ECSE 651 Thesis M.S. to fulfill the ECSE 399 Engineering Projects II requirement.

f CO-OP students may obtain design credit for ECSE 399 Engineering Projects II if their co-op assignment included significant design responsibility; however, the student is still responsible for such course obligations as reports, presentations, and ethics assignments. Design credit and fulfillment of remaining course responsibilities are arranged through the course instructor.

g At least 10 of the 14 required Electrical Engineering courses (ECSE 281 Logic Design and Computer Organization, ECSE 245 Electronic Circuits, ECSE 246 Signals and Systems, ECSE 309 Electromagnetic Fields I, ECSE 313 Signal Processing, ECSE 321 Semiconductor Electronic Devices, ECSE 398 Engineering Projects I, ECSE 399 Engineering Projects II and the six technical electives) in the Electrical Engineering BS program must be satisfied by courses in the ECSE department.

Double Major: Systems and Control Engineering & Electrical Engineering

The department also offers a double major in Systems and Control Engineering and Electrical Engineering. Students pursuing the Bachelor of Science in Engineering degree program with a major in Electrical Engineering can take the following courses as technical and open electives to earn a second major in Systems and Control Engineering:

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 216 Fundamental System Concepts</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ECSE 304 Control Engineering I with Laboratory</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ECSE 305 Control Engineering I Laboratory</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ECSE 324 Modeling and Simulation of Continuous Dynamical Systems</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ECSE 342 Introduction to Global Issues</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ECSE 352 Engineering Economics and Decision Analysis</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
are required for the electronics minor:

The students' skills and distribution requirements. The following courses credit hours, of which 10 credit hours may be used to satisfy portions of College of Arts and Sciences. This program requires the completion of 31

The department also offers a minor in electronics for students in the

Minor in Electronics

Students enrolled in degree programs other than Electrical Engineering can have a minor specialization by completing the following courses:

Approved technical elective

ECSE 245 Electronic Circuits 4
ECSE 246 Signals and Systems 4
ECSE 281 Logic Design and Computer Organization 4
ECSE 309 Electromagnetic Fields I 3

Total Units 18

Bachelor of Science in Systems and Control Engineering

The Bachelor of Science in Engineering degree program with a major in Systems and Control Engineering provides our students with the basic

Program Educational Objectives

1. Graduates apply systems methodology to multi-disciplinary projects that include technical, social, environmental, and/or economic factors.
2. Graduates use systems understanding, thinking and problem-solving skills to analyze and design systems or processes that respond to technical and societal needs.
3. Graduates use teamwork, leadership, communication, and management skills to facilitate multidisciplinary projects that bring together practitioners of various engineering fields in an effective, professional, and ethical manner.

Student Outcomes

• an ability to apply knowledge of mathematics, science, and engineering
• an ability to design and conduct experiments, as well as to analyze and interpret data
• an ability to design a system, component, or process to meet desired needs
• an ability to function in multi-disciplinary teams
• an ability to identify, formulate, and solve engineering problems
• an understanding of professional and ethical responsibility
• an ability to communicate effectively
Major in Systems and Control Engineering

In addition to engineering general education requirements (p. 1292) and university general education requirements (p. 1212), the major requires the following courses:

**Major Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 216</td>
<td>Fundamental System Concepts</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 246</td>
<td>Signals and Systems</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 304</td>
<td>Control Engineering I with Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 305</td>
<td>Control Engineering I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>ECSE 313</td>
<td>Signal Processing</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 324</td>
<td>Modeling and Simulation of Continuous Dynamical Systems</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 342</td>
<td>Introduction to Global Issues</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 346</td>
<td>Engineering Optimization</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 352</td>
<td>Engineering Economics and Decision Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 399</td>
<td>Engineering Projects II</td>
<td>3</td>
</tr>
<tr>
<td>OPRE 432</td>
<td>Computer Simulation</td>
<td>3</td>
</tr>
</tbody>
</table>

Fifteen hours of approved technical electives including at least 9 hours of approved courses to constitute a depth of study.

**Breadth Requirement**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 201</td>
<td>Introduction to Linear Algebra for Applications</td>
<td>3</td>
</tr>
<tr>
<td>STAT 332</td>
<td>Statistics for Signal Processing</td>
<td>3</td>
</tr>
</tbody>
</table>

**Statistics Requirement**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 332</td>
<td>Statistics for Signal Processing *</td>
<td>3</td>
</tr>
<tr>
<td>* STAT 333</td>
<td>Uncertainty in Engineering and Science may be substituted with approval of advisor</td>
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</table>

**Design Requirement**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 398</td>
<td>Engineering Projects I</td>
<td>4</td>
</tr>
</tbody>
</table>

**Depth Requirement**

Each student must show a depth of competence in one technical area by taking at least three courses from one of the three tracks/program concentration areas, namely energy systems, control systems and data analytics, listed below:

**Track 1: Energy Systems**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 368</td>
<td>Power System Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 369</td>
<td>Power System Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 370</td>
<td>Smart Grid</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 374</td>
<td>Advanced Control and Energy Systems</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 375</td>
<td>Applied Control</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 281</td>
<td>Logic Design and Computer Organization</td>
<td>4</td>
</tr>
</tbody>
</table>

**Track 2: Control Systems**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 374</td>
<td>Advanced Control and Energy Systems</td>
<td>3</td>
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<tr>
<td>ECSE 375</td>
<td>Applied Control</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 281</td>
<td>Logic Design and Computer Organization</td>
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</tbody>
</table>

**Track 3: Data Analytics**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>CSDS 339</td>
<td>Web Data Mining</td>
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<tr>
<td>CSDS 435</td>
<td>Data Mining</td>
<td>3</td>
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<tr>
<td>ECSE 452</td>
<td>Random Signals</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 490</td>
<td>Digital Image Processing</td>
<td>3</td>
</tr>
<tr>
<td>OPRE 433</td>
<td>Statistical Data Analytics for Supply Chain</td>
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<tr>
<td>STAT 325</td>
<td>Data Analysis and Linear Models</td>
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</tr>
<tr>
<td>STAT 326</td>
<td>Multivariate Analysis and Data Mining</td>
<td>3</td>
</tr>
</tbody>
</table>

**Suggested Program of Study: Major in Systems and Control Engineering**

The following is a suggested program of study. Current students should always consult their advisors and their individual graduation requirement plans as tracked in SIS (http://sis.case.edu/).

**First Year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>SAGES First Year Seminar*</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Principles of Chemistry for Engineers (CHEM 111)**</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Calculus for Science and Engineering I (MATH 121)**</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Elementary Computer Programming (ENGR 131)**</td>
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<td>3</td>
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<tr>
<td>Open elective</td>
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</tr>
<tr>
<td>PHED (2 half semester courses)*</td>
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</table>

*Technical Elective from the Energy Systems or Data Analytics tracks | 3

**Business/Manufacturing Analytics**

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>BAFI 361</td>
<td>Empirical Analysis in Finance</td>
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<tr>
<td>ECSE 350</td>
<td>Operations and Systems Design</td>
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</tr>
<tr>
<td>ECSE 360</td>
<td>Manufacturing and Automated Systems</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 490</td>
<td>Digital Image Processing</td>
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<tr>
<td>MKMR 310</td>
<td>Marketing Analytics</td>
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<td>OPMT 475</td>
<td>Global Supply Chain Logistics</td>
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**Healthcare Analytics**

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<tbody>
<tr>
<td>BIOL 304</td>
<td>Fitting Models to Data: Maximum Likelihood Methods and Model Selection</td>
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<tr>
<td>EBME 410</td>
<td>Medical Imaging Fundamentals</td>
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</tr>
<tr>
<td>ECSE 319</td>
<td>Applied Probability and Stochastic Processes for Biology</td>
<td>3</td>
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<td>MATH 378</td>
<td>Computational Neuroscience</td>
<td>3</td>
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<tr>
<td>SYBB 421</td>
<td>Fundamentals of Clinical Information Systems</td>
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**Energy Systems Analytics**

<table>
<thead>
<tr>
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<th>Course Title</th>
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**Suggested Program of Study: Major in Systems and Control Engineering**

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<td>4</td>
</tr>
<tr>
<td>Calculus for Science and Engineering I (MATH 121)**</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Elementary Computer Programming (ENGR 131)**</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Open elective</td>
<td></td>
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</tr>
<tr>
<td>PHED (2 half semester courses)*</td>
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</table>

*Technical Elective from the Energy Systems or Data Analytics tracks | 3

**Track 3: Data Analytics**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSDS 339</td>
<td>Web Data Mining</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 435</td>
<td>Data Mining</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 452</td>
<td>Random Signals</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 490</td>
<td>Digital Image Processing</td>
<td>3</td>
</tr>
<tr>
<td>OPRE 433</td>
<td>Statistical Data Analytics for Supply Chain</td>
<td>3</td>
</tr>
<tr>
<td>STAT 325</td>
<td>Data Analysis and Linear Models</td>
<td>3</td>
</tr>
<tr>
<td>STAT 326</td>
<td>Multivariate Analysis and Data Mining</td>
<td>3</td>
</tr>
</tbody>
</table>

**"Core Tools" list:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSDS 339</td>
<td>Web Data Mining</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 435</td>
<td>Data Mining</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 452</td>
<td>Random Signals</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 490</td>
<td>Digital Image Processing</td>
<td>3</td>
</tr>
<tr>
<td>OPRE 433</td>
<td>Statistical Data Analytics for Supply Chain</td>
<td>3</td>
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</tbody>
</table>

**"Application" lists:**

**Business/Manufacturing Analytics**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAFI 361</td>
<td>Empirical Analysis in Finance</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 350</td>
<td>Operations and Systems Design</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 360</td>
<td>Manufacturing and Automated Systems</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 490</td>
<td>Digital Image Processing</td>
<td>3</td>
</tr>
<tr>
<td>MKMR 310</td>
<td>Marketing Analytics</td>
<td>3</td>
</tr>
<tr>
<td>OPMT 475</td>
<td>Global Supply Chain Logistics</td>
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**Healthcare Analytics**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>BIOL 304</td>
<td>Fitting Models to Data: Maximum Likelihood Methods and Model Selection</td>
<td>3</td>
</tr>
<tr>
<td>EBME 410</td>
<td>Medical Imaging Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 319</td>
<td>Applied Probability and Stochastic Processes for Biology</td>
<td>3</td>
</tr>
<tr>
<td>MATH 378</td>
<td>Computational Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>SYBB 421</td>
<td>Fundamentals of Clinical Information Systems</td>
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**Energy Systems Analytics**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ECSE 370</td>
<td>Smart Grid</td>
<td>3</td>
</tr>
</tbody>
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**Suggested Program of Study: Major in Systems and Control Engineering**

The following is a suggested program of study. Current students should always consult their advisors and their individual graduation requirement plans as tracked in SIS (http://sis.case.edu/).

**First Year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>SAGES First Year Seminar*</td>
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<tr>
<td>Principles of Chemistry for Engineers (CHEM 111)**</td>
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<tr>
<td>Calculus for Science and Engineering I (MATH 121)**</td>
<td></td>
<td>4</td>
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<tr>
<td>Elementary Computer Programming (ENGR 131)**</td>
<td></td>
<td>3</td>
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<tr>
<td>Open elective</td>
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</tr>
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<td>PHED (2 half semester courses)*</td>
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</tr>
<tr>
<td>Course</td>
<td>Units</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>General Physics I - Mechanics (PHYS 121)**</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Calculus for Science and Engineering II (MATH 122)**</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Chemistry of Materials (ENGR 145)**</td>
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<td></td>
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<tr>
<td>PHED (2 half semester courses)</td>
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**Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>General Physics II - Electricity and Magnetism (PHYS 122)**</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Calculus for Science and Engineering III (MATH 223)**</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Introduction to Circuits and Instrumentation (ENGR 210)**</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Statistics for Signal Processing (STAT 332)</td>
<td>3</td>
<td></td>
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<tr>
<td>SAGES University Seminar*</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Elementary Differential Equations (MATH 224)**</td>
<td>3</td>
<td></td>
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<tr>
<td>Statics and Strength of Materials (ENGR 200)**</td>
<td>3</td>
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<tr>
<td>Thermodynamics, Fluid Dynamics, Heat and Mass Transfer (ENGR 225)**</td>
<td>4</td>
<td></td>
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<tr>
<td>Introduction to Linear Algebra for Applications (MATH 201)</td>
<td>3</td>
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<tr>
<td>Fundamental System Concepts (ECSE 216)</td>
<td>3</td>
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<td>Year Total:</td>
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**Third Year**

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<thead>
<tr>
<th>Course</th>
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<th>Spring</th>
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<tr>
<td>Breadth elective**</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Approved technical elective*c</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Signals and Systems (ECSE 246)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Modeling and Simulation of Continuous Dynamical Systems (ECSE 324)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Introduction to Global Issues (ECSE 342)</td>
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<td></td>
</tr>
<tr>
<td>Breadth elective**</td>
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<td></td>
</tr>
<tr>
<td>Computer Simulation (OPRE 432)</td>
<td>3</td>
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<tr>
<td>Control Engineering I with Laboratory (ECSE 304)</td>
<td>3</td>
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<tr>
<td>Control Engineering I Laboratory (ECSE 305)</td>
<td>1</td>
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<tr>
<td>Engineering Optimization (ECSE 346)</td>
<td>3</td>
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<tr>
<td>Signal Processing (ECSE 313)</td>
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**Fourth Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>Breadth elective**</td>
<td>3</td>
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</tr>
<tr>
<td>Professional Communication for Engineers (ENGL 398)**</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Professional Communication for Engineers (ENGR 398)**</td>
<td>1</td>
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<tr>
<td>Approved technical elective*c</td>
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<tr>
<td>Engineering Economics and Decision Analysis (ECSE 352)</td>
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<td></td>
</tr>
<tr>
<td>Engineering Projects I (ECSE 398)</td>
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<td></td>
</tr>
<tr>
<td>Breadth elective**</td>
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**Approved technical elective*c**

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Units in Sequence:</td>
<td>129</td>
<td></td>
</tr>
<tr>
<td>Hours Required for Graduation: 129</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* University general education requirement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>** Engineering general education requirement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a Selected students may be invited to take PHYS 123 Physics and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frontiers I - Mechanics and PHYS 124 Physics and Frontiers II -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electricity and Magnetism in place of PHYS 121 General Physics I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Mechanics and PHYS 122 General Physics II - Electricity and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Magnetism.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b Co-op students may obtain design credit for one semester of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Project Lab if their co-op assignment includes significant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>design responsibility. This credit can be obtained by submitting a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>suitable written report and making an oral presentation on the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>co-op work in coordination with the senior project instructor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c Technical electives from approved list of courses in the three</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tracks/program concentration areas (Energy systems, Control</td>
<td></td>
<td></td>
</tr>
<tr>
<td>systems, and Data Analytics) listed under “Depth Requirement” above.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are five technical elective courses available within the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Engineering degree program with a major in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Systems and Control Engineering curriculum that represent a depth of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the discipline. Students can satisfy these five technical elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>requirements by choosing three courses from one of the three tracks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(to meet the Depth Requirement) with the fourth and fifth courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>chosen from any of the three tracks listed under the Depth Requirement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>section above.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Double Major: Systems and Control Engineering & Electrical Engineering**

From Systems and Control Engineering (S&CE) to Electrical Engineering (EE): S&CE students can earn a double major with EE by taking the following four courses as Technical Electives in the S&CE program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 245 Electronic Circuits</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 281 Logic Design and Computer Organization</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 309 Electromagnetic Fields I</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 321 Semiconductor Electronic Devices</td>
<td>4</td>
</tr>
</tbody>
</table>

And one of the following two courses:

As the three courses ECSE 281, ECSE 245, and ECSE 321 are 4 credit-hours instead of 3, the three credit-hour “Open Elective” course in the original S&CE program is not needed.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 374 Advanced Control and Energy Systems</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 375 Applied Control</td>
<td>3</td>
</tr>
</tbody>
</table>

**Cooperative Education Program in Systems and Control Engineering**

Opportunities are available for students to alternate studies with work in industry or government as a co-op student, which involves paid full-
time employment over seven months (one semester and one summer). Students may work in one or two co-ops, beginning in the third year of study. Co-ops provide students the opportunity to gain valuable hands-on experience in their field by completing a significant engineering project while receiving professional mentoring. During a co-op placement, students do not pay tuition but maintain their full-time student status while earning a salary. Learn more at http://engineering.case.edu/coop/. Alternatively or additionally, students may obtain employment as summer interns.

BS/MS Program in Systems and Control Engineering
The department encourages highly motivated and qualified students to apply for admission to the BS/MS Program in the junior year. This integrated program, which permits up to 9 credit hours of graduate level coursework to be counted towards both BS and MS degree requirements (including an option to substitute MS thesis work for ECSE 399 Engineering Projects II, the second senior project). It also offers the opportunity to complete both the Bachelor of Science in Engineering and Master of Science degrees within five years. Review the Office of Undergraduate Studies BS/MS program requirements (p. 1298).

Minor in Systems and Control Engineering
A total of five courses (15 credit hours) are required to obtain a minor in systems and control engineering. This includes

- ECSE 246 Signals and Systems
- Three of the following four courses selected in consultation with the program minor advisor: ECSE 304 Control Engineering I with Laboratory/ECSE 305 Control Engineering I Laboratory; ECSE 324 Modeling and Simulation of Continuous Dynamical Systems; ECSE 346 Engineering Optimization; ECSE 352 Engineering Economics and Decision Analysis;
- One of ECSE 313 Signal Processing, ECSE 351 Communications and Signal Analysis, or ECSE 354 Digital Communications.

Bachelor of Science in Computer Engineering
The Bachelor of Science in Engineering degree program with a major in Computer Engineering is designed to give a student a strong background in the fundamentals of computer engineering through combined classroom and laboratory work. A graduate of this program will be able to use these fundamentals to analyze and evaluate computer systems, both hardware and software. A computer engineering graduate would also be able to design and implement a computer system for general purpose or embedded computing incorporating state-of-the-art solutions to a variety of computing problems. This includes systems which have both hardware and software components, whose design requires a well-defined interface between the two and the evaluation of the associated trade-offs.

The Bachelor of Science in Engineering degree program with a major in Computer Engineering is accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org/.

Mission
The educational mission of the computer engineering program is to train students who have fundamental technical knowledge of their profession along with requisite technical breadth and communications skills to become leaders in creating the new techniques and technologies which will advance the general field of computer engineering. Core courses provide our students with a strong background in digital systems design, computer organization, hardware architecture, and digital electronics.

Program Educational Objectives
1. Graduates will be successful professionals obtaining positions appropriate to their background, interests, and education.
2. Graduates will engage in life-long learning to improve and enhance their professional skills.
3. Graduates will demonstrate leadership in their profession by using their knowledge, communication skills, and engineering ability.

Student Outcomes
As preparation for achieving the above educational objectives, the Bachelor of Science in Engineering degree program with a major in Computer Engineering is designed so that students attain:

- an ability to apply knowledge of mathematics, science, and engineering
- an ability to design and conduct experiments, as well as to analyze and interpret data
- an ability to design a system, component, or process to meet desired needs
- an ability to function in multi-disciplinary teams
- an ability to identify, formulate, and solve engineering problems
- an understanding of professional and ethical responsibility
- an ability to communicate effectively

Major in Computer Engineering
In addition to engineering general education requirements (p. 1292) and university general education requirements (p. 1212), the major requires the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 132</td>
<td>Introduction to Programming in Java</td>
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</tr>
<tr>
<td>ECSE 233</td>
<td>Introduction to Data Structures</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 281</td>
<td>Logic Design and Computer Organization</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 301</td>
<td>Digital Logic Laboratory</td>
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<tr>
<td>ECSE 314</td>
<td>Computer Architecture</td>
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<td>ECSE 315</td>
<td>Digital Systems Design</td>
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<tr>
<td>ENGR 210</td>
<td>Introduction to Circuits and Instrumentation</td>
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</tbody>
</table>

Statistics Requirement
One Statistics elective may be chosen from:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 312</td>
<td>Basic Statistics for Engineering and Science</td>
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</tr>
<tr>
<td>STAT 313</td>
<td>Statistics for Experimenters</td>
<td>3</td>
</tr>
<tr>
<td>STAT 332</td>
<td>Statistics for Signal Processing</td>
<td>3</td>
</tr>
<tr>
<td>STAT 333</td>
<td>Uncertainty in Engineering and Science</td>
<td>3</td>
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</tbody>
</table>

Design Requirement
ECSE 398 Engineering Projects I 4

In consultation with a faculty advisor, a student completes the program by selecting technical and open elective courses that provide in-depth training in the principles and practice of computer engineering. Students must take 5-6 courses, that add up to 18 credit hours of technical electives, to fulfill this requirement. With the approval of the advisor, a
student may emphasize a specialty of his/her choice by selecting elective courses from other programs or departments.

Many courses have integral or associated laboratories in which students gain “hands-on” experience with computer engineering principles and instrumentation. Students have ready access to the teaching laboratory facilities and are encouraged to use them during non-scheduled hours in addition to the regularly scheduled laboratory sessions. Opportunities also exist for undergraduate student participation in the wide spectrum of research projects being conducted in the department.

Suggested Program of Study: Major in Computer Engineering
The following is a suggested program of study. Current students should always consult their advisors and their individual graduation requirement plans as tracked in SIS (http://sis.case.edu/).

First Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAGES First Year Seminar*</td>
<td>4</td>
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</tr>
<tr>
<td>Principles of Chemistry for Engineers (CHEM 111)**</td>
<td>4</td>
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</tr>
<tr>
<td>Calculus for Science and Engineering I (MATH 121)**</td>
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<tr>
<td>Open elective</td>
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<tr>
<td>PHED (2 half semester courses)*</td>
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<td></td>
</tr>
<tr>
<td>Introduction to Programming in Java (ECSE 132)</td>
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<td></td>
</tr>
<tr>
<td>SAGES University Seminar*</td>
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<tr>
<td>General Physics I - Mechanics (PHYS 121)**</td>
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<tr>
<td>Calculus for Science and Engineering II (MATH 122)**</td>
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<tr>
<td>Chemistry of Materials (ENGR 145)**</td>
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Second Year

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<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>SAGES University Seminar*</td>
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<td></td>
</tr>
<tr>
<td>General Physics II - Electricity and Magnetism (PHYS 122)**</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Calculus for Science and Engineering III (MATH 223)**</td>
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<td></td>
</tr>
<tr>
<td>Introduction to Circuits and Instrumentation (ENGR 210)**</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Introduction to Data Structures (ECSE 233)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Breadth elective**</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elementary Differential Equations (MATH 224)**</td>
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<td>Statics and Strength of Materials (ENGR 200)**</td>
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<td></td>
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<tr>
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</tr>
<tr>
<td>Logic Design and Computer Organization (ECSE 281)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Year Total:</td>
<td>18</td>
<td>16</td>
</tr>
</tbody>
</table>

Third Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breadth elective**</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Thermodynamics, Fluid Dynamics, Heat and Mass Transfer (ENGR 225)**</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Technical elective</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Discrete Mathematics (CSDS 302)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Professional Communication for Engineers (ENGL 398)**</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Professional Communication for Engineers (ENGR 398)** | 1 |  |
Digital Logic Laboratory (ECSE 301) | 2 |  |
Computer Architecture (ECSE 314) | 3 |  |
Digital Systems Design (ECSE 315) | 4 |  |
Embedded Systems Design and Laboratory (ECSE 303) | 3 |  |
Year Total: | 17 | 15 |

Fourth Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breadth elective**</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Statistics elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Technical elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Technical elective (or ECSE 318 VLSI/CAD)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Open elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Breadth elective**</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Technical elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Open elective</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Engineering Projects I (ECSE 398)d</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Year Total:</td>
<td>15</td>
<td>14</td>
</tr>
</tbody>
</table>

Total Units in Sequence: 128

Hours Required for Graduation: 129

* University general education requirement
** Engineering general education requirement
| a | Technical electives are more generally defined as any course related to the principles and practice of computer engineering. This includes all ECSE courses at the 200 level and above, and can include courses from other programs. All non-ECSE technical electives must be approved by the student’s advisor.
| b | The student must take ECSE 303 Embedded Systems Design and Laboratory, ECSE 318 VLSI/CAD, or another three credit hour technical elective.
| c | Chosen from: STAT 312 Basic Statistics for Engineering and Science, STAT 313 Statistics for Experimenters, STAT 332 Statistics for Signal Processing, STAT 333 Uncertainty in Engineering and Science
| d | May be taken in the Fall semester if the student would like to take ECSE 399 Engineering Projects II.

Cooperative Education Program in Computer Engineering
Opportunities are available for students to alternate studies with work in industry or government as a co-op student, which involves paid full-time employment over seven months (one semester and one summer). Students may work in one or two co-ops, beginning in the third year of study. Co-ops provide students the opportunity to gain valuable hands-on experience in their field by completing a significant engineering project while receiving professional mentoring. During a co-op placement, students do not pay tuition but maintain their full-time student status while earning a salary. Learn more at http://engineering.case.edu/coop/.
Alternatively or additionally, students may obtain employment as summer interns.
BS/MS Program in Computer Engineering
Highly motivated and qualified students are encouraged to apply to the BS/MS Program which will allow them to get both degrees in five years. The BS can be in Computer Engineering or a related discipline, such as mathematics or electrical engineering. Integrating graduate study in computer engineering with the undergraduate program allows a student to satisfy all requirements for both degrees in five years. Review the Office of Undergraduate Studies BS/MS program requirements (p. 1298).

Minor in Computer Engineering
The department also offers a minor in computer engineering. The minor has a required two-course sequence followed by a two-course sequence in either hardware or software aspects of computer engineering. The following two courses are required for any minor in computer engineering:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 281</td>
<td>Logic Design and Computer Organization</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 233</td>
<td>Introduction to Data Structures</td>
<td>4</td>
</tr>
</tbody>
</table>

Students should note that ECSE 132 Introduction to Programming in Java is a prerequisite for ECSE 233 Introduction to Data Structures.

The two-course hardware sequence is:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 314</td>
<td>Computer Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 315</td>
<td>Digital Systems Design</td>
<td>4</td>
</tr>
</tbody>
</table>

The corresponding two-course software sequence is:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 303</td>
<td>Embedded Systems Design and Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 3XX</td>
<td>Approved by advisor</td>
<td>4</td>
</tr>
</tbody>
</table>

Minor in Artificial Intelligence (AI)
The Computer and Data Sciences Department offers a minor in Artificial Intelligence (AI). For more information on the requirements for the minor, visit the Computer and Data Sciences General Bulletin page (p. 88).

Minor in Computer Gaming (CGM)
The minor is 16 hours as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSDS 391</td>
<td>Introduction to Artificial Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 233</td>
<td>Introduction to Data Structures</td>
<td>4</td>
</tr>
<tr>
<td>or CSDS 233</td>
<td>Introduction to Data Structures</td>
<td></td>
</tr>
<tr>
<td>ECSE 290</td>
<td>Introduction to Computer Game Design and Implementation</td>
<td>3</td>
</tr>
<tr>
<td>or CSDS 290</td>
<td>Introduction to Computer Game Design and Implementation</td>
<td></td>
</tr>
<tr>
<td>ECSE 366</td>
<td>Computer Graphics</td>
<td>3</td>
</tr>
<tr>
<td>or CSDS 366</td>
<td>Computer Graphics</td>
<td></td>
</tr>
<tr>
<td>ECSE 390</td>
<td>Advanced Game Development Project</td>
<td>3</td>
</tr>
<tr>
<td>or CSDS 390</td>
<td>Advanced Game Development Project</td>
<td></td>
</tr>
</tbody>
</table>

It is recommended that one additional open elective be a “content creation” course taken from the following areas: Art, English, or Music.

Students should note that ECSE 132 Introduction to Programming in Java is a prerequisite for ECSE 233 Introduction to Data Structures.

Graduate Programs
MS Degree Programs
The Department of Electrical, Computer, and Systems Engineering offers the following Master of Science degrees:

• Electrical Engineering MS
• Computer Engineering MS
• Systems and Control Engineering MS

Admission
Graduate students shall be admitted to one of three MS degree tracks (thesis-focused, project-focused, course-focused) upon recommendation of the faculty of the Department. Requirements for admission include a strong record of scholarship in a completed bachelor’s degree program in a field of engineering, mathematical or physical sciences, and fluency in written and spoken English.

For a thesis-focused or project-focused track, the University requires all foreign applicants to show English proficiency by achieving a TOEFL score of at least 90 on the internet-based exam. For a course-focused track, a minimum TOEFL score of 80 is required. If there is any professional student-to-student interaction, e.g. as a teaching assistant, a lab instructor, or a tutor, then a minimum TOEFL score of 90 is required.

It is required that all students submit original copies of GRE scores, with the exception of CWRU students applying to the BS/MS program. Applications from students with a bachelor's degree in fields other than those listed above may be granted admission on a provisional basis. Such provisional students may be advanced to full standing upon completion of prerequisite conditions stipulated in the letter of admission.

Registration
Course registration is performed through the Student Information System (SIS). Each semester before registration, students should update any personal information that may have changed by logging into SIS and editing the appropriate information. All registration holds must be lifted in order to successfully complete the registration process.

Advising
Upon admission to the graduate program, each graduate student is assigned an academic advisor to assist in registration as well as planning a program of study (Academic Program). This is a temporary assignment made by the Department Chairperson based on the student's academic and research interests as identified at the time of application.

During the first semester in the program, it is strongly suggested that each student meet with various members of faculty to discuss academic objectives/goals and research opportunities. In order to complete the research component of their respective degree program, each student must identify a faculty member who is willing to serve as the student's research advisor. Students are expected to pick a research advisor by the end of their first semester in the program who will supervise their thesis or project. Each student, in consultation with their advisor, must submit an Academic Program preferably before completing 9 credit hours of coursework. This should specify all courses and thesis work that will be counted toward the 30 credit hour requirement.

The research advisor will also serve as the student’s permanent academic advisor if they are a member of the department faculty. If, however, the
research advisor is not a member of the department faculty, the student is required to find a permanent academic advisor from the department faculty. For students enrolled in an MS Thesis-Focused degree program, the research advisor is commonly known as the “thesis advisor.”

Students may change advisors for a variety of reasons of which one of the most common is a change of the student’s field of interest. It should be noted that a change in research advisor may require that the student start a new research project, which could result in delaying graduation. It is the responsibility of the student to inform the ECSE Office of Student Affairs in the event of a change in advisor. In addition, the student must file all appropriate forms with Graduate Studies.

Appeals
Any decision by an academic advisor, thesis guidance committee or department associate chairperson may be appealed, in writing, to the department associate chairperson who shall present the appeal, with their recommendations, to the faculty at its next regular faculty meeting. The faculty’s decision shall be final.

Other Regulations
All students pursuing graduate studies in the Department of Electrical, Computer, and Systems Engineering must abide by the academic regulations of the School of Graduate Studies (p. 1333) and the Case School of Engineering contained in the most recent issue of the Bulletin of Case Western Reserve University, and supplemented by the Department of Electrical, Computer, and Systems Engineering regulations.

Electrical Engineering MS
Thesis-Focused Track
The MS Thesis-Focused track is composed of two components:

1. graduate-level coursework and
2. a research-oriented thesis

Progression through the program is monitored by an Academic Program that is required to be filed through SIS. This contains a comprehensive list of all courses to be applied to the degree (including transfer courses) and must be approved by the student’s academic advisor, Department Chairperson, and Dean of Graduate Studies.

At least 30 semester credit hours of coursework at the 400 level or above, of which a minimum of 18 credits must be from non-thesis related courses is required. Each Electrical Engineering MS Thesis-Focused student must complete at least 9 credit hours of ECSE 651 Thesis M.S., which is the course associated with MS thesis research. Each student must complete their approved Academic Program coursework with a cumulative grade point average of 3.0 or greater.

Completion of the MS Thesis-Focused track requires that the student submit a written thesis and make an oral presentation of the findings (hereafter known as the defense) to a thesis guidance committee. The thesis guidance committee shall consist of the student’s research advisor and at least two additional faculty members recommended by the advisor. At least two members of the committee must be faculty members in the ECSE department. The chairperson of the guidance committee is normally the candidate’s research advisor. The student is responsible for forming the thesis guidance committee. The student will work closely with their advisor to determine when the thesis is ready for review by the guidance committee. The student shall provide an announcement containing a title, abstract, date, time and location of the defense to the ECSE Office of Student Affairs for general distribution at least 10 days in advance of the thesis defense.

Project-Focused Track
The MS Project-Focused track is composed of two components:

1. graduate-level coursework and
2. a research-oriented project

Progression through the program is monitored by an Academic Program that is required to be filed through SIS. The Academic Program contains a comprehensive list of all courses to be applied to the degree (including transfer courses) and must be approved by the student’s academic advisor, Department Chairperson, and Dean of Graduate Studies.

The Academic Program must contain at least 30 semester credit hours of coursework at the 400 level or above, of which a minimum of 21 credits must be from courses other than ECSE 695 Project M.S. (which is the course associated with the MS research project) is required. Each Electrical Engineering MS Project-Focused student must complete at least 3 credit hours of ECSE 695 Project M.S. Each student must complete their approved Academic Program coursework with a cumulative grade point average of 3.0 or greater.

Each candidate for the Electrical Engineering master’s degree under a Project-Focused track must pass a comprehensive examination to be administered by a committee of department faculty. The examination committee should be composed of the student’s academic advisor and at least two additional members of the department faculty. In such cases, the chairperson of the committee is normally the candidate’s academic advisor. The examination may be written, oral, or a combination as determined by the committee. A student must be registered during the semester in which any part of the comprehensive examination is taken. If not registered for other courses, the student will be required to register for one semester hour of EXAM 600 Master’s Comprehensive Exam.

Course-Focused Track
The Course-Focused MS track requirements consist of:

1. the completion of 30 hours of approved coursework at the 400 level or higher,
2. satisfactory completion of the culminating course-focused experience, i.e. passing the course ENGR 600 with requirements defined by the student’s curricular program, and
3. additional requirements as specified by the program.

Students should consult with their academic advisor and/or department to determine the detailed requirements within this framework.

Computer Engineering MS
Thesis-Focused Track
The MS Thesis-Focused track is composed of two components:

1. graduate-level coursework and
2. a research-oriented thesis

Progression through the program is monitored by an Academic Program that is required to be filed through SIS. This contains a comprehensive list of all courses to be applied to the degree (including transfer courses) and must be approved by the student’s academic advisor, Department Chairperson, and Dean of Graduate Studies.

At least 30 semester credit hours of coursework at the 400 level or above, of which a minimum of 18 credits must be from non-thesis related
courses is required. Each Computer Engineering MS Thesis-Focused student must complete at least 9 credit hours of ECSE 651 Thesis M.S., which is the course associated with MS thesis research. Each student must complete their approved Academic Program coursework with a cumulative grade point average of 3.0 or greater.

Completion of the MS Thesis-Focused track requires that the student submit a written thesis and make an oral presentation of the findings (hereafter known as the defense) to a thesis guidance committee. The thesis guidance committee shall consist of the student’s research advisor and at least two additional faculty members recommended by the advisor. At least two members of the committee must be faculty members in the ECSE department. The chairperson of the guidance committee is normally the candidate’s research advisor. The student is responsible for forming the thesis guidance committee. The student will work closely with their advisor to determine when the thesis is ready for review by the guidance committee. The student shall provide an announcement containing a title, abstract, date, time and location of the defense to the ECSE Office of Student Affairs for general distribution at least 10 days in advance of the thesis defense.

Project-Focused Track
The MS Project-Focused track is composed of two components:

1. graduate-level coursework and
2. a research-oriented project

Progression through the program is monitored by an Academic Program that is required to be filed through SIS. The Academic Program contains a comprehensive list of all courses to be applied to the degree (including transfer courses) and must be approved by the student’s academic advisor, Department Chairperson, and Dean of Graduate Studies.

The Academic Program must contain at least 30 semester credit hours of coursework at the 400 level or above, of which a minimum of 21 credits from courses other than ECSE 695 Project M.S. (which is the course associated with the MS research project) is required. Each Computer Engineering MS Project-Focused student must complete at least 3 credit hours of ECSE 695 Project M.S.. Each student must complete their approved Academic Program coursework with a cumulative grade point average of 3.0 or greater.

Each candidate for the Computer Engineering master’s degree under a Project-Focused track must pass a comprehensive examination to be administered by a committee of department faculty. The examination committee should be composed of the student’s academic advisor and at least two additional members of the department faculty. In such cases, the chairperson of the committee is normally the candidate’s academic advisor. The examination may be written, oral or a combination as determined by the committee. A student must be registered during the semester in which any part of the comprehensive examination is taken. If not registered for other courses, the student will be required to register for one semester hour of EXAM 600 Master’s Comprehensive Exam.

Course-Focused Track
The Course-Focused MS track requirements consist of:

1. the completion of 30 hours of approved coursework at the 400 level or higher,
2. satisfactory completion of the culminating course-focused experience, i.e. passing the course ENGR 690 with requirements defined by the student's curricular program, and
3. additional requirements as specified by the program.

Students should consult with their academic advisor and/or department to determine the detailed requirements within this framework.

Systems and Control Engineering MS
Thesis-Focused Track
The MS Thesis-Focused track is composed of two components:

1. graduate-level coursework and
2. a research-oriented thesis

Progression through the program is monitored by an Academic Program that is required to be filed through SIS. This contains a comprehensive list of all courses to be applied to the degree (including transfer courses) and must be approved by the student’s academic advisor, Department Chairperson, and Dean of Graduate Studies.

At least 30 semester credit hours of coursework at the 400 level or above, of which a minimum of 18 credits must be from non-thesis related courses is required. Each Systems and Control Engineering MS Thesis-Focused student must complete at least 9 credit hours of ECSE 651 Thesis M.S., which is the course associated with MS thesis research. Each student must complete their approved Academic Program coursework with a cumulative grade point average of 3.0 or greater.

Completion of the MS Thesis-Focused track requires that the student submit a written thesis and make an oral presentation of the findings (hereafter known as the defense) to a thesis guidance committee. The thesis guidance committee shall consist of the student’s research advisor and at least two additional faculty members recommended by the advisor. At least two members of the committee must be faculty members in the ECSE department. The chairperson of the guidance committee is normally the candidate’s research advisor. The student is responsible for forming the thesis guidance committee. The student will work closely with their advisor to determine when the thesis is ready for review by the guidance committee. The student shall provide an announcement containing a title, abstract, date, time and location of the defense to the ECSE Office of Student Affairs for general distribution at least 10 days in advance of the thesis defense.

Project-Focused Track
The MS Project-Focused track is composed of two components:

1. graduate-level coursework and
2. a research-oriented project

Progression through the program is monitored by an Academic Program that is required to be filed through SIS. The Academic Program contains a comprehensive list of all courses to be applied to the degree (including transfer courses) and must be approved by the student’s academic advisor, Department Chairperson, and Dean of Graduate Studies.

The Academic Program must contain at least 30 semester credit hours of coursework at the 400 level or above, of which a minimum of 21 credits from courses other than ECSE 695 Project M.S. (which is the course associated with the MS research project) is required. Each Systems and Control Engineering MS Project-Focused student must complete at least 3 credit hours of ECSE 695 Project M.S.. Each student must complete their approved Academic Program coursework with a cumulative grade point average of 3.0 or greater.

Each candidate for the Systems and Control Engineering master’s degree under a Project-Focused track must pass a comprehensive examination to be administered by a committee of department faculty. The examination committee should be composed of the student’s
academic advisor and at least two additional members of the department faculty. In such cases, the chairperson of the committee is normally the candidate’s academic advisor. The examination may be written, oral or a combination as determined by the committee. A student must be registered during the semester in which any part of the comprehensive examination is taken. If not registered for other courses, the student will be required to register for one semester hour of EXAM 600 Master’s Comprehensive Exam.

Course-Focused Track
The Course-Focused MS track requirements consist of:

1. the completion of 30 hours of approved coursework at the 400 level or higher;
2. satisfactory completion of the culminating course-focused experience, i.e. passing the course ENGR 600 with requirements defined by the student’s curricular program, and
3. additional requirements as specified by the program.

Students should consult with their academic advisor and/or department to determine the detailed requirements within this framework.

PhD Degree Programs
The Department of Electrical, Computer, and Systems Engineering offers the following Doctor of Philosophy degrees:

- Electrical Engineering PhD
- Computer Engineering PhD
- Systems and Control Engineering PhD

Admission
Requirements for admission include a strong record of scholarship in a completed bachelor’s degree program in a field of engineering, mathematical or physical sciences, and fluency in written and spoken English. The University requires all foreign applicants to show English proficiency by achieving a TOEFL score of at least 577 on the paper-based exam or 90 on the internet-based exam. It is required that all students submit original copies of GRE scores. Applications from students with a bachelor’s degree in fields other than those listed above may be granted admission on a provisional basis. Such provisional students may be advanced to full standing upon completion of prerequisite conditions stipulated in the letter of admission.

Registration
Course registration is performed through the Student Information System (SIS). Each semester before registration, students should update any personal information that may have changed by logging into SIS and editing the appropriate information. All registration holds must be lifted in order to successfully complete the registration process.

Advising
Upon admission to the graduate program, each graduate student is assigned an academic advisor to assist in registration as well as planning a program of study (Academic Program). This is a temporary assignment made by the Department Chairperson based on the student’s academic and research interests as identified at the time of application.

During the first two semesters in the program, it is strongly suggested that each student meet with various members of faculty to discuss academic objectives/goals and research opportunities. In order to complete the research component of their respective degree program, each student must identify a faculty member who is willing to serve as the student’s research advisor. The research advisor will also serve as the student’s permanent academic advisor if they are members of the department faculty. If, however, the research advisor is not a member of the department faculty, the student is required to find a permanent academic advisor from the department faculty. For students enrolled in the PhD program, the research advisor is commonly known as the “dissertation” advisor.

Each student is required to file an Academic Program, which must be approved by the student’s advisor and the Department Chairperson, and submitted to the Dean of Graduate Studies. Full-time PhD students should choose a research advisor and file an Academic Program before taking the qualifier but no later than the beginning of the third semester. Upon passing the qualifier, full-time PhD students will be required to assemble the dissertation guidance committee, prepare a dissertation proposal, and present this proposal to the committee for their approval. This process should be completed within one semester of passing the PhD qualifier.

The student shall be responsible for forming a dissertation guidance committee which shall consist of the student’s academic advisor and additional faculty members recommended by the advisor. For the PhD program, the minimum number of additional faculty members on the dissertation guidance committee is three, and at least two of the committee must be within the ECSE program areas (Computer Engineering, Electrical Engineering, and Systems and Control Engineering). The chairperson of the dissertation guidance committee is normally the candidate’s research advisor.

Students may change advisors for a variety of reasons of which one of the most common is a change of the student’s field of interest. It should be noted that a change in research advisor may require that the student start a new research project, which could result in delaying graduation. It is the responsibility of the student to inform the ECSE Office of Student Affairs in the event of a change in advisor.

Appeals
Any decision by an academic advisor, dissertation guidance committee or Department Associate Chairperson may be appealed, in writing, to the Department Associate Chairperson who shall present the appeal, with their recommendations, to the faculty at its next regular faculty meeting. The faculty’s decision shall be final.

Other Regulations
All students pursuing graduate studies in the Electrical, Computer, and Systems Engineering department must abide by the academic regulations of the School of Graduate Studies (p. 1333) and the Case School of Engineering contained in the most recent issue of the Bulletin of Case Western Reserve University, and supplemented by the Department of Electrical, Computer, and Systems Engineering regulations.

PhD Degree Program Requirements
In order to successfully complete the PhD Degree Program, a student must satisfy the following requirements:

- Select a major dissertation subject area in Electrical Engineering, Computer Engineering, or Systems and Control Engineering
- Fulfill all PhD course requirements in the chosen major area (see individual degree requirements below)
• Have an approved Program of Study and complete the CWRU courses in the approved Program of Study with a cumulative grade point average of 3.25 or greater
• Successfully complete the PhD Qualifying Examination
• Successfully complete the PhD Proposal Defense
• Successfully complete and defend the PhD Dissertation
• Fulfill the PhD residency requirement

PhD Candidacy
The final consideration of whether to admit the student to PhD candidacy will be taken by the PhD Qualifying Committee (for Electrical Engineering and Computer Engineering students) or the student’s dissertation guidance committee (for Systems and Control Engineering students) after the student has passed the PhD Qualifier. A written report on the results of the qualifier and PhD candidacy will be prepared by the committee and submitted to the Department Chairperson, who, in turn, will notify the School of Graduate Studies of the results.

PhD Proposal
After passing the Qualifier and being admitted to PhD candidacy, the PhD candidate is required to pass a Dissertation Proposal Exam on a timely basis, generally within one semester after being admitted to candidacy. This exam shall be administered by the student’s dissertation guidance committee and consists of a written dissertation proposal and an oral presentation of the proposed dissertation research. As part of the oral presentation, the student will be expected to answer questions covering the proposed research as well as questions on related topics as deemed appropriate by the student’s dissertation guidance committee. The written dissertation proposal must be received by the committee members at least ten days before the date scheduled for the oral exam and presentation. The Dissertation Proposal Exam, the PhD research, the final oral dissertation defense, and all other requirements in the student’s PhD program of study must be completed within five years after the student is admitted to PhD candidacy.

The PhD Oral Defense
The student shall provide an announcement containing a title, abstract, date, time and location of the defense to the ECSE Office of Student Affairs for general distribution at least 10 days in advance of the thesis defense.

The PhD Residency Requirements
All PhD students shall fulfill the PhD residency requirements set forth by the Case School of Engineering and the School of Graduate Studies (p. 1327). Specifically, the PhD student is required either to register for at least 9 credit hours during each of two consecutive semesters or to engage in academic work (taking courses, assisting in course development and/or teaching, fully engaging in research, or some other scholarly activities) in at least six consecutive terms (fall, spring, or summer) between matriculation and a period not exceeding 5 years after the first credited hour of ECSE 701 Dissertation Ph.D.. The period during a leave of absence cannot be counted to fulfill the residency requirement.

Electrical Engineering PhD
Course Requirements and Academic Program
Each Electrical Engineering PhD student is required to have an Academic Program, approved by the academic advisor, Department Chairperson, and Dean of Graduate Studies, that includes a minimum of 36 credit hours of coursework beyond the BS degree. At least 18 credit hours of coursework must be taken at CWRU. In addition, the student is also required to complete a minimum of 18 credit hours of ECSE 701 Dissertation Ph.D. to fulfill the requirement for PhD-level research. Acceptable courses include suitable CWRU courses at the 400 level or higher and approved graduate-level courses taken at other institutions. Students holding an MS degree in an appropriate field of study from CWRU or another degree-granting institution may apply up to 18 credit hours of coursework completed for their MS degree towards the aforementioned 36 credit hour requirement.

Each PhD student is required to have a fully-approved Academic Program before taking the PhD Qualifying examination and before registering for the final 18 credit hours of the program. The Academic Program shall be prepared by the student and approved by the research advisor or the permanent academic advisor in the case where the research advisor is not in the Department.

An Academic Program must meet the following requirements:

• A minimum of two courses in mathematics, statistics, or basic science.
• At least six approved courses from the student’s major area of study. At least 4 of these courses must be from within the ECSE department.
• Four additional courses that are not listed under the student’s major program area. These courses should satisfy the requirement for breadth in the student’s program of study.
• A minimum of 18 hours of PhD Dissertation research as noted by enrollment in and successful completion of ECSE 701 Dissertation Ph.D.
• Successful completion of ECSE 400T Graduate Teaching I, ECSE 500T Graduate Teaching II and ECSE 600T Graduate Teaching III.
• Successful completion of the ECSE 500 ECSE Colloquium requirement (see below)

The above represents the minimum course requirements beyond the BS degree. The total number of 3 credit hour courses in the Academic Program is at least twelve (12) beyond the BS level. The selection of these courses should be done with guidance from the student’s permanent academic advisor. Any additional courses may be in any one of the above categories as approved by the student’s advisor.

ECSE Colloquium and Presentation Requirement
The PhD program includes a colloquium and public presentation requirement.

For those who matriculated during or after Fall 2012, the requirement has two parts:
1. All PhD students are required to register for and pass ECSE 500 ECSE Colloquium for a total of three semesters of the PhD Program, and this is expected before Advancement to Candidacy. This is a 0 credit hour required course. Students, such as part-time students working in industry, may propose an alternative arrangement for fulfilling this requirement, by submitting a written petition to the Graduate Studies Committee.
2. All PhD students must give a public presentation of their research, in addition to their PhD dissertation defense. This presentation must be given either at a research conference, in the ECSE seminar series, workshop presentations or similar presentations in a public venue. MS thesis and PhD dissertation defenses cannot be used to fulfill the public presentation requirement.

Additional details and the associated forms can be acquired from the ECSE Office of Student Affairs.
For students who matriculated before Fall 2012, the requirement can be met in one of two ways:

1. Completing the requirements detailed above, or
2. Passing 5 semesters of ECSE 500 ECSE Colloquium. Students, such as part-time students working in industry, may propose an alternative arrangement for fulfilling this requirement by submitting a written petition to the ECSE Graduate Studies Committee.

**PhD Qualifying Examination**

A student shall be admitted to PhD candidacy only after they have passed the PhD Qualifying Examination. The Qualifying Exam is intended to test the students’ knowledge in the student’s chosen major program area of Electrical Engineering. The objectives of the exam are:

1. To assess the PhD student’s understanding of the fundamental concepts in Electrical Engineering as embodied in the respective graduate curriculum.
2. To ensure that the student have the ability to pursue PhD level research, and have mastered the graduate level coursework necessary to succeed as researchers.

Full-time PhD students are recommended to take the PhD qualifier before the beginning of their third semester of full-time (or equivalent) enrollment, and must pass the exam within two years of being admitted to the program. For part-time students, the Qualifying Exam must be passed before more than 27 credit hours of coursework have been completed. For students who must take remedial courses to make up for shortcomings in their engineering and mathematics knowledge base, the deadline can be extended to the fifth semester of full-time (or equivalent) enrollment, but this requires a petition to the ECSE Graduate Committee. Students have two opportunities to pass the PhD Qualifier. A student who fails to pass the Qualifier after two attempts will not be allowed to continue in the PhD program in the Department of Electrical, Computer, and Systems Engineering.

To pass the PhD Qualifier, the student must demonstrate proficiency in two parts:

**Part 1: Electrical Engineering**

The first part of the PhD Qualifier assesses the student’s fundamental knowledge and proficiency in Electrical Engineering.

**For students matriculating after 8/1/2014:**

Students must demonstrate competency in one of the following areas within electrical engineering in which the electrical engineering faculty have established research thrust areas:

1. Circuits and Instrumentation
2. Robotics
3. Micro- and Nano-systems

To demonstrate competency in one of these areas, the student must do one of the following:

1. take the course for that area and pass that course with a grade of A, or
2. pass a written exam for that specific area.

The designated courses for each of the areas are:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 246</td>
<td>Robotics I</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 422</td>
<td>Solid State Electronics II</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 426</td>
<td>MOS Integrated Circuit Design</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 489</td>
<td>Robotics I</td>
<td>3</td>
</tr>
</tbody>
</table>

In the event that a designated course is not offered within a reasonable period of time, the student may petition the faculty in electrical engineering to designate a suitable substitute.

A student failing to meet the requirements prescribed above may, with the support of their dissertation research advisor, petition the faculty for an oral exam. The oral exam will consist of a 30-minute presentation by the student to a 3-member examination committee made up of electrical engineering faculty. The topic will be drawn from the student’s area of interest as selected by their advisor and approved by the committee. The topic may not come directly from the student’s MS thesis conducted at CWRU or elsewhere.

A student has completed the PhD Qualifier in electrical engineering when:

1. they have successfully completed the aforementioned competency requirement,
2. a group of faculty within their selected research area has conducted a review of the student’s academic record and determined that adequate progress has been made, and
3. the student has formally identified a dissertation advisor.

**For students matriculating prior to 8/1/2014:**

The written portion of the PhD Qualifier in Electrical Engineering is designed to assess a student’s knowledge and understanding of topics fundamental to all electrical engineering students pursuing a doctorate in the field. The written exam will consist of questions at the advanced undergraduate level covering material from the three topic areas listed below. Courses currently in the Electrical Engineering undergraduate curriculum corresponding to a particular topic area are listed below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 309</td>
<td>Electromagnetic Fields I</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 245</td>
<td>Electronic Circuits</td>
<td>4</td>
</tr>
<tr>
<td>or ECSE 281</td>
<td>Logic Design and Computer Organization</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 246</td>
<td>Signals and Systems</td>
<td>4</td>
</tr>
</tbody>
</table>

Exam problems will be limited to materials contained in the selected references as well as the aforementioned courses. Sample problems from previous exams as well as a list of relevant references are available upon request.

Students must show competency in all three tested areas. Upon recommendation of the faculty, a student showing marginal proficiency in one area may be required to correct this deficiency, for example, by taking an appropriate course (as determined by the faculty) and pass this course with at least a B grade or by serving as a teaching assistant of an appropriate course.

The written part of the Qualifying Exam for Electrical Engineering will be offered at least once a year during the month of January, prior to the beginning of the spring semester.

**Part 2: Electrical Engineering**

The second part of the PhD Qualifier shall be prepared and administered by the designated PhD Qualifying committee for students in the Electrical Engineering program. This exam will test the student on advanced topics...
in the student’s major area of study as well as specialized topics relevant to the student’s research area.

**For students matriculating after 8/1/2014:**

Does not apply

**For students matriculating prior to 8/1/2014:**

Only those students performing adequately on the written exam will advance to the oral portion of the qualifier. The exam will be administered by a three-member examination committee assembled from the ECSE faculty. The oral portion of the PhD Qualifier will consist of a two-part examination. The first part of the oral exam will consist of a 20-minute presentation by the student on a topic selected by the examination committee. The topic will be one that is well documented in the scientific/engineering literature. In selecting the topic, the examination committee will take into account the student’s research interests, academic background, and experience in the field. The student will be given the topic 15 working days prior to the examination. The topic will be presented to the student in the form of a published paper or collection of papers.

The student will be required to demonstrate competency in the following areas:

1. the material directly covered by the paper(s),
2. the material covered in the important references in the paper(s), and
3. any relevant background material that is necessary for the fundamental understanding of the paper.

The second part of the oral exam will consist of a series of questions drawn from the topic areas covered by the written exam. As with the written exam, a student showing marginal proficiency during the oral exam may be asked to perform some sort of remediation at the discretion of the oral examination committee.

**Computer Engineering PhD**

**Course Requirements and Academic Program**

Each Computer Engineering PhD student is required to have an Academic Program, approved by the academic advisor, Department Chairperson, and Dean of Graduate Studies, that includes a minimum of 36 credit hours of coursework beyond the BS degree. At least 18 credit hours of coursework must be taken at CWRU. In addition, the student is also required to complete a minimum of 18 credit hours of ECSE 701 Dissertation Ph.D. to fulfill the requirement for PhD-level research. Acceptable courses include suitable CWRU courses at the 400 level or higher and approved graduate-level courses taken at other institutions. Students holding an MS degree in an appropriate field of study from CWRU or another degree-granting institution may apply up to 18 credit hours of coursework completed for their MS degree towards the aforementioned 36 credit hour requirement.

Each PhD student is required to have a fully-approved Academic Program before taking the PhD Qualifying examination and before registering for the final 18 credit hours of the program. The Academic Program shall be prepared by the student and approved by the research advisor or the permanent academic advisor in the case where the research advisor is not in the Department.

An Academic Program must meet the following requirements:

- At least six approved courses from the student’s major area of study. At least 4 of these courses must be from within the ECSE department.
- Four additional courses that are not listed under the student’s major program area. These courses should satisfy the requirement for breadth in the student’s program of study.
- A minimum of 18 hours of PhD Dissertation research as noted by enrollment in and successful completion of ECSE 701 Dissertation Ph.D.
- Successful completion of ECSE 400T Graduate Teaching I, ECSE 500T Graduate Teaching II and ECSE 600T Graduate Teaching III.
- Successful completion of the ECSE 500 ECSE Colloquium requirement (see below)

The above represents the minimum course requirements beyond the BS degree. The total number of 3 credit hour courses in the Academic Program is at least twelve (12) beyond the BS level. The selection of these courses should be done with guidance from the student’s permanent academic advisor. Any additional courses may be in any one of the above categories as approved by the student’s advisor.

**ECSE Colloquium and Presentation Requirement**

The PhD program includes a colloquium and public presentation requirement.

**For those who matriculated during or after Fall 2012, the requirement has two parts:**

1. All PhD students are required to register for and pass ECSE 500 ECSE Colloquium for a total of three semesters of the PhD Program, and this is expected before Advancement to Candidacy. This is a 0 credit hour required course. Students, such as part-time students working in industry, may propose an alternative arrangement for fulfilling this requirement, by submitting a written petition to the Graduate Studies Committee.

2. All PhD students must give a public presentation of their research, in addition to their PhD dissertation defense. This presentation must be given either at a research conference, in the ECSE seminar series, workshop presentations or similar presentations in a public venue. MS thesis and PhD dissertation defenses cannot be used to fulfill the public presentation requirement.

Additional details and the associated forms can be acquired from the ECSE Office of Student Affairs.

**For students who matriculated before Fall 2012, the requirement can be met in one of two ways:**

1. Completing the requirements detailed above, or
2. Passing 5 semesters of ECSE 500 ECSE Colloquium. Students, such as part-time students working in industry, may propose an alternative arrangement for fulfilling this requirement by submitting a written petition to the ECSE Graduate Studies Committee.

**PhD Qualifying Examination**

A student shall be admitted to PhD candidacy only after they have passed the PhD Qualifying Examination. The Qualifying Exam is intended to test the students’ knowledge in the student’s chosen major program area of Computer Engineering. The objectives of the exam are:

1. To assess the PhD student’s understanding of the fundamental concepts in Computer Engineering as embodied in the respective graduate curriculum.
2. To ensure that the student have the ability to pursue PhD level research, and have mastered the graduate level coursework necessary to succeed as researchers

Full-time PhD students are recommended to take the PhD qualifier before the beginning of their third semester of full-time (or equivalent) enrollment, and must pass the exam within two years of being admitted to the program. For part-time students, the Qualifying Exam must be passed before more than 27 credit hours of coursework have been completed. For students who must take remedial courses to make up for shortcomings in their engineering and mathematics knowledge base, the deadline can be extended to the fifth semester of full-time (or equivalent) enrollment, but this requires a petition to the ECSE Graduate Committee. Students have two opportunities to pass the PhD Qualifier. A student who fails to pass the Qualifier after two attempts will not be allowed to continue in the PhD program in the Department of Electrical, Computer, and Systems Engineering.

To pass the PhD Qualifier, the student must demonstrate proficiency in two parts:

**Part 1: Computer Engineering**

Part 1 of the PhD Qualifier will consist of a written examination with questions drawn from several course areas listed below. At least three (3) topic areas must be pursued by the student for a complete qualifier. The exam style is a mini-project oriented, take home test that must be completed within a one week period.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 315</td>
<td>Digital Systems Design</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 401</td>
<td>Digital Signal Processing</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 419</td>
<td>Computer System Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 485</td>
<td>VLSI Systems</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 488</td>
<td>Embedded Systems Design</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 425</td>
<td>Computer Networks I</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional topic areas may be assigned depending on the student's interests and recommendations from their advisors.

If a student fails all three areas of the written examination, the entire exam must be taken again. If a student fails some areas, the faculty may elect to give another exam to the student in just the areas failed.

The written part of the Qualifying Exam for Computer Engineering will be offered at least once a year at the end of the spring semester.

**Part 2: Computer Engineering**

Part 2 will consist of an oral exam based on the areas of the written examination. However, the oral exam may be waived if the student has performed well in all three topic areas of the written exam.

2. Define and analyze the requirements for the upcoming academic year.

An Academic Program must meet the following requirements:

- A minimum of two courses in mathematics, statistics, or basic science.
- At least six approved courses from the student's major area of study. At least 4 of these courses must be from within the ECSE department.
- Four additional courses that are not listed under the student's major program area. These courses should satisfy the requirement for breadth in the student's program of study.
- A minimum of 18 hours of PhD Dissertation research as noted by enrollment in and successful completion of ECSE 701 Dissertation Ph.D.
- Successful completion of ECSE 400T Graduate Teaching I, ECSE 500T Graduate Teaching II and ECSE 600T Graduate Teaching III.
- Successful completion of the ECSE 500 ECSE Colloquium requirement (see below)

The above represents the minimum course requirements beyond the BS degree. The total number of 3 credit hour courses in the Academic Program is at least twelve (12) beyond the BS level. The selection of these courses should be done with guidance from the student's permanent academic advisor. Any additional courses may be in any one of the above categories as approved by the student's advisor.

**ECSE Colloquium and Presentation Requirement**

The PhD program includes a colloquium and public presentation requirement.

**For those who matriculated during or after Fall 2012, the requirement has two parts:**

1. All PhD students are required to register for and pass ECSE 500 ECSE Colloquium for a total of three semesters of the PhD Program, and this is expected before Advancement to Candidacy. This is a 0 credit hour required course. Students, such as part-time students working in industry, may propose an alternative arrangement for fulfilling this requirement, by submitting a written petition to the Graduate Studies Committee.

2. All PhD students must give a public presentation of their research, in addition to their PhD dissertation defense. This presentation must be given either at a research conference, in the ECSE seminar series, workshop presentations or similar presentations in a public venue. MS thesis and PhD dissertation defenses cannot be used to fulfill the public presentation requirement.

Additional details and the associated forms can be acquired from the ECSE Office of Student Affairs.

**For students who matriculated before Fall 2012, the requirement can be met in one of two ways:**
1. Completing the requirements detailed above, or
2. Passing 5 semesters of ECSE 500 ECSE Colloquium. Students, such as part-time students working in industry, may propose an alternative arrangement for fulfilling this requirement by submitting a written petition to the ECSE Graduate Studies Committee.

**PhD Qualifying Examination**

A student shall be admitted to PhD candidacy only after they have passed the PhD Qualifying Examination. The Qualifying Exam is intended to test the students’ knowledge in the student’s chosen major program area of Systems and Control Engineering. The objectives of the exam are:

1. To assess the PhD student’s understanding of the fundamental concepts in Systems and Control Engineering as embodied in the respective graduate curriculum.
2. To ensure that the student have the ability to pursue PhD level research, and have mastered the graduate level coursework necessary to succeed as researchers

Full-time PhD students are recommended to take the PhD qualifier before the beginning of their third semester of full-time (or equivalent) enrollment, and must pass the exam within two years of being admitted to the program. For part-time students, the Qualifying Exam must be passed before more than 27 credit hours of coursework have been completed. For students who must take remedial courses to make up for shortcomings in their engineering and mathematics knowledge base, the deadline can be extended to the fifth semester of full-time (or equivalent) enrollment, but this requires a petition to the ECSE Graduate Committee. Students have two opportunities to pass the PhD Qualifier. A student who fails to pass the Qualifier after two attempts will not be allowed to continue in the PhD program in the Department of Electrical, Computer, and Systems Engineering.

To pass the PhD Qualifier, the student must demonstrate proficiency in two parts:

**Part 1: Systems and Control Engineering**

Students must show competency in control systems engineering, signals and systems, and systems analysis (optimization, simulation, stochastic modeling, and decision and economic analysis). Students must demonstrate proficiency in at least three of the following areas:

**Control Systems**

- ECSE 304 Control Engineering I with Laboratory
- ECSE 408 Introduction to Linear Systems

**Optimization**

- ECSE 346 Engineering Optimization
- ECSE 416 Convex Optimization for Engineering

**Signal Processing**

- ECSE 313 Signal Processing
- ECSE 401 Digital Signal Processing

**Simulation and Discrete Event Systems**

- ECSE 324 Modeling and Simulation of Continuous Dynamical Systems

**Stochastic Models and Decisions**

- ECSE 352 Engineering Economics and Decision Analysis
- ECSE 452 Random Signals

To demonstrate proficiency in an area, the student can either take one of the courses listed for that area and obtain a course grade of A or take and pass an exam for that specific area. Upon recommendation by the faculty, the student showing marginal proficiency in any area may be required to improve proficiency by serving as a teaching assistant of an appropriate course.

**Part 2: Systems and Control Engineering**

A typical exam begins with a selection by the student's dissertation guidance committee of 5-6 research articles relevant to the student's research area. The students will be given 4 weeks to write a report answering questions formulated from those papers by the dissertation guidance committee. This will be followed within one week by an oral exam during which the student will give an oral presentation based on the report and answer questions from the dissertation guidance committee and other attending ECSE faculty. Questions will be based on the report as well as miscellaneous questions on advanced topics in Systems and Control Engineering as deemed appropriate by committee members and/or other attending faculty.

**Facilities**

**Computer Facilities**

The department computer facilities incorporate both UNIX (primarily Linux) and Microsoft Windows-based operating systems on high-end computing workstations for education and research. A number of file, printing, database and authentication servers support these workstations, as well as the administrative functions of the department. Labs are primarily located in the Olin and Glennan buildings, but include Nord Hall, and are networked via the Case network.

The Case network is a state-of-the-art, high-speed fiber optic campus-wide computer network that interconnects laboratories, faculty and student offices, classrooms, and student residence halls. It is one of the largest fiber-to-desktop networks anywhere in the world. Every desktop has a 1 Gbps (gigabit per second) connection to a fault-tolerant 10 Gbps backbone. To complement the wired network, over 1,200 wireless access points (WAPs) are also deployed allowing anyone with a laptop or wireless enabled PDA to access resources from practically anywhere on campus.

Off-campus users, through the use of virtual private network (VPN) servers, can use their broadband connections to access many on-campus resources, as well as software, as if they were physically connected to the Case network. The department and the university participate in the Internet2 and National Lambda Rail projects, which provide high-speed, inter-university network infrastructure allowing for enhanced collaboration between institutions. The Internet2 infrastructure allows students, faculty and staff alike the ability to enjoy extremely high-performance connections to other Internet2 member institutions.

Aside from services provided through a commodity Internet connection, Case network users can take advantage of numerous online databases such as EUCLIDplus, the University Libraries' circulation and public access catalog, as well as Lexus-Nexis™ and various CD-ROM based dictionaries, thesauri, encyclopedias, and research databases. Many
The ECSE undergraduate population.

ECSE faculty are active users of the Microfabrication Laboratory and participants in the Advanced Platform Technology Center described under Interdisciplinary Research Centers.

**Additional Department Facilities**

**Sally & Larry Sears Undergraduate Design Laboratory**

This laboratory supports all departmental courses in circuits and includes a state-of-the-art lecture hall, a modernistic glass-walled lab, an electronics "store", and a student lounge and meeting area. Specialized lab space is available for senior projects and sponsored undergraduate programs. The lab is open to all undergraduates, and components are provided free of charge, so students can "play and tinker" with electronics and foster innovation and creativity. The laboratory provides access to PCs, oscilloscopes, signal generators, logic analyzers, and specialized equipment such as RF analyzers and generators. In addition, the lab includes full-time staff dedicated to the education, guidance and mentoring of undergraduates in the "art and practice" of hands-on engineering.

This is the central educational resource for students taking analog, digital, and mixed-signal courses in electronics, and has been supported by various corporations in addition to alumnus Larry Sears, a successful engineer and entrepreneur. Basic workstations consist of Windows-based computers equipped with LabView software, as well as Agilent 546xx oscilloscopes, 33120A Waveform Generators, 34401A Digital Multimeters, and E3631A power supplies. Advanced workstations are similarly configured, but with a wider variety of high-performance test equipment.

**ECSE Undergraduate Computer Lab**

This laboratory (recently renovated with major funding provided by Rockwell Automation) on the 8th floor of the Olin building is accompanied by a suite of instructor/TA offices and supports the freshman computing classes: ENGR 131 Elementary Computer Programming and ECSE 132 Introduction to Programming in Java.

Thirty student Macintosh workstations with underlying UNIX operating systems are available for hands-on instruction and support the study of introductory programming at the university.

**Nord Computer Laboratory**

This is a general-purpose computer facility that is open 24 hours a day, to all students. The lab contains 50 PCs running Windows and four Apple Macintosh computers. Facilities for color printing, faxing, copying and scanning are provided. Special software includes PRO/Engineer, ChemCAD and Visual Studio. Blank CDs, floppy disks, transparencies and other supplies are available for purchase. Visit the website (https://engineering.case.edu/it/nord-computer-lab/) for more information.

**Kevin Kranzusch Virtual Worlds (Gaming and Simulation) Laboratory**

The Kevin Kranzusch Virtual Worlds Gaming and Simulation Laboratory provides software and hardware to support education and research in computer gaming and simulation activities within the Electrical, Computer, and Systems Engineering Department and the University at large. The lab has been leveraged to provide students with extensive game play opportunities and excellent, strongly experiential simulation and game development educational opportunities – primarily targeted to the ECSE undergraduate population.

The lab also stimulates large amounts of cross-disciplinary collaboration in both education and research. Simulation and visualization techniques are of great value in all science and engineering fields, and the lab is capable of supporting advanced applications of these techniques in real-time applications. In addition, interactive technologies and video games require substantial artistic resources, which has resulted in excellent opportunities for educational and research collaboration with the Cleveland Institute of Art (CIA), the School of Nursing, the Medical School, and the Psychology Department. Of particular note has been the Advanced Game Project course (ECSE 390 Advanced Game Development Project) taught jointly by CWRU and CIA for juniors and seniors. This course has been very popular and has provided truly excellent student game design and production experiences while receiving industrial and popular recognition and acclaim. In addition, an entry-level computer game programming course (ECSE 290 Introduction to Computer Game Design and Implementation) is available for students who have taken both a Java-based programming course and a data structures course to provide an introduction to many of the technical aspects of computer game development. Many other courses in the department also use the lab as an important part of their curriculum including courses on computer graphics, artificial intelligence, simulation, digital signal processing, and control systems. The lab also supports research in the department requiring significant computational resources, e.g. GPU acceleration, VLSI simulation, etc.

A recent large donation for the lab has allowed for the update and renovation of the entire lab including the physical infrastructure (carpeting, furniture, etc.), the gaming PCs, and the gaming consoles. In addition, a new VR and AR room has been added to represent this new area connected strongly to computer gaming. The lab is now structured into a PC gaming area and an adjacent gaming console area, a VR/AR room, a portable gaming development room, and a team collaboration room.

The renovated lab includes the following primary equipment:

- 24 New Alienware PCs with Dell 27” 4K monitors
- 4 Sony Bravia Television monitors 75” 3DTV
- 2 Microsoft HoloLens AR Units
- 4 Oculus Rift VR units with Haptic Touch Input devices
- A 3D projector (and large wall screen) with 3D capability for common presentations
- 4 Xbox One Units with Xbox One controllers
- 4 PS4 Sony PlayStation units with controllers

**Intelligent Networks & Systems Architecting (INSA) Research Laboratory**

The Intelligent Networks & Systems Architecting (INSA) Research Laboratory is a state-of-the-art research facility dedicated to intelligent computer networks, systems engineering, design, and architecture. It includes optimization, simulation, artificial intelligence, visualization, and emulation. This lab has been partially supported by NASA's Space Exploration programs for Human and Robotic Technology (H&RT). The INSA Lab is equipped with 10 high-performance workstations and 2 servers in a mixed Windows and Linux environment, with over 40 installed network interface cards providing connectivity to its wired and wireless research networks. It includes software packages such as GINO and LINDO, Arena simulation, ns2 and OPNET, as well as the STK satellite toolkit, artificial neural network, systems architecting and modeling, and statistical analysis and data management packages such as SPSS. The
INSA Lab is also used for research in heterogeneous, sensor web, and mobile ad-hoc networks with space and battlefield applications.

**VLSI/CAD Design Laboratory**

This lab has been supported by the Semiconductor Research Corporation, NSF, AFRL, NASA, Synopsys, Mentor, and Sun Microsystems. This laboratory has a number of advanced UNIX/Linux workstations that run commercial CAD software tools for VLSI ASIC and microchip design, simulation and testing. The lab is currently being used to develop design and testing techniques for embedded system-on-chip (SoC).

**Embedded Systems Laboratory**

The Embedded Systems Laboratory is equipped with several Sun Blade Workstations running Solaris and Intel PCs running Linux. This lab has been recently equipped with advanced FPGA Virtex II prototype boards from Xilinx, including many Xilinx Virtex II FPGAs and Xilinx CAD tools for development work. A grant-in-aid from Synopsys has provided the Synopsys commercial CAD tools for software development and simulation. More recently, the lab has been equipped with many modern embedded platforms based on Raspberry Pi 3 and 4 models with numerous sensor devices. The lab has also been equipped with advanced embedded FPGA/ARM boards based on the Xilinx Zynq platform. This lab is also equipped with NIOS FPGA boards from Altera, including software tools. Together with software CAD EDK tools, these modern equipment and tools will be of great help to students’ education and research work.

**Mixed-Signal Integrated Circuit Laboratory**

This research laboratory includes a cluster of Windows workstations and a UNIX server with integrated circuit design software (Cadence Custom IC Bundle), as well as a variety of equipment used in the characterization of mixed-signal (analog and digital) integrated circuits, which are typically fabricated using the MOSIS foundry service. Test equipment includes an IC probe station, surface-mount soldering equipment, logic and network/spectrum analyzers, an assortment of digital oscilloscopes with sample rates up to 1 GHz, and a variety of function generators, multi-meters, and power supplies.

**Microelectromechanical Systems (MEMS) Research Laboratory**

The MEMS Research Laboratory is equipped for microfabrication processes that do not require a clean room environment. These include chemical-mechanical polishing (two systems), bulk silicon etching, aqueous chemical release of free-standing micromechanical components, and supercritical point drying. In addition to the fabrication capabilities, the lab is also well equipped for testing and evaluation of MEMS components as it houses wafer-scale probe stations, a vacuum probe station, a multipurpose vacuum chamber, and an interferometric load-deflection station. Two large (8 x 2 ft) vibration isolated air tables are available for custom testing setups. The laboratory has a wide variety of electronic testing instruments, including a complete IV-CV testing setup.

**BioMicroSystems Laboratory**

This research laboratory focuses on developing wireless integrated circuits and microsystems for a variety of applications in biomedical and neural engineering. The laboratory contains several PC computers, software packages for design, simulation, and layout of high-performance, low-noise, analog/mixed-signal/RF circuits and systems, and testing/measurement equipment such as dc power supply, arbitrary function generator, multichannel mixed-signal oscilloscope, data acquisition hardware, spectrum analyzer, potentiostat, and current source meter. Visit the website (http://www.mohsenilab-cwru.org/) for more information.

**Emerging Materials Development and Evaluation Laboratory**

The EMDE Laboratory is equipped with tooling useful in characterizing materials for MEMS applications. The laboratory contains a PC-based apparatus for load-deflection and burst testing of micromachined membranes, a custom-built test chamber for evaluation and reliability testing of MEMS-based pressure transducers and other membrane-based devices, a probe station for electrical characterization of micro-devices, a fume hood configured for wet chemical etching of Si, polymers, and a wide variety of metals, tooling for electroplating, an optical reflectometer, and a supercritical-point dryer for release of surface micromachined devices. The lab also has a PC with layout and finite element modeling software for device design, fabrication process design, and analysis of testing data.

**Control and Energy Systems Center (CESC)**

The Control and Energy Systems Center (CESC) looks for new transformational research and engineering breakthroughs to build a better world, improving our industry, economy, energy, environment, water resources and society, all with sustainability and within an international collaboration framework. With an interdisciplinary and concurrent engineering approach, the CESC focuses on bridging the gap between fundamental and applied research in advanced control and systems engineering, with special emphasis on energy innovation, wind energy, power systems, water treatment plants, sustainability, spacecraft, environmental and industrial applications. Fundamental research foci are to gain knowledge and understanding on multi-input-multi-output physical worlds, nonlinear plants, distributed parameter systems, plants with non-minimum phase, time delay and/or uncertainty, etc., and to develop new methodologies to design quantitative robust controllers to improve the efficiency and reliability of such systems. Applied research aims to develop advanced solutions with industrial partners, for practical control engineering problems in energy systems, multi-megawatt wind turbines, renewable energy plants, power system dynamics and control, grid integration, energy storage, power electronics, wastewater treatment plants, desalination systems, formation flying spacecraft, satellites with flexible appendages, heating systems, robotics, parallel kinematics, telescope control, etc. The Center was established in 2009 with the support of the Milton and Tamar Maltz Family Foundation and the Cleveland Foundation.

**Process Control Laboratory**

This laboratory contains process control pilot plants and computerized hardware for data acquisition and process control that is used for demonstrations, teaching, and research. This laboratory also has access to steam and compressed air for use in the pilot processes that include systems for flow and temperature control, level and temperature control, pH control, and pressure control plants.

**Dynamics and Control Laboratory**

This laboratory contains data acquisition and control devices, PLCs, electromechanical systems, and mechanical, pneumatic, and electrical laboratory experiments for demonstrations, teaching, and research. Particular systems include: AC/DC servo systems, multi-degree-of-freedom robotic systems, rectilinear and torsional multi-degree-of-freedom vibration systems, inverted pendulum, magnetic levitation system, and a PLC-controlled low-voltage AC smart grid demonstration system that includes conventional and renewable (wind and solar)
Medical Robotics and Computer Integrated Surgery (MeRCIS) Laboratory

The Medical Robotics and Computer Integrated Surgical Systems Laboratory (MeRCIS) is equipped for research on medical robotics, advanced control systems, haptics, and human-machine interfaces. Specifically, the MeRCIS laboratory houses major equipment, computational resources, and software infrastructure to support: i) design, modeling, and simulation of robotic systems, specifically milli- and micro-robotic tools for medical applications, ii) design, modeling and simulation of high performance control systems, iii) design and analysis of haptic systems, iv) development of virtual environment-based medical training simulators, and v) modeling and simulation of complex biological systems.

The laboratory is equipped with state-of-the-art sensing, electronic measurement, and data acquisition equipment, as well as, some rare and unique resources available to support research on robotics and intelligent systems, with specific emphasis on medical robotics. The laboratory has an Intuitive Surgical daVinci™ IS1200 robotic surgical system. The system has been upgraded with an open interface electronics kit that converted the system into a ROS compatible open research platform (dVRK).

Courses

ECSE 132. Introduction to Programming in Java. 3 Units.
An introduction to modern programming language features, computer programming and algorithmic problem solving with an emphasis on the Java language. Computers and code compilation; conditional statements, subprograms, loops, methods; object-oriented design, inheritance and polymorphism, abstract classes and interfaces; types, type systems, generic types, abstract data types, strings, arrays, linked lists; software development, modular code design, unit testing; strings, text and file I/O; GUI components, GUI event handling; threads; comparison of Java to C, C++, and C#. Offered as CSDS 132 and ECSE 132. Counts for CAS Quantitative Reasoning Requirement.

ECSE 216. Fundamental System Concepts. 3 Units.
Develops framework for addressing problems in science and engineering that require an integrated, interdisciplinary approach, including the effective management of complexity and uncertainty. Introduces fundamental system concepts in an integrated framework. Properties and behavior of phenomena regardless of the physical implementation through a focus on the structure and logic of information flow. Systematic problem solving methodology using systems concepts. Recommended preparation: MATH 224.

ECSE 233. Introduction to Data Structures. 4 Units.
Different representations of data: lists, stacks and queues, trees, graphs, and files. Manipulation of data: searching and sorting, hashing, recursion and higher order functions. Abstract data types, templating, and the separation of interface and implementation. Introduction to asymptotic analysis. The Java language is used to illustrate the concepts and as an implementation vehicle throughout the course. Offered as CSDS 233 and ECSE 233. Prereq: CSDS 132 or ECSE 132 or EECS 132.

ECSE 245. Electronic Circuits. 4 Units.

ECSE 246. Signals and Systems. 4 Units.

ECSE 275. Fundamentals of Robotics. 4 Units.
The Fundamentals of Robotics course will expose students to fundamental principles of robotics. Students will explore high level conceptual foundations of robotics beginning with Braitenberg vehicles and apply this knowledge to simulated and physical robot hardware in laboratory experiences and in a final project. Laboratory experiences will guide students through applying theory to practice increasingly complex tasks in a project oriented, group work environment. The course culminates in a robotics challenge project at the end of the semester. Topics covered are: sensors, actuators, kinematics, control, planning and programming. Programming languages and concepts (e.g., C++, object oriented programming) used in robotics will be introduced and used with modern robotics programming toolboxes and frameworks. Prior experience with these languages will not be necessary. Previous experience with robotics is not required for this course. Offered as CSDS 275 and ECSE 275. Prereq: (ENGR 131 or EECS 132) and PHYS 121 and MATH 121.

ECSE 281. Logic Design and Computer Organization. 4 Units.
Fundamentals of digital systems in terms of both computer organization and logic level design. Organization of digital computers; information representation; boolean algebra; analysis and synthesis of combinational and sequential circuits; datapaths and register transfers; instruction sets and assembly language; input/output and communication; memory. Offered as CSDS 281 and ECSE 281. Prereq: ENGR 131 or ECSE 132.

ECSE 290. Introduction to Computer Game Design and Implementation. 3 Units.
This class begins with an examination of the history of video games and of game design. Games will be examined in a systems context to understand gaming and game design fundamentals. Various topics relating directly to the implementation of computer games will be introduced including graphics, animation, artificial intelligence, user interfaces, the simulation of motion, sound generation, and networking. Extensive study of past and current computer games will be used to illustrate course concepts. Individual and group projects will be used throughout the semester to motivate, illustrate and demonstrate the course concepts and ideas. Group game development and implementation projects will culminate in classroom presentation and evaluation. Offered as CSDS 290 and ECSE 290. Prereq: EECS 132 or CSDS 132.
ECSE 296. Independent Projects. 1 - 3 Units.
Independent projects in Electrical Engineering, Computer Engineering and Systems Engineering. Recommended preparation: ENGR 131 or EECS/ CSDS/ECSE 132. Prereq: Limited to freshmen and sophomore students.

ECSE 297. Special Topics. 1 - 3 Units.
Special topics in Electrical Engineering, Computer Engineering and Systems and Control Engineering. Prereq: Limited to freshmen and sophomores.

ECSE 301. Digital Logic Laboratory. 2 Units.
This course is an introductory experimental laboratory for digital networks. The course introduces students to the process of design, analysis, synthesis and implementation of digital networks. The course covers the design of combinational circuits, sequential networks, registers, counters, synchronous/asynchronous Finite State Machines, register based design, and arithmetic computational blocks. Prereq: EECS 281.

ECSE 302. Discrete Mathematics. 3 Units.
A general introduction to basic mathematical terminology and the techniques of abstract mathematics in the context of discrete mathematics. Topics introduced are mathematical reasoning, Boolean connectives, deduction, mathematical induction, sets, functions and relations, algorithms, graphs, combinatorial reasoning. Offered as CSDS 302, ECSE 302 and MATH 304. Prereq: MATH 122 or MATH 124 or MATH 126.

ECSE 303. Embedded Systems Design and Laboratory. 3 Units.
The purpose of this Course and Laboratory is to expose and train the students in modern embedded systems software and hardware design techniques and practices including networking and mobile connectivity. The rationale for the Course and Lab is based on the explosive growth of embedded systems in the industry, specifically industrial automation, aviation, surveillance, medical devices, but also common consumer products. The course topics cover a wide range of material as follows. Microcontroller systems based on the ARM processor. Essential components, memories, busses interfaces. Devices, peripherals, GPIOs, device drivers. Sensors and Actuators, A/D, D/A, DSP. Embedded Linux, kernels, kernel modules, compilers and assemblers. Libraries, and debugging facilities. The Lab will be based on common platforms such as Raspberry pi, Arduino, ARM embed, supported by a network of Linux workstations.

ECSE 304. Control Engineering I with Laboratory. 3 Units.
Analysis and design techniques for control applications. Linearization of nonlinear systems. Design specifications. Classical design methods: root locus, bode, nyquist. PID, lead, lag, lead-lag controller design. State space modeling, solution, controllability, observability and stability. Modeling and control demonstrations and experiments single-input/ single-output and multivariable systems. Control system analysis/ design/implementation software. The course will incorporate the use of Grand Challenges in the areas of Energy Systems, Control Systems, and Data Analytics in order to provide a framework for problems to study in the development and application of the concepts and tools studied in the course. Various aspects of important engineering skills relating to leadership, teaming, emotional intelligence, and effective communication are integrated into the course. Prereq: EECS 246 or EMAE 350.

ECSE 305. Control Engineering I Laboratory. 1 Unit.
A laboratory course based on the material in ECSE 304. Modeling, simulation, and analysis using MATLAB. Physical experiments involving control of mechanical systems, process control systems, and design of PID controllers. Coreq: EECS 304.

ECSE 309. Electromagnetic Fields I. 3 Units.
Maxwell's integral and differential equations, boundary conditions, constitutive relations, energy conservation and Pointing vector, wave equation, plane waves, propagating waves and transmission lines, characteristic impedance, reflection coefficient and standing wave ratio, in-depth analysis of coaxial and strip lines, electro- and magneto-quasistatics, simple boundary value problems, correspondence between fields and circuit concepts, energy and forces. Prereq: PHYS 122 or PHYS 124. Prereq or Coreq: MATH 224.

ECSE 310. Communication Laboratory. 3 Units.
Fourier series and transforms. Analog and digital filters. Fast-Fourier transforms, sampling, and modulation for discrete time signals and systems. Consideration of stochastic signals and linear processing of stochastic signals using correlation functions and spectral analysis. The course will incorporate the use of Grand Challenges in the areas of Energy Systems, Control Systems, and Data Analytics in order to provide a framework for problems to study in the development and application of the concepts and tools studied in the course. Various aspects of important engineering skills relating to leadership, teaming, emotional intelligence, and effective communication are integrated into the course. Prereq: EECS 246.

ECSE 311. Computer Architecture. 3 Units.
This course provides students the opportunity to study and evaluate a modern computer architecture design. The course covers topics in fundamentals of computer design, performance, cost, instruction set design, processor implementation, control unit, pipelining, communication and network, memory hierarchy, computer arithmetic, input-output, and an introduction to RISC and super-scalar processors. Offered as CSDS 314 and ECSE 314. Prereq: EECS 281.

ECSE 312. Digital Systems Design. 4 Units.
This course gives students the ability to design modern digital circuits. The course covers topics in logic level analysis and synthesis, digital electronics: transistors, CMOS logic gates, CMOS lay-out, design metrics space, power, delay. Programmable logic (partitioning, routing), state machine analysis and synthesis, register transfer level block design, datapath, controllers, ASM charts, microsequencers, emulation and rapid prototyping, and switch/logic-level simulation. Prereq: EECS 281.

ECSE 316. Wireless Communications. 3 Units.
This course introduces the fundamentals of wireless communications including backgrounds, important concepts, and cutting-edge technologies. In particular, the course focuses on interesting and important topics in wireless communications, such as (but not limited to): Overview of wireless communication networks and protocols, the cellular concept, system design fundamentals, brief introduction to wireless physical layer fundamentals, multiple access control protocols for wireless systems, wireless networking (routing rerouting, wireless TCP/IP), mobility management, call admission control and resource allocation, revolution/evolution towards future generation wireless networks, overview of wireless mesh networks, mobile ad hoc networks and wireless sensor networks, and wireless security (optional). Offered as ECSE 316 and ECSE 414. Prereq: (EECS 351 or ECSE 351) with a C or better, or a Graduate student.
ECSE 317. Computer Design - FPGAs. 3 Units.
The aim is to expose the student to methodologies for systematic design of digital systems with emphasis on programmable logic implementations and prototyping. The course requires a number of hands-on experiments and an overall lab project. The lab involves a number of class lectures to familiarize the students with the modern design techniques based on VHDL/Verilog Hardware Design Languages, CAD tools, and FPGAs. Offered as ECSE 317 and ECSE 417. Prereq: EECS 281.

ECSE 318. VLSI/CAD. 4 Units.
With Very Large Scale Integration (VLSI) technology there is an increased need for Computer-Aided Design (CAD) techniques and tools to help in the design of large digital systems that deliver both performance and functionality. Such high performance tools are of great importance in the VLSI design process, both to perform functional, logical, and behavioral modeling and verification to aid the testing process. This course discusses the fundamentals in behavioral languages, both VHDL and Verilog, with hands-on experience. Prereq: ECSE 281 and ECSE 315.

ECSE 319. Applied Probability and Stochastic Processes for Biology. 3 Units.
Applications of probability and stochastic processes to biological systems. Mathematical topics will include: introduction to discrete and continuous probability spaces (including numerical generation of pseudo random samples from specified probability distributions), Markov processes in discrete and continuous time with discrete and continuous sample spaces, point processes including homogeneous and inhomogeneous Poisson processes and Markov chains on graphs, and diffusion processes including Brownian motion and the Ornstein-Uhlenbeck process. Biological topics will be determined by the interests of the students and the instructor. Likely topics include: stochastic ion channels, molecular motors and stochastic ratchets, actin and tubulin polymerization, random walk models for neural spike trains, bacterial chemotaxis, signaling and genetic regulatory networks, and stochastic predator-prey dynamics. The emphasis will be on practical simulation and analysis of stochastic phenomena in biological systems. Numerical methods will be developed using a combination of MATLAB, the R statistical package, MCell, and/or URDME, at the discretion of the instructor. Student projects will comprise a major part of the course. Offered as BIOL 319, ECSE 319, SYBB 319, BIOL 419, EBME 419, MATH 419, PHOL 419, and SYBB 419. Prereq: (MATH 224 or MATH 223) and (BIOL 300 or BIOL 306) and (MATH 201 or MATH 307).

ECSE 321. Semiconductor Electronic Devices. 4 Units.
Energy bands and charge carriers in semiconductors and their experimental verifications. Excess carriers in semiconductors. Principles of operation of semiconductor devices that rely on the electrical properties of semiconductor surfaces and junctions. Development of equivalent circuit models and performance limitations of these devices. Devices covered include: junctions, bipolar transistors, Schottky junctions, MOS capacitors, junction gate and MOS field effect transistors, optical devices such as photodetectors, light-emitting diodes, solar cells, and lasers. Prereq: PHYS 122. Prereq or Coreq: MATH 224.

ECSE 322. Integrated Circuits and Electronic Devices. 3 Units.
Technology of monolithic integrated circuits and devices, including crystal growth and doping, photolithography, vacuum technology, metalization, wet etching, thin film basics, oxidation, diffusion, ion implantation, epitaxy, chemical vapor deposition, plasma processing, and micromachining. Basics of semiconductor devices including junction diodes, bipolar junction transistors, and field effect transistors. Prereq: PHYS 122. Prereq or Coreq: MATH 224.

ECSE 324. Modeling and Simulation of Continuous Dynamical Systems. 3 Units.
This course examines the computer-based modeling and simulation of continuous dynamical system behavior in a variety of systems including electric power systems, industrial control systems, and signal processing that are represented by a set of differential equations need to be solved numerically in order to compute and represent their behavior for study. In addition to these applications, there are many other important applications of these tools in computer games, virtual worlds, weather forecasting, and population models, to name a few examples. Numerical integration techniques are developed to perform these computations. Multiple computational engines such as Matlab, Simulink, Unity, and physics engines etc. are also examined as examples of commonly used software to solve for and visualize continuous-time system behavior. The course will incorporate the use of Grand Challenges in the areas of Energy Systems, Control Systems, and Data Analytics in order to provide motivation and a framework for problems to study in the development and application of the concepts and tools studied in the course. Various aspects of important engineering skills relating to leadership, teaming, emotional intelligence, and effective communication are integrated into the course. Prereq: MATH 224.

ECSE 326. Instrumentation Electronics. 3 Units.
A second course in instrumentation with emphasis on sensor interface electronics. General concepts in measurement systems, including accuracy, precision, sensitivity, linearity, and resolution. The physics and modeling of resistive, reactive, self-generating, and direct-digital sensors. Signal conditioning for same, including bridge circuits, coherent detectors, and a variety of amplifier topologies: differential, instrumentation, charge, and transimpedance. Noise and drift in amplifiers and resistors. Practical issues of interference, including grounding, shielding, supply/return, and isolation amplifiers. Prereq: ENGR 210 and (EECS 246, EBME 308 or EMAE 350).

ECSE 329. Introduction to Nanomaterials: Material Synthesis, Properties and Device Applications. 3 Units.
The behavior of nanoscale materials is close, to atomic behavior rather than that of bulk materials. The growth of nanomaterials, such as quantum dots, has the tendency to be viewed as an art rather than science. These nanostructures have changed our view of Nature. This course is designed to provide an introduction to nanomaterials and devices to both senior undergraduate and graduate students in engineering. Topics covered include an introduction to growth issues, quantum mechanics, quantization of electronic energy levels in periodic potentials, tunneling, distribution functions and density of states, optical and electronic properties, and devices. Offered as ECSE 329 and ECSE 429. Coreq: ECSE 309.

ECSE 337. Compiler Design. 4 Units.
Design and implementation of compilers and other language processors. Scanners and lexical analysis; regular expressions and finite automata; scanner generators; parsers and syntax analysis; context free grammars; parser generators; semantic analysis; intermediate code generation; runtime environments; code generation; machine independent optimizations; data flow and dependence analysis. There will be a significant programming project involving the use of compiler tools and software development tools and techniques. Offered as CSCE 337 and ECSE 337. Prereq: (CSDS 233 or ECSE 233 or EECS 233) and (CSDS 281 or ECSE 281 or EECS 281).
ECSE 338. Intro to Operating Systems and Concurrent Programming. 4 Units.
Intro to OS: OS Structures, processes, threads, CPU scheduling, deadlocks, memory management, file system implementations, virtual machines, cloud computing. Concurrent programming: fork, join, concurrent statement, critical section problem, safety and liveness properties of concurrent programs, process synchronization algorithms, semaphores, monitors. UNIX systems programming: system calls, UNIX System V IPCs, threads, RPCs, shell programming. Offered as CSDS 338, ECSE, 338, CSDS 338N and ECSE 338N. Prereq: Computer Science Major or Minor and (CSDS 233 or ECSE 233 or EECS 233) with a C or higher.

ECSE 338N. Intro to Operating Systems and Concurrent Programming. 4 Units.
Intro to OS: OS Structures, processes, threads, CPU scheduling, deadlocks, memory management, file system implementations, virtual machines, cloud computing. Concurrent programming: fork, join, concurrent statement, critical section problem, safety and liveness properties of concurrent programs, process synchronization algorithms, semaphores, monitors. UNIX systems programming: system calls, UNIX System V IPCs, threads, RPCs, shell programming. Offered as CSDS 338, ECSE, 338, CSDS 338N and ECSE 338N. Prereq: (CSDS 233 or ECSE 233 or EECS 233) with a C or higher.

ECSE 342. Introduction to Global Issues. 3 Units.
This systems course is based on the paradigm of the world as a complex system. Global issues such as population, world trade and financial markets, resources (energy, water, land), global climate change, and others are considered with particular emphasis put on their mutual interdependence. A reasoning support computer system which contains extensive data and a family of models is used for future assessment. Students are engaged in individual, custom-tailored, projects of creating conditions for a desirable or sustainable future based on data and scientific knowledge available. Students at CWRU will interact with students from fifteen universities that have been strategically selected in order to give global coverage to UNESCO’S Global-problematique Education Network Initiative (GENIe) in joint, participatory scenario analysis via the internet.

ECSE 342I. Global Issues, Health, & Sustainability in India. 3 Units.
Global Issues, Health, & Sustainability in India is an interdisciplinary social work and engineering collaboration that includes a short-term cross-cultural immersion. This course brings together social work (knowledge, values, and skills) and health care (promotion, education, and community) perspectives to the understanding of technical project assessment, selection, planning and implementation in India. The course is also designed to help students understand culturally relevant community engagement strategies to ensure project acceptance in underserved and developing communities. Many field sites will be visited in order to observe first-hand the community assessment and development of projects that engineers implement. An example of these projects could include infrastructure to support green energy and water (resource planning, development, conservation, and sanitation). This study abroad course will acquaint students with history and culture of India, its social, political and economic development and the impact it has on health and the delivery of social services. Participants will learn about factors affecting the abilities to reach, treat, educate, and equip communities to improve health outcomes. Engineering students will learn the quantitative aspects using a paradigm of hierarchical systems, mathematical modeling, and scenario analysis using a 'reasoning support' system. Together the engineering, social work, and health sciences students in disciplinary-balanced teams will jointly work on real and meaningful projects marrying the descriptive scenarios (that is the 'subjective' aspect) with the numerical scenario analysis based on mathematical modeling (or 'objective' aspect) to form a coherent view of the future. The course will be taught using both lecture and experiential modalities. Engineering students will conduct computer modeling work. Along with visiting a variety of governmental and non-governmental institutions, organizations and projects, students will visit historical sites and attend cultural events. Offered as ECSE 342I and SASS 375I. Counts for CAS Global & Cultural Diversity Requirement.

ECSE 344. Electronic Analysis and Design. 3 Units.
The design and analysis of real-world circuits. Topics include: junction diodes, non-ideal op-amp models, characteristics and models for large and small signal operation of bipolar junction transistors (BJTs) and field effect transistors (FETs), selection of operating point and biasing for BJT and FET amplifiers. Hybrid-pi model and other advanced circuit models, cascaded amplifiers, negative feedback, differential amplifiers, oscillators, tuned circuits, and phase-locked loops. Computers will be extensively used to model circuits. Selected experiments and/or laboratory projects. Prereq: EECS 245.

ECSE 346. Engineering Optimization. 3 Units.
Optimization techniques including linear programming and extensions; transportation and assignment problems; network flow optimization; quadratic, integer, and separable programming; geometric programming; and dynamic programming. Nonlinear optimization topics: optimality criteria, gradient and other practical unconstrained and constrained methods. Computer applications using engineering and business case studies. The course will incorporate the use of Grand Challenges in the areas of Energy Systems, Control Systems, and Data Analytics in order to provide a framework for problems to study in the development and application of the concepts and tools studied in the course. Various aspects of important engineering skills relating to leadership, teaming, emotional intelligence, and effective communication are integrated into the course. Recommended preparation: MATH 201.
ECSE 350. Operations and Systems Design. 3 Units.
Introduction to design, modeling, and optimization of operations and scheduling systems with applications to computer science and engineering problems. Topics include, forecasting and time series, strategic, tactical, and operational planning, life cycle analysis, learning curves, resources allocation, materials requirement and capacity planning, sequencing, scheduling, inventory control, project management and planning. Tools for analysis include: multi-objective optimization, queuing models, simulation, and artificial intelligence.

ECSE 351. Communications and Signal Analysis. 3 Units.
Fourier transform analysis and sampling of signals. AM, FM and SSB modulation and other modulation methods such as pulse code, delta, pulse position, PSK and FSK. Detection, multiplexing, performance evaluation in terms of signal-to-noise ratio and bandwidth requirements. Prereq: EECS 246 or requisites not met permission.

ECSE 352. Engineering Economics and Decision Analysis. 3 Units.
Economic analysis of engineering projects, focusing on financial decisions concerning capital investments. Present worth, annual worth, internal rate of return, benefit/cost ratio. Replacement and abandonment policies, effects of taxes, and inflation. Decision making under risk and uncertainty. Decision trees. Value of information. The course will incorporate the use of Grand Challenges in the areas of Energy Systems, Control Systems, and Data Analytics in order to provide a framework for problems to study in the development and application of the concepts and tools studied in the course. Various aspects of important engineering skills relating to leadership, teaming, emotional intelligence, and effective communication are integrated into the course.

ECSE 354. Digital Communications. 3 Units.

ECSE 360. Manufacturing and Automated Systems. 3 Units.
Formulation, modeling, planning, and control of manufacturing and automated systems with applications to computer science and engineering problems. Topics include, design of products and processes, location/spatial problems, transportation and assignment, product and process layout, group technology and clustering, cellular and network flow layouts, computer control systems, reliability and maintenance, and statistical quality control. Tools and analysis include: multi-objective optimization, artificial intelligence, and heuristics for combinatorial problems. Offered as ECSE 360 and ECSE 460.

ECSE 366. Computer Graphics. 3 Units.
Theory and practice of computer graphics: object and environment representation including coordinate transformations image extraction including perspective, hidden surface, and shading algorithms; and interaction. Covers a wide range of graphic display devices and systems with emphasis in interactive shaded graphics. Offered as CSDS 366, ECSE 366, CSDS 466 and ECSE 466. Prereq: EECS 233.

ECSE 368. Power System Analysis I. 3 Units.
This course introduces the steady-state modeling and analysis of electric power systems. The course discusses the modeling of essential power system network components such as transformers and transmission lines. The course also discusses important steady-state analysis of three-phase power system network, such as the power flow and economic operation studies. Through the use of PowerWorld Simulator education software, further understanding and knowledge can be gained on the operational characteristics of AC power systems. Special topics concerning new grid technologies will be discussed towards the semester end. The prerequisite requirements of the course include the concepts and computational techniques of Alternative Current (AC) circuit and electromagnetic field. Offered as ECSE 368 and ECSE 468. Prereq: EECS 245.

ECSE 369. Power System Analysis II. 3 Units.
This course extends upon the steady state analysis of power systems to cover study topics that are essential for power system planning and operation. Special system operating conditions are considered, such as unbalanced network operation and component faults. Among the most important analytical methods developed, are symmetrical components and sequence networks. Other study topics discussed include the electric machine modeling and power system transient stability. The latter half of the course presents computational methods and control algorithms that are essential for power system operation, such as generation control and state estimation. Offered as ECSE 369 and ECSE 469. Prereq: ECSE 368.

ECSE 370. Smart Grid. 3 Units.
This course starts with an introduction to the US electric power system infrastructure and national electricity policy. Then power system operations and reliability practices are described. In the context of currently existing infrastructure and operation strategies, the course discusses the new Smart Grid technologies such as renewable resources, distributed generation, demand response, energy storage and electric vehicles. Additional important topics of discussion include Advanced Meter Infrastructure, microgrids, the IEEE 1547 Interconnection Standard, and other interoperability standards. The course captures the evolving progress made in Smart Grid technologies and the impacts on power system economics and reliability. Offered as ECSE 370 and ECSE 470. Prereq: ECSE 368.

ECSE 371. Applied Circuit Design. 4 Units.
This course will consist of lectures and lab projects designed to provide students with an opportunity to consolidate their theoretical knowledge of electronics and to acquaint them with the art and practice of circuit and product design. The lectures will cover electrical and electronic circuits and many electronic and electrical devices and applications. Examples include mixed-signal circuits, power electronics, magnetic and piezo components, gas discharge devices, sensors, motors and generators, and power systems. In addition, there will be discussion of professional topics such as regulatory agencies, manufacturing, testing, reliability, and product cost. weekly labs will be true design opportunities representing real-world applications. A specification or functional description will be provided, and the students will design the circuit, select all components, construct a breadboard, and test. The objective will be functional, pragmatic, cost-effective designs. Prereq: ECSE 245.
ECSE 372. Introduction to Distribution Systems. 3 Units.
Introduction to Distribution Systems provides students with a fundamental understanding of distribution power system configurations, equipment and loads. It also provides a detailed review of distributed energy resources and their impacts on utility distribution systems. Since today's distribution utilities are facing the challenge of managing a distribution network made up of assets from proven and mature technologies while integrating new technologies this course will also discuss a concept of smart grid and its application to distribution systems. The first part of the course reviews the fundamental methods used in the steady state analysis of AC circuits as applied to power distribution systems following by the steady-state modeling of electric power distribution systems. The second part of the course introduces fundamental analysis of electric power distribution systems such as power flow, state estimation, and fault calculation and discusses concerns such as reliability, power quality and voltage regulation. Offered as EECS 372 and ECSE 472. Prereq: PHYS 122 and MATH 224.

ECSE 373. Modern Robot Programming. 3 Units.
The goal of this course is to learn modern methods for building up robot capabilities using the Robot Operating System (ROS). Through a sequence of assignments, students learn how to write software to control both simulated and physical robots. Material includes: interfacing software to robot I/O; path and trajectory planning for robot arms; object identification and localization from 3-D sensing; manipulation planning; and development of graphical interfaces for supervisory robot control. Laboratory assignments are scheduled in small groups to explore implementations on specific robots. Graduate students will also perform an independent project. Offered as CSDS 373, ECSE 373, CSDS 473 and ECSE 473. Prereq: ENGR 131 or EECS 132. Coreq: EECS 373L.

ECSE 374. Advanced Control and Energy Systems. 3 Units.
This course introduces applied quantitative robust and nonlinear control engineering techniques to regulate automatically renewable energy systems in general and wind turbines in particular. The course also studies the fundamentals for dynamic multidisciplinary modeling and analysis of large multi-megawatt wind turbines (mechanics, aerodynamics, electrical systems, control concepts, etc.). The course combines lecture sessions and lab hours. The 400-level includes an experimental lab competition, where the object is to design, implement, and experimentally validate a control strategy to regulate a real system in the laboratory (helicopter control competition or similar); it will also include additional project design reports. Offered as ECSE 374 and ECSE 474. Prereq: EECS 304.

ECSE 375. Applied Control. 3 Units.
This course provides a practical treatment of the study of control engineering systems. It emphasizes best practices in industry so that students learn what aspects of plant and control system design are critical. The course develops theory and practice for digital computer control systems; PID controller design (modes, forms and tuning methods); Control structure design (feed-forward, cascade control, predictive control, disturbance observers, multi-loop configurations, multivariable control); Actuators, sensors and common loops; Dynamic performance evaluation; and some advanced control techniques (quantitative robust control, gain-scheduling and adaptive control) to achieve a good performance over a range of operating conditions. Recommended preparation: EECS/ECSE 374 or ECES/ECSE 474. Offered as ECSE 375 and ECSE 475. Prereq: EECS 304 or Requisites Not Met permission.

ECSE 376. Mobile Robotics. 4 Units.
Design of software systems for mobile robot control, including: motion control; sensory processing; localization and mapping; mobile-robot planning and navigation; and implementation of goal-directed behaviors. The course has a heavy lab component involving a sequence of design challenges and competitions performed in teams. Offered as CSDS 376 and ECSE 376. Prereq: ECSE 373 or ECSE 473.

ECSE 377. Introduction to Connected Devices. 3 Units.
Introduction to Connected Devices (e.g., Internet of Things). Undergraduates work in pairs to build a complete connected-device system, an embedded device with wireless networking, cloud and web, and mobile, and then develop hands-on experience with systems-level aspects of the connected-device system, including analytics, remote firmware update, load testing, and essential security. Students learn about current architectures, languages, and technologies, such as Pub/Sub (MQTT), Python, Objective-C, Python Django, JavaScript, HTML/CSS, and Bluetooth Low Energy. Offered as CSDS 377 and ECSE 377.

ECSE 379. Introduction to Relay Protection. 3 Units.
Protection does not mean prevention, but rather, minimizing the duration of the trouble and limiting the damage, outage time, and related problems that may result otherwise. Introduction to Relay Protection introduces the power system protection, including basic fundamental understanding of relaying, common protection methods and relay applications. The first part of the course reviews the technical tools of the relay engineering (phasors, polarity and symmetrical components), fault analyzes, protection fundamentals and basic design principles. The second part of the course focuses on the line, transformer, bus, generation and motor protection. The course will be accompanied by relay protection laboratory where students will have hands on experience with main types of protective relays. Offered as ECSE 379 and ECS3 479. Prereq: MATH 224 and PHYS 122.

ECSE 386. Quantum Computing, Information, and Devices. 3 Units.
An introduction to the math, physics, engineering, and computer science underlying the rapidly emerging fields of quantum computing, quantum information, and quantum devices. The course is taught by a group of faculty from physics, engineering, computer science, and math, and is geared towards students with diverse backgrounds and interests in these fields. Students will select a concentration in one of these four areas, and the coursework, while still covering all topics, will be adjusted to focus on the selected area in the most detail. Note that the listed prerequisites depend on choice of concentration. Topics will include: 1. (Mathematics) Introduction to linear algebra, convex geometry, fundamental theory of quantum information. 2. (Physics) Introduction to the quantum mechanics of two-level systems (qubits). Survey of physics and materials for qubit technologies. 3. (Computer Science) Basic quantum gates and circuits, introduction to the theory of algorithms, survey of quantum algorithms. 4. (Engineering) Quantum architectures, mapping algorithms onto circuits. The course consists of lectures, homework, and group projects. Group projects will aim to synthesize the diverse backgrounds of the students and instructors to capture the interdisciplinary nature of the field. Students taking the course for graduate credit will complete an additional literature research project and presentation, in addition to enhanced problem sets. Offered as CSDS 386, CSDS 486, ECSE 386, ECSE 486, MATH 386, MATH 486, PHYS 386, and PHYS 486. Prereq: (CSDS 281 or ECSE 281) and (ENGR 131 or CSDS 132 or ECSE 132) and (MATH 223 or MATH 227) and (MATH 224 or MATH 228) and (PHYS 122 or PHYS 124).
**ECSE 390. Advanced Game Development Project. 3 Units.**
This game development project course will bring together an interdisciplinary team of students in the fields of engineering, computer science, and art to focus on the design and development of a complete, fully functioning computer game as an interdisciplinary team. The student teams are given complete liberty to design their own fully functional games from their original concept to a playable game published in an online marketplace. Student teams will experience the entire game development cycle as they execute their projects. Responsibilities include creating a game idea, writing a story, developing the artwork, designing characters, implementing music and sound effects, programming and testing the game, and publishing the final project. Students enrolled in 487 will develop a healthcare or education virtual environment or video game in collaboration with a mentor who has expertise in the chosen area. Offered as CSDS 390, ECSE 390, CSDS 487, and ECSE 487. Prereq: EECS 233 and EECS 290.

**ECSE 394. Introduction to Information Theory. 3 Units.**
This course is intended as an introduction to information and coding theory with emphasis on the mathematical aspects. It is suitable for advanced undergraduate and graduate students in mathematics, applied mathematics, statistics, physics, computer science and electrical engineering. Course content: Information measures-entropy, relative entropy, mutual information, and their properties. Typical sets and sequences, asymptotic equipartition property, data compression. Channel coding and capacity: channel coding theorem. Differential entropy, Gaussian channel, Shannon-Nyquist theorem. Information theory inequalities (400 level). Additional topics, which may include compressed sensing and elements of quantum information theory. Recommended preparation: MATH 201 or MATH 307. Offered as MATH 394, CSDS 394, ECSE 394, MATH 494, CSDS 494 and ECSE 494. Prereq: MATH 223 and MATH 380 or requisites not met permission.

**ECSE 396. Independent Projects. 1 - 6 Units.**

**ECSE 397. Special Topics. 1 - 6 Units.**
Special topics in Computer Engineering, Electrical Engineering, and Systems and Control Engineering. Prereq: Limited to juniors and seniors.

**ECSE 398. Engineering Projects I. 4 Units.**
Capstone course for electrical, computer, and systems and control engineering seniors. Material from previous and concurrent courses used to solve engineering design problems. Professional engineering topics such as project management, engineering design, communications, multidisciplinary teaming, and professional ethics. Requirements include periodic reporting of progress, plus a final oral presentation and written report. Scheduled formal project presentations during last week of classes. Counts as SAGES Senior Capstone. Prereq: Senior Standing. Prereq or Coreq: ENGR 398 and ENGL 398.

**ECSE 399. Engineering Projects II. 3 Units.**
Continuation of ECSE 398. Material from previous and concurrent courses applied to engineering design and research. Requirements include periodic reporting of progress, plus a final oral presentation and written report. Prereq: Senior Standing.

**ECSE 400T. Graduate Teaching I. 0 Unit.**
This course will provide the Ph.D. candidate with experience in teaching undergraduate or graduate students. The experience is expected to involve direct student contact but will be based upon the specific departmental needs and teaching obligations. This teaching experience will be conducted under the supervision of the faculty member who is responsible for the course, but the academic advisor will assess the educational plan to ensure that it provides an educational experience for the student. Students in this course may be expected to perform one or more of the following teaching related activities: grading homeworks, quizzes, and exams, having office hours for students, tutoring students. Recommended preparation: Ph.D. student in ECSE department.

**ECSE 401. Digital Signal Processing. 3 Units.**

**ECSE 404. Digital Control Systems. 3 Units.**
Analysis and design techniques for computer based control systems. Sampling, hybrid continuous-time/discrete-time system modeling; sampled data and state space representations, controllability, observability and stability, transformation of analog controllers, design of deadbeat and state feedback controllers; pole placement controllers based on input/output models, introduction to model identification, optimal control and adaptive control. Recommended preparation: EECS/ECSE 304 or equivalent.

**ECSE 407. Engineering Economics and Financial Analysis. 3 Units.**
In this course, money and profit as measures of "goodness" in engineering design are studied. Methods for economic analysis of capital investments are developed and the financial evaluation of machinery, manufacturing processes, buildings, R&D personnel development, and other long-lived investments is emphasized. Optimization methods and decision analysis techniques are examined to identify economically attractive alternatives. Basic concepts of cost accounting are also covered. Topics include: economics criteria for comparing projects: present worth, annual worth analysis; depreciation and taxation; retirement and replacement; effect of inflation and escalation on economic evaluations; case studies; use of optimization methods to evaluate many alternatives; decision analysis; accounting fundamentals: income and balance sheets; cost accounting. Offered as ECSE 407 and EPOM 407.

**ECSE 408. Introduction to Linear Systems. 3 Units.**
ECSE 410. Mobile Health (mHealth) Technology. 3 Units.
Advances in communications, computer, and medical technology have facilitated the practice of personalized health, which utilizes sensory computational communication systems to support improved and more personalized healthcare and healthy lifestyle choices. The current proliferation of broadband wireless services, along with more powerful and convenient handheld devices, is helping to introduce real-time monitoring and guidance for a wide array of patients. Indeed, a large research community and a nascent industry is beginning to connect medical care with technology developers, vendors of wireless and sensing hardware systems, network service providers, and enterprise data management communities. Students in the course and labs will explore cutting-edge technologies in 1) information technologies and 2) healthcare/medical applications, through lectures, lab assignments, exams, presentations, and final projects. The overall course objectives are to introduce electrical engineering, computer engineering, and computer science students the fundamentals of wearable sensors, mobile health informatics, big data analysis, telehealthcare security & privacy, and human computer interaction considerations. Prereq: MS and PhD student only.

ECSE 411. Applied Engineering Statistics. 3 Units.
In this course a combination of lectures, demonstrations, case studies, and individual and group computer problems provides an intensive introduction to fundamental concepts, applications and the practice of contemporary engineering statistics. Each topic is introduced through realistic sample problems to be solved first by using standard spreadsheet programs and then using more sophisticated software packages. Primary attention is given to teaching the fundamental concepts underlying standard analysis methods. Offered as EPOM 405 and ECSE 411.

ECSE 413. Nonlinear Systems I. 3 Units.
This course will provide an introduction to techniques used for the analysis of nonlinear dynamic systems. Topics will include existence and uniqueness of solutions, phase plane analysis of two dimensional systems including Poincare-Bendixon, describing functions for single-input single-output systems, averaging methods, bifurcation theory, stability, and an introduction to the study of complicated dynamics and chaos. Recommended preparation: Concurrent enrollment in ECSE 408.

ECSE 414. Wireless Communications. 3 Units.
This course introduces the fundamentals of wireless communications including backgrounds, important concepts, and cutting-edge technologies. In particular, the course focuses on interesting and important topics in wireless communications, such as (but not limited to): Overview of wireless communication networks and protocols, the cellular concept, system design fundamentals, brief introduction to wireless physical layer fundamentals, multiple access control protocols for wireless systems, wireless networking (routing/rerouting, wireless TCP/IP), mobility management, call admission control and resource allocation, revolution/evolution towards future generation wireless networks, overview of wireless mesh networks, mobile ad hoc networks and wireless sensor networks, and wireless security (optional). Offered as ECSE 316 and ECSE 414. Prereq: Graduate student or (EECS 351 or ECSE 351) with a C or better.

ECSE 415. Integrated Circuit Technology I. 3 Units.
ECSE 429. Introduction to Nanomaterials: Material Synthesis, Properties and Device Applications. 3 Units.
The behavior of nanoscale materials is close, to atomic behavior rather than that of bulk materials. The growth of nanomaterials, such as quantum dots, has the tendency to be viewed as an art rather than science. These nanostructures have changed our view of Nature. This course is designed to provide an introduction to nanomaterials and devices to both senior undergraduate and graduate students in engineering. Topics covered include an introduction to growth issues, quantum mechanics, quantization of electronic energy levels in periodic potentials, tunneling, distribution functions and density of states, optical and electronic properties, and devices. Offered as ECSE 329 and ECSE 429.

ECSE 434. Microsystems Technology. 3 Units.
This course provides an overarching coverage of microsystems technology, which is rooted in micro-electromechanical systems (MEMS). It covers the convergence of sensors and actuators, with wireless communications, computing, and (social) networks. Microsystems incorporate sensors and actuators to interface computing with its physical environment-enabling perception and control. Microsystems are key enablers of smartphones, wearables, drones, robots, cars, aircrafts, weapons, etc. Recommended preparation: EECS/ECSE 322.

ECSE 438. High Performance Computing. 3 Units.
High performance computing (HPC) leverages parallel processing in order to maximize speed and throughput. This hands-on course will cover theoretical and practical aspects of HPC. Theoretical concepts covered include computer architecture, parallel programming, and performance optimization. Practical applications will be discussed from various information and scientific fields. Practical considerations will include HPC job management and Unix scripting. Weekly assessments and a course project will be required. Offered as CSDS 438 and ECSE 438. Prereq: EECS 233 or graduate standing.

ECSE 443. Flexible Electronics. 3 Units.
Learning about flexible and stretchable electronics from materials to applications. Covering organic and inorganic semiconductors, vacuum and solution-based metal-oxide semiconductors, nanomembranes and nanocrystals, conductors and insulators, flexible and ultra-high-resolution displays, lightemitting transistors, organic and inorganic photovoltaics, large-area imagers and sensors, non-volatile memories and radio-frequency identification tags. Discussing applications of flexible, stretchable and large-area electronics as part of the foregoing topics. Recommended preparation: EECS/ECSE 322.

ECSE 450. Operations and Systems Design. 3 Units.
Introduction to design, modeling, and optimization of operations and scheduling systems with applications to computer science and engineering problems. Topics include, forecasting and times series, strategic, tactical, and operational planning, life cycle analysis, learning curves, resources allocation, materials requirement and capacity planning, sequencing, scheduling, inventory control, project management and planning. Tools for analysis include: multi-objective optimization, queuing models, simulation, and artificial intelligence.

ECSE 452. Random Signals. 3 Units.

ECSE 460. Manufacturing and Automated Systems. 3 Units.
Formulation, modeling, planning, and control of manufacturing and automated systems with applications to computer science and engineering problems. Topics include, design of products and processes, location/spatial problems, transportation and assignment, product and process layout, group technology and clustering, cellular and network flow layouts, computer control systems, reliability and maintenance, and statistical quality control. Tools and analysis include: multi-objective optimization, artificial intelligence, and heuristics for combinatorial problems. Offered as ECSE 360 and ECSE 460.

ECSE 465. Computer Vision. 3 Units.
The goal of computer vision is to create visual systems that recognize objects and recover structures in complex 3D scenes. This course emphasizes both the science behind our understanding of the fundamental problems in vision and the engineering that develops mathematical models and inference algorithms to solve these problems. Specific topics include feature detection, matching, and classification; visual representations and dimensionality reduction; motion detection and optical flow; image segmentation; depth perception, multi-view geometry, and 3D reconstruction; shape and surface perception; visual scene analysis and object recognition. Offered as CSDS 465 and ECSE 465.

ECSE 466. Computer Graphics. 3 Units.
Theory and practice of computer graphics: object and environment representation including coordinate transformations image extraction including perspective, hidden surface, and shading algorithms; and interaction. Covers a wide range of graphic display devices and systems with emphasis in interactive shaded graphics. Offered as CSDS 366, ECSE 366, CSDS 466 and ECSE 466. Prereq: Graduate standing or Requisites Not Met permission.
ECSE 467. Commercialization and Intellectual Property Management. 3 Units.
This interdisciplinary course covers a variety of topics, including principles of intellectual property and intellectual property management, business strategies and modeling relevant to the creation of start-up companies and exploitation of IP rights as they relate to biomedical-related inventions. The goal of this course is to address issues relating to the commercialization of biomedical-related inventions by exposing law students, MBA students, and Ph.D. candidates (in genetics and proteomics) to the challenges and opportunities encountered when attempting to develop biomedical intellectual property from the point of early discovery to the clinic and market. Specifically, this course seeks to provide students with the ability to value a given technological advance or invention holistically, focusing on issues that extend beyond scientific efficacy and include patient and practitioner value propositions, legal and intellectual property protection, business modeling, potential market impacts, market competition, and ethical, social, and healthcare practitioner acceptance. During this course, law students, MBA students, and Ph.D. candidates in genomics and proteomics will work in teams of five (two laws students, two MBA students and one Ph.D. candidate), focusing on issues of commercialization and IP management of biomedical-related inventions. The instructors will be drawn from the law school, business school, and technology-transfer office. Please visit the following website for more information: fusioninnovate.com. Offered as LAWS 5341, MGMT 467, GENE 367, GENE 467, EBME 467 and ECSE 467.

ECSE 468. Power System Analysis I. 3 Units.
This course introduces the steady-state modeling and analysis of electric power systems. The course discusses the modeling of essential power system network components such as transformers and transmission lines. The course also discusses important steady-state analysis of three-phase power system network, such as the power flow and economic operation studies. Through the use of PowerWorld Simulator education software, further understanding and knowledge can be gained on the operational characteristics of AC power systems. Special topics concerning new grid technologies will be discussed throughout the semester end. The prerequisite requirements of the course include the concepts and computational techniques of Alternative Current (AC) circuit and electromagnetic field. Offered as ECSE 368 and ECSE 468. Prereq: EECS 245.

ECSE 469. Power System Analysis II. 3 Units.
This course extends upon the steady state analysis of power systems to cover study topics that are essential for power system planning and operation. Special system operating conditions are considered, such as unbalanced network operation and component faults. Among the most important analytical methods developed, are symmetrical components and sequence networks. Other study topics discussed include the electric machine modeling and power system transient stability. The latter half of the course presents computational methods and control algorithms that are essential for power system operation, such as generation control and state estimation. Offered as ECSE 369 and ECSE 469. Prereq: EECS 368.

ECSE 470. Smart Grid. 3 Units.
This course starts with an introduction to the US electric power system infrastructure and national electricity policy. Then power system operations and reliability practices are described. In the context of currently existing infrastructure and operation strategies, the course discusses the new Smart Grid technologies such as renewable resources, distributed generation, demand response, energy storage and electric vehicles. Additional important topics of discussion include Advanced Meter Infrastructure, microgrids, the IEEE 1547 Interconnection Standard, and other interoperability standards. The course captures the evolving progress made in Smart Grid technologies and the impacts on power system economics and reliability. Offered as ECSE 370 and ECSE 470. Prereq: EECS 368.

ECSE 472. Introduction to Distribution Systems. 3 Units.
Introduction to Distribution Systems provides students with a fundamental understanding of distribution power system configurations, equipment and loads. It also provides a detailed review of distributed energy resources and their impacts on utility distribution systems. Since today’s distribution utilities are facing the challenge of managing a distribution network made up of assets from proven and mature technologies while integrating new technologies this course will also discuss a concept of smart grid and its application to distribution systems. The first part of the course reviews the fundamental methods used in the steady state analysis of AC circuits as applied to power distribution systems following by the steady-state modeling of electric power distribution systems. The second part of the course introduces fundamental analysis of electric power distribution systems such as power flow, state estimation, and fault calculation and discusses concerns such as reliability, power quality and voltage regulation. Offered as EECS 372 and EECS 472. Prereq: Graduate student standing.

ECSE 473. Modern Robot Programming. 3 Units.
The goal of this course is to learn modern methods for building up robot capabilities using the Robot Operating System (ROS). Through a sequence of assignments, students learn how to write software to control both simulated and physical robots. Material includes: interfacing software to robot I/O; path and trajectory planning for robot arms; object identification and localization from 3-D sensing; manipulation planning; and development of graphical interfaces for supervisory robot control. Laboratory assignments are scheduled in small groups to explore implementations on specific robots. Graduate students will also perform an independent project. Offered as CSDS 373, ECSE 373, CSDS 473 and ECSE 473. Prereq: ENGR 131 or EECS 132.

ECSE 474. Advanced Control and Energy Systems. 3 Units.
This course introduces applied quantitative robust and nonlinear control engineering techniques to regulate automatically renewable energy systems in general and wind turbines in particular. The course also studies the fundamentals for dynamic interdisciplinary modeling and analysis of large multi-megawatt wind turbines (mechanics, aerodynamics, electrical systems, control concepts, etc.). The course combines lecture sessions and lab hours. The 400-level includes an experimental lab competition, where the object is to design, implement, and experimentally validate a control strategy to regulate a real system in the laboratory (helicopter control competition or similar); it will also include additional project design reports. Offered as ECSE 374 and ECSE 474. Prereq: EECS 304.
ECSE 475. Applied Control. 3 Units.
This course provides a practical treatment of the study of control engineering systems. It emphasizes best practices in industry so that students learn what aspects of plant and control system design are critical. The course develops theory and practice for digital computer control systems; PID controller design (modes, forms and tuning methods); Control structure design (feed-forward, cascade control, predictive control, disturbance observers, multi-loop configurations, multivariable control); Actuators, sensors and common loops; Dynamic performance evaluation; and some advanced control techniques (quantitative robust control, gain-scheduling and adaptive control) to achieve a good performance over a range of operating conditions. Recommended preparation: EECS/ECSE 374 or EECS/ECSE 474. Offered as ECSE 375 and ECSE 475. Prereq: EECS 304 or Requisites Not Met permission.

ECSE 476. Mobile Robotics. 3 Units.
Design of software systems for mobile robot control, including: motion control; sensory processing; localization and mapping; mobile-robot planning and navigation; and implementation of goal-directed behaviors. The course has a heavy lab component involving a sequence of design challenges and competitions performed in teams. Offered as CSDS 476 and ECSE 476. Prereq: EECS 373 or EECS 473.

ECSE 478. Computational Neuroscience. 3 Units.
Computer simulations and mathematical analysis of neurons and neural circuits, and the computational properties of nervous systems. Students are taught a range of models for neurons and neural circuits, and are asked to implement and explore the computational and dynamic properties of these models. The course introduces students to dynamical systems theory for the analysis of neurons and neural learning, models of brain systems, and their relationship to artificial and neural networks. Term project required. Students enrolled in MATH 478 will make arrangements with the instructor to attend additional lectures and complete additional assignments addressing mathematical topics related to the course. Recommended preparation: MATH 223 and MATH 224 or BIOL 300 and BIOL 306. Offered as BIOL 378, COGS 378, MATH 378, BIOL 478, CSDS 478, EBME 478, ECSE 478, MATH 478 and NEUR 478.

ECSE 479. Introduction to Relay Protection. 3 Units.
Protection does not mean prevention, but rather, minimizing the duration of the trouble and limiting the damage, outage time, and related problems that may result otherwise. Introduction to Relay Protection introduces the power system protection, including basic fundamental understanding of relaying, common protection methods and relay applications. The first part of the course reviews the technical tools of the relay engineering (phasors, polarity and symmetrical components), fault analyzes, protection fundamentals and basic design principles. The second part of the course focuses on the line, transformer, bus, generation and motor protection. The course will be accompanied by relay protection laboratory where students will have hands on experience with main types of protective relays. Offered as ECSE 379 and ECE 479. Prereq: Graduate student standing.

ECSE 480A. Introduction to Wireless Health. 3 Units.
Study of convergence of wireless communications, microsystems, information technology, persuasive psychology, and health care. Discussion of health care delivery system, medical decision-making, persuasive psychology, and wireless health value chain and business models. Understanding of health information technology, processing of monitoring data, wireless communication, biomedical sensing techniques, and health monitoring technical approaches and solutions. Offered as ECSE 480A and EBME 480A.

ECSE 480B. The Human Body. 3 Units.
Study of structural organization of the body. Introduction to anatomy, physiology, and pathology, covering the various systems of the body. Comparison of elegant and efficient operation of the body and the related consequences of when things go wrong, presented in the context of each system of the body. Introduction to medical diagnosis and terminology in the course of covering the foregoing. Offered as ECSE 480B and EBME 480B.

ECSE 480C. Biomedical Sensing Instrumentation. 3 Units.
Study of principles, applications, and design of biomedical instruments with special emphasis on transducers. Understanding of basic sensors, amplifiers, and signal processing. Discussion of the origin of biopotential, and biopotential electrodes and amplifiers (including biotelemetry). Understanding of chemical sensors and clinical laboratory instrumentation, including microfluidics. Offered as ECSE 480C and EBME 480C. Prereq: EECS/EBME 480A, EECS/EBME 480B

ECSE 480D. The Health Care Delivery Ecosystem. 3 Units.
Health care delivery across the continuum of care in the United States, including health policy and reform, financing of care, comparative health systems, population health, public health, access to care, care models, cost and value, comparative effectiveness, governance, management, accountability, workforce, and the future. Discussions of opportunities and challenges for wireless health, integrated into the foregoing topics. Perspective on health care delivery in other countries. Offered as ECSE 480D and EBME 480D.

ECSE 480E. Wireless Communications and Networking. 3 Units.
Essentials of wireless communications and networking, including teletraffic engineering, radio propagation, digital and cellular communications, wireless wide-area network architecture, speech and channel coding, modulation schemes, antennas, security, networking and transport layers, and 4G systems. Hands-on learning of the anatomy of a cell phone, and a paired wireless health device and its gateway. Offered as ECSE 480E and EBME 480E.

ECSE 480F. Physicians, Hospitals and Clinics. 3 Units.
Rotation through one or more health care provider facilities for a first-hand understanding of care delivery practice, coordination, and management issues. First-hand exposure to clinical personnel, patients, medical devices and instruments, and organizational workflow. Familiarity with provider protocols, physician referral practices, electronic records, clinical decision support systems, acute and chronic care, and inpatient and ambulatory care. Offered as ECSE 480F and EBME 480F.

ECSE 480G. Applied Cryptography. 3 Units.
This course begins with a discussion of how mobility-driven computing and communication systems use cryptography to protect data and protocols. The foundation for critical cryptographic concepts, techniques, and algorithms are covered. The fundamental cryptographic concepts are studied, including: symmetric encryption, public key encryption, digital signatures, cryptographic hash function, and message authentication codes; cryptographic protocols, such as key exchange, remote user authentication, and interactive proofs; cryptanalysis of cryptographic primitives and protocols, such as by side-channel attacks, differential cryptanalysis, or replay attacks; and cryptanalytic techniques on deployed systems, such as memory remanence, timing attacks, fault attacks, and differential power analysis. Techniques used for code making (cryptographic) and break codes (cryptanalytic) are covered, as well as how these techniques are used within larger security systems.
ECSE 480H. Software Security. 3 Units.
This course begins with discussions of good software engineering practices to ensure security in modern software systems and additional challenges to security due to code mobility in software for mobility-driven computing. The basics of software security and threat models, methods to protect software (operating systems, databases, distributed software) - including risk analysis, authentication and authorization, access control, and software architecture for security - are studied. Principles of secure coding, validation and verification of secure software, software and data watermarking, code obfuscation, tamper resistant software are studied, as well as the benefits of open source and closed source software. Use of software as an attack mechanism and emerging attack models (including joint hardware-software attacks) are studied.

ECSE 480K. Hardware Security. 3 Units.
This course begins with the keys to enabling secure, trustworthy operation of computer hardware - understanding security issues and how appropriate security measures are included during design, verification, test, and deployment. Increasingly the security primitives such as the Trusted Computing Module are being introduced at the hardware level to prevent the compromise of security in systems being deployed today. A comprehensive coverage of security issues in computer hardware is provided. Topics of embedded systems security, hardware Trojans, security in implantable medical devices, security in RFID/NFC, protection from side channel attacks, tamper resistance and crypto processor design, trusted FPGA design/JTAG, hardware-based cryptanalysis, and hardware IP protection against piracy and reverse-engineering are covered. A course project (Can you Hack It?) that challenges students to hack a hardware is included.

ECSE 480Q. Regulatory Policy and Regulations. 3 Units.
Introduction of wireless health technologies: spectrum, licensed versus unlicensed; personal area networks; body area networks; ultra-wideband low energy level short-range radios; wireless local area networks; wide area networks. The Federal system: separation of powers; the executive branch and its departments; the House of Representatives and its committees; the Senate and its committees; the FCC; policy versus regulatory versus legislative. What is a medical device: FDA; classification system; radiation-emitting products; software; RF in medical devices; converged medical devices; international aspects. Regulation of health information technology and wireless health: American Recovery and Reinvestment Act; Patient Protection and Affordable Care Act; FCC/ FDA MoU, CMS and Reimbursement; privacy and security. Offered as ECSE 480Q and EBME 480Q.

ECSE 480R. User Experience Engineering. 3 Units.
Social, cognitive, behavioral, and contextual elements in the design of healthcare technology and systems. User-centered design paradigm from a broad perspective, exploring dimensions of product user experience and learning to assess and modify the design of healthcare technology. Practical utilization of user centered design method and assessment techniques for approaching a design problem. Offered as ECSE 480R and EBME 480R.

ECSE 480S. Wireless Health Product Development. 3 Units.
Integrating application requirements, market data, concept formulation, design innovation, and manufacturing resources for creating differentiated wireless health products that delight the user. Learning user-centric product development best practices, safety, security and privacy considerations, and risk management planning. Understanding the regulatory process. Identifying and managing product development tradeoffs. Offered as ECSE 480S and EBME 480S. Prereq: EECS 480R.

ECSE 480T. Wearable Computing Design. 3 Units.
Learning about wearable devices using flexible/conformal electronics designed for convenience and uninterrupted wear-ability. Examining related design challenges from the technology, human and business points of view. Understanding wearable product design for general and special-purpose tasks in information processing, media operations, and information extraction from sensed data. Learning about the technological challenges for design, including miniaturization, power delivery and management, data storage, and wireless networking. Learning about hardware choices (processor, field programmable gate array or custom ASIC based design) for wearable computers and software architectures for smart data processing. Learning about wearable designs centered on the human experience, including sensing and interfacing with the human body, as well as user interaction, convenience, and support for non-intrusive social appearance. Case studies tying the business requirements with the technology and design issues.

ECSE 480U. Wearable Computing Technology. 3 Units.
Learning about a broad range of cutting-edge technologies suitable for wearable computing. Understanding printed and flexible electronics technologies required for creating wearable computing, in particular organics for active components due to their flexibility or conformity. Examine the tradeoffs between flexible/conformal versus rigid electronics in the context of wearable computing. Reviewing the history of printed electronics used as conductors for membrane keypads, car windshield heaters and RFID tag antennas to name a few application examples. Reviewing the latest technology advances in functional components such as displays, lighting, transistors (p-type & n-type), memory, batteries, photovoltaics (PV), sensors, and conductors as well as integration/packaging steps. Understanding the market potential of these technologies by reviewing emerging products.

ECSE 480W. Wearable Computing Manufacturing. 3 Units.
Learning about the supply chain and manufacturing processes for flexible electronics, sensors, and other technologies contributing to the development of wearable products. Understanding supply chain issues in low mobility materials, multilevel substrates, nanocomposites, materials for low power sensors, and inks suitable for direct printing. Identifying the tradeoffs involved in various manufacturing methods such as roll-to-roll manufacturing a mature coating technology yet to be proven for full device integration. Studying other manufacturing techniques such as plate-to-plate, direct printing, 3D printing, and screening techniques for their applicability to the manufacturing and integration of flexible electronics. Understanding the use of lithography and vapor deposition techniques in the context of flexible electronics. Examining the issues of systems integration and packaging of the manufactured products.

ECSE 480X. Mobility-Driven Computing. 3 Units.
Fundamental concepts in computing and architecture for mobile devices, mobile operating systems, mobility and mobile data management. Application of technologies for location awareness, context awareness, integrated sensors, mobile Internet, displays, pattern recognition and natural language processing, and touch/gesture based user interaction. Understanding of the tradeoffs in design (smartphones, tablets) due to resource constraints such as wireless connectivity, application processing, power management, and graphics. Integration of near- and wide-area wireless communication technologies (Bluetooth, Wireless WAN). Exploration of emerging technologies and services for the mobile platform. Integration of the foregoing concepts in a specific mobile context application (home/office, pedestrian, vehicular).
ECSE 480Y. Mobility-Driven Embedded Systems. 3 Units.
Foundations of reliable, energy-efficient and secure design of embedded systems. Fundamentals of mobility in embedded systems including wireless technology, location awareness, sensors, and actuators. Design consideration for processors, DSP, memory, and interfaces under mobility constraints (connectivity, power, and data management). Systems software for embedded computing, device management, and real-time I/O. Software design under constraints of size, performance, availability, and reliability. Software development techniques and practices (compilers, OS, and runtime systems). Case studies of mobility driven real-time embedded systems and software. Applications of mobility driven embedded systems, for example in in biomedical implant systems.

ECSE 480Z. Mobile Applications Development. 3 Units.
Understanding of the mobile application architecture, operating systems, and platforms. Challenges and opportunities in mobile application development. Evaluation of the leading mobile platform frameworks with respect to their features, functions, libraries, support, and ease of development. Software design for mobile applications in gaming, multimedia, entertainment, and enterprise applications. Development of enhanced user experience in a multi-touch, multi-sensor (accelerometer, gyroscopes, camera, geo-location) environment. Understanding of software development environments and testing tools, and use of wireless connectivity and data in mobile applications. Development of or extension of a modest application based on a major mobile platforms (iOS, Windows Phone 7, or Android).

ECSE 484. Computational Intelligence I: Basic Principles. 3 Units.
This course is concerned with learning the fundamentals of a number of computational methodologies which are used in adaptive parallel distributed information processing. Such methodologies include neural net computing, evolutionary programming, genetic algorithms, fuzzy set theory, and "artificial life." These computational paradigms complement and supplement the traditional practices of pattern recognition and artificial intelligence. Functionalities covered include self-organization, learning a model or supervised learning, optimization, and memorization.

ECSE 485. VLSI Systems. 3 Units.
Basic MOSFET models, inverters, steering logic, the silicon gate, nMOS process, design rules, basic structure designs (e.g., NAND and NOR gates, PLA, ROM, RAM), design methodology and tools (spice, N.mpc, Caesar, mkpla), VLSI technology and system architecture. Requires project and student presentation, laboratory.

ECSE 486. Quantum Computing, Information, and Devices. 3 Units.
An introduction to the math, physics, engineering, and computer science underlying the rapidly emerging fields of quantum computing, quantum information, and quantum devices. The course is taught by a group of faculty from physics, engineering, computer science, and math, and is geared towards students with diverse backgrounds and interests in these fields. Students will select a concentration in one of these four areas, and the coursework, while still covering all topics, will be adjusted to focus on the selected area in the most detail. Note that the listed prerequisites depend on choice of concentration. Topics will include: 1. (Mathematics) Introduction to linear algebra, convex geometry, fundamental theory of quantum information. 2. (Physics) Introduction to the quantum mechanics of two-level systems (qubits). Survey of physics and materials for qubit technologies. 3. (Computer Science) Basic quantum gates and circuits, introduction to the theory of algorithms, survey of quantum algorithms. 4. (Engineering) Quantum architectures, mapping algorithms onto circuits. The course consists of lectures, homework, and group projects. Group projects will aim to synthesize the diverse backgrounds of the students and instructors to capture the interdisciplinary nature of the field. Students taking the course for graduate credit will complete an additional literature research project and presentation, in addition to enhanced problem sets. Offered as CSDS 386, CSDS 486, ECSE 386, ECSE 486, MATH 386, MATH 486, PHYS 386, and PHYS 486. Prereq: (CSDS 281 or ECSE 281) and (ENGR 131 or CDS 132 or ECSE 132) and (MATH 223 or MATH 227) and (MATH 224 or MATH 228) and (PHYS 122 or PHYS 124).

ECSE 487. Advanced Game Development Project. 3 Units.
This game development project course will bring together an interdisciplinary group of students in the fields of engineering, computer science, and art to focus on the design and development of a complete, fully functioning computer game as an interdisciplinary team. The student teams are given complete liberty to design their own fully functional games from their original concept to a playable game published in an online marketplace. Student teams will experience the entire game development cycle as they execute their projects. Responsibilities include creating a game idea, writing a story, developing the artwork, designing characters, implementing music and sound effects, programming and testing the game, and publishing the final project. Students enrolled in 487 will develop a healthcare or education virtual environment or video game in collaboration with a mentor who has expertise in the chosen area. Offered as CSDS 390, ECSE 390, CSDS 487, and ECSE 487. Prereq: Graduate student standing.

ECSE 488. Embedded Systems Design. 3 Units.
Objective: to introduce and expose the student to methodologies for systematic design of embedded system. The topics include, but are not limited to, system specification, architecture modeling, component partitioning, estimation metrics, hardware software codesign, diagnostics.

ECSE 489. Robotics I. 3 Units.
ECSE 490. Digital Image Processing. 3 Units.
Digital images are introduced as two-dimensional sampled arrays of data. The course begins with one-to-one operations such as image addition and subtraction and image descriptors such as the histogram. Basic filters such as the gradient and Laplacian in the spatial domain are used to enhance images. The 2-D Fourier transform is introduced and frequency domain operations such as high and low-pass filtering are developed. It is shown how filtering techniques can be used to remove noise and other image degradation. The different methods of representing color images are described and fundamental concepts of color image transformations and color image processing are developed. One or more advanced topics such as wavelets, image compression, and pattern recognition will be covered as time permits. Programming assignments using software such as MATLAB will illustrate the application and implementation of digital image processing. Offered as CS 490 and ECSE 490.

ECSE 494. Introduction to Information Theory. 3 Units.
This course is intended as an introduction to information and coding theory with emphasis on the mathematical aspects. It is suitable for advanced undergraduate and graduate students in mathematics, applied mathematics, statistics, physics, computer science and electrical engineering. Course content: Information measures-entropy, relative entropy, mutual information, and their properties. Typical sets and sequences, asymptotic equipartition property, data compression. Channel coding and capacity: channel coding theorem. Differential entropy, Gaussian channel, Shannon-Nyquist theorem. Information theory inequalities (400 level). Additional topics, which may include compressed sensing and elements of quantum information theory. Recommended preparation: MATH 201 or MATH 307. Offered as MATH 394, CS 394, ECSE 394, MATH 494, CSDS 494 and ECSE 494.

ECSE 499. Algorithmic Robotics. 3 Units.
This course introduces basic algorithmic techniques in robotic perception and planning. Course is divided into two parts. The first part introduces probabilistic modeling of robotic motion and sensing, Gaussian and nonparametric filters, and algorithms for mobile robot localization. The second part introduces fundamental deterministic and randomized algorithms for motion planning. Offered as CS 499 and ECSE 499. Prerequisites: Graduate Standing or Requisites Not Met permission.

ECSE 500. ECSE Colloquium. 0 Unit.
Seminars on current topics in Electrical, Computer and Systems Engineering.

ECSE 500T. Graduate Teaching II. 0 Unit.
This course will provide Ph.D. candidate with experience in teaching undergraduate or graduate students. The experience is expected to involve direct student contact but will be based upon the specific departmental needs and teaching obligations. This teaching experience will be conducted under the supervision of the faculty member who is responsible for the course, but the academic advisor will assess the educational plan to ensure that it provides an educational experience for the student. Students in this course may be expected to perform one or more of the following teaching related activities: grading homeworks, quizzes, and exams, having office hours for students, running recitation sessions, providing laboratory assistance. Recommended preparation: Ph.D. student in ECSE department.

ECSE 526. Integrated Mixed-Signal Systems. 3 Units.
Mixed-signal (analog/digital) integrated circuit design. D-to-A and A-to-D conversion, applications in mixed-signal VLSI, low-noise and low-power techniques, and communication sub-circuits. System simulation at the transistor and behavioral levels using SPICE. Class will design a mixed-signal CMOS IC for fabrication by MOSIS. Recommended preparation: EECS/ECSE 426.

ECSE 527. Advanced Sensors: Theory and Techniques. 3 Units.
Sensor technology with a primary focus on semiconductor-based devices. Physical principles of energy conversion devices (sensors) with a review of relevant fundamentals: elasticity theory, fluid mechanics, silicon fabrication and micromachining technology, semiconductor device physics. Classification and terminology of sensors, defining and measuring sensor characteristics and performance, effect of the environment on sensors, predicting and controlling sensor error. Mechanical, acoustic, magnetic, thermal, radiation, chemical and biological sensors will be examined. Sensor packaging and sensor interface circuitry.

ECSE 589. Robotics II. 3 Units.
Survey of research issues in robotics. Force control, visual servoing, robot autonomy, on-line planning, high-speed control, man/machine interfaces, robot learning, sensory processing for real-time control. Primarily a project-based lab course in which students design real-time software executing on multi-processors to control an industrial robot. Recommended preparation: EECS/CSDS/ECSE 489. Offered as CSDS 589 and ECSE 589.

ECSE 600. Special Topics. 1 - 18 Units.

ECSE 600T. Graduate Teaching III. 0 Unit.
This course will provide Ph.D. candidate with experience in teaching undergraduate or graduate students. The experience is expected to involve direct student contact but will be based upon the specific departmental needs and teaching obligations. This teaching experience will be conducted under the supervision of the faculty member who is responsible for the course, but the academic advisor will assess the educational plan to ensure that it provides an educational experience for the student. Students in this course may be expected to perform one or more of the following teaching related activities running recitation sessions, providing laboratory assistance, developing teaching or lecture materials presenting lectures. Recommended preparation: Ph.D. student in ECSE department.

ECSE 601. Independent Study. 1 - 18 Units.

ECSE 620. Special Topics. 1 - 18 Units.

ECSE 621. Special Projects. 1 - 18 Units.

ECSE 651. Thesis M.S.. 1 - 18 Units.
Credit as arranged.

ECSE 695. Project M.S.. 1 - 9 Units.
Research course taken by Plan B M.S. students. Prerequisite: Enrolled in the EECS Plan B MS Program.

ECSE 701. Dissertation Ph.D.. 1 - 9 Units.
Credit as arranged.

Engineering Physics
Rockefeller Building (7079)
http://physics.case.edu/undergraduate-programs/undergrad-degree-programs/bsdegree-engphys/
Phone: 216.368.4017; Fax: 216.368.4671
Xuan Gao, Professor of Physics and Program Director
The Engineering Physics major allows students with strong interests in both physics and engineering to concentrate their studies in the common areas of these disciplines. The Engineering Physics major prepares students to pursue careers in industry, either directly after undergraduate studies, or following graduate study in engineering or physics. Many employers value the unique problem-solving approach of physics, especially in industrial research and development. Its engineering science and design components prepare students to work as professional engineers.

Students majoring in engineering physics complete the Engineering Core as well as a rigorous course of study in physics. Students select a concentration area from an engineering discipline and must complete a sequence of at least four courses in this discipline. In addition, a senior research project under the guidance of a faculty member is required. The project includes a written report and participation in the senior seminar and symposium.

The Bachelor of Science in Engineering degree program with a major in Engineering Physics is accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org.

**Mission**

The mission of the Engineering Physics program is to prepare students for careers in engineering where physics principles can be applied to the advancement of technology. This education at the intersection of engineering and physics will enable students to seek employment in engineering upon graduation while providing a firm foundation for the pursuit of graduate studies in either engineering or physics. The Engineering Physics program will develop sufficient depth in both engineering and physics skills to produce engineers who can relate fundamental physics to practical engineering problems and will possess the versatility to address new problems in our rapidly changing technological base. The program will provide a curriculum and environment to develop interdisciplinary collaboration, ethical and professional outlooks, communication skills, and the tools and desire for life-long learning.

**Program Educational Objectives**

1. Graduates of the Engineering Physics program will apply their strong problem-solving skills as physicists along with an understanding of the approach, methods, and requirements of engineering and engineering design for a successful career in advancing technology.
2. Graduates of the Engineering Physics program will use their strong skills in problem-solving, research experience and knowledge in physics and engineering as successful graduate students and researchers in highly ranked graduate programs.

**Student Outcomes**

As preparation for achieving the above program educational objectives, the Bachelor of Science in Engineering degree program with a major in Engineering Physics is designed so that students attain:

- an ability to identify, formulate, and solve engineering problems
- an understanding of professional and ethical responsibility
- an ability to communicate effectively

**Bachelor of Science in Engineering Required Courses: Major in Engineering Physics**

In addition to engineering general education requirements (p. 1292) and university general education requirements (p. 1212), the major requires the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PHYS 208</td>
<td>Instrumentation and Signal Analysis Laboratory</td>
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<tr>
<td>PHYS 221</td>
<td>Introduction to Modern Physics</td>
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<td>PHYS 250</td>
<td>Computational Methods in Physics</td>
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<td>PHYS 310</td>
<td>Classical Mechanics</td>
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<td>PHYS 313</td>
<td>Thermodynamics and Statistical Mechanics</td>
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<td>PHYS 317</td>
<td>Engineering Physics Laboratory I</td>
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<td>PHYS 318</td>
<td>Engineering Physics Laboratory II</td>
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<td>PHYS 324</td>
<td>Electricity and Magnetism I</td>
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<td>PHYS 325</td>
<td>Electricity and Magnetism II</td>
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<td>PHYS 331</td>
<td>Introduction to Quantum Mechanics I</td>
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<tr>
<td>PHYS 352</td>
<td>Senior Physics Project Seminar a</td>
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<td>PHYS 353</td>
<td>Senior Engineering Physics Project a</td>
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and one of the following courses (Applications of Quantum Mechanics): 3-4

<table>
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<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tr>
<td>ECSE 321</td>
<td>Semiconductor Electronic Devices</td>
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<tr>
<td>PHYS 315</td>
<td>Introduction to Solid State Physics</td>
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<tr>
<td>PHYS 327</td>
<td>Laser Physics</td>
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<tr>
<td>PHYS 332</td>
<td>Introduction to Quantum Mechanics II</td>
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</table>

**Breadth Elective Sequence** 38-39

- **Two semester course.** Students may elect to satisfy the SAGES capstone requirement by completing one of the SAGES capstone courses in another department in the Case School of Engineering in place of PHYS 352 and PHYS 353. Students selecting this option must also complete a 3-credit hour technical elective satisfied by any 200 level or above course in the Case School of Engineering.

**Engineering Physics Concentration**

Engineering Physics majors must complete a sequence of at least four upper-level courses in an engineering concentration. Students should seek advice from those engineering representatives listed below to select the courses consistent with scheduling, student preparation, and student interest. Both the program representative and the student’s adviser must approve the sequence. Following approval, students must submit the paperwork to undergraduate studies to ensure credit for the sequence toward graduation.
Bachelor of Science in Engineering

Suggested Program of Study: Major in Engineering Physics

The following is a suggested program of study. Current students should always consult their advisers and their individual graduation requirement plans as tracked in SIS (http://case.edu/sis/).

First Year

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<th>Units</th>
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Total Units in Sequence: 129

Hours required for graduation: 129

* University general education requirement
** Engineering general education requirement
a Selected students may be invited to take MATH 124 Calculus II, MATH 227 Calculus III or MATH 228 Differential Equations in place of MATH 121 Calculus for Science and Engineering I, MATH 122 Calculus for Science and Engineering II, MATH 223 Calculus for Science and Engineering III or MATH 224 Elementary Differential Equations.
b Selected students may be invited to take PHYS 123 Physics and Frontiers I - Mechanics or PHYS 124 Physics and Frontiers II - Electricity and Magnetism in place of PHYS 121 General Physics I - Mechanics or PHYS 122 General Physics II - Electricity and Magnetism.
c Students may also choose to fulfill this requirement with CSDS 132 Introduction to Programming in Java.
Engineering Physics Concentration courses are flexible, but must be in a specific engineering discipline or study area and be approved by an advisor. Possible concentration areas include: Biomedical Engineering (Biomedical Systems and Analysis, Devices and Instrumentation, Biomaterials); Chemical and Biomolecular Engineering; Civil and Environmental Engineering (Solid Mechanics, Structural Engineering, Geotechnical Engineering, Environmental Engineering); Electrical, Computer, and Systems Engineering (Solid State, Computer Science, Computer Engineering-Software, Computer Engineering-Hardware, Systems and Control); Macromolecular Science and Engineering; Materials Science and Engineering; Mechanical and Aerospace Engineering (Aerospace, Mechanics). One of the Engineering Physics concentration courses must provide an engineering design experience which can be satisfied by completing one of the following courses - EBM 380, ECHE 399, ECIV 398, EECS 398, EMAC 378, EMAE 360, EMAE 398 or EMSE 379.

Students may choose to fulfill this requirement in their third year:
- PHYS 315 Introduction to Solid State Physics
- PHYS 332 Introduction to Quantum Mechanics II
- PHYS 327 Laser Physics/PHYS 427 Laser Physics
- ECSE 321 Semiconductor Electronic Devices

Students may elect to satisfy the SAGES capstone requirement by completing one of the SAGES capstone courses in the Case School of Engineering in place of PHYS 352 and PHYS 353. Students selecting this option must also complete a 3-credit hour technical elective satisfied by any 200 level or above course in the Case School of Engineering.

Department of Macromolecular Science and Engineering
314 Kent Hale Smith Building (7202)
http://polymers.case.edu
Phone: 216.368.4172; Fax: 216.368.4202
Gary Wnek, Professor and Chair
gary.wnek@case.edu

Macromolecular science and engineering is the study of the synthesis, structure, processing, and properties of polymers. These giant molecules are the basis of synthetic materials including plastics, fibers, rubber, films, paints, membranes, and adhesives. Research is constantly expanding these applications through the development of new high performance polymers, e.g. for engineering composites, electronic, optical, and biomedical uses. In addition, most biological systems are composed of macromolecules—proteins (e.g. silk, wool, tendon), carbohydrates (e.g. cellulose) and nucleic acids (RNA and DNA) are polymers and are studied by the same methods that are applied to synthetic polymers.

Production of polymers and their components is central to the chemical industry, and statistics show that over 75 percent of all chemists and chemical engineers in industry are involved with some aspect of polymers. Despite this, formal education in this area is offered by only a few universities in this country, resulting in a continued strong demand for our graduates upon completion of their BS, MS, or PhD degrees.

Mission
To educate students who will excel and lead in the development of polymeric materials and the application of structure-property relationships. The department seeks to prepare students for either professional employment or advanced education, primarily in this or related science or engineering disciplines, but also in professional schools of business, law or medicine. Undergraduate students are offered opportunities for significant research experience, capitalizing on the strength of our graduate program.

Research

The research activities of the department span the entire scope of macromolecular science and polymer technology.

Synthesis

New types of macromolecules are being made in the department's synthesis laboratories. The emphasis is on creating polymers with novel functional properties such as photoconductivity, selective permeation, and biocompatibility, and in producing new materials which behave like classical polymers without being linked together by covalent bonds.

Physical Characterization

This is the broad area of polymer analysis, which seeks to relate the structure of the polymer at the molecular level to the bulk properties that determine its actual or potential applications. This includes characterization of polymers by infrared, Raman, and NMR and mass spectroscopy, thermal and rheological analysis, determination of structure and morphology by x-ray diffraction, electron microscopy, and atomic force microscopy, permeability and free volume, and investigation of molecular weights and conformation by light scattering.

Mechanical Behavior and Analysis

Polymeric materials are known for their unusual mechanical capabilities, usually exploited as components of structural systems. Analysis includes the study of viscoelastic behavior, yielding and fracture phenomena and a variety of novel irreversible deformation processes.

Processing

A major concern of industry is the efficient and large scale production of polymer materials for commercial applications. Research in this area is focusing on reactive processing, multi-layer processing and polymer mixing, i.e., compounding and blends. The integration of sensors and processing equipment, and methods for examining changes in structure and composition during processing steps are growing areas of inquiry. Both laboratory and simulation research are brought to bear on these critical issues.

Materials Development and Design

Often, newly conceived products require the development of polymeric materials with certain specific properties or design characteristics. Materials can be tailor-made by designing synthesis and processing conditions to yield the best performance under specified conditions. Examples might be the design of photoluminescent and semi-conducting polymers for use in optoelectronic devices, polymers that are stable at high temperatures for fire-retardant construction materials, high temperature polymer electrolytes for use in advanced fuel cells, low density thermal insulating polymer composite materials, advanced polymeric optical devices, and biocompatible polymers for use in prosthetic implants, reconstructive medicine and drug-delivery vehicles.

Biopolymers

Living systems are composed primarily of macromolecules, and research is in progress on several projects of medical relevance. The department has a long-standing interest in the hierarchical structure and properties
of the components of connective tissues (e.g., skin, cartilage, and bone). The department is also engaged in the development of new biocompatible polymers for applications in human health.

**Faculty**

Gary Wnek, PhD  
*University of Massachusetts, Amherst*  
*The Joseph F. Toot, Jr. Professor and Chair*

Polymeric biomaterials for drug delivery and regenerative medicine; nano- and micro-fiber fabrication; bio-mimicking approaches for polymer flammability mitigation; polymer packaging systems design; polyelectrolyte gels and elastomers; physiologically-mimicking macromolecular constructs with attention to primitive motile and irritable systems

Eric Baer, DEng  
*Johns Hopkins University*  
*Director, Centered for Layered Polymeric Systems (CLiPS) and Herbert Henry Dow Professor of Science and Engineering*

Multilayered and ultrathin polymer films and devices. Irreversible microdeformation mechanisms; pressure effects on morphology and mechanical properties; relationships between hierarchical structure and mechanical function; mechanical properties of soft connective tissue; polymer composites and blends; polymerization and crystallization on crystalline surfaces; viscoelastic properties of polymer melts; damage and fracture analysis of polymers and their composites. Structure-property relationships in biological systems

Michael Hore, PhD  
*University of Pennsylvania*  
*Associate Professor*

Polymer physics; neutron scattering; polymer nanocomposites; grafted polymers and brushes; theory and modeling; self-consistent field theory; structure-property relationships; reconfigurable materials.

Hatsuo Ishida, PhD  
*Case Western Reserve University*  
*Professor*

Processing of polymers and composite materials; structural analysis of surfaces and interfaces; molecular spectroscopy of synthetic polymers

João Maia, PhD  
*University of Wales Aberystwyth, U.K.*  
*Associate Professor*

Polymer rheology: extensional rheology and rheometry; micro- and nano-rheology; bio-rheology: food rheology and processing; rheology for macromolecular technology; development and optimization of polymer blends and composites; viscoelasticity of micro- and nano-layered polymer films; on- and in-line monitoring of extrusion-based processes; micro-processing; environmental rheology and processing

Ica Manas-Zloczower, DSc  
*Israel Institute of Technology*  
*Professor*

Structure and micromechanics of fine particle clusters; interfacial engineering strategies for advanced materials processing; dispersive mixing mechanisms and modeling; design and mixing optimization studies for polymer processing equipment through flow simulations

Svetlana Morozova  
*University of Massachusetts, Amherst*  
*Assistant Professor*

Polymer dynamics

Valentin Rodionov, PhD  
*Scripps Res. Institute*  
*Assistant Professor*

Organic polymer chemistry; synthesis of novel macromolecular structures and architectures; catalysis

Lei Zhu, PhD  
*University of Akron*  
*Professor*

Nanoscale structure and morphology of crystalline/liquid crystalline polymers and block copolymers; ferroelectric and dielectric polymers for electric energy storage; polymer/inorganic hybrid nanocomposites; biodegradable polymers for diagnostic and drug delivery

**Secondary Faculty**

James M. Anderson, PhD  
*Oregon State University, M.D.*  
*Professor of Macromolecular Science, Pathology, and Biomedical Engineering*

Biocompatibility, inflammation, foreign body reaction to medical devices, prostheses, and biomaterials

Donald Feke, PhD  
*Princeton University*  
*Professor of Chemical Engineering and Macromolecular Science*

Fine-particle processing, colloidal phenomena, dispersive mixing, and acoustic separation methods

Roger French, PhD  
*Massachusetts Institute of Technology*  
*F. Alex Nason Professor of Materials Science*

Optical materials and elements, optical properties and electronic structure of materials, and electrodynamic van der Waals-London dispersion interactions

John Protasiewicz, PhD  
*Cornell University*  
*Professor of Chemistry*

Inorganic, organic, main group, materials, polymer, catalysis, organometallic chemistry, and X-ray crystallography

Charles Rosenblatt, PhD  
*Harvard University*  
*Professor of Physics*

Experimental condensed matter physics and liquid crystal physics

Kenneth Singer, PhD  
*University of Pennsylvania*  
*Professor of Physics*

Modern optics and condensed matter experiment and nonlinear optics

Philip Taylor, PhD  
*Cambridge University, England*  
*Perkins Professor of Physics*

Phase transitions and equations of state for crystalline polymers; piezoelectricity and pyroelectricity
Novel platforms for the delivery of molecules and cells and the use of novel stimuli-responsive polymers for use in gene and drug delivery

**Adjunct Faculty**

Thomas Chapin, PhD  
(University of Connecticut)  
*Vice President, UL Laboratories*  
*Polymer Flammability*

Lashanda Korley, PhD  
(Massachusetts Institute of Technology)  
*Associate Professor, Chemical Engineering and Materials Science and Engineering University of Delaware*  
*Hierarchical peptide polymer hybrids; new fiber manufacturing strategies for functional material development; responsive composites; interplay of covalent and non-covalent interactions*

Jon Pokorski, PhD  
(Northwestern University)  
*Associate Professor*  
*Biomaterials for delivery of therapeutic proteins; protein-polymer conjugates; drug-delivery; biopolymer catalysts; self-assembling peptides; affinity-based delivery of therapeutics; layered polymeric delivery systems*

Stuart Rowan, PhD  
(University of Glasgow)  
*Professor, The Institute for Molecular Engineering, University of Chicago*  
*Supramolecular chemistry; synthesis of metallosupramolecular and stimuli-responsive polymers; isolation and utilization of cellulose nanocrystals in biomimetic and porous systems; reversible covalent chemistry*

Christoph Weder, DrScNat  
(ETH Zurich Switzerland)  
*Professor of Polymer Chemistry and Materials and Director, Adolphe Merkle Institute of the University of Fribourg, Switzerland*  
*Design, synthesis and investigation of structure-property relationships of novel functional polymers: polymers with unusual optic and/or electronic properties; (semi)conducting conjugated polymers; stimuli-responsive polymers; biomimetic materials, polymer nanocomposites, supramolecular chemistry*

**CWRU/Brazil Dual PhD Degree Adjunct Professors**

Rosario Elida Suman Bretas, PhD  
(Federal University of Sao Carlos)  
*Professor*  
*Department of Materials Engineering*

Veronica Maria de Araujo Calado, PhD  
(Federal University of Rio de Janeiro)  
*Professor*  
*Department of Mechanical Engineering*  
*Sidnei Paciornik, PhD*  
*Pontifical Catholic University of Rio de Janeiro*  
*Professor*  
*Department of Materials Engineering*  
*Luiz Antonio Pessan, PhD*  
*Federal University of Sao Carlos*  
*Professor*  
*Department of Materials Engineering*
Cesar Liberato Petzhold, PhD
(Federal University of Rio Grande do Sul)
Professor
Institute of Chemistry

Joao Henrique Zinnoc Dos Santos, PhD
(Federal University of Rio Grande do Sul)
Professor
Institute of Chemistry

Paulo Henrique Schneider, PhD
(Federal University of Rio Grande do Sul)
Professor
Institute of Chemistry

Henri Stephan Schrekker, PhD
(Federal University of Rio Grande do Sul)
Professor
Institute of Chemistry

Argimiro Resende Secchi, PhD
(Federal University of Rio de Janeiro)
Professor
COPPE-Chemical Engineering Program

Bluma Guenther Soares, PhD
(Federal University of Rio Grande do Sul)
Professor
Institute of Chemistry

Marcio Nele De Souza, PhD
(Federal University of Rio de Janeiro)
Professor
Department of Chemical Engineering

Frederico Wanderley Tavares, PhD
(Federal University of Rio de Janeiro)
Professor
School of Chemistry and Program of Chemical Engineering of COPPE

Roney Leon Thompson, PhD
(Federal University of Rio de Janeiro)
Professor
Department of Mechanical Engineering

David A. Schiraldi, Ph.D.
(University of Oregon)
Peter A. Asseff, Professor of Organic Chemistry Emeritus
Composites, including Aerogel composites, structure-property relationships, transport phenomena and packaging materials, condensation polymers, bio-based polymer synthesis, polymer flammability and sustainable FR agents, polymer blends and complex polymer systems.

Undergraduate Programs

In 1970, the department introduced a program leading to the Bachelor of Science in Engineering degree with a major in Polymer Science and Engineering, which is designed to prepare the student both for employment in polymer-based industry and for graduate education in polymer science.

The Case School of Engineering is proud that the polymer science and engineering program was the first such undergraduate program in the country to receive accreditation from the Engineering Council for Professional Development. The curriculum combines courses dealing with all aspects of polymer science and engineering with basic courses in chemistry, physics, mathematics, and biology, depending on the needs and interests of the student. The student chooses a sequence of technical electives, in consultation with a faculty advisor, allowing a degree of specialization in one particular area of interest, e.g., biomaterials, chemical engineering, biochemistry, or physics. In addition to required formal laboratory courses, students are encouraged to participate in the research activities of the department, both through part-time employment as student laboratory technicians and through the senior project requirement: a one or two semester project that involves the planning and performance of a research project.

Polymer science undergraduates are also strongly encouraged to seek summer employment in industrial laboratories during at least one of their three years with the department. In addition to the general undergraduate curriculum in Polymer Science and Engineering, the department offers two specialized programs which lead to the Bachelor of Science in Engineering with a major in Polymer Science and Engineering. The cooperative program contains all the course work required for full-time resident students plus one or two six-month cooperative sessions in polymer-based industry. The company is selected by the student in consultation with his or her advisor, depending on the available opportunities. The dual-degree program allows students to work simultaneously on two baccalaureate level degrees within the university. It generally takes five years to complete the course requirements for each department for the degree. The BS/MS program leads to the simultaneous completion of requirements for both the master’s and bachelor’s degrees. Students with a minimum GPA of 3.0 may apply for admission to this program in their junior year.

The Bachelor of Science in Engineering degree program with a major in Polymer Science and Engineering is accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org.

Program Educational Objectives

This program will produce graduates who:

1. Are competent, creative, and highly valued professionals in industry, academia, or government.
2. Are flexible and adaptable in the workplace, possess the capacity to embrace new opportunities of emerging technologies, and embrace...
leadership and teamwork opportunities, all affording sustainable engineering careers.

3. Continue their professional development by obtaining advanced degrees in Polymer Science and Engineering or other professional fields, as well as medicine, law, management, finance or public policy.

4. Act with global, ethical, societal, ecological, and commercial awareness expected of practicing engineering professionals.

**Student Outcomes**

As preparation for achieving the above educational objectives, the Bachelor of Science in Engineering degree program with a major in Polymer Science and Engineering is designed so that students attain:

- an ability to apply knowledge of mathematics, science, and engineering
- an ability to design and conduct experiments, as well as to analyze and interpret data
- an ability to design a system, component, or process to meet desired needs
- an ability to function in multi-disciplinary teams
- an ability to identify, formulate, and solve engineering problems
- an understanding of professional and ethical responsibility
- an ability to communicate effectively

**Bachelor of Science in Engineering**

**Required Courses: Major in Polymer Science and Engineering**

In addition to engineering general education requirements (p. 1292) and university general education requirements (p. 1212), the major requires the following courses:

### Traditional track

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EMAC 270</td>
<td>Introduction to Polymer Science and Engineering</td>
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</tr>
<tr>
<td>EMAC 276</td>
<td>Polymer Properties and Design</td>
<td>3</td>
</tr>
<tr>
<td>EMAC 351</td>
<td>Physical Chemistry for Engineering</td>
<td>3</td>
</tr>
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<td>EMAC 352</td>
<td>Polymer Physics and Engineering</td>
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<td>EMAC 355</td>
<td>Polymer Analysis Laboratory</td>
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<td>Polymer Processing and Testing Laboratory</td>
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<td>EMAC 375</td>
<td>Fundamentals of Non-Newtonian Fluid Mechanics and Polymer Rheology</td>
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<td>EMAC 376</td>
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<td>EMAC 378</td>
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<td>EMAC 398</td>
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<tr>
<td></td>
<td>3 Technical Electives which can include a 3 or 6 credit sequence of</td>
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</tr>
<tr>
<td></td>
<td>EMAC 125/EMAC 325 Undergraduate Research</td>
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1 Natural Science Elective, chosen in consultation with the student’s academic adviser.

### Biomaterials track

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<td>EMAC 270</td>
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<td>EMAC 276</td>
<td>Polymer Properties and Design</td>
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<td>EMAC 351</td>
<td>Physical Chemistry for Engineering</td>
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<td>EMAC 352</td>
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<td>Polymer Analysis Laboratory</td>
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<td>EMAC 376</td>
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<td>EMAC 398</td>
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1 Natural Science Elective, chosen in consultation with the student’s academic adviser.

### Electives for Polymer Science Majors:

#### Biomedical Engineering

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<td>&amp; EBME 202</td>
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<td>EMAC 303</td>
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#### Chemical Engineering

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<td>ECHE 361</td>
<td>Separation Processes</td>
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**Total Units**

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<tr>
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<td>EBME 305 Materials for Prosthetics and Orthotics</td>
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<td>EBME 316 Biomaterials for Drug Delivery</td>
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<td>EBME 325 Introduction to Tissue Engineering</td>
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<td></td>
<td>EBME 350 Quantitative Molecular, Cellular and Tissue Bioengineering</td>
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<td>EBME 425 Tissue Engineering and Regenerative Medicine</td>
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<td>EBME 426 Nanomedicine</td>
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<td>EBME 406 Polymers in Medicine</td>
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<td>or EMAC 471 Polymers in Medicine</td>
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<td>A three-credit research sequence may be substituted for one of the technical electives</td>
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<td>EMAC 125 Freshman Research on Polymers (and/or)</td>
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<td>EMAC 325 Undergraduate Research in Polymer Science</td>
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**Total Units**

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Bachelor of Science in Engineering  
Suggested Program of Study: Major in Polymer Science and Engineering  
(standard track)

The following is a suggested program of study. Current students should always consult their advisers and their individual graduation requirement plans as tracked in SIS (http://sis.case.edu/).

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<th>Spring</th>
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Total Units in Sequence: 128  
Hours required for graduation: 128

* University general education requirement  
** Engineering general education requirement  
** Approved Natural Science electives:  
  - PHYS 221 Introduction to Modern Physics  
  - STAT 312 Basic Statistics for Engineering and Science  
  - PHYS 349 Methods of Mathematical Physics I  
  - BIOC 307 Introduction to Biochemistry: From Molecules To Medical Science  
  - EMAC 325 may be taken as a technical elective. Students choosing the polymer major in the freshman year are encouraged to register for EMAC 125 (https://sis.case.edu/psp/P90SCWR/?cmd=login&languageCd=ENG) (1 credit), which may be used as a technical elective provided the student also completes EMAC 325 (https://sis.case.edu/psp/P90SCWR/?cmd=login&languageCd=ENG) for at least 2 credits.  
  - Technical sequence must be approved by department advisor.  
  - Preparation for the polymer science project should commence in the previous semester.

Professional Communication for Engineers (ENGL 398) & Professional Communication for Engineers (ENGR 398)**  
Polymer Physics and Engineering (EMAC 352)  
Technical elective II d,e  
Year Total: 15 18
Bachelor of Science in Engineering
Suggested Program of Study: Major in Polymer Science and Engineering (biomaterials track)

The following is a suggested program of study. Current students should always consult their advisers and their individual graduation requirement plans as tracked in SIS (http://sis.case.edu/).

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<th>Year</th>
<th>Units</th>
<th>Fall</th>
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<tbody>
<tr>
<td><strong>First Year</strong></td>
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</table>

| **Second Year** | 16    | 15   |
| SAGES University Seminar II | 3     |
| Physiology-Biophysics I (EBME 201) | 3     |
| Introduction to Polymer Science and Engineering (EMAC 270) | 3     |
| Calculus for Science and Engineering III (MATH 223) | 3     |
| General Physics II - Electricity and Magnetism (PHYS 122) | 4     |
| Breadth elective | 3     |
| Physiology-Biophysics II (EBME 202) | 3     |
| Polymer Properties and Design (EMAC 276) (SAGES Departmental Seminar) | 3     |
| Statics and Strength of Materials (ENGR 200) | 3     |
| Elementary Differential Equations (MATH 224) | 3     |
| Year Total: | 16    | 15   |

| **Third Year** | 15    | 18   |
| Breadth elective | 3     |
| Introductory Organic Chemistry I (CHEM 223) | 3     |
| Chemical Laboratory Methods for Engineers (CHEM 290) | 3     |
| Introduction to Biomedical Materials (EBME 306) | 3     |
| Physical Chemistry for Engineering (EMAC 351) | 3     |
| Technical Elective | 3     |
| Natural Science elective | 3     |
| Introductory Organic Chemistry II (CHEM 224) | 3     |
| Polymer Engineering (EMAC 376) | 3     |
| Structure of Biological Materials (EMAC 303) | 3     |

Polymer Analysis Laboratory (EMAC 355) | 3     |
Year Total: | 15    | 18   |

| **Fourth Year** | Units | Fall | Spring |
| Breadth elective | 3     |
| Introduction to Circuits and Instrumentation (ENGR 210) | 4     |
| Polymer Chemistry (EMAC 370) | 3     |
| Fundamentals of Non-Newtonian Fluid Mechanics and Polymer Rheology (EMAC 375) | 3     |
| Polymer Processing (EMAC 377) | 3     |
| Technical elective II | 3     |
| Polymer Engineer Design Product (EMAC 378) | 3     |
| Polymer Science and Engineering Project I (EMAC 398) (SAGES Capstone Course) | 3     |
| Professional Communication for Engineers (ENGL 398) | 3     |
| & Professional Communication for Engineers (ENGR 398) | 3     |
| Technical elective III | 3     |
| Open elective | 3     |
| Year Total: | 19    | 15   |

Total Units in Sequence: 131

Hours required for graduation: 128

- University general education requirement
- Engineering general education requirement
- Approved Natural Science electives:
  - BIOL 214 Genes, Evolution and Ecology (d);
  - BIOL 215 Cells and Proteins (d);
  - BIOC 307 Introduction to Biochemistry: From Molecules To Medical Science (d);
  - BIOL 362 Principles of Developmental Biology
- Suggested for pre-med students
- EMAC 355 Polymer Analysis Laboratory is strongly recommended.

At least 3 of the 4 Technical Electives have to be taken from:
- EBME 316 Biomaterials for Drug Delivery;
- EBME 325 Introduction to Tissue Engineering;
- EBME 350 Quantitative Molecular, Cellular and Tissue Bioengineering;
- EBME 426 Nanomedicine;
- EMAC 471 Polymers in Medicine / EBME 406 Polymers in Medicine;
- a three-credit research sequence of EMAC 125 Freshman Research on Polymers and EMAC 325 Undergraduate Research in Polymer Science
- EMAC 372 Polymer Processing and Testing Laboratory (offered in the spring semester of the fourth year)
- Other technical electives, as approved by the student’s academic advisor

Preparation for the polymer science project should commence in the previous semester.
Co-op and Internship Programs

Opportunities are available for students to alternate studies with work in industry or government as a co-op student, which involves paid full-time employment over seven months (one semester and one summer). Students may work in one or two co-ops, beginning in the third year of study. Co-ops provide students the opportunity to gain valuable hands-on experience in their field by completing a significant engineering project while receiving professional mentoring. During a co-op placement, students do not pay tuition but maintain their full-time student status while earning a salary. Learn more at http://engineering.case.edu/coop/. Alternatively or additionally, students may obtain employment as summer interns.

Five-Year Combined BS/MS Program

This program offers outstanding undergraduate students the opportunity to obtain an MS degree, with a thesis, in one additional year of study beyond the BS degree (normally, it takes 2 years beyond the BS to earn an MS degree). In this program, an undergraduate student can take up to 9 credit hours that simultaneously satisfy undergraduate and graduate requirements. If the BS part of the BS/MS is in Polymer Science & Engineering, then participating students generally will not take the standard EMAC 401-405 sequence; the additional course work will be taken as electives in this case. Students in this program typically produce a senior thesis during the fall of their fourth year. They then start their research leading to the MS thesis in the spring semester of that year, culminating in a thesis defense spring semester of year five.

Application for admission to the five year BS/MS program is made after completion of five semesters of course work. Minimum requirements are a 3.2 grade point average and the recommendation of a faculty member. Review the Office of Undergraduate Studies BS/MS program requirements here (p. 1298).

Year five plan

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Elective 1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Thesis M.S. (EMAC 651)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Technical Elective 2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Technical Elective 3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Thesis M.S. (EMAC 651)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total (typically by mid-March)</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

Total Units in Sequence: 18

Note: A number of 2 credit hour electives are offered each year by the Macro Department, so students may elect to take a sequence of four electives, totaling at least 9 credit hours, in addition to the required 9 hours of EMAC 651 Thesis M.S.

Graduate Programs

Courses leading to the Master of Science (MS) and Doctor of Philosophy (PhD) degrees in macromolecular science are offered within the Case School of Engineering. They are designed to increase the student’s knowledge of macromolecular science and of his/her own basic area of scientific interest, with application to specific polymer research problems. Research programs derive particular benefit from close cooperation with graduate programs in chemistry, physics, materials science, chemical engineering, biological sciences, and other engineering areas. The interdisciplinary academic structure allows the faculty to fit the individual program to the student's background and career plans. Basic and advanced courses are offered in polymer synthesis, physical chemistry, physics, biopolymers, and applied polymer science and engineering. A laboratory course in polymer characterization instructs students in the use of modern experimental techniques and equipment. Graduate students are also encouraged to take advanced course work in polymer solid state physics, physical chemistry, synthesis, rheology, and polymer processing.

Master of Science

Master’s Thesis-Focused Track

The minimum requirement to complete a master’s degree under the Thesis-Focused Track is 30 hours. Of the 30 hours, at least 18 hours must be coursework, and 9 hours must be EMAC 651 Thesis M.S. At least 18 semester hours of coursework, including thesis, must be at the 400 level or higher.

All Thesis-Focused MS students must take 6 credits of departmental fundamentals courses including the lab component. Please note: Once a student begins registration of EMAC 651 Thesis M.S., the student must register for at least one credit hour of this course every semester until graduation. The normal residency period for an MS degree is 2 years.

Elective and core courses can be taken via Distance Learning or by transfer (transfers need to be approved by the chair of the department and dean of graduate studies; core courses also need instructors’ approval).

Minor in Polymer Science and Engineering

The minor in Polymer Science and Engineering consists of five courses from the list below (special arrangements can be made to include appropriate EMAC graduate courses as well).

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMAC 270</td>
<td>6</td>
</tr>
<tr>
<td>EMAC 276</td>
<td></td>
</tr>
<tr>
<td>Choose any three of the remaining courses listed below</td>
<td>9</td>
</tr>
<tr>
<td>EMAC 351</td>
<td>3</td>
</tr>
<tr>
<td>EMAC 355</td>
<td></td>
</tr>
<tr>
<td>EMAC 370</td>
<td>6</td>
</tr>
<tr>
<td>EMAC 372</td>
<td></td>
</tr>
<tr>
<td>EMAC 375</td>
<td>3</td>
</tr>
<tr>
<td>EMAC 376</td>
<td></td>
</tr>
<tr>
<td>EMAC 377</td>
<td>3</td>
</tr>
<tr>
<td>EMAC 378</td>
<td></td>
</tr>
<tr>
<td>Total Units</td>
<td>15</td>
</tr>
</tbody>
</table>
EMAC 401 Polymer Foundation Course I: Organic Chemistry
EMAC 402 Polymer Foundation Course II: Physical Chemistry
EMAC 403 Polymer Foundation Course III: Physics
EMAC 404 Polymer Foundation Course IV: Engineering

Plus an additional 6 credit hours of coursework for Thesis-Focused courses to be approved by their advisor.

For completion of a master's degree in the Thesis-Focused Track, an oral examination (defense) of the master's thesis is required. The examination is conducted by a committee of three university faculty members. The candidate's thesis advisor usually serves as the chair of the examining committee. The chair of the department or the curricular program faculty appoints members of the committee. The examining committee must agree unanimously that the candidate has passed the thesis examination.

Master's Project-Focused Track
The master's Project-Focused Track is available for individuals who live out of state or are working full-time. A research report and oral examination are required before graduation. This option requires 30 total credit hours; categorized by the following:

1. 3-6 cr. hrs. need to be project credit (independent study) which needs to be approved by advisor
2. 21-24 course credits (of which 9 must be based in Macromolecular Science); and
3. 6 core course credits

Each candidate for the master's degree under Project-Focused Track must satisfactorily pass a comprehensive examination, which is administered by the department or curricular program committee. The examination may be written or oral or both. A student must be registered during the semester in which any part of the comprehensive examination is taken. If not registered for other courses, the student will be required to register for one semester hour of EXAM 600 Master's Comprehensive Exam, before taking the examination.

Elective and core courses can be taken via Distance Learning or by transfer (transfers need to be approved by the chair of the department and dean of graduate studies; core courses also need instructors' approval).

MS students will generally be required to take the core courses:

EMAC 401 Polymer Foundation Course I: Organic Chemistry
EMAC 402 Polymer Foundation Course II: Physical Chemistry
EMAC 403 Polymer Foundation Course III: Physics
EMAC 404 Polymer Foundation Course IV: Engineering

Plus an additional 15 credit hours of coursework for Project-Focused courses to be approved by their advisor.

Master's Course-Focused Track
The Course-Focused MS degree program requirements consist of the completion of 30 hours of approved coursework at the 400 level or higher, satisfactory completion of the culminating course-focused experience, i.e. passing the course ENGR 600 with requirements defined by the student's curricular program, and additional requirements as specified by the program. Students should consult with their academic advisor and/or department to determine the detailed requirements within this framework.

Master of Science in Engineering with Specialization Advanced Films and Packaging Systems
The Department of Macromolecular Science and Engineering at Case Western Reserve University offers a Master's Degree track in Advanced Films and Packaging Systems. This program is designed to be completed over 12 months but can be spread out over multiple years. Options for either a thesis-based or a course-based Master's are available.

Through a 30 credit hour curriculum, students explore and learn how to apply the fundamental principles of macromolecular science and engineering toward emerging challenges and opportunities in the utilization of plastics in films and packaging. The department offers a unique intersection of deep expertise polymer synthesis, structure-property-relationships, and processing which can be applied to benefit an industry with a global economic impact of at least $1 trillion annually.

Core Course Requirements (9 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMAC 436</td>
<td>Polymers in Advanced Packaging Systems</td>
<td>2</td>
</tr>
<tr>
<td>EMAC 437</td>
<td>Advanced Polymeric Films</td>
<td>2</td>
</tr>
<tr>
<td>EMAC 438</td>
<td>Packaging Design and Innovation</td>
<td>3</td>
</tr>
<tr>
<td>EMAC 450</td>
<td>The Business of Polymers</td>
<td>2</td>
</tr>
</tbody>
</table>

Fire Science and Engineering
The Case School of Engineering at Case Western Reserve University offers an MS graduate program in Fire Science and Engineering. Students will choose either a Master of Science in Macromolecular Science and Engineering or a Master of Science in Mechanical Engineering, both with a concentration in fire science. Case Western Reserve offers a unique intersection of expertise in macromolecular and combustion science and mechanical and chemical engineering, making us singularly suited to cover all aspects of fire protection, safety, and flammability.

Through a 30 credit hour curriculum, students explore and learn how to apply the fundamental principles of fire behavior and dynamics, protection and suppression systems, polymeric materials structure, properties and selection and more. The program is designed to be completed in one year but can be spread out over multiple years.

The Fire Science and Engineering program at Case Western Reserve covers all aspects of combustion and fire suppression. After graduating from this degree program, students will be ready to apply their thorough understanding of:

- The chemistry of fire and materials
- Flammability logistics
- Fire dynamics and fire behavior
- Fire risk assessment
- Fire protection engineering
- Combustion
- Fire and safety-related codes
- Human behavior and life safety analysis
- Structural fire protection
- Passive fire protection systems
- Polymer engineering
This fire protection engineering degree is offered over three semesters: 12 credits in the fall semester; 12 credits in the spring semester; and 6 credits in the summer. See the university's academic calendar (http://www.case.edu/registrar/calendar.html).

### How to Apply

Application to the Fire Science and Engineering program is handled through the university's School of Graduate Studies. Students will need to know whether they wish to apply for the MS in Macromolecular Science and Engineering or the MS in Mechanical Engineering.

Students interested in applying to the Fire Science and Engineering program should already have a bachelor's degree in Chemistry, Chemical Engineering, Mechanical Engineering or Materials Science & Engineering and have taken the GRE. Additional application requirements include a statement of objectives, academic transcripts, and three letters of recommendation. International students will also need to take the Test of English as a Foreign Language (TOEFL). Read more about the university's full application procedure requirements here (http://gradstudies.case.edu/prospect/admissions/apply.html).

When you are ready to apply, electronic applications can be submitted here (https://app.applyyourself.com/AYApplicantLogin/ApplicantConnectLogin.asp?id=casegrad).

### PhD Programs

The PhD program consists of 36 hours of coursework, including the departmental core courses and 18 credit hours of PhD thesis (EMAC 701 Dissertation Ph.D.) are required for the PhD degree, in addition to passing the research qualifying exam (oral proposal) and the written qualifying exam.

Of the coursework credit requirements, the core courses are designated as "depth" courses (12 credits). In addition, all students will take a minimum of two breadth courses in basic science and/or other departments in the School of Engineering (for a total of six credits). The remaining breadth requirements (up to 18 credits) are satisfied by course modules taken in Macromolecular Science and Engineering.

Each doctoral student is responsible for becoming sufficiently familiar with the research interests of the department or program faculty to choose in a timely manner a faculty member who will serve as the student's research advisor. The research advisor is expected to provide mentorship in research conception, methods, performance, and ethics, as well as focus on development of the student's professional communication skills, building professional contacts in the field, and fostering the professional behavior standard of the field and research in general.

The research advisor also assists with the selection of three other faculty to serve as the required additional members of the dissertation advisory committee. This committee must be formed within the second semester following admission. Throughout the development and completion of the dissertation, these members are expected to provide constructive criticism and helpful ideas generated by the research problem from the viewpoint of their particular expertise. Each member will make an assessment of the originality of the dissertation, its value, the contribution it makes and the clarity with which concepts are communicated, especially to a person outside the field.

The doctoral student is expected to arrange meetings and maintain periodic contact with each committee member. A meeting of the full committee for the purpose of assessing the student's progress should occur at least once a year until the completion of the dissertation.

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**Core Course Requirements (18 credits):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMAC 404</td>
<td>Polymer Foundation Course IV: Engineering</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 457</td>
<td>Combustion</td>
<td>3</td>
</tr>
<tr>
<td>EMAE/EMAE 461</td>
<td>Chemistry of Fire Safe Polymers and Composites</td>
<td>3</td>
</tr>
<tr>
<td>EMAC/EMAE 463</td>
<td>Fire Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>EMAC/EMAE 464</td>
<td>Fire Protection Engineering</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective tracks:**

**Choose one of the following two elective tracks:**

**Elective Track I: Macromolecular Science and Engineering (9 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMAC 401</td>
<td>Polymer Foundation Course I: Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>EMAC 402</td>
<td>Polymer Foundation Course II: Physical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>EMAC 403</td>
<td>Polymer Foundation Course III: Physics</td>
<td>3</td>
</tr>
<tr>
<td>EMAC 405</td>
<td>Polymer Characterization Laboratory</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Track II: Mechanical Engineering (9 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMAE 453</td>
<td>Advanced Fluid Dynamics I</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 459</td>
<td>Advanced Heat Transfer</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 558</td>
<td>Conduction and Radiation</td>
<td>3</td>
</tr>
<tr>
<td>ECIV 424</td>
<td>Structural Dynamics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Degree Options**

The Fire Science and Engineering master's degree track comprises 30 credit hours, which may be all coursework or include an MS thesis (9 credit hours) or a project (3 to 6 credit hours). Students can choose to receive a Master of Science in Macromolecular Science and Engineering with a specialization in Fire Science and Engineering, or a Master of Science in Mechanical Engineering with a specialization in Fire Science and Engineering.

All students will take six core fire protection engineering courses. Other courses can be chosen from the elective track for macromolecular science and engineering or mechanical engineering. The materials track focuses on polymer chemistry and materials, and the chemistry of flammability and fire suppression. The mechanical track follows a traditional mechanical engineering/combustion approach to fire protection and suppression, but with specialization classes in polymers.

The track can be finished in one year or in multiple years. Students have the option of completing a thesis or research project at their employers' laboratories with Case Western Reserve faculty members as co-advisors.

For additional information, please contact:

Gary Wnek, Chair of the Department of Macromolecular Science and Engineering

Ya-Ting Liao, Assistant Professor in the Department of Mechanical and Aerospace Engineering

**Academic Calendar**

This fire protection engineering degree is offered over three semesters: 12 credits in the fall semester; 12 credits in the spring semester; and 6 credits in the summer. See the university's academic calendar (http://www.case.edu/registrar/calendar.html).
For students entering the PhD program with an MS degree, 18, instead of 36 credit hours, of coursework is required. Other requirements for a PhD remain the same as described above. Normally students should orient their training around their main area of interest/expertise and in relation to their research program. For those enrolled in the MD/PhD degree program, all 18 course credits for breadth and depth courses must be taken within the Medical School Program.

The core courses designated as depth courses are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMAC 401</td>
<td>Polymer Foundation Course I: Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>EMAC 402</td>
<td>Polymer Foundation Course II: Physical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>EMAC 403</td>
<td>Polymer Foundation Course III: Physics</td>
<td>3</td>
</tr>
<tr>
<td>EMAC 404</td>
<td>Polymer Foundation Course IV: Engineering</td>
<td>3</td>
</tr>
</tbody>
</table>

Students are required to take all four depth courses (12 credits), but on the approval of the instructor, can be excused from one or more of the courses if the relevant course content is not satisfied by a course taken in prior undergraduate or graduate degrees. However, the excused credits must be fulfilled by taking additional breadth courses. NOTE: While EMAC 401 Polymer Foundation Course I: Organic Chemistry and EMAC 402 Polymer Foundation Course II: Physical Chemistry, and EMAC 404 Polymer Foundation Course IV: Engineering are offered at the same time in the Fall and Spring semesters, respectively, students can still sign up for both courses, since one is offered in the first half and the other in the second half of the semester.

Two courses in basic science and/or engineering are required. These courses can be taken in other departments of the School of Engineering, or the departments of Mathematics, Biology, Biochemistry, Chemistry, or Physics as approved by the advisor.

As part of the course requirements, all students are required to register for EMAC 677 Colloquium in Macromolecular Science and Engineering (the Friday departmental seminars) which will be graded with either “Pass” or “No Pass.”

Students who have taken EMAC 370 Polymer Chemistry and EMAC 376 Polymer Engineering as undergraduates can use these courses to fulfill one or more of the depth requirements in the Department of Macromolecular Science and Engineering for the MS and PhD degree. However, the credits for this course cannot be applied towards the course credit requirements for the graduate degree. Exceptions are possible for the combined BS/MS program.

**Graduate Program Rules**

Graduates entering the Department of Macromolecular Science and Engineering are subject to the academic rules of the University, of the School of Engineering, and of the Department. Consult the Graduate Student Handbook (http://gradstudies.case.edu/).

A short abstract of important points include:

1. GPA requirements are described below in the Departmental Rules.
2. A student receiving a "U" in a course is automatically placed on probation and must remove him/herself from probation within one year (usually by repeating the course). If a course is repeated, both original and revised grades will count in the grade point average.
3. Some students are admitted on a probationary basis and must achieve a 3.0 GPA after two semesters to remain in good standing (this is a rule of the Engineering School).
4. Students entering the graduate program for a PhD will need to fill out the Academic Program by the end of their second semester.
5. All students are required to serve as teaching assistants. Responsibilities as a TA include serving as an instructor, lab assistant, recitation leader, grader, or tutor in an undergraduate course. After fulfilling the required teaching assistant program, UNIV 400, students will make sure that three teaching courses (400T, 500T, and 600T) are listed on their Academic Program. Completion of this teaching requirement will be monitored by Graduate Studies and is required in order to graduate.

**Engineering School Rules**

Most of these rules are incorporated in the number and type of courses required by the Department. However, Case School of Engineering PhD students are required to 1) maintain full-time status as a PhD bound student; 2) maintain a grade point average of 3.2 or above; and 3) continue making satisfactory academic progress as certified by their advisor.

**Departmental Rules**

1. Students in the PhD program receiving a GPA below 2.50 in any two consecutive semesters will be asked to terminate their graduate study program.
2. The GPA requirement established by the university at various stages of the graduate program shall exclude MS or PhD thesis credits which will be graded “S” or “U” until a final grade is given at the end of the program. Hence a student must maintain a minimum GPA of 3.0 (for an MS) OR a 3.0 (for a PhD) in coursework. (As mentioned above, Case School of Engineering PhD students must maintain a GPA of 3.2 or above.)
3. Thesis-Focused Track MS students must give a departmental seminar (as part of the student lecture series).
4. Project-Focused Track MS degrees are limited to non-fellowship students.
5. Coursework may be transferred from another university, subject to Graduate Committee approval if:
   - the courses duplicate requirements of the department;
   - the courses were in excess of the undergraduate degree requirements; or
   - the courses were taken in a graduate program elsewhere;
   - a grade of B or better was achieved in those courses;
   - a petition is made to and approved by the Graduate Committee of the Department.
   - the transferred grades will not count in the GPA at CWRU.
6. The Department reserves the right to withhold financial support to a student if that student takes an undue amount of time in completing his/her MS or PhD requirements (normally no longer than 3 years for MS and 5 years after initial registration of EMAC 701 Dissertation Ph.D.).
7. A PhD student must pass the written Qualifying Exam within 18 months after enrollment with an MS degree into the PhD program. A PhD student must pass the written Qualifying Exam within 24 months after enrollment with a BS degree into the PhD program. A student only has two chances to pass the Qualifying Exam. Students will be asked to answer 4 mandatory questions – one from each of the following five areas:

• Polymer Synthesis
• Polymer Physical Chemistry
• Polymer Physics
• Applied Polymer Science
• Seminars (from the previous year)

Two elective questions will be chosen from a number of questions from all elective courses offered in the Department. NOTE: The Qualifying Exam is given twice per year respectively on the first Friday at the beginning and the first Friday after the end of the Spring semester. For PhD students enrolled in a Spring semester, those with MS must pass the Qualifying Exam at the end of his/her second Spring semester, and those with BS must pass it at the beginning of his/her third Spring semester.

8. The Research Qualifying Exam (RQE) is designed to test the student’s knowledge of the chosen field as well as his/her originality and ability to perform high quality, independent research. It consists of a written research proposal and an oral defense. All PhD students who hold an MS degree must pass the RQE within 2 years of enrolling in the PhD program, while students with a BS degree must do so within 2.5 years. Successful passing of the Written Qualifying Exam (not to be confused with the written portion of this RQE) is a prerequisite to taking the RQE. Students have two chances to pass the RQE and no student will be allowed to continue on to a PhD degree if he/she has not successfully taken it. A conditional pass with major revision (see below) requires modification to the written or oral portion, at the examination committee’s discretion, within ten business days and following guidelines by the examination committee. A second exam, if required due to failure of the first exam, must be taken within six months of the first exam with at least one examination committee member remaining the same. Passing the exam constitutes advancement to candidacy and is required for enrolling in EMAC 701 Dissertation Ph.D.

9. At least three (3) weeks prior to the RQE oral defense, the student will submit to the graduate chairperson a research proposal title with a one-paragraph synopsis of the research problem and approach, along with suggestions for two members ((i) and (ii), below) of the three member examining committee. The examining committee will consist of three faculty members: (i) a member (or intended member) of the student’s Thesis Advisory Committee, (ii) an expert in the research proposal area and (iii) a faculty member selected systematically and in a neutral manner by the Graduate Committee. The student’s primary thesis advisor or co-advisors is/are excluded from the examining committee. Upon establishing the examining committee, the student will arrange with the committee for the date, time, and location of the RQE. The student will then distribute the written research proposal to the examining committee five full business days before the defense. It should be no less than 15 and no more than 20 pages of double-spaced text with 1” margins on all sides. No more than 5 pages can be devoted to the proposal introduction or background. Figures, tables, and schemes should not exceed five pages in total. Literature citations are in addition to this page count. The oral presentation will be chaired by a designated chairperson from the examining committee. It should contain only limited background material, focusing primarily on execution of the proposed research. The oral presentation should last 20-30 minutes, with questions from faculty being for clarification only. Following the presentation, the examining committee will ask questions for the student to answer concerning the proposal. On the basis of the written proposal and oral defense (presentation and question responses), the faculty will then confer and tender a decision of pass, conditional pass with major revision, or fail, immediately. The decision will be communicated to the student and graduate chairperson in writing within one business day.

10. All PhD students are required to fulfill their teaching requirement by registering for the three teaching courses, 400T, 500T, and 600T that will be posted to the departmental roster each semester. Completion of the teaching requirement will be monitored by Graduate Studies, and these three teaching courses must appear both on the Program of Study form and the student’s transcript.

11. It is expected that all students will present the results of their research in a Departmental Seminar. This is mandatory for students enrolled in the PhD program. Attendance and registration for these seminars EMAC 677 Colloquium in Macromolecular Science and Engineering. Colloquia Seminars are also mandatory.

12. The department requires the equivalent of six credit hours of departmental assistance. This requirement takes the form of grading, laboratory assistance and/or general departmental duties and is designed to utilize no more than three hours/week of a student’s time. The departmental service requirement must be completed within the first two semesters of study. However, the departmental service requirement form must be turned in at the end of each semester until the obligation is met.

13. Vacation Policy. Graduate students in the department who receive fellowship support for 12 months are normally entitled to two weeks vacation plus national holidays. Alternative arrangements may be made with the student’s advisor, giving ample advance notice. In certain situations, it is possible to take a leave of absence without financial support.

14. Prior to graduation, a student is required to clean out his/her laboratory space including removal of waste solvents and hazardous material.

15. Failure to comply with all of the above course requirements may result in termination or delay in graduation.

Facilities
The Kent Hale Smith Science and Engineering Building houses the Department of Macromolecular Science. The building was built in 1993, and specifically designed to meet the specific needs of polymer research. The facility consists of five floors, plus a basement. The laboratories for chemical synthesis are located principally on the top floor, the molecular and materials characterization laboratories on the middle floors, and the major engineering equipment on the ground floor, while the NMR, MALDI-TOF, and TA-instruments. Thermal Characterization instrumentation are located in the basement. Modern, computer-interfaced classrooms are installed on the ground floor. Additional instrumentation available includes Small and Wide-Angle X-ray diffractometers; scanning electron microscopy, a complete range of molecular spectroscopic equipment including FTIR, laser Raman, and high resolution solution and solid-
state NMR (including imaging), as well as Raman and FTIR microscopes; and dynamic light scattering spectroscopy. There are also facilities for polymer characterization (molecular weight distribution), optical microscopy, solution and bulk rheology, scanning calorimetry, and for testing and evaluating the mechanical properties of materials. A newly built-out processing lab provides the complete suite of Thermo-Fisher batch, single- and twin-screw mixing and extrusion equipment, as well as that manufacturer’s state of the art rheometers. The C. Richard Newpher polymer processing laboratory includes a high temperature Rheometrics RMS-800 dynamic mechanical spectrometer, a Bomem DA-3 FTIR with FT-Raman capabilities, a compression molding machine, a Brabender plastocorder, a high speed Instron testing machine, and a vibrating sample magnetometer. The Charles E. Reed ’34 Laboratory is concerned with the mechanical analysis of polymeric materials. The major testing is done by Instron Universal testing instruments including an Instron model 1123 with numerous accessories such as an environmental chamber for high or low temperature experiments. Additional mechanical testing of fibers, films and injection-molded (Boy model 22-S) are provided by MTS universal testers which are used for both research and undergraduate teaching laboratory classes. The NSF Center for Layered Polymeric Systems (CLiPS) has its central facility within the department, with three cutting-edge multilayer extrusion systems as its centerpiece. CLiPS also operates a Bruckner KARO IV biaxial stretching unit, which allows controlled biaxial stretching of polymer films, and an Atomic Force Microscope which probes the morphological and mechanical properties of materials at the nanoscale. The Molecular Modeling Center provides access to various software packages for the rheological and molecular modeling of polymers.

Courses

EMAC 125. Freshman Research on Polymers. 1 Unit.
Freshman research in polymer chemistry, engineering, and physics. Students will be placed in active research groups and will participate in real research projects under the supervision of graduate students and faculty mentors.

EMAC 270. Introduction to Polymer Science and Engineering. 3 Units.

EMAC 276. Polymer Properties and Design. 3 Units.
The course reviews chemical and physical structures of a wide range of applications for synthetic and natural polymers, and addresses “Which polymer do we choose for a specific application and why?” We examine the polymer properties, the way that these depend on the chemical and physical structures, and reviews how they are processed. We aim to understand the advantages and disadvantages of the different chemical options and why the actual polymers that are used commercially are the best available in terms of properties, processibility and cost. The requirements include two written assignments and one oral presentation. Prereq: ENGR 145 and EMAC 270.

EMAC 303. Structure of Biological Materials. 3 Units.
Structure of proteins, nucleic acids, connective tissue and bone, from molecular to microscopic levels. An introduction to bioengineering biological materials and biomimetic materials, and an understanding of how different instruments may be used for imaging, identification and characterization of biological materials. Recommended preparation: EMAC 270. Offered as: EBME 303 and EMAC 303. Prereq: EBME 201, EBME 202, and EBME 306.

EMAC 325. Undergraduate Research in Polymer Science. 1 - 3 Units.
Undergraduate laboratory research in polymer chemistry/physics/engineering. Students will undertake an independent research project, working under the mentoring of both a graduate student and a faculty member. A mid-term written progress report is required. A written report and oral presentation will be made at the end of the semester. Can be taken for 1-3 credits per semester, up to a total of 6 credit hours. Students are expected to spend approximately 5 hours/week in the laboratory per credit registered each semester. Recommended preparation: Sophomore/Junior standing and consent of instructor.

EMAC 351. Physical Chemistry for Engineering. 3 Units.
Principles of physical chemistry and their application to systems involving physical and chemical transformations. The nature of physical chemistry, properties of gases, overview of the laws of thermodynamics, thermochemistry, solutions, phases and chemical equilibrium, kinetics of chemical reaction, solutions of electrolytes and introduction to quantum mechanics, atomic structure and molecular statistics. Prereq: ENGR 145.

EMAC 352. Polymer Physics and Engineering. 3 Units.
Single chain statistics and thermodynamics of dilute polymer solutions (single chain statistics, Flory-Kringbaum theory, vapor pressure and osmotic pressure, light, small angle X-Ray, and small-angle neutron scattering), solid state properties of polymers (polymer viscoelasticity (time-temperature superposition; rubber thermodynamics and statistics), glasses and related mechanical properties (fracture mechanism), crystals and liquid crystals; structure property relationship, polymer blends, block copolymers and composites, transport phenomena (conversation of mass, momentum and energy, differential forms, integral forms, momentum transport, laminar and turbulent flow, Navier-Stokes equation, mass transport, diffusion, Fick’s law) and transport phenomena of polymer solutions (intrinsic viscosity, sedimentation and diffusion, dynamic light scattering, polyelectrolytes and block copolymers in solution, size exclusion chromatography). Prereq: EMAC 351

EMAC 353. Foundations of Scattering. 3 Units.
Introduction to the fundamentals of using scattering techniques to characterize the structure and dynamics of soft matter and its interfaces, with an emphasis on X-ray and neutron techniques. Topics covered include a mechanistic description of scattering processes, diffraction, small-angle scattering, reflectometry, and quasi-elastic scattering applied to polymers, proteins, gels/networks, nanoparticles, and other soft materials. Offered as EMAC 353 and EMAC 453. Prereq: EMAC 351 and EMAC 352.

EMAC 355. Polymer Analysis Laboratory. 3 Units.
Experimental techniques in polymer synthesis and characterization. Synthesis by a variety of polymerization mechanisms. Quantitative investigation of polymer structure by spectroscopy, diffraction and microscopy. Molecular weight determination. Physical properties. Prereq: EMAC 276 and (CHEM 290 or CHEM 322).

EMAC 370. Polymer Chemistry. 3 Units.
The fundamentals of organic chemistry of polymer synthesis, suitable for laboratory and industrial polymer production. Prereq: EMAC 270 and (CHEM 224 or CHEM 324).

EMAC 372. Polymer Processing and Testing Laboratory. 3 Units.
Basic techniques for the rheological characterization of thermoplastic and thermostrok resins; "hands-on" experience with the equipment used in polymer processing methods such as extrusion, injection molding, compression molding; techniques for mechanical characterization and basic principles of statistical quality control. Prereq: EMAC 377.
EMAC 375. Fundamentals of Non-Newtonian Fluid Mechanics and Polymer Rheology. 3 Units.
This course will involve the study of Rheology from the perspectives of rheological property measurement, phenomenological and molecular models, and applicability to polymer processing. In particular, students will be introduced to: 1) General concepts of Rheology and Newtonian Fluid Mechanics, 2) Standard flows and material functions; 3) The role of Rheology as a structural characterization tool, with an emphasis on polymeric systems; 4) Experimental methods in Rheology with quantitative descriptions of associated flows and data analyses; 5) Viscoelasticity and Non-Newtonian Fluid Mechanics, including the application of models, both phenomenological and molecular, to the prediction of rheological behavior and extraction of model parameters from real data sets; and 6) The relevance of rheological behavior of different systems to practical processing schemes, particularly with respect to plastics manufacturing. Offered as EMAC 375 and EMAC 475. Prereq: ENGR 225 or EMAC 404.

EMAC 376. Polymer Engineering. 3 Units.
Mechanical properties of polymer materials as related to polymer structure and composition. Viscoelastic behavior, yielding and fracture behavior including irreversible deformation processes. Recommended preparation: ENGR 200. Offered as EMAC 376 and EMAC 476. Prereq: EMAC 276.

EMAC 377. Polymer Processing. 3 Units.
Application of the principles of fluid mechanics, heat transfer and mass transfer to problems in polymer processing; elementary steps in polymer processing (handling of particulate solids, melting, pressurization and pumping, mixing); principles and procedures for extrusion, injection molding, reaction injection molding, secondary shaping. Prereq: EMAC 352 or ENGR 225.

EMAC 378. Polymer Engineer Design Product. 3 Units.
Uses material taught in previous and concurrent courses in an integrated fashion to solve polymer product design problems. Practicality, external requirements, economics, thermal/mechanical properties, processing and fabrication issues, decision making with uncertainty, and proposal and report preparation are all stressed. Several small exercises and one comprehensive process design project will be carried out by class members. Offered as EMAC 378 and EMAC 478. Counts as SAGES Senior Capstone.

EMAC 379. Advanced Polymer Engineering. 2 Units.
This Advanced Polymer Engineering course will focus on the ultimate engineering properties for polymers, including fracture mechanics, electrical, and optical properties of polymers. For polymer fracture mechanics, deformation and fracture behavior of polymers will be introduced. The electrical properties include both insulation and conduction/semiconduction properties for polymers. In the optical property section, we will introduce polymer photonics and polymers in liquid crystal displays. The goal of the course is to help students achieve fundamental understanding of advanced polymer properties. EMAC 479 students will do an additional project design. Offered as EMAC 379 and EMAC 479. Prereq: EMAC 376.

EMAC 396. Special Topics. 1 - 18 Units.
(Credit as arranged.)
EMAC 398. Polymer Science and Engineering Project I. 1 - 3 Units.
(Senior project). Research under the guidance of faculty. Requirements include periodic reporting of progress, plus a final oral presentation and written report. Repeatable up to 3 credit hours. When taken for 3 credits it may be spread over two successive semesters. Counts as SAGES Senior Capstone. Prereq: Senior Standing.

EMAC 399. Polymer Science and Engineering Project II. 1 - 9 Units.
(Senior project.) Research under the guidance of staff, culminating in thesis. Recommended preparation: Majors only and senior standing.

EMAC 400T. Graduate Teaching I. 0 Unit.
This course will engage the Ph.D. students in teaching experiences that will include non-contact (such as preparation and grading of homeworks and tests) and direct contact (leading recitations and monitoring laboratory works, lectures and office hours) activities. The teaching experience will be conducted under the supervision of the faculty. All Ph.D. students will be expected to perform direct contact teaching during the course sequence. The proposed teaching experiences for EMAC Ph.D. students are outlined below in association with undergraduate classes. The individual assignments will depend on the specialization of the students. The activities include grading, recitation, lab supervision and guest lecturing. Recommended preparation: Ph.D. student in Macromolecular Science.

EMAC 401. Polymer Foundation Course I: Organic Chemistry. 3 Units.
The class is an introduction to the synthesis and organic chemistry of macromolecules. The course introduces the most important polymerization reactions, focusing on their reaction mechanisms and kinetic aspects. Topics include free radical and ionic chain polymerization, condensation (step-growth) polymerization, ring-opening, insertion and controlled addition polymerization. There is no limit on the number of students for the class as a whole.

EMAC 402. Polymer Foundation Course II: Physical Chemistry. 3 Units.
This class is an introduction to the physical chemistry of polymers in solution. Topics include: polymer statistics: (microstructure, chain configuration, and chain dimensions), thermodynamics and transport properties of polymers in solution, methods for molecular weight determination, physical chemistry of water-soluble polymers, and characterization of polymer microstructure (IR and NMR). There is no limit on the number of students for the class as a whole.

EMAC 403. Polymer Foundation Course III: Physics. 3 Units.
This class is an introduction to the physics of polymers in the bulk amorphous and crystalline states. Topics include: structural and morphological analysis using X-ray diffraction, electron microscopy and atomic force microscopy, characterization of thermal transitions, viscoelastic behavior and rubber elasticity, and dynamic mechanical analysis. There is no limit on the number of students for the class as a whole.

EMAC 404. Polymer Foundation Course IV: Engineering. 3 Units.
This class is an introduction to the engineering and technology of polymeric materials. Topics include: additives, blends and composites, natural polymers and fibers, thermoplastics, elastomers, and thermosets, polymer degradation and stability, polymers in the environment, polymer rheology and polymer processing, and polymers for advanced technologies (membrane science, biomedical engineering, applications in electronics, photonic polymers). There is no limit on the number of students for the class as a whole.

EMAC 405. Polymer Characterization Laboratory. 3 Units.
Laboratory experience through synthesis and characterization of polymers. Synthesis via addition and condensation polymerization. Characterization methods include size exclusion chromatography, infrared and NMR spectroscopy. Solid samples are characterized by x-ray diffraction, electron microscopy, thermal analysis, and physical properties. Fluid samples are characterized by melt rheology. Prereq: EMAC 401, EMAC 402, EMAC 403 and EMAC 404.
EMAC 410. Polymers Plus Self - Assembly and Nanomaterials. 2 Units.
The course focuses on the concepts of supramolecular chemistry and self-assembly specifically as it applies to nano-polymeric systems. After dealing with many of the fundamental aspects of supramolecular chemistry the focus of the class deals with how to access/utilize nano-scale features using such processes, namely the 'bottom-up' approach to nanomaterials/systems. Areas which will be addressed include block copolymers, DNA assemblies, nanotubes and dendrimers. Prereq: EMAC 401 or EMAC 370.

EMAC 413. Polymers Plus Green Chemistry and Engineering. 2 Units.
This course focuses on green chemistry and engineering, particularly as it relates to polymers. Specific topics to be covered in this course will include green chemistry, catalysis, alternative solvents, green processing, renewable materials, and life cycle analysis. Case studies will be utilized to connect lecture topics to real-world examples. Prereq: EMAC 401 and EMAC 404.

EMAC 415. Polymers Plus Structure and Morphology. 2 Units.
This special topic focuses on polymer structure and morphology and their applications. Topics include solid-state physics of various polymeric materials, ranging from crystalline polymers to liquid crystalline polymers, and block copolymers. First, symmetry operation, space groups, reciprocal spaces are introduced. Examples of the crystalline structures of industrially important polymers and typical polymer crystalline morphology such as lamellar and spherulitic crystals are discussed. Defects in crystalline polymer is also an important issue that determines their physical properties. Second, typical phase structure and transitions of liquid crystals and liquid crystalline polymers are introduced, including both thermotropic and lyotropic liquid crystals. Finally, nanostructure and morphology of block copolymers are discussed. Prereq: EMAC 402 and EMAC 403.

EMAC 422. Polymers Plus Microscopy. 2 Units.
This course focuses on application of microscopy techniques to the analysis of the microstructure of polymeric materials. Specifically, atomic force microscopy, transmission and scanning electron microscopy, and optical microscopy will be discussed. Practical aspects of these techniques will be applied to a variety of systems, including block copolymers, nanocomposites, LC polymers, and multi-layered films. Prereq: EMAC 403.

EMAC 426. Biopolymers: Structure, Synthesis, and Application in Medicine. 2 Units.
An introduction to biomacromolecules including DNA, RNA, and proteins. The course will deal with the synthesis and manipulation of biological and synthetic macromolecules as it applies to topics in modern medicine. Topics covered will include nanoparticle gene and drug delivery systems, polymer hydrogels, polymer imaging agents, and protein-polymer conjugates. The purpose of this course is to provide a survey of important areas in medicine where a polymer chemist/engineer can intervene to make a meaningful contribution. Prereq: CHEM 323 and CHEM 324.

EMAC 436. Polymers in Advanced Packaging Systems. 2 Units.
This course serves as a graduate-level introduction to structure-property relationships for many important polymeric materials. Roughly one specific class of polymer will be studied in detail per week, with analysis and discussion that includes discovery history, physical structure (e.g., morphology) and processing, and how these relate to mechanical, thermal, optical, transport and other properties important in packaging. Examples of selected polymers include polyolefins, vinyl polymers, polyesters, ionomers, and bio-based plastics. A growing awareness of sustainability considerations for packaging will be addressed in the course. Prereq: EMAC 270 and EMAC 276 or Requisites Not Met permission.

EMAC 437. Advanced Polymeric Films. 2 Units.
This course is focused on processing structure and property relationships with particular emphasis on a variety of layered film systems. Two classes will be offered per week, emphasizing a large variety of layered film systems for advanced applications. These film systems exhibit unique properties that allow applications in 1) selective barrier films for food and packaging and flexible photovoltaic protection; 2) optical and photonic characteristics for security-enhanced devices and systems; 3) transport phenomena and separation processes for battery separators and particle separation; and, 4) multilayer films for enhancement of mechanical and adhesive properties. Prereq: EMAC 270 and EMAC 276 or Requisites Not Met permission.

EMAC 438. Packaging Design and Innovation. 3 Units.
The course aims to introduce an enterprise-wide understanding of challenges and opportunities for innovation in packaging design. Students will be introduced to the discipline of product design in the area of advanced packaging systems with an emphasis on needs-based innovation, sustainability, and value creation that leverages technical considerations from a deep understanding of polymer science and engineering. This will be accomplished through an intensive team-based design project selected from a list of topics proposed by industry with fast-feedback via value creation forums and culminating with a functional prototype. An industry representative will co-mentor each team. In addition to a weekly drive toward design and execution of a compelling design project, one class each week will emphasize an important theme that connects to the overall design philosophy. Topics include human factors, sustainability, and marketing among others. Prereq: EMAC 436.

EMAC 450. The Business of Polymers. 2 Units.
This course will link polymer technology to business and management issues that need to be considered for successful technology commercialization. Topics include project management, finance, opportunity assessment, the voice of the customer, and protection of intellectual property. Case studies from both large and small companies will be used to illustrate key concepts. Recommended preparation: EMAC 270, EMAC 276.

EMAC 453. Foundations of Scattering. 3 Units.
Introduction to the fundamentals of using scattering techniques to characterize the structure and dynamics of soft matter and its interfaces, with an emphasis on X-ray and neutron techniques. Topics covered include a mechanistic description of scattering processes, diffraction, small-angle scattering, reflectometry, and quasi-elastic scattering applied to polymers, proteins, gels/networks, nanoparticles, and other soft materials. Offered as EMAC 353 and EMAC 453. Prereq: EMAC 402 and EMAC 403.
EMAC 461. Chemistry of Fire Safe Polymers and Composites. 3 Units.
Chemistry of Fire Safe Polymers and Composites starts with the introduction of characterization techniques used for fire safe materials and combustion phenomena research. General discussion on how reduced flammability of polymers and composites are obtained, for example by additives and preparing intrinsically thermally stable chemical structure and some examples of smart approaches, will be discussed. It also discusses the synthetic methods of preparing high temperature stable polymers in addition to the raw materials used to prepare those materials. Special emphasis will be placed on the thermal stability data obtained by thermogravimetric analysis (TGA) and combustion calorimetry for those fire safe materials. Mechanistic aspects of the flammability of polymers will be explained with special emphasis on the molar contribution of chemical functionality to the heat release capacity. Theoretical derivation of thermokinetic parameters will be explained. In addition, a common sense build-up will be attempted by providing actual numbers associated with those thermokinetic parameters. Upon completion of background formation, a more advanced materials, composites and nanocomposites, will be discussed using the results recently reported. Preliminary attempts to explain flame retardation by nanocomposite structures will also be discussed. Offered as EMAC 461 and EMAE 461.

EMAC 463. Fire Dynamics. 3 Units.
This course introduces compartment fires and burning behavior of materials. Topics include: buoyant driven flow, fire plume, ceiling jet, vent flow, flashover and smoke movement as well as steady burning of liquids and solids; ignition, extinction and flame spread over solids. Recommended Preparation: Elementary knowledge in thermo-fluids is required. Offered as EMAE 463 and EMAC 463.

EMAC 464. Fire Protection Engineering. 3 Units.
This course introduces essentials of fire protection in industry and houses. Topics include: hazard identification (release of flammable gases and their dispersion), fire and explosion hazards, prevention and risk mitigation, fire detection systems, mechanisms of fire extinguishment, evaluation of fire extinguishing agents and systems. Offered as EMAC 464 and EMAE 464.

EMAC 471. Polymers in Medicine. 3 Units.
This course covers the important fundamentals and applications of polymers in medicine, and consists of three major components: (i) the blood and soft-tissue reactions to polymer implants; (ii) the structure, characterization and modification of biomedical polymers; and (iii) the application of polymers in a broad range of cardiovascular and extravascular devices. The chemical and physical characteristics of biomedical polymers and the properties required to meet the needs of the intended biological function will be presented. Clinical evaluation, including recent advances and current problems associated with different polymer implants. Recommended preparation: EBME 306 or equivalent. Offered as EBME 406 and EMAC 471.

EMAC 475. Fundamentals of Non-Newtonian Fluid Mechanics and Polymer Rheology. 3 Units.
This course will involve the study of Rheology from the perspectives of rheological property measurement, phenomenological and molecular models, and applicability to polymer processing. In particular, students will be introduced to: 1) General concepts of Rheology and Newtonian Fluid Mechanics, 2) Standard flows and material functions; 3) The role of Rheology as a structural characterization tool, with an emphasis on polymeric systems; 4) Experimental methods in Rheology with quantitative descriptions of associated flows and data analyses; 5) Viscoelasticity and Non-Newtonian Fluid Mechanics, including the application of models, both phenomenological and molecular, to the prediction of rheological behavior and extraction of model parameters from real data sets; and 6) The relevance of rheological behavior of different systems to practical processing schemes, particularly with respect to plastics manufacturing. Offered as EMAC 375 and EMAC 475. Prereq: ENGR 225 or EMAC 404.

EMAC 476. Polymer Engineering. 3 Units.
Mechanical properties of polymer materials as related to polymer structure and composition. Visco-elastic behavior, yielding and fracture behavior including irreversible deformation processes. Recommended preparation: ENGR 200. Offered as EMAC 376 and EMAC 476.

EMAC 477. Elementary Steps in Polymer Processing. 3 Units.
This course is an application of principles of fluid mechanics and heat transfer to problems in polymer processing. In the first part of the course, basic principles of transport phenomena will be reviewed. In the second part, the elementary steps in polymer processing will be described and analyzed with application to a single screw extruder.

EMAC 478. Polymer Engineer Design Product. 3 Units.
Uses material taught in previous and concurrent courses in an integrated fashion to solve polymer product design problems. Practicality, external requirements, economics, thermal/mechanical properties, processing and fabrication issues, decision making with uncertainty, and proposal and report preparation are all stressed. Several small exercises and one comprehensive process design project will be carried out by class members. Offered as EMAC 378 and EMAC 478. Counts as SAGES Senior Capstone.

EMAC 479. Advanced Polymer Engineering. 2 Units.
This Advanced Polymer Engineering course will focus on the ultimate engineering properties for polymers, including fracture mechanics, electrical, and optical properties of polymers. For polymer fracture mechanics, deformation and fracture behavior of polymers will be introduced. The electrical properties include both insulation and conduction/semiconduction properties for polymers. In the optical property section, we will introduce polymer photonics and polymers in liquid crystal displays. The goal of the course is to help students achieve fundamental understanding of advanced polymer properties. EMAC 479 students will do an additional project design. Offered as EMAC 379 and EMAC 479. Prereq: EMAC 404.

EMAC 491. Polymers Plus Literature Review. 1 Unit.
This course involves weekly presentations of the current polymer literature. It involves at least one presentation by the enrolled student and participation in all literature reviews (at least 10/semester). The course will focus on presentation skills (both oral and written), scientific interpretation, and development of peer-review skills. This course can be taken for a total of 3 credits over three different semesters.
EMAC 500T. Graduate Teaching II. 0 Unit.
This course will engage the Ph.D. students in teaching experiences that will include non-contact (such as preparation and grading of homework and tests) and direct contact (leading recitations and monitoring laboratory works, lectures and office hours) activities. The teaching experience will be conducted under the supervision of the faculty. All Ph.D. students will be expected to perform direct contact teaching during the course sequence. The proposed teaching experiences for EMAC Ph.D. students are outlined below in association with graduate classes. The individual assignments will depend on the specialization of the students. The activities include grading, recitation, lab supervision and guest lecturing. Recommended preparation: Ph.D. student in Macromolecular Science.

This course aims to provide a broad overview of the structure and function of cellular macromolecules, with the major focus being an exploration biological cells as soft materials. Special emphasis is given to connections between cell material properties and macromolecular assemblies (e.g., viscoelasticity and cytoskeletal networks) and roles in determining mechanical, physical, electrical and transport properties. Material properties of collections of cells, namely selected tissues and organs, will be also discussed with special attention to irritability and motion and the design of smart materials and artificial cells using fundamental concepts from macromolecular science and engineering.

EMAC 600T. Graduate Teaching III. 0 Unit.
This course will engage the Ph.D. students in teaching experiences that will include non-contact and direct contact activities. The teaching experience will be conducted under the supervision of the faculty. The proposed teaching experiences for EMAC Ph.D. student in this course involve instruction in the operation of major instrumentation and equipment used in the daily research activities. The individual assignments will depend on the specialization of the students. Recommended preparation: Ph.D. student in Macromolecular Science.

EMAC 601. Independent Study. 1 - 18 Units.
(Credit as arranged.)

EMAC 651. Thesis M.S.. 1 - 18 Units.
(Credit as arranged.)

EMAC 673. Selected Topics in Polymer Engineering. 2 - 3 Units.
Timely issues in polymer engineering are presented at the advanced graduate level. Content varies, but may include: mechanisms of irreversible deformation: failure, fatigue and fracture of polymers and their composites; processing structure-property relationships; and hierarchical design of polymeric systems. Recommended preparation: EMAC 376 or EMAC 476.

EMAC 677. Colloquium in Macromolecular Science and Engineering. 0 - 1 Units.
Lectures by invited speakers on subjects of current interest in polymer science and engineering. This course can be taken for 3 credits over three different semesters.

EMAC 690. Special Topics in Macromolecular Science. 1 - 18 Units.

EMAC 695. Project M.S.. 1 - 9 Units.
Research course taken by Plan B M.S. students. Prereq: Enrolled in the EMAC Plan B Program.

EMAC 701. Dissertation Ph.D.. 1 - 9 Units.
(Credit as arranged.) Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

Department of Materials Science and Engineering

White Building (7204)
http://engineering.case.edu/emse/
Phone: 216.368.4230
Department Chair: Frank Ernst
Frank.Ernst@case.edu

Materials science and engineering is a discipline that extends from understanding the microscopic structure and properties of materials to designing materials in engineering systems and evaluating their performance. Achievements in materials engineering underpin the revolutionary advances in technology that define the modern standard of living. Materials scientists and engineers understand how the properties of materials relate to their microscopic structure and composition and engineer the synthesis and microstructure of materials to advance their performance in conventional and innovative technical applications.

The Department of Materials Science and Engineering of the Case School of Engineering offers programs leading to the degrees of Bachelor of Science in Engineering, Master of Science, and Doctor of Philosophy. The technological challenges that materials engineers face demand knowledge across a broad spectrum of materials. The Department conducts academic and research activities with metals, ceramics, semiconductors, polymers, and composites. Timely research and education respond to the demands for new materials and improved materials performance in existing applications, often transcending the traditional materials categories.

While a discipline of engineering, the field brings basic science to bear on the technological challenges related to the performance of industrial products and their manufacture. Materials science draws on chemistry in its concern for bonding, synthesis, and composition of engineering materials and their chemical interactions with the environment. Physics provides a basis for understanding the atomistic and electronic structure of materials and how they determine mechanical, thermal, optical, magnetic, and electrical properties. Mathematics, computation, and data science provide quantitative physical theories and modeling of the atomistic and electronic structure and provide advances in methods for microstructural analysis, materials design, and manufacturing processes.

Mission
The Department of Materials Science and Engineering engages faculty, students, postdoctoral researchers, engineers, and staff in developing and understanding relationships between processing, structure, properties, and the performance of materials in engineering applications. The Department provides a research-intensive environment that encourages collaboration and underpins modern education of undergraduate and graduate students as well as professionals in the field. This environment provides a strong foundation for advancing the frontiers of materials research, developing important technical innovations, and preparing engineers and scientists for challenging leadership careers.

Research Areas
Deformation and Fracture
Stress–strain relations during elastic and anelastic deformation. Plastic deformation mechanisms controlled by dislocation activity, twinning, or transformation-induced shear mechanisms, as well as
Materials Processing
Phase-change processing and processing of alloys, including solution-, precipitation-, and stress-relief treatments, also for intentional generation of residual-stresses. Deformation processing of materials. Surface engineering, crystal growth, sputtering, vapor- and laser-ablation synthesis of films. Melting and casting of metal alloys into sand/ceramic molds, injection into metallic molds, and by rapid solidification to form crystalline or (metallic-) glass ribbons. Ceramic- and metal powder synthesis. Consolidation processing by cold-pressing and sintering, electric-field-assisted compaction, or hot-pressing. Composite Materials by forming of layered materials, electroplated metals, diffusion-bonding, brazing, and welding. Electrochemical- and thermo-chemical conversion processing, e.g. oxide-film growth by anodizing or thermochemical conversion. Synthesis of micro-to-nano-porous metal/oxide structures, e.g. for battery and capacitor electrodes or for catalyst support.

Environmental Effects

Surfaces and Interfaces
Material surfaces in vacuum, ambient-, and chemical environments, grain- and phase boundaries, hetero-interfaces (interfaces between different metals, ceramics, carbon/graphite, polymers, and combinations thereof).

Electronic, Magnetic, and Optical Materials
Materials for energy conversion technologies, such as photovoltaics, organic and inorganic light-emitting diodes and displays, fuel cells, electrolytic capacitors, solid-state Li-ion batteries, and building-envelope materials. Processing, properties, and characterization of magnetic, ferroelectric, and piezoelectric materials.

Microcharacterization of Materials
Facilities for high-resolution imaging, spatially resolved chemical analysis and spectrometry, and diffractometry. Conventional, analytical, and high-resolution transmission electron microscopy, scanning electron microscopy, focused ion beam techniques, scanning probe microscopy, light-optical microscopy, optical and electron spectroscopies, surface analysis, and X-ray diffractometry.

Materials Data Science
Rapid qualification of alloys, data science applications in polymers and coatings. Distributed computing, informatics, statistical analytics, exploratory data analysis, statistical modeling, and prediction. Hadoop, cloud computing, and computationally intensive research are supported through the operation of a scalable high-performance computing (HPC) system.

Faculty
Frank Ernst, Dr. rer. nat. habil.  
(University of Göttingen)

Leonard Case Jr. Professor of Engineering
Microstructure and microcharacterization, alloy surface engineering, defects in crystalline materials, interface- and stress-related phenomena.

William A. “Bud” Baeslack III, PhD  
(Rensselaer Polytechnic Institute)
Professor
Welding, joining of materials, and titanium and aluminum metallurgy.

Jennifer W. Carter, PhD  
(The Ohio State University)
Associate Professor
Processing–structure–property relationships of crystalline and amorphous materials. Multi-scale material characterization methods for correlating local microstructural features with mechanical and environmental responses.

Mark R. DeGuire, PhD  
(Massachusetts Institute of Technology)
Associate Professor

Roger H. French, PhD  
(Massachusetts Institute of Technology)
Kyocera Professor
Optical properties and electronic structure of polymers, ceramics, optical and biomolecular materials. These determine the vDW interactions which drive wetting of interfaces and mesoscale assembly biomolecular and inorganic systems including CNTs, proteins and DNA. Energy research focused on lifetime and degradation science. Including developing CRADLE, a Hadoop/Hbase/Spark-based distributed computing environment, for data science and analytics of complex systems such as photovoltaics and outdoor exposed materials. This allows multi-factor real-world performance to be integrated with lab-based datasets to identify mechanisms and pathways activated over lifetime using statistical and machine learning.

Peter Lagerlof, PhD  
(Case Western Reserve University)
Associate Professor
Mechanical properties of ceramics and metals. Low-temperature deformation twinning. Light-induced plasticity of semiconductors. Methodology of transmission electron microscopy and diffractometry.

John J. Lewandowski, PhD  
(Carnegie Mellon University)
Arthur P Armington Professor of Engineering
David H. Matthiesen, PhD  
(Massachusetts Institute of Technology)  
Associate Professor; Director, Wind Energy Research and Commercialization (WERC) Center  

James D. McGuffin-Cawley, PhD  
(Case Western Reserve University)  
Arthur S. Holden Professor of Engineering  

Alp Sehirlioglu, PhD  
(University of Illinois at Urbana Champaign)  
Assistant Professor  

Gerhard E. Welsch, PhD  
(Case Western Reserve University)  
Professor  

Matthew A. Willard, PhD  
(Carnegie Mellon University)  
Associate Professor  

Jennifer Braid, PhD  
(Colorado School of Mines)  
Research Assistant Professor  
Developing data science and computer vision techniques for PV module and system research.

Laura S. Bruckman, PhD  
(University of South Carolina)  
Research Associate Professor  
Electronic materials, lifetime and degradation science, data science.

Jeffrey Yarus, PhD  
(University of South Carolina)  
Research Professor  
Applications of data science and statistics in materials science, materials engineering, and geology.

Secondary Faculty

Clemens Burda, PhD  
Professor  
Chemistry

Sunniva Collins, PhD  
Associate Professor  
Mechanical Engineering

Liming Dai, PhD  
Kent Hale Smith Professor  
Macromolecular Science and Engineering

Walter Lambrecht, PhD  
Professor  
Physics

Clare Rimnac, PhD  
Professor  
Mechanical Engineering

Mohan Sankaran, PhD  
Goodrich Professor of Engineering Innovation  
Chemical Engineering

Russell Wang, DDS  
Associate Professor  
Dentistry

Xiong (Bill) Yu, PhD, PE  
Professor  
Civil Engineering

Adjunct Faculty

Amon Chait, PhD  
(The Ohio State University)  
Adjunct Professor  
NASA Lewis Research Center

George Fisher, PhD  
Adjunct Professor  
Ion Vacuum Technologies Corporation

Hoda Amani Hamedani, PhD  
(Georgia Institute of Technology)  
Adjunct Professor  
Case Western Reserve University

N.J. Henry Holroyd, PhD  
(Newcastle University)  
Adjunct Professor  
Luxfer Gas Cylinders

Jeffrey J. Hoyt, PhD  
(University of California, Berkeley)  
Adjunct Professor  
McMaster University

Jennie S. Hwang, PhD  
(Case Western Reserve University)  
Adjunct Professor  
H-Technologies Group
Undergraduate Programs

The curriculum leading to the Bachelor of Science in Engineering degree with a major in Materials Science and Engineering includes the “Engineering Core” – basic courses in mathematics, physics, chemistry, and engineering along with breadth electives – and the CWRU General Education requirements. To these are added courses in engineering materials, which also allow students to choose one of several areas of concentration within the major. A total of 129 credit hours (units) is required.

Throughout the undergraduate curriculum in Materials Science and Engineering, scientific fundamentals are integrated with coverage of current manufacturing, design, and applications of engineering materials.

The goal of the Department of Materials Science and Engineering is to prepare students for rewarding careers that provide creative, effective solutions to societal needs, through coursework and associated activities that emphasize:

- The interrelationships among the processing, structure, properties, and performance of engineering materials
- The mutual reinforcement of education and professional development throughout one’s career

The undergraduate experience in Materials Science and Engineering at Case Western Reserve is marked by a high degree of hands-on experience and many opportunities for professional development before graduation. Lab courses, senior projects, and plant tours ensure that every student sees the field first-hand in current research and industrial settings.

The Bachelor of Science in Engineering degree program with a major in Materials Science and Engineering is accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org/.

Program Educational Objectives

1. Graduates will take an active part in professional organizations.
2. Graduates will assume leadership positions in materials science related industries.
3. Graduates will be effectively involved in solving technical problems.
4. Graduates may successfully enter and complete graduate and professional degree programs.

Student Outcomes

As preparation for achieving the above educational objectives, the Bachelor of Science in Engineering degree program with a major in Materials Science and Engineering is designed so that students attain:

- an ability to apply knowledge of mathematics, science, and engineering
- an ability to design and conduct experiments, as well as to analyze and interpret data
- an ability to design a system, component, or process to meet desired needs
- an ability to function in multi-disciplinary teams
- an ability to identify, formulate, and solve engineering problems
- an understanding of professional and ethical responsibility
- an ability to communicate effectively

Bachelor of Science in Engineering

Required Courses for Major in Materials Science and Engineering

Course numbers beginning on 1, 2, and 3 indicate undergraduate-level courses. Course numbers beginning on 4 indicate masters-level courses. In addition to Engineering Core (p. 1292) and CWRU General Education (p. 1212) requirements, the major requires the following courses.
### Concentrations

The undergraduate program includes courses that expose students to greater depth in areas related to materials science and engineering. These concentration sequences are of two types:

- Students may select an area of concentration that is based on an application or subfield of engineering materials. Each concentration will be a coherent set of courses that, in conjunction with one or more of the courses already required for all EMSE majors plus a specified mathematics/natural science/statistics course, will provide significant depth in an area of materials specialization.

- Students also have the option of designing a concentration — Advanced Materials Science and Engineering — in consultation with their advisors and subject to approval by the department’s Undergraduate Studies Committee.

The concentrations are below. All concentrations equal 12 units (four courses).

<table>
<thead>
<tr>
<th>Concentration</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Biomaterials</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EBME 201</td>
<td>Physiology-Biophysics I *</td>
</tr>
<tr>
<td></td>
<td>EBME 202</td>
<td>Physiology-Biophysics II *</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plus two of the following:</td>
</tr>
<tr>
<td></td>
<td>EBME/EMAC 303</td>
<td>Structure of Biological Materials</td>
</tr>
<tr>
<td></td>
<td>EBME 305</td>
<td>Materials for Prosthetics and Orthotics</td>
</tr>
<tr>
<td></td>
<td>EBME 306</td>
<td>Introduction to Biomedical Materials</td>
</tr>
<tr>
<td></td>
<td>EBME 316</td>
<td>Biomaterials for Drug Delivery</td>
</tr>
<tr>
<td></td>
<td>EBME 325</td>
<td>Introduction to Tissue Engineering</td>
</tr>
<tr>
<td></td>
<td>EBME 406/ EMAC 471</td>
<td>Polymers in Medicine</td>
</tr>
<tr>
<td></td>
<td>EBME/ECSE 480B</td>
<td>The Human Body</td>
</tr>
<tr>
<td></td>
<td><strong>Electronic Materials</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHYS 221</td>
<td>Introduction to Modern Physics *</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plus 3 (from either or both) of the following 2 categories:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Emphasis on Solid-State Physics</td>
</tr>
<tr>
<td></td>
<td>PHYS 315</td>
<td>Introduction to Solid State Physics</td>
</tr>
<tr>
<td></td>
<td>PHYS 326</td>
<td>Physical Optics</td>
</tr>
<tr>
<td></td>
<td>PHYS 327</td>
<td>Laser Physics</td>
</tr>
<tr>
<td></td>
<td>PHYS 331</td>
<td>Introduction to Quantum Mechanics</td>
</tr>
<tr>
<td></td>
<td>2. Emphasis on Electronic Device Technology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CHEM 340</td>
<td>Solar Energy Conversion</td>
</tr>
<tr>
<td></td>
<td>ECHE 383</td>
<td>Chemical Engineering Applied to Microfabrication and Devices</td>
</tr>
<tr>
<td></td>
<td>ECSE 309</td>
<td>Electromagnetic Fields</td>
</tr>
<tr>
<td></td>
<td>ECSE 321</td>
<td>Semiconductor Electronic Devices</td>
</tr>
<tr>
<td></td>
<td>ECSE 322</td>
<td>Integrated Circuits and Electronic Devices</td>
</tr>
<tr>
<td></td>
<td>EMSE 427</td>
<td>Defects in Solids</td>
</tr>
<tr>
<td></td>
<td>EMSE 463</td>
<td>Magnetism and Magnetic Materials</td>
</tr>
<tr>
<td></td>
<td><strong>Materials Data Science</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>STAT 312R</td>
<td>Basic Statistics for Engineering and Science Using R Programming</td>
</tr>
<tr>
<td></td>
<td>DSCI 351M</td>
<td>Exploratory Data Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plus 2 of the following, of which 1 should be a DSCI course:</td>
</tr>
<tr>
<td></td>
<td>DSCI 352M</td>
<td>Applied Data Science Research</td>
</tr>
<tr>
<td></td>
<td>DSCI 353M</td>
<td>Data Science: Statistical Learning, Modeling and Prediction</td>
</tr>
<tr>
<td></td>
<td>MATH 307</td>
<td>Linear Algebra</td>
</tr>
<tr>
<td></td>
<td>MATH 304</td>
<td>Discrete Mathematics</td>
</tr>
<tr>
<td></td>
<td>ECSE 321</td>
<td>Semiconductor Electronic Devices</td>
</tr>
<tr>
<td></td>
<td>ECSE 322</td>
<td>Integrated Circuits and Electronic Devices</td>
</tr>
<tr>
<td></td>
<td><strong>Polymers</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CHEM 223</td>
<td>Introductory Organic Chemistry I *</td>
</tr>
<tr>
<td></td>
<td>or CHEM 323</td>
<td>Organic Chemistry I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plus 3 of the following:</td>
</tr>
<tr>
<td></td>
<td>EMAC 351</td>
<td>Physical Chemistry for Engineering</td>
</tr>
<tr>
<td></td>
<td>EMAC 355</td>
<td>Polymer Analysis Laboratory</td>
</tr>
<tr>
<td></td>
<td>EMAC 372</td>
<td>Polymer Processing and Testing Laboratory</td>
</tr>
</tbody>
</table>

**Total Units:** 60

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* Asterisk (*) indicates courses that are offered on a rotating basis. Courses with a star are typically offered in the fall of each academic year.
**EMAC 375**  
Fundamentals of Non-Newtonian Fluid Mechanics and Polymer Rheology  
**EMAC 376**  
Polymer Engineering  
**EMAC 377**  
Polymer Processing  
Completion of this concentration (including EMAC 270 and EMAC 276, as required for the major in Materials Science and Engineering) satisfies the requirements for a minor in Polymer Science and Engineering.

**EMAC 270**  
Introduction to Polymer Science and Engineering  
**EMAC 276**  
Polymer Engineering  
**EMAC 277**  
Polymer Processing

Suggested Program of Study: Major in Materials Science and Engineering

The following is a suggested program of study. Current students should always consult their advisers and their individual graduation requirement plans as tracked in SIS (http://sis.case.edu/).

### First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAGES First year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>PHED 1xx Physical Education Activities*</td>
<td>3</td>
</tr>
<tr>
<td>Transitioning Ideas to Reality I - Materials in Service of Industry and Society (EMSE 110)</td>
<td>3</td>
</tr>
<tr>
<td>Calculus for Science and Engineering I (MATH 121)**</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Chemistry for Engineers (CHEM 111)**</td>
<td>3</td>
</tr>
<tr>
<td>Elementary Computer Programming (ENGR 131) or Introduction to Programming in Java (ECSE 132)</td>
<td>3</td>
</tr>
</tbody>
</table>

### Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAGES University Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>Calculus for Science and Engineering II (MATH 122)**</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry of Materials (ENGR 145)**</td>
<td>3</td>
</tr>
<tr>
<td>General Physics I - Mechanics (PHYS 121)**</td>
<td>3</td>
</tr>
<tr>
<td>or Physics and Frontiers I - Mechanics (PHYS 123)</td>
<td>3</td>
</tr>
<tr>
<td>Transitioning Ideas to Reality II - Manufacturing Laboratory (EMSE 120)</td>
<td>2</td>
</tr>
</tbody>
</table>

### Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thermodynamics, Fluid Dynamics, Heat and Mass Transfer (ENGR 225)**</td>
<td>3</td>
</tr>
<tr>
<td>Materials Laboratory II (EMSE 320)</td>
<td>3</td>
</tr>
<tr>
<td>Mesoscale Structural Control of Functional Materials (EMSE 328)</td>
<td>3</td>
</tr>
<tr>
<td>Structural Materials by Design (EMSE 372)</td>
<td>3</td>
</tr>
<tr>
<td>Concentration I</td>
<td>3</td>
</tr>
<tr>
<td>Breadth elective II**</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Circuits and Instrumentation (ENGR 210)**</td>
<td>3</td>
</tr>
<tr>
<td>Polymer Properties and Design (EMAC 276)</td>
<td>3</td>
</tr>
<tr>
<td>Thermodynamic Stability and Rate Processes (EMSE 327)</td>
<td>3</td>
</tr>
<tr>
<td>Materials Laboratory III (EMSE 330)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Year Total:** 15 18
application for admission to the five year BS/MS program is made after completion of five semesters of course work. Minimum requirements are a 3.2 grade point average and the recommendation of a faculty member of the department. Interested students should contact Professor Peter Lagerlöf. Review the Office of Undergraduate Studies BS/MS program requirements here (p. 1298).

**Bachelor of Science in Data Science and Analytics**

A Bachelor of Science in Data Science and Analytics (p. 116) is administered in the Computer and Data Sciences Department.

**Minor in Applied Data Science**

In addition to the Bachelor of Science in Engineering degree program with a major in Materials Science and Engineering, the department also offers a minor in Materials Science and Engineering. This sequence is intended primarily for a student majoring in science or engineering, but it is open to any student with a sound background in introductory calculus, chemistry, and physics. This program requires the completion of EMSE 276 Materials Properties and Design and a minimum of 12 additional credit hours (units) of EMSE courses, including no more than 3 credit hours (units) of EMSE 125 Freshman Research in Materials Science and Engineering and EMSE 325 Undergraduate Research in Materials Science and Engineering, and no more than 6 credit hours (units) of one- or two-unit courses. Interested students please contact Prof Mark De Guire (mark.deguire@case.edu) (510 White, 216.368.4221).

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**Five-Year Combined BS/MS Program**

This program offers outstanding undergraduate students the opportunity to obtain an MS degree, with a thesis, in one additional year of study beyond the BS degree. (Normally, it takes two years beyond the BS to earn an MS degree.) In this program, an undergraduate student can take up to 9 credit hours (units) that simultaneously satisfy undergraduate and graduate requirements. Students considering the combined BS/MS Program should use the Advanced Materials Science and Engineering concentration, and should select their concentration in consultation with their departmental academic advisor. Typically, students in this program start their research leading to the MS thesis in the fall semester of the senior year. The BS degree is awarded at the completion of the senior year.

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Elements of the Minor:

The undergraduate minor is structured so that the students who qualify for the minor have a working understanding of the basic ADS tools and their application in their domain area. This includes:

- Formulate Data Science analyses of real-world datasets, to answer critical questions in various domain and application areas;
- Data Management: datastores, sources, streams;
- High Performance and Distributed Computing: local computer, high performance computing clusters, distributed computing (such as Hadoop), or other cloud computing environments;
- Informatics, Ontology, Query: including search, data assembly, annotation;
- Statistical Analytics: tools such as R statistics and high-level scripting languages (such as Python3); and
- Machine Learning and Deep Learning: Machine learning approaches such as support vector machines, or neural networks, and deep learning frameworks such as Keras and TensorFlow2.

The data types found in these domains are diverse. They include time series and spectral data for Energy, Physics, Chemistry and Astronomy, and sensor and production data and image and volumetric data for Manufacturing. In Health, Translational ADS includes Genomic, Proteomic, and other Omics data, while Clinical ADS includes patient data, medical data, physiological time series, and mobile data. And in Social Sciences natural language datasets, both written and oral. Business data types include stock and other financial market data for Finance, time series and cross-section data for Economics, and operations and consumer behavior data for Marketing.

Students will develop comprehensive experience in the steps of data analysis.

- Define the Applied Data Science questions.
- Identify, locate, and/or generate the necessary data, including defining the ideal data set and variables of interest, determining and obtaining accessible data and cleaning the data in preparation for analysis.
- Exploratory data analysis to start identifying the significant characteristics of the data and information it contains.
- Statistical modeling, inference and prediction, including interpretation of results, challenging results, and developing insights and actions.
- Machine learning, deep learning and approaches to data visualization, images, natural language and artificial intelligence implementations.
- Synthesizing the results in the context of the domain and the initial questions, and writing this up.
- The creation of reproducible research, including code, datasets, documentation, and reports, which are easily transferable and verifiable.
- Communicating data science results in context, with consideration of privacy, openness, security, ethics, and value considerations.

The ADS minor curriculum

The undergraduate minor curriculum is based on five 3-credit courses, with one class chosen from each of Levels 1 through Level 5, which cover the spectrum of learning needed to achieve domain area expertise in data science and analytics. The courses are chosen to be both cross-cutting, i.e., intermixing students from across the university in the fundamental concepts such as scripting and statistics (Levels 1, 2, and 4), and domain-focused (Levels 3 and 5). For the Level 5 advanced topics course, the research topic will be either a semester research project approved by the minor advisor, and will also be a 3-credit project, or an advanced data science topic class. This will provide minor students both the domain focused learning they need, and a broadening perspective on applications, methods, and uses of ADS in other domains.

Courses Counted Toward Minor Requirements

Established courses included in the Minor are found in Case School of Engineering (Materials Science, Electrical Engineering and Computer Science, Manufacturing), College of Art & Science (Mathematics, Astronomy, Philosophy, Cognitive Science); School of Medicine, School of Nursing, and Weatherhead School of Management (Marketing, Finance, Operations, and Economics) and Mandel School for Social Sciences.

The courses that meet the requirements for the Minor can also be taken by students to meet requirements in Major programs, and therefore serve a dual purpose in our academic offerings. However, each program, department, and school may have its own criteria on whether a given course could be "double counted" towards major and minor requirements.

Level 5:
- DSCI 352/352M/452 Applied Data Science Research 3
- DSCI 354/354M/454 Data Visualization and Analytics 3
- DSCI 330 Cognition and Computation 3
- DSCI 332/432 Spatial Statistics for Near Surface, Surface, and Subsurface Modeling 3
- SYBB 387 Undergraduate Research in Systems Biology 1 - 3

Level 4:
- DSCI 353/353M/453 Data Science: Statistical Learning, Modeling and Prediction 3
- ASTR 306 Astronomical Techniques 3
- BAFI 361 Empirical Analysis in Finance 3
- MKMR 308 Measuring Marketing Performance 3
- MKMR 310 Marketing Analytics 3
- ECON 327 Advanced Econometrics 3
- SYBB 459 Bioinformatics for Systems Biology 3
- SYBB 421 Fundamentals of Clinical Information Systems 3
- SYBB 311A/311B/311C Survey of Bioinformatics: Technologies in Bioinformatics 1

Level 3:
- DSCI 351/351M/451 Exploratory Data Science 3
- SYBB 412 Survey of Bioinformatics: Programming for Bioinformatics 3

Level 2:
- STAT 312R Basic Statistics for Engineering and Science Using R Programming 3
The Applied Data Science Minor is based in the Case School of Engineering, and includes coursework from schools across the university.

**Graduate Programs**

The Department of Materials Science and Engineering offers programs leading to the degrees of MS (Master of Science) and PhD (Doctor of Philosophy). The (same) MS degree can be obtained by three different master’s programs, addressing specific needs of different groups of graduate students. Each master’s program prepares students for an advanced professional career by profoundly deepening their understanding and knowledge of materials science and engineering beyond the basics. The Doctor of Philosophy is one of the highest academic degrees conferred by Case Western Reserve University.

The underlying PhD program combines acquiring a great breadth of knowledge and understanding with building in-depth knowledge and skills in a chosen cutting-edge field of active materials research. Doctoral students develop skills to realize their own, original, curiosity-driven scientific research. As they research a specific topic in depth, doctoral students experience an intellectual transformation that enables them to succeed universally in challenging professional tasks, positioning them for the most ambitious leadership careers in academia, national laboratories, industrial research, etc.

**MS Degree Requirements**

The (same) degree of MS (Master of Science) in Materials Science and Engineering is awarded through one of the following three programs.

"**Research**" (Thesis-Focused) Master’s Track

This plan is appropriate for full-time graduate students. It requires a total of 30 credit hours (units). The coursework component comprises successful completion of 7 courses (21 credit hours/units). 1 course can be 300-level, all others must be 400- or higher level. Up to 2 courses can be from an engineering or science curriculum outside the department. The minimum cumulative GPA is 3.0. Students with lower standing will be placed on academic probation. Up to 6 hours of course credit can be transferred from graduate level courses (grade B or better) taken at another university in excess of their BS degree requirements. The thesis component consists of individual research (EMSE 651 Thesis M.S.), totaling no fewer than 9 credit hours (units), and a final oral defense. The examining committee includes 3 faculty members of the department. Additional committee members may be added at the discretion of the student in consultation with their advisor. A PPOS (planned program of study) must be submitted by the end of the second semester, prepared by the student the advisor and submitted online to the School of Graduate Studies.

"**Professional**" (Project-Focused) Master’s Track

This program suits part-time graduate students, e.g. while employed elsewhere as materials engineers. The coursework component comprises successful completion of 9 courses (27 credit hours/units). 1 course can be 300-level, all others must be 400- or higher level. Up to 2 courses can be from an engineering or science curriculum outside the department. The minimum cumulative GPA is 3.0. Students with lower standing will be placed on academic probation. Up to 6 hours of course credit can be transferred from graduate level courses (grade B or better) taken at another university in excess of their BS degree requirements. The program involves a project, typically 3 credit hours/units (EMSE 649 Special Projects) and completed in a single semester, and a final comprehensive oral exam. The examining committee consists of three faculty members of the department. Additional committee members may be added at the discretion of the student in consultation with their advisor. An Academic Program must be submitted by the end of the second semester, prepared by the student the advisor and submitted online to the School of Graduate Studies.

"**Accelerated**" (Course-Focused) Master’s Track

Materials science and engineering is a discipline that extends from the basic science of materials micro-structure and properties to the design and evaluation of materials in engineering systems. Data science and analytics seeks to identify statistically significant relationships, model development, and predictive behavior of large data sets generated by e.g. manufacturing technologies. The Accelerated Master’s Track is a course-work-only program that extends classical education in materials science and engineering with data science and analytics. It can be completed in just one calendar year!

The suggested program of study includes 10 courses, taken over the fall-, spring-, and summer semester of one academic year.

- Fall Semester: DSCI 451 Exploratory Data Science, EMSE 504 Thermodynamics of Solids, EMSE 503 Structure of Materials, EMSE 413 Fundamentals of Materials Engineering and Science, and EMSE 599 Critical Review of Materials Science and Engineering Colloquium for either 1 or 2 credit hours.
- Fall Semester: EMSE 505 Phase Transformations, Kinetics, and Microstructure, EMSE 414 Electrical, Magnetic, Optical, and Thermal Properties of Materials, one EMSE-400-level elective course, DSCI 453 Data Science: Statistical Learning, Modeling and Prediction, and EMSE 599 Critical Review of Materials Science and Engineering Colloquium for either 1 or 2 credit hours (units), adding up to a total of 3 credit hours (units) of EMSE 599 Critical Review of Materials Science and Engineering Colloquium.
- Summer Semester: DSCI 452 Applied Data Science Research, EMSE 515 Analytical Methods in Materials Science and the following optional courses of DSCI 432 Spatial Statistics for Near Surface, Surface, and Subsurface Modeling, DSCI 452 Applied Data Science Research, DSCI 454 Data Visualization and Analytics.

The 3 credit hours (units) of EMSE-599 can be replaced by an additional course of 3 credit hours (units), e.g. EMSE 468 Scientific Writing in Materials Science and Engineering.

**PhD Degree Requirements**

**Overview**

Candidates for a PhD degree in Materials Science and Engineering perform coursework and research that leads to a dissertation. The coursework must include the Materials Science and Engineering Core and fulfill a Breadth Requirement and a Basic Science Requirement. In

**Entering the Program**

Immediately upon entering the department, the PhD candidate normally will:

- Fill out and submit the first part of the Academic Program and the Supplementary Form.
- Register for 2 courses during the first semester and EMSE-499, "Materials Engineering Colloquium;"
- Register for EMSE-701 Dissertation PhD (usually 3 credit hours/units) during the first semester. Note that registration for EMSE-701 is not permitted before the Academic Program form is turned in.

As specified in the University General Bulletin section of the School of Graduate Studies (http://bulletin.case.edu/schools/graduateschools/academicrequirements/): "In order to meet the requirements for the doctorate, a student must pass satisfactorily a general examination (or a series of examinations covering different fields) specified and administered by the student's department or supervising committee."

**PhD Program of Study – Course and GPA Requirements**

The student's Academic Program is a list of the courses the student will take to fulfill the PhD requirements, will be discussed and updated as needed at the time of the Thesis Proposal Evaluation.

A PhD student must take a minimum of 18 credit hours (units) of EMSE 701 Dissertation Ph.D. and must continue registration each subsequent regular semester (Fall and Spring) until the dissertation is complete, unless granted a leave of absence.

The time limit for the PhD program is 5 years for full-time students, starting with the first semester of EMSE 701 Dissertation Ph.D. registration.

The minimum course requirement is 12 courses (36 credit hours/units) beyond the BS level, of which at least 6 courses (18 credit hours/units) must be taken at Case Western Reserve University. Of these 12 courses, 4 courses must satisfy the Breadth Requirement and 2 courses must satisfy the Basic Science Requirement for the department as outlined below.

In the case of a student entering with an MS degree from another discipline, additional courses may be required at the discretion of the student's academic advisor.

Graduation requires a GPA of at least 3.0. Students with a cumulative GPA below 3.0 will be placed on academic probation.

A required part of the PPOS for all PhD students in the Materials Science and Engineering Core. It consists of the following sequence of courses:

- EMSE 503 Structure of Materials
- EMSE 504 Thermodynamics of Solids
- EMSE 505 Phase Transformations, Kinetics, and Microstructure

Transfer credit for comparable graduate courses taken at another institution will be allowed on a case-by-case basis. Students may find it helpful to complete the Materials Science and Engineering Core sequence prior to taking the PhD comprehensive exam.

**Breadth Requirement**

The Breadth Requirement can be fulfilled by taking a total of 4 courses (12 credit hours/units) within the Case School of Engineering (including Materials Science and Engineering), selected in consultation with the student's advisor.

**Basic-Science Requirement**

The Basic-Science Requirement consists of taking 2 corresponding courses (6 credit hours/units). These can be courses at the 400 or 500 level with course designation PHYS, CHEM, BIOL, MATH, STAT, or DSCI and/or certain engineering curricula approved by the Graduate Studies Committee of the Department of Materials Science and Engineering. Engineering courses used to meet this requirement must be approved prior to enrolling in the course. The deadline is the conclusion of add/drop in any given semester. Students making such a request are required to submit a petition to the Graduate Studies Committee that justifies the role of the stipulated course as basic (rather than applied) science. Such petitions are expected to be brief. Courses that are not approved as meeting the Basic-Science Requirement may still be applicable to the Breadth Requirement.

**Advanced Standing**

Students entering the PhD program with an MS degree in a materials-related field are considered to be in advanced standing. For these students, the minimum course requirement is 6 courses (18 credit hours/units). The Breadth Requirement and the Basic-Science Requirement may require taking further courses.

**Exams**

**Comprehensive Exam**

The Comprehensive Exam of the PhD program consists of two parts:

1. The "General Exam," also known as "PhD-Qualifying Exam," a written general exam.
2. The "PhD Proposal Evaluation" includes a written thesis proposal, an oral presentation, and an examination by the thesis committee that may address the thesis proposal, the presentation, and general knowledge.

The General Exam (PhD-Qualifying Exam) has multi-part questions that cover the following four areas:

- EMSE 503 Structure of Materials.
- EMSE 504 Thermodynamics of Solids
- EMSE 505 Phase Transformations, Kinetics, and Microstructure
- A Synthesis Area, which combines concepts from the first three areas as they apply to performance of materials.

Students who achieve a score of 70% or above on three of the completed questions and an overall average of 75% or above will pass outright. Students who do not achieve this on their first attempt of the written exam will have one more opportunity to take the General Exam the next time the department offers it.

To register for taking the General Exam, students need a cumulative GPA of 3.0 or higher for courses taken at Case Western Reserve University is required. The exam will be offered once per year, typically in June. The time limits within which students must take the General Exam are as follows:

- Full-time students entering with an MS degree: within one year.
- Full-time students entering with a BS degree: within two years of entering the PhD program.
Dissertation Advisory Committee
After passing the General Exam and before the Thesis Proposal Evaluation, the student needs to establish a Dissertation Advisory Committee. It must consist of at least three faculty members from the department and one non-departmental member. The committee members should be chosen in consultation with the advisor.

Thesis Proposal Evaluation
The Thesis Proposal Evaluation must occur in the semester immediately following the successful completion of the General Exam (unless a petition, supported by the research advisor, is approved by the Graduate Studies Committee of the Department of Materials Science and Engineering). The Thesis Proposal Evaluation tests the more specific knowledge of the PhD candidate concerning the science underlying the proposed research and the candidate's intellectual maturity. It includes a written document in which the candidate proposes a doctoral research project, an oral presentation on this project, and an examination by the thesis committee addressing the written document, the presentation, general knowledge of materials science and engineering, and special knowledge the candidate acquired e.g. in advanced courses taken in support of their research program. The written document and the oral presentation should include an analysis of a research problem, the results of a corresponding literature search, suggested research procedures, and major results and scientific advances to be expected. The written document must be submitted to the student’s Dissertation Advisory Committee for examination at least one week prior to the oral evaluation. The written document as well as the presentation and committee examination of the Thesis Proposal Evaluation will be graded P/N (pass/no pass).

PhD Candidacy
Upon passing both the Comprehensive Exam and the Thesis Proposal Evaluation, a student will advance to PhD Candidacy.

Dissertation and Defense
Upon successful completion of all requirements, a PhD candidate must submit a written dissertation as evidence for their ability to conduct original scientific research. No later than 10 days before the defense, the candidate must provide a copy of the completed dissertation to each member of the Dissertation Advisory Committee. The defense consists of a (public) presentation and a (non-public) oral exam by the members of the student’s Dissertation Advisory Committee.

Facilities
Advanced Manufacturing and Mechanical Reliability Center (AMMRC)
White Building 115, 211, 216, 222, 300, 338
Deformation Processing Laboratory: White Building 115
Nitonol Commercialization Accelerator: White Building 300, 338
Mechanical Testing Laboratories: White Building 211, 216, 222
Contact: John Lewandowski
216-368-4234
john.lewandowski@case.edu

The AMMRC (Advanced Manufacturing and Mechanical Reliability Center) permits the determination of mechanical behavior of materials over loading rates ranging from static to impact, with the capability of testing under a variety of stress states under either monotonic or cyclic conditions. A variety of furnaces and environmental chambers are available to enable testing at temperatures ranging from -196 °C to 1800 °C. The facility is operated under the direction of a faculty member and under the guidance of a full-time engineer. The facility contains one of the few laboratories in the world for high-pressure deformation and processing, enabling experimentation under a variety of stress states and temperatures. This state-of-the-art facility includes the following equipment:

- **High-Pressure Deformation Apparatus** These units enable tension or compression testing to be conducted under conditions of high hydrostatic pressure. Each apparatus consists of a pressure vessel and diagnostics for measurement of load and strain on deforming specimens, as well as instantaneous pressure in the vessel. Pressures up to 1.0 GPa loads up to 10 kN, and displacements of up to 25 mm are possible. The oil based apparatus is operated at temperatures up to 300 °C room temperature while a gas (i.e. Ar) based apparatus is used at room temperature.
- **Hydrostatic-Extrusion Apparatus** Hydrostatic extrusion (e.g. pressure-to-air, pressure-to-pressure) can be conducted at temperatures up to 300 °C on manually operated equipment interfaced with a computer data acquisition package. Pressures up to 2.0 GPa are possible, with reduction ratios up to 6 to 1, while various diagnostics provide real time monitoring of extrusion pressure and ram displacement.
- **Advanced Forging-Simulation Rig** A multi-actuator MTS machine based on 1.5 MN, four post frame, enables sub-scale forging simulations over industrially relevant strain rates. A 490 kN forging actuator is powered by five nitrogen accumulators enabling loading rates up to 3.0 m/s on large specimens. A 980 kN indexing actuator provides precise deformation sequences for either single, or multiple, deformation sequences. Date acquisition at rates sufficient for analysis is available. Testing with heated dies is possible.
- **Advanced Metal-Forming Rig** A four-post frame with separate control of punch actuator speed and blank hold down pressure enables determination of forming limit diagrams. Dynamic control of blank hold down pressure is possible, with maximum punch actuator speeds of 30.0 cm/s. A variety of die sets are available.
- **Servo-hydraulic Machines** Four MTS Model 810 computer-controlled machines with load capacities of 13 kN, 90 kN, 220 kN, and 220 kN, permit tension, compression, and fatigue studies to be conducted under load-, strain-, or stroke control. Fatigue crack growth may be monitored via a DC potential drop technique as well as via KRAK gages applied to the specimen surfaces. Fatigue studies may be conducted at frequencies up to 30 Hz. In addition, an Instron Model 1331 90 kN Servo-hydraulic machine are available for both quasi-state and cyclic testing.

- **Universal Testing Machines** Three INSTRON screw-driven machines, including two INSTRON Model 1125 units permit tension, compression, and torsion testing.
- **Electromechanical Testing Machine** A computer-controlled INSTRON Model 1361 can be operated under load-, strain-, or stroke control. Stroke rates as slow as 0.3 nm/s are possible.
- **Fatigue Testing Machines** Three Sonntag fatigue machines and two R. R. Moore rotating-bending fatigue machines are available for producing fatigue-life (S–N) data. The Sonntag machines may be operated at frequencies up to 60 Hz.
• Creep Testing Machines Three constant load frames with temperature capabilities up to 800 °C permit creep testing, while recently modified creep frames permit thermal cycling experiments as well as slow cyclic creep experiments.

• Impact Testing Machines Two Charpy impact machines with capacities ranging from 20 ft-lbs to 240 ft-lbs are available. Accessories include a Dynatup instrumentation package interfaced with an IBM PC, which enables recording of load vs. time traces on bend specimens as well as on tension specimens tested under impact conditions.

• Instrumented Microhardness Tester A Nikon Model QM High-Temperature Microhardness Tester permits indentation studies on specimens tested at temperatures ranging from -196 °C to 1600 °C under vacuum and inert gas atmospheres. This unit is complemented by a Zwick Model 3212 Microhardness Tester as well as a variety of Rockwell Hardness and Brinell Hardness Testing Machines.

Swagelok Center for Surface Analysis of Materials
Glennan Building 101

Contact: Jennifer Carter, 216-368-4214, jwc137@case.edu
Jeffrey Pigott, 216-368-6012, jxp652@case.edu

Website: https://engineering.case.edu/centers/scsam/

SCSAM, the Swagelok Center for Surface Analysis of Materials, is a multi-user facility providing cutting-edge major instrumentation for microcharacterization of materials. SCSAM is administered by the CSE (Case School of Engineering) and is central to much of the research carried out by CSE’s seven departments. The facility is also extensively used by the CAS (College of Arts and Sciences) Departments of Physics, Chemistry, Biology, and Earth, Environmental, and Planetary Sciences, as well as many departments within the School of Medicine and the School of Dental Medicine. Typically, more than 200 users, mostly academic, utilize the facility per year.

SCSAM’s instruments encompass a wide and complementary range of characterization techniques, which provide a comprehensive resource for high-resolution imaging, diffractometry, and spatially-resolved compositional analysis.

Current capabilities for high-resolution imaging include: an AFM (atomic force microscope) which can optionally be operated with an imaging nanoindenter scan head or a stand-alone automated nanoindenter; a Keyence optical microscope providing the next-generation of optical microscopy with a large depth-of-field and advanced measurement capabilities for inspection and failure analysis.; two scanning electron microscopes, one equipped for FIB (focused ion beam) micromachining, and both equipped with XEDS (X-ray energy-dispersive spectrometry), TSEM (transmission scanning electron microscopy), and EBSD (electron backscatter diffraction) detectors.

For XRD (X-ray diffractometry), SCSAM provides two diffractometers with 1D and 2D detectors to allow for phase identification, phase fraction determination, crystal structure refinements, as well as stress and strain measurements of crystalline solids.

SCSAM’s surface analysis suite of instruments includes an instrument for ToF-SIMS (time-of-flight secondary-ion mass spectrometry), a SAM (scanning Auger microscope) for spatially resolved AES (Auger electron spectroscopy), and an instrument for XPS (X-ray photoelectron spectroscopy, also known as ESCA, electron spectrometry for chemical analysis), that accomplishes high spatial resolution by operating with a focused X-ray beam.

SCSAM’s instruments are housed in a centralized area allowing users convenient access to state-of-the-art tools for their research. For more information, please visit the center’s website (https://engineering.case.edu/centers/scsam/).

Electronic Properties Laboratories

Magnetometry Laboratory
Contact: Matthew Willard
216-368-5070
mark.deguire@case.edu

The Magnetometry Laboratory has facilities used to investigate the magnetic properties of materials. This laboratory has the following instruments:

• Lake Shore Cryotronics Model 7410 Vibrating Sample Magnetometer This instrument serves for measurement of hysteresis loops (at constant temperature) and thermomagnetic measurements (at constant magnetic field). The maximum applied field at room temperature (without furnace in place) is 3.1 T. For high temperature measurements, the maximum applied field is 2.5 T over the temperature range from room temperature to 1000 °C.

• Home-Built Magnetostriction Measurement System This system has been designed and built to measure the shape change of magnetic materials under applied magnetic fields. Better than 1 ppm sensitivity is possible by this strain gauge technique. An applied field of ≈0.2 T is used to saturate samples.

Fuel Cell Testing Laboratory
AW Smith Building 27

Contact: Mark De Guire
216-368-4221
mark.deguire@case.edu

Facilities (located in the AW Smith Building) for testing of solid-oxide fuel cells include:

• Furnaces Dedicated furnaces and ovens for preparing cells for testing.

• Test Stands for 4” Cells 2 test stands for 4” cells and small stacks (Fuel Cell Technologies). Test temperatures to 1000°C. Professional turnkey LabView interface for system control and data acquisition.

• Test Stands for 1” Cells 2 test stands for 1” cells. Test temperatures to 1000°C. LabView interface for complete system control and data acquisition. Omega mass-flow controllers. Keithley and Amrel electronics. AutoLab Electrochemical Analyzer for I–V, galvanostatic, or amperometric testing and AC impedance spectroscopy.

All test stands are contained in dedicated enclosures rated for use with hydrogen, hydrogen sulfide, and carbon monoxide with ventilation system, leak detection, tank pressure monitors, alarm system.

SDLE Research Center
White Building 538
A data science approach is needed to handle large-scale data on materials, components, systems, modules, commercial power plants, and the grid. These approaches involve data ingestion into nonrelational data warehouses and data-driven modeling with a foundation in the underlying physics and chemistry of degradation and lifetime performance. Assembling FAIR (Findable, Accessible, Interoperable, Reusable) data and other data, developing and sharing codes and tools, and reporting research results along a materials value chain is a key component of the Center. The SDLE Research Center facilitates complex data-driven modeling, including geostatistical, geospatiotemporal modeling, graph network modeling, and degradation network models. The data analytics platform (CRADLE), an integrated distributed and high performance computing cluster, was developed in the center to facilitate large data storage and analysis with ease of access to team members enabling fleets of high performance computing jobs for improved data analytics.

The SDLE Center has developed a method to enable large-scale distributed analysis of commercial fleet scale photovoltaic (PV) power plants for both performance loss rate (PLR) determination and power forecasting. This study includes a set of 4,000 PV plant inverters and determines the data quality of these plants in relation to prediction of PLR. Additionally, a multi-year benchmarking and review of the impact of data quality and filtering, power prediction algorithms, and PLR determination methods has define the challenges in PLR determination. The data quality, data gaps, and filtering of timeseries data of commercial fleets of PV plants restrict which algorithms analyses can use and can bias results and reduces their accuracy. Data quality and data gaps can be improved with spatio-temporal graph neural network (st-GNN) models of PV power plant data including satellite weather data and autoencoders for data imputation of missing data. FAIR data principles are used to make FAIR data and models in order to improve transferability of data and models.

The SDLE Center has a focus on materials data science in relation to long-lived materials. This work determines the degradation mechanisms in material systems, which can be mitigated to optimize lifetime performance of materials, components, and devices. Understanding these key degradation mechanisms in relation to the stress and stress level is fundamental to lifetime and degradation science (L&DS). By encompassing the knowledge from the experimental insights of the degradation of materials, the lifetime of materials can be predicted under multiple different stress conditions. Thus far traditional materials reliability has been flawed with costly failures in applications such as polyamide backsheet failure in photovoltaic (PV) modules. The Center has developed an epidemiological approach to understanding materials degradation which provides more scientific value by giving information on the standard deviation within a population. Additionally, by combining standard and modified accelerated exposures with real-world exposures, degradation can be more accurately predicted on a variety of different grades of materials or component structure. Then data-driven or network modeling provides insights into the impact of stress conditions on degradation and performance. Real-world degradation gives the information on the complex and synergistic nature of materials degradation compared to single or even combinational accelerated stressors. The unique environment that a material exists in the real world or in-use conditions is varied due to specific microstressors as well as the impact of climate change on climate zones.

Geostatistical geospatiotemporal modeling is an active area of research within SDLE which is a quantitative method for mapping phenomena that are inherently tied to geographic and/or temporal space. The method provides for estimating at unsampled locations and for simulating multiple equally probable realizations to assess the space of uncertainty in the subsurface, surface, or near surface environment. Applications include environmental, mineral resources, geothermal, hydrology, agriculture, climate, forestry, soil, air, and more.

The SDLE Research Center's Core Facility has capabilities and equipment including:

- Outdoor solar exposures: SunFarm with 14 dual-axis solar trackers with multi-sun concentrators, and power degradation monitoring
- Solar simulators for 1-1000X solar exposures
- Multi-factor environmental test chambers with temperature, humidity, freeze/thaw, and cycling
- A full suite of optical, interfacial, thermo-mechanical, and electrical evaluation tools for materials, components, and systems
- CRADLE: two nonrelational data warehouses based on Cloudera's distribution of Apache's Hadoop, Hbase, and Spark
- High Performance Compute Cluster for data analytics

Courses

EMSE Courses

EMSE 102. Materials for Current and Future Technologies. 1 Unit.
Open to all students discussing the importance of materials on current and future technologies. The course will be a series of seminars by the faculty at the Department of Materials Science and Engineering covering important topics such as materials processing, use of materials in a variety of technologically important areas; e.g., construction, energy related technologies, biomedical applications and space applications.

EMSE 110. Transitioning Ideas to Reality I - Materials in Service of Industry and Society. 1 Unit.
In order for ideas to impact the lives of individuals and society they must be moved from "blue sky" to that which is manufacturable. Therein lies true creativity - design under constraint. Greater Cleveland is fortunate to have a diverse set of industries that serve medical, aerospace, electric, and advanced-materials technologies. This course involves trips to an array of work sites of leading companies to witness first-hand the processes and products, and to interact directly with practitioners. Occasional in-class speakers with demonstrations will be used when it is not logistically reasonable to visit off-site.
EMSE 120. Transitioning Ideas to Reality II - Manufacturing Laboratory. 2 Units.
This course complements EMSE 110. In that class students witness a diverse array of processing on-site in industry. In this class students work in teams and as individuals within processing laboratories working with an array of "real materials" to explore the potential of casting, machining, and deformation processes to produce real parts and/or components. An introduction to CAD as a means of communication is provided. The bulk of the term is spent in labs doing hands-on work. Planned work is carried out to demonstrate techniques and potential. Students have the opportunity to work independently or in teams to produce articles as varied as jewelry, electronics, transportation vehicles, or novel components or devices of the students' choosing.

EMSE 125. Freshman Research in Materials Science and Engineering. 1 Unit.
Freshman students conduct independent research in the area of material science and engineering, working closely with graduate student(s) and/or postdoctoral fellow(s), and supervised by an EMSE faculty member. An average of 5-6 hr/wk in the laboratory, periodic updates, and an end of semester report is required. Prereq: Limited to freshman, with permission of instructor.

EMSE 220. Materials Laboratory I. 2 Units.

EMSE 228. Mathematical and Computational Methods for Materials Science and Engineering. 3 Units.
The course combines fundamental topics of material science and engineering with underlying mathematical methods and coding for computation. Focusing on the mathematics of vectors and using Mathematica as computational framework, the course teaches how to solve problems drawn from crystallography, diffraction, imaging of materials, and image processing. Students will develop a fundamental understanding of the basis for solving these problems including understanding the constituent equations, solution methods, and analysis and presentation of results. Prereq: (ENGR 131 or EECS 132) and ENGR 145

EMSE 276. Materials Properties and Design. 3 Units.
Relation of crystal structure, microstructure, and chemical composition to the properties of materials. The role materials processing has in controlling structure so as to obtain desired properties, using examples from metals, semiconductors, ceramics, and composites. Design content includes exercises in materials selection, and in design of materials to meet specified performance requirements. Prereq: MATH 121 and ENGR 145. Prereq or Coreq: PHYS 122 or PHYS 124.

EMSE 308. Welding Metallurgy. 3 Units.
Introduction to arc welding and metallurgy of welding. The course provides a broad overview of different industrial applications requiring welding, the variables controlling critical property requirements of the weld and a survey of the different types of arc welding processes. The course details the fundamental concepts that govern the different aspects of arc welding including the welding arc, weld pool solidification, precipitate formation and solid state phase transformations. Offered as EMSE 308 and EMSE 408. Coreq: EMSE 327.

EMSE 319. Processing and Manufacturing of Materials. 3 Units.
Introduction to processing technologies by which materials are manufactured into engineering components. Discussion of how processing methods are dependent on desired composition, structure, microstructure, and defects, and how processing affects material performance. Emphasis will be placed on processes and treatments to achieve or improve chemical, mechanical, physical performance and/or aesthetics, including: casting, welding, forging, cold-forming, powder processing of metals and ceramics, and polymer and composite processing. Coverage of statistics and computational tools relevant to materials manufacturing. Prereq: EMSE 276.

EMSE 320. Materials Laboratory II. 1 Unit.
Measurement of thermophysical properties of materials emphasizing thermal and electrical properties of materials. Laboratory teams are selected for all experiments. Statistical analysis of experimental results also emphasized. Recommended preparation or corequisite: EMSE 276.

EMSE 325. Undergraduate Research in Materials Science and Engineering. 1 - 3 Units.
Undergraduate laboratory research in materials science and engineering. Students will undertake an independent research project alongside graduate student(s) and/or postdoctoral fellow(s), and will be supervised by an EMSE faculty member. Written and oral reports will be given on a regular basis, and an end of semester report is required. The course can be repeated up to four (4) times for a total of six (6) credit hours. Prereq: Sophomore or Junior standing and consent of instructor.

EMSE 327. Thermodynamic Stability and Rate Processes. 3 Units.
An introduction to thermodynamics of materials as applied to metals, ceramics, polymers and optical/radiant heat transfer for photovoltaics. The laws of thermodynamics are introduced and the general approaches used in the thermodynamic method are presented. Systems studied span phase stability and oxidation in metals and oxides; nitride ceramics and semiconductors; polymerization, crystallization and block copolymer domain formation; and the thermodynamics of systems such as for solar power collection and conversion. Recommended preparation: EMSE 228 and ENGR 225 or equivalent. Prereq: EMSE 276 or EMSE 201.

EMSE 328. Mesoscale Structural Control of Functional Materials. 3 Units.
The course focuses on mesoscale structure of materials and their interrelated effects on properties, mostly in electrical in nature. The mesoscale science covers the structures varying from electronic- to micro-structure. In each scale, fundamental science will be complimented by examples of applications and how the structure is exploited both to modify and enable function. The student will develop an understanding of how the structure across multiple scales are interrelated and how to tailor them for desired outcomes. Offered as: EMSE 328 and EMSE 428. Prereq: (MATH 223 or MATH 227) and (EMSE 276 or EMSE 201).

EMSE 330. Materials Laboratory III. 2 Units.
EMSE 335. Strategic Metals and Materials for the 21st Century. 3 Units.
This course seeks to create an understanding of the role of mineral-based materials in the modern economy focusing on how such knowledge can and should be used in making strategic choices in an engineering context. The history of the role of materials in emerging technologies from a historical perspective will be briefly explored. The current literature will be used to demonstrate the connectedness of materials availability and the development and sustainability of engineering advances with examples of applications exploiting structural, electronic, optical, magnetic, and energy conversion properties. Processing will be comprehensively reviewed from source through refinement through processing including property development through application of an illustrative set of engineering materials representing commodities, less common metals, and minor metals. The concept of strategic recycling, including design for recycling and waste stream management will be considered. Offered as EMSE 335 and EMSE 435. Prereq: Senior standing or graduate student.

EMSE 343. Processing of Electronic Materials. 3 Units.
The class will focus on the processing of materials for electronic applications. Necessary background into the fundamentals and applications will be given at the beginning to provide the basis for choices made during processing. MOSFET will be used as the target application. However, the processing steps covered are related to many other semiconductor based applications. The class will include both planar and bulk processing. Offered as: EMSE 343 and EMSE 443. Prereq: (PHYS 122 or PHYS 124) and EMSE 276.

EMSE 345. Engineered Materials for Biomedical Applications. 3 Units.
A survey of synthetic biomedical materials from the perspective of materials science and engineering, focusing on how processing/synthesis, structure, and properties determine materials performance under the engineering demands imposed by physiological environments. Comparisons and contrasts between engineered metals, ceramics, and polymers, versus the biological materials they are called on to replace; consequences for materials and device design. Biomedical materials in applications such as orthopedic implants, dental restorations, wound healing, ophthalmic materials, and biomedical microelectromechanical systems (bioMEMS). Additive manufacturing of biomedical materials. Prereq: ENGR 200 and ENGR 145.

EMSE 349. Role of Materials in Energy and Sustainability. 3 Units.
This course has two parts: engineered materials as consumers of resources (raw materials, energy); and as key contributors to energy efficiency and sustainable energy technologies. Topics covered include: Energy usage in the U.S. and the world. Availability of raw materials, including strategic materials; factors affecting global reserves and annual world production. Resource demand of materials production, fabrication, and recycling. Design strategies, and how the inclusion of environmental impacts in design criteria can affect design outcomes and material selection. Roles of engineered materials in energy technologies: photovoltaics, solar thermal, fuel cells, wind, batteries, capacitors. Materials in energy-efficient lighting. Energy return on energy invested. Semester projects will allow students to explore related topics (e.g. geothermal, biomass; energy-efficient manufacturing and transportation). Offered as EMSE 349 and EMSE 449. Prereq: (ENGR 225 or EMAE 251 or EMAC 351) and ENGR 145 and (PHYS 122 or PHYS 124) or Requisites Not Met permission.

EMSE 365. Surface Engineering of Materials. 3 Units.
Introduction to surface engineering of materials, understood as a treatment that allows the surface to perform functions different from those performed by the bulk. This may include engineering the mechanical, chemical, electrical, magnetic, or optical properties of the surface and near-surface regions for specific applications. For a variety of technologically important classes of materials, the course reviews general concepts of surface engineering, the underlying physical and materials science principles, technical implementations, and typical applications. Recommended for graduate students and advanced undergraduate students. Offered as EMSE 365 and EMSE 465. Prereq: (EMSE 276 and ENGR 225) or Requisites Not Met permission.

EMSE 366. Scientific Writing in Materials Science and Engineering. 3 Units.
For writing a thesis (or a publication) in the field of materials science and engineering, students need a diverse set of skills in addition to mastering the scientific content. Generally, scientific writing requires proficiency in document organization, professional presentation of numerical and graphical data, literature retrieval and management, text processing, version control, graphical illustration, mathematical typesetting, the English language, elements of style, etc. Scientific writing in materials science and engineering, specifically, requires additional knowledge about e.g. conventions of numerical precision, error limits, mathematical typesetting, proper use of units, proper digital processing of micrographs, etc. Having to acquire these essential skills at the beginning of thesis (or publication) writing may compromise the outcome by distracting from the most important task of composing the best possible scientific content. This course properly prepares students for scientific writing with a comprehensive spectrum of knowledge, skills, and tools enabling them to fully focus on the scientific content of their thesis or publication when the time has come to start writing. Similar to artistic drawing, where the ability to "see" is as (or more) important as skills of the hand, the ability of proper scientific writing is intimately linked to the ability of critically reviewing scientific texts. Therefore, students will practice both authoring and critical reviewing of material science texts. To sharpen students' skills of reviewing, examples of good and less good scientific writing will be taken from published literature of materials science and engineering and analyzed in the context of knowledge acquired in the course. At the end of the course, students will have set up skills and a highly functional work environment to start writing their role thesis or article with full focus on the scientific content. While the course mainly targets students of materials science and engineering, students of other disciplines of science and engineering may also benefit from the course material. Offered as EMSE 368 and EMSE 468.

EMSE 372. Structural Materials by Design. 4 Units.
EMSE 379. Design for Lifetime Performance. 3 Units.

EMSE 396. Special Project or Thesis. 1 - 18 Units.
Special research projects or undergraduate thesis in selected material areas.

EMSE 398. Senior Project in Materials I. 1 Unit.
Independent Research project. Projects selected from those suggested by faculty; usually entail original research. The EMSE 398 and 399 sequence form an approved SAGES capstone. Counts as SAGES Senior Capstone.

EMSE 399. Senior Project in Materials II. 2 Units.
Independent Research project. Projects selected from those suggested by faculty; usually entail original research. Requirements include periodic reporting of progress, plus a final oral presentation and written report. Counts as SAGES Senior Capstone.

EMSE 400T. Graduate Teaching I. 0 Unit.
To provide teaching experience for all Ph.D.-bound graduate students. This will include preparing exams/quizzes, homework, leading recitation sessions, tutoring, providing laboratory assistance, and developing teaching aids that include both web-based and classroom materials. Graduate students will meet with supervising faculty member throughout the semester. Grading is pass/fail. Students must receive three passing grades and up to two assignments may be taken concurrently. Recommended preparation: Ph.D. student in Materials Science and Engineering.

EMSE 408. Welding Metallurgy. 3 Units.
Introduction to arc welding and metallurgy of welding. The course provides a broad overview of different industrial applications requiring welding, the variables controlling critical property requirements of the weld and a survey of the different types of arc welding processes. The course details the fundamental concepts that govern the different aspects of arc welding including the welding arc, weld pool solidification, precipitate formation and solid state phase transformations. Offered as EMSE 308 and EMSE 408.

EMSE 409. Deformation Processing. 3 Units.
Flow stress as a function of material and processing parameters; yielding criteria; stress states in elastic-plastic deformation; forming methods: forging, rolling, extrusion, drawing, stretch forming, composite forming.

EMSE 413. Fundamentals of Materials Engineering and Science. 3 Units.
Provides a background in materials for graduate students with undergraduate majors in other branches of engineering and science: reviews basic bonding relations, structure, and defects in crystals. Lattice dynamics; thermodynamic relations in multi-component systems; microstructural control in metals and ceramics; mechanical and chemical properties of materials as affected by structure; control of properties by techniques involving structure property relations; basic electrical, magnetic and optical properties.

EMSE 414. Electrical, Magnetic, Optical, and Thermal Properties of Materials. 3 Units.
Reviews quantum mechanics as applied to materials, energy bands, and density of states; Electrical properties of metals, semiconductors, insulators, and superconductors; Optical properties of materials, including: metallic luster, color, and optoelectronics; Magnetic properties of materials, including: Types of magnetic behavior, theory, and applications; Thermal properties of materials, including: heat capacity, thermal expansion, and thermal conductivity. Prereq: Graduate Standing in Materials Science and Engineering or Requisites Not Met permission.

EMSE 417. Properties of Materials in Extreme Environments. 3 Units.
Fundamentals of degradation pathways of materials under extreme conditions; thermodynamic stability of microstructures, deformation mechanisms, and failure mechanisms. Extreme conditions that will typically be addressed include: elevated temperatures, high-strain rates (ballistic), environmental effects, nuclear radiation, and small scales. Examples will be drawn from recent events as appropriate.

EMSE 421. Fracture of Materials. 3 Units.

EMSE 422. Failure Analysis. 3 Units.
Methods and procedures for determining the basic causes of failures in structures and components. Recognition of fractures and excessive deformations in terms of their nature and origin. Development and full characterization of fractures. Review of essential mechanical behavior concepts and fracture mechanics concepts applied to failure analyses in inorganic, organic, and composite systems. Legal, ethical, and professional aspects of failures from service. Prereq: EMSE 372 or EMAE 372 or Requisites Not Met permission.

EMSE 427. Defects in Solids. 3 Units.
Defects in solids control many properties of interest to the materials scientist or engineer. This course focuses on point, line, and interfacial defects in crystals and their interactions, including calculations of defect energies and interaction forces. Crystallographic defects presented include point defects (e.g., vacancies, interstitials, substitutional and interstitial impurities), line defects (e.g., dislocations), and planar defects (e.g., grain boundaries). The consequence of point defects on diffusion as well as on optical and electronic properties is discussed. Dislocation motion and dislocation dissociation are treated, and the influence of dislocation dynamics on yield phenomena, work hardening, and other mechanical properties are discussed. The role of grain boundaries and inter-phase boundaries in determining the physical properties of the material are presented. Experimental techniques for characterizing defects are integrated throughout the course. Recommended preparation: MATH 223 (or equivalent) and EMSE 276 (or equivalent).

EMSE 428. Mesoscale Structural Control of Functional Materials. 3 Units.
The course focuses on mesoscale structure of materials and their interrelated effects on properties, mostly in electrical in nature. The mesoscale science covers the structures varying from electronic-to-microstructure. In each scale, fundamental science will be complimented by examples of applications and how the structure is exploited both to modify and enable function. The student will develop an understanding of how the structure across multiple scales are interrelated and how to tailor them for desired outcomes. Offered as: EMSE 328 and EMSE 428.
EMSE 430. Additive Manufacturing of Metals, Polymers, and Ceramics. 3 Units.
Additive manufacturing, though rooted in well-established unit operations, has emerged as a distinctive approach to the production of components and assemblies. This course will cover the conceptual approach, its history, the current state of the art, and analysis of projections of its future role. The respective advances in digital description of parts and digital control of processes will be described as machine design and construction. The emphasis, however, will be on the processing-structure-property relationships. Polymers, metals, and ceramics will be treated separately and contrasted. The course will make extensive use of current literature. Prereq: EMSE 276 or Requisites Not Met permission.

EMSE 435. Strategic Metals and Materials for the 21st Century. 3 Units.
This course seeks to create an understanding of the role of mineral-based materials in the modern economy focusing on how such knowledge can and should be used in making strategic choices in an engineering context. The history of the role of materials in emerging technologies from a historical perspective will be briefly explored. The current literature will be used to demonstrate the connectedness of materials availability and the development and sustainability of engineering advances with examples of applications exploiting structural, electronic, optical, magnetic, and energy conversion properties. Processing will be comprehensively reviewed from source through refinement through processing including property development through application of an illustrative set of engineering materials representing commodities, less common metals, and minor metals. The concept of strategic recycling, including design for recycling and waste stream management will be considered. Offered as EMSE 335 and EMSE 435. Prereq: Senior standing or graduate student.

EMSE 443. Processing of Electronic Materials. 3 Units.
The class will focus on the processing of materials for electronic applications. Necessary background into the fundamentals and applications will be given at the beginning to provide the basis for choices made during processing. MOSFET will be used as the target application. However, the processing steps covered are related to many other semiconductor based applications. The class will include both planar and bulk processing. Offered as: EMSE 343 and EMSE 443. Prereq: (PHYS 122 or PHYS 124) and EMSE 276.

EMSE 449. Role of Materials in Energy and Sustainability. 3 Units.
This course has two parts: engineered materials as consumers of resources (raw materials, energy); and as key contributors to energy efficiency and sustainable energy technologies. Topics covered include: Energy usage in the U.S. and the world. Availability of raw materials, including strategic materials; factors affecting global reserves and annual world production. Resource demand of materials production, fabrication, and recycling. Design strategies, and how the inclusion of environmental impacts in design criteria can affect design outcomes and material selection. Roles of engineered materials in energy technologies: photovoltaics, solar thermal, fuel cells, wind, batteries, capacitors. Materials in energy-efficient lighting. Energy return on energy invested. Semester projects will allow students to explore related topics (e.g. geothermal; biomass; energy-efficient manufacturing and transportation). Offered as EMSE 349 and EMSE 449. Prereq: ENGR 225 and (ENGR 145 or EMSE 146) and (PHYS 122 or PHYS 124) or requisites not met permission.

EMSE 463. Magnetism and Magnetic Materials. 3 Units.
This course covers the fundamentals of magnetism and application of modern magnetic materials especially for energy and data storage technologies. The course will focus on intrinsic and extrinsic magnetic properties, processing of magnetic materials to achieve important magnetic performance metrics, and the state-of-the-art magnetic materials used today. The topics related to intrinsic properties, include: magnetic dipole moments, magnetization, exchange coupling, magnetic anisotropy and magnetostriction. Topics related to extrinsic properties, include: magnetic hysteresis, frequency dependent magnetic response and magnetic losses. Technologically important permanent magnets (including rare earth containing alloys and magnetic oxides), soft magnets (including electrical steels, amorphous, ferrites, and nanocrystalline alloys), and thin film materials (including iron platinum) will be discussed in the context of their technological interest. Throughout the course, experimental techniques and data analysis will be discussed. The course is suitable for most graduate students and advanced undergraduates in engineering and science.

EMSE 465. Surface Engineering of Materials. 3 Units.
Introduction to surface engineering of materials, understood as a treatment that allows the surface to perform functions different from those performed by the bulk. This may include engineering the mechanical, chemical, electrical, magnetic, or optical properties of the surface and near-surface regions for specific applications. For a variety of technologically important classes of materials, the course reviews general concepts of surface engineering, the underlying physical and materials science principles, technical implementations, and typical applications. Recommended for graduate students and advanced undergraduate students. Offered as EMSE 365 and EMSE 465.

EMSE 468. Scientific Writing in Materials Science and Engineering. 3 Units.
For writing a thesis (or a publication) in the field of materials science and engineering, students need a diverse set of skills in addition to mastering the scientific content. Generally, scientific writing requires proficiency in document organization, professional presentation of numerical and graphical data, literature retrieval and management, text processing, version control, graphical illustration, mathematical typesetting, the English language, elements of style, etc. Scientific writing in materials science and engineering, specifically, requires additional knowledge about e.g. conventions of numerical precision, error limits, mathematical typesetting, proper use of units, proper digital processing of micrographs, etc. Having to acquire these essential skills at the beginning of thesis (or publication) writing may compromise the outcome by distracting from the most important task of composing the best possible scientific content. This course properly prepares students for scientific writing with a comprehensive spectrum of knowledge, skills, and tools enabling them to fully focus on the scientific content of their thesis or publication when the time has come to start writing. Similar to artistic drawing, where the ability to “see” is as (or more) important as skills of the hand, the ability of proper scientific writing is intimately linked to the ability of critically reviewing scientific texts. Therefore, students will practice both authoring and critical reviewing of material science texts. To sharpen students’ skills of reviewing, examples of good and less good scientific writing will be taken from published literature of materials science and engineering and analyzed in the context of knowledge acquired in the course. At the end of the course, students will have set up skills and a highly functional work environment to start writing their role thesis or article with full focus on the scientific content. While the course mainly targets students of materials science and engineering, students of other disciplines of science and engineering may also benefit from the course material. Offered as EMSE 368 and EMSE 468.
EMSE 499. Materials Science and Engineering Colloquium. 0 Unit.
Invited speakers deliver lectures on topics of active research in materials science. Speakers include researchers at universities, government laboratories, and industry. Course is offered only for 0 credits. Attendance is required.

EMSE 500T. Graduate Teaching II. 0 Unit.
To provide teaching experience for all Ph.D.-bound graduate students. This will include preparing exams/quizzes/homework, leading recitation sessions, tutoring, providing laboratory assistance, and developing teaching aids that include both web-based and classroom materials. Graduate students will meet with supervising faculty member throughout the semester. Grading is pass/fail. Students must receive three passing grades and up to two assignments may be taken concurrently. Recommended preparation: Ph.D. student in Materials Science and Engineering.

EMSE 503. Structure of Materials. 3 Units.
The structure of materials and physical properties are explored in terms of atomic bonding and the resulting crystallography. The course will cover basic crystal chemistry, basic crystallography (crystal symmetries, point groups, translation symmetries, space lattices, and crystal classes), basic characterization techniques and basic physical properties related to a materials structure.

EMSE 504. Thermodynamics of Solids. 3 Units.

EMSE 505. Phase Transformations, Kinetics, and Microstructure. 3 Units.
Phase diagrams are used in materials science and engineering to understand the interrelationships of composition, microstructure, and processing conditions. The microstructure and phases constitution of metallic and nonmetallic systems alike are determined by the thermodynamic driving forces and reaction pathways. In this course, solution thermodynamics, the energetics of surfaces and interfaces, and both diffusional and diffusionless phase transformations are reviewed. The development of the laws of diffusion and its application for both melts and solids are covered. Phase equilibria and microstructure in multicomponent systems will also be discussed.

EMSE 509. Conventional Transmission Electron Microscopy. 3 Units.
Introduction to transmission electron microscopy-theoretical background and practical work. Lectures and laboratory experiments cover the technical construction and operation of transmission electron microscopes, specimen preparation, electron diffraction by crystals, electron diffraction techniques of TEM, conventional TEM imaging, and scanning TEM. Examples from various fields of materials research illustrate the application and significance of these techniques. Recommended preparation: Consent of instructor.

EMSE 515. Analytical Methods in Materials Science. 3 Units.
Microcharacterization techniques of materials science and engineering: SPM (scanning probe microscopy), SEM (scanning electron microscopy), FIB (focused ion beam) techniques, SIMS (secondary ion mass spectrometry), EPMA (electron probe microanalysis), XPS (X-ray photoelectron spectrometry), and AES (Auger electron spectrometry), ESCA (electron spectrometry for chemical analysis). The course includes theory, application examples, and laboratory demonstrations.

EMSE 599. Critical Review of Materials Science and Engineering Colloquium. 1 - 2 Units.
Invited speakers deliver lectures on topics of active research in materials science. Speakers include researchers at universities, government laboratories, and industry. Each course offering is for 1 or 2 credits but the course can be taken multiple times totaling up to a maximum of six credits. Attendance is required. Graded coursework is in the form of a term paper per credit. The topic for the term paper(s) should be chosen from seminar topics. The term paper will be graded by the advisor of the graduate student.

EMSE 600T. Graduate Teaching III. 0 Unit.
To provide teaching experience for all Ph.D.-bound graduate students. This will include preparing exams/quizzes/homework, leading recitation sessions, tutoring, providing laboratory assistance, and developing teaching aids that include both web-based and classroom materials. Graduate students will meet with supervising faculty member throughout the semester. Grading is pass/fail. Students must receive three passing grades and up to two assignments may be taken concurrently. Recommended preparation: Ph.D. student in Materials Science and Engineering.

EMSE 601. Independent Study. 1 - 18 Units.

EMSE 634. Special Topics of Materials Science. 1 - 3 Units.
This course introduces graduate students to specific topics of material science, tailored to individual interests of the students. For example, students with interest in specific techniques for microcharacterization of materials may be educated in the physical background of these techniques by studying literature under the guidance of the instructor, presenting and discussing the learned material with the instructor and other students, and being trained in practical experimentation in laboratory sessions demonstrating these techniques on instruments of SCSAM, the Swagelok Center for Surface Analysis of Materials.

EMSE 649. Special Projects. 1 - 18 Units.

EMSE 651. Thesis M.S.. 1 - 18 Units.
Required for Master's degree. A research problem in metallurgy, ceramics, electronic materials, biomaterials or archeological and art historical materials, culminating in the writing of a thesis.

EMSE 653. Project M.S.. 1 - 9 Units.
Research course taken by Plan B M.S. students. Prereq: Enrolled in the EMSE Plan B MS Program.

EMSE 701. Dissertation Ph.D.. 1 - 9 Units.
Required for Ph.D. degree. A research problem in metallurgy, ceramics, electronic materials, biomaterials or archeological and art historical materials, culminating in the writing of a thesis. Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

**Applied Data Science Courses**

DSCI 134. Introduction to Applied Data Science. 3 Units.
This course is an introduction to data science and analytics. In the first half of the course, students will develop a basic understanding of how to manipulate, analyze and visualize large data in a distributed computing environment, with an appreciation of open source development, security and privacy issues. In the second half of the course, students will gain experience in data manipulation and analysis using scripted programming languages such as Python.
DSCI 330. Cognition and Computation. 3 Units.
An introduction to (1) theories of the relationship between cognition and computation; (2) computational models of human cognition (e.g. models of decision-making or concept creation); and (3) computational tools for the study of human cognition. All three dimensions involve data science: theories are tested against archives of brain imaging data; models are derived from and tested against datasets of e.g., financial decisions (markets), legal rulings and findings (juries, judges, courts), legislative actions, and healthcare decisions; computational tools aggregate data and operate upon it analytically, for search, recognition, tagging, machine learning, statistical description, and hypothesis testing. Offered as COGS 330, COGS 430, DSCI 330 and DSCI 430.

DSCI 332. Spatial Statistics for Near Surface, Surface, and Subsurface Modeling. 3 Units.
This course is on spatial modeling of near surface, surface, and subsurface data, also known as geostatistical modeling. Spatial modeling has its origins in predictive modeling of minerals in subsurface formations, from which many examples are used in this class. Students will learn the basics of spatial models in order to understand how they are built from various data types and how their uncertainties are assessed and risk reduced. Students will be expected to learn the rudimentary navigation of R Studio, execute pre-written publically available R code (provided), and make simple modifications. Graduate students will be expected to learn the above and develop a 10 week modeling project focused on the use of spatial modeling methods with R using data relevant to their specific discipline or interest. These projects will include preparing datasets to be executed in R code scripts. Resulting scripts will be placed in a git repository for use by other students as open source code. Along with documentation demonstrating the reproducible spatial modeling science and analyses for these problems. Geostatistical (spatial) mapping is applicable across many disciplines. Examples of graduate projects from previous classes include subsurface modeling (geology), earthquake mapping (geophysics/civil engineering), soil stability modeling (civil engineering), aquifer characterization (hydrology), and pollution/contaminant mapping (environmental studies/medicine). Offered as DSCI 332 and DSCI 432.

DSCI 351. Exploratory Data Science. 3 Units.
In this course, we will learn data science and analysis approaches to identify statistically significant relationships and better model and predict the behavior of these systems. We will assemble and explore real-world datasets, perform clustering and pair plot analyses to investigate correlations, and logistic regression will be employed to develop associated predictive models. Results will be interpreted, visualized and discussed. We will introduce basic elements of statistical analysis using R Project open source software for exploratory data analysis and model development. R is an open-source software project with broad abilities to access machine-readable open-data resources, data cleaning and munging functions, and a rich selection of statistical packages, used for data analytics, model development and prediction. This will include an introduction to R data types, reading and writing data, looping, plotting and regular expressions, so that one can start performing variable transformations for linear fitting and developing structural equation models, while exploring for statistically significant relationships. The M section of DSCI 351 is for students focusing on Materials Data Science. Offered as DSCI 351, DSCI 351M and DSCI 451. Prereq: (ENGR 131 or EECS 132 or DSCI 134) and (STAT 312R or STAT 201R or SYBB 310 or PQHS/EPBI 431).

DSCI 352. Applied Data Science Research. 3 Units.
This is a project based data science research class, in which project teams identify a research project under the guidance of a domain expert professor. The research is structured as a data analysis project including the 6 steps of developing a reproducible data science project, including 1: Define the ADS question, 2: Identify, locate, and/or generate the data 3: Exploratory data analysis 4: Statistical modeling and prediction 5: Synthesizing the results in the domain context 6: Creation of reproducible research, including code, datasets, documentation and reports. During the course special topic lectures will include Ethics, Privacy, Openness, Security, Ethics. Value. The M section of DSCI 352 is for students focusing on Materials Data Science. Offered as DSCI 352, DSCI 352M and DSCI 452. Prereq: (DSCI 133 or DSCI 134 or ENGR 131 or EECS 132) and (STAT 312R or STAT 201R or SYBB 310 or PQHS/EPBI 431 or OPRE 207) and (DSCI 351 or (SYBB 311A and SYBB 311B and SYBB 311C and SYBB 311D) or SYBB 321 or MKMR 201).

DSCI 352M. Applied Data Science Research. 3 Units.
This is a project based data science research class, in which project teams identify a research project under the guidance of a domain expert professor. The research is structured as a data analysis project including the 6 steps of developing a reproducible data science project, including 1: Define the ADS question, 2: Identify, locate, and/or generate the data 3: Exploratory data analysis 4: Statistical modeling and prediction 5: Synthesizing the results in the domain context 6: Creation of reproducible research, including code, datasets, documentation and reports. During the course special topic lectures will include Ethics, Privacy, Openness, Security, Ethics. Value. The M section of DSCI 352 is for students focusing on Materials Data Science. Offered as DSCI 352, DSCI 352M and DSCI 452. Prereq: (DSCI 133 or DSCI 134 or ENGR 131 or EECS 132) and (STAT 312R or STAT 201R or SYBB 310 or PQHS/EPBI 431 or OPRE 207) and (DSCI 351 or (SYBB 311A and SYBB 311B and SYBB 311C and SYBB 311D) or SYBB 321 or MKMR 201).
DSCI 353. Data Science: Statistical Learning, Modeling and Prediction. 3 Units.
In this course, we will use an open data science tool chain to develop reproducible data analyses useful for inference, modeling and prediction of the behavior of complex systems. In addition to the standard data cleaning, assembly and exploratory data analysis steps essential to all data analyses, we will identify statistically significant relationships from datasets derived from population samples, and infer the reliability of these findings. We will use regression methods to model a number of both real-world and lab-based systems producing predictive models applicable in comparable populations. We will assemble and explore real-world datasets, use pair-wise plots to explore correlations, perform clustering, self-similarity, and logistic regression develop both fixed-effect and mixed-effect predictive models. We will introduce machine-learning approaches for classification and tree-based methods. Results will be interpreted, visualized and discussed. We will introduce the basic elements of data science and analytics using R Project open source software. R is an open-source software project with broad abilities to access machine-readable open-data resources, data cleaning and assembly functions, and a rich selection of statistical packages, used for data analytics, model development, prediction, inference and clustering. With this background, it becomes possible to start performing variable transformations for linear regression fitting and developing structural equation models, fixed-effects and mixed-effects models along with other statistical learning techniques, while exploring for statistically significant relationships. The class will be structured to have a balance of theory and practice. We'll split class into Foundation and Practicum a) Foundation: lectures, presentations, discussion b) Practicum: coding, demonstrations and hands-on data science work. The M section of DSCI 353 is for students focusing on Materials Data Science. Offered as DSCI 353, DSCI 353M and DSCI 453.

DSCI 353M. Data Science: Statistical Learning, Modeling and Prediction. 3 Units.
In this course, we will use an open data science tool chain to develop reproducible data analyses useful for inference, modeling and prediction of the behavior of complex systems. In addition to the standard data cleaning, assembly and exploratory data analysis steps essential to all data analyses, we will identify statistically significant relationships from datasets derived from population samples, and infer the reliability of these findings. We will use regression methods to model a number of both real-world and lab-based systems producing predictive models applicable in comparable populations. We will assemble and explore real-world datasets, use pair-wise plots to explore correlations, perform clustering, self-similarity, and logistic regression develop both fixed-effect and mixed-effect predictive models. We will introduce machine-learning approaches for classification and tree-based methods. Results will be interpreted, visualized and discussed. We will introduce the basic elements of data science and analytics using R Project open source software. R is an open-source software project with broad abilities to access machine-readable open-data resources, data cleaning and assembly functions, and a rich selection of statistical packages, used for data analytics, model development, prediction, inference and clustering. With this background, it becomes possible to start performing variable transformations for linear regression fitting and developing structural equation models, fixed-effects and mixed-effects models along with other statistical learning techniques, while exploring for statistically significant relationships. The class will be structured to have a balance of theory and practice. We'll split class into Foundation and Practicum a) Foundation: lectures, presentations, discussion b) Practicum: coding, demonstrations and hands-on data science work. The M section of DSCI 353 is for students focusing on Materials Data Science. Offered as DSCI 353, DSCI 353M and DSCI 453.

DSCI 354. Data Visualization and Analytics. 3 Units.
Data Visualization and Analytics students will learn data visualization and analytics techniques focused on different types of data such as time-series, spectral, or image data science problems. This class will focus on increasing analysis of complex data sets through visualization by enhancing exploratory data analysis and data cleaning. This class will focus on creating effective data visualizations to communicate data analytics results to different audiences. Different datasets will be provided to develop different types of visualizations and analytics. Types of data visualizations include in interactive plots (e.g., bar graphs change over time), applications that allow users to adjust the visualizations based on their decisions (e.g., shiny applications), interactive maps, 3-D plots of data, etc. Discussing how an audience understands information and brings in data as well as the ethics of making data visualizations will be discussed. The class will also include ways to increase modeling and analysis with effective visualizations for credible, data-driven decision making. This will include a git repository for other students to use these codes as open source resources and the preparation of reproducible data science analyses for different types of problems. Offered as DSCI 354, DSCI 354M, and DSCI 454. Prereq: (DSCI 351 or DSCI 351M) and (DSCI 353 or DSCI 353M).
DSCI 354M. Data Visualization and Analytics. 3 Units.
Data Visualization and Analytics students will learn data visualization and analytics techniques focused on different types of data such as time-series, spectral, or image data science problems. This class will focus on increasing analysis of complex data sets through visualization by enhancing exploratory data analysis and data cleaning. This class will focus on creating effective data visualizations to communicate data analytics results to different audiences. Different datasets will be provided to develop different types of visualizations and analytics. Types of data visualizations include in interactive plots (e.g., bar graphs change over time), applications that allow users to adjust the visualizations based on their decisions (e.g., shiny applications), interactive maps, 3-D plots of data, etc. Discussing how an audience understands information and brings in data as well as the ethics of making data visualizations will be discussed. The class will also include ways to increase modeling and analysis with effective visualizations for credible, data-driven decision making. This will include a git repository for other students to use these codes as open source resources and the preparation of reproducible data science analyses for different types of problems. Offered as DSCI 354, DSCI 354M, and DSCI 454. Prereq: (DSCI 351 or DSCI 351M) and (DSCI 353 or DSCI 353M).

DSCI 430. Cognition and Computation. 3 Units.
An introduction to (1) theories of the relationship between cognition and computation; (2) computational models of human cognition (e.g. models of decision-making or concept creation); and (3) computational tools for the study of human cognition. All three dimensions involve data science: theories are tested against archives of brain imaging data; models are derived from and tested against datasets of e.g., financial decisions (markets), legal rulings and findings (juries, judges, courts), legislative actions, and healthcare decisions; computational tools aggregate data and operate upon it analytically, for search, recognition, tagging, machine learning, statistical description, and hypothesis testing. Offered as COGS 330, COGS 430, DSCI 330 and DSCI 430.

DSCI 432. Spatial Statistics for Near Surface, Surface, and Subsurface Modeling. 3 Units.
This course is on spatial modeling of near surface, surface, and subsurface data, also known as geostatistical modeling. Spatial modeling has its origins in predictive modeling of minerals in subsurface formations, from which many examples are used in this class. Students will learn the basics of spatial models in order to understand how they are built from various data types and how their uncertainties are assessed and risk reduced. Students will be expected to learn the rudimentary navigation of R Studio, execute pre-written publically available R code (provided), and make simple modifications. Graduate students will be expected to learn the above and develop a 10 week modeling project focused on the use of spatial modeling methods with R using data relevant to their specific discipline or interest. These projects will include preparing datasets to be executed in R code scripts. Resulting scripts will be placed in a git repository for use by other students as open source resources along with documentation demonstrating the reproducible spatial modeling science and analyses for these problems. Geostatistical (spatial) mapping is applicable across many disciplines. Examples of graduate projects from previous classes include subsurface modeling (geology), earthquake mapping (geophysics/civil engineering), soil stability modeling (civil engineering), aquifer characterization (hydrology), and pollution/contaminant mapping (environmental studies/medicine). Offered as DSCI 332 and DSCI 432.

DSCI 452. Applied Data Science Research. 3 Units.
This is a project based data science research class, in which project teams identify a research project under the guidance of a domain expert professor. The research is structured as a data analysis project including the 6 steps of developing a reproducible data science project, including: 1: Define the ADS question, 2: Identify, locate, and/or generate the data, 3: Exploratory data analysis 4: Statistical modeling and prediction 5: Synthesizing the results in the domain context 6: Creation of reproducible research, including code, datasets, documentation and reports. During the course special topic lectures will include Ethics, Privacy, Openness, Security, Ethics. Value. The M section of DSCI 352 is for students focusing on Materials Data Science. Offered as DSCI 351, DSCI 351M and DSCI 451.
DSCI 453. Data Science: Statistical Learning, Modeling and Prediction. 3 Units.
In this course, we will use an open data science tool chain to develop reproducible data analyses useful for inference, modeling and prediction of the behavior of complex systems. In addition to the standard data cleaning, assembly and exploratory data analysis steps essential to all data analyses, we will identify statistically significant relationships from datasets derived from population samples, and infer the reliability of these findings. We will use regression methods to model a number of both real-world and lab-based systems producing predictive models applicable in comparable populations. We will assemble and explore real-world datasets, use pair-wise plots to explore correlations, perform clustering, self-similarity, and logistic regression develop both fixed-effect and mixed-effect predictive models. We will introduce machine-learning approaches for classification and tree-based methods. Results will be interpreted, visualized and discussed. We will introduce the basic elements of data science and analytics using R Project open source software. R is an open-source software project with broad abilities to access machine-readable open-data resources, data cleaning and assembly functions, and a rich selection of statistical packages, used for data analytics, model development, prediction, inference and clustering. With this background, it becomes possible to start performing variable transformations for linear regression fitting and developing structural equation models, fixed-effects and mixed-effects models along with other statistical learning techniques, while exploring for statistically significant relationships. The class will be structured to have a balance of theory and practice. We’ll split class into Foundation and Practicum.
- Foundation: lectures, presentations, discussion
- Practicum: coding, demonstrations and hands-on data science work.

DSCI 353 is for students focusing on Materials Data Science. Offered as DSCI 353, DSCI 353M and DSCI 453.

DSCI 454. Data Visualization and Analytics. 3 Units.
Data Visualization and Analytics students will learn data visualization and analytics techniques focused on different types of data such as time-series, spectral, or image data science problems. This class will focus on increasing analysis of complex data sets through visualization by enhancing exploratory data analysis and data cleaning. This class will focus on creating effective data visualizations to communicate data analytics results to different audiences. Different datasets will be provided to develop different types of visualizations and analytics. Types of data visualizations include in interactive plots (e.g., bar graphs change over time), applications that allow users to adjust the visualizations based on their decisions (e.g., shiny applications), interactive maps, 3-D plots of data, etc. Discussing how an audience understands information and brings in data as well as the ethics of making data visualizations will be discussed. The class will also include ways to increase modeling and analysis with effective visualizations for credible, data-driven decision making. This will include a git repository for other students to use these codes as open source resources and the preparation of reproducible data science analyses for different types of problems. Offered as DSCI 354, DSCI 354M, and DSCI 454. Prereq: DSCI 451 and DSCI 453.

Department of Mechanical and Aerospace Engineering
479C Glennan Building (7222)
http://engineering.case.edu/emae/
Phone: 216.368.6045; Fax: 216.368.6445
Robert X. Gao, Cady Staley Professor of Engineering and Department Chair

robert.gao@case.edu

The Department of Mechanical and Aerospace Engineering of the Case School of Engineering offers programs leading to bachelor’s, master’s, and doctoral degrees. It administers the programs leading to the degrees of Bachelor of Science in Engineering with a major in Aerospace Engineering and Bachelor of Science in Engineering with a major in Mechanical Engineering. Both curricula are based on four-year programs of preparation for productive engineering careers or further academic training.

Mission
The mission of the Mechanical and Aerospace Engineering Department is to educate and prepare students at both the undergraduate and graduate levels for leadership roles in the fields of Mechanical Engineering and Aerospace Engineering and to conduct research for the benefit of society.

The undergraduate program emphasizes fundamental engineering science, analysis and experiments to ensure that graduates will be strong contributors in their work environment, be prepared for advanced study at top graduate schools and be proficient lifelong learners. The graduate programs emphasize advanced methods of analysis, mathematical modeling, computational and experimental techniques applied to a variety of mechanical and aerospace engineering specialties including, applied mechanics, dynamic systems, robotics, biomechanics, fluid mechanics, heat transfer, propulsion and combustion. Leadership skills are developed by infusing the program with current engineering practice, design, and professionalism (including engineering ethics and the role of engineering in society) led by concerned educators and researchers.

The academic and research activities of the department center on the roles of mechanics, thermodynamics, heat and mass transfer, robotics, mechatronics, data analytics, sustainability in manufacturing, and engineering design in a wide variety of applications such as aeronautics, astronautics, biomechanics and orthopedic engineering, biomimetics and biologically-inspired robotics, energy, environment, machinery dynamics, mechanics of advanced materials, nanotechnology and tribology. Many of these activities involve strong collaborations with the Departments of Biology, Electrical Engineering and Computer Science, Materials Science and Engineering, and Orthopaedics of the School of Medicine.

The significant constituencies of the Mechanical and Aerospace Engineering Department are the faculty, the students, the alumni and the external advisory boards. The educational program objectives are established and reviewed continuously, based on the feedback from the various constituencies as well as archival information about the program graduates. The faculty engages in continuing discussions of the academic programs in the regularly scheduled faculty meetings throughout the academic year. Periodic surveys of alumni provide data regarding the preparedness and success of the graduates as well as guidance in program development. Archival data include the placement information for graduating seniors, which provides direct information regarding the success of the graduates in finding employment or being admitted to graduate programs.

Mastery of Fundamentals
- A strong background in the fundamentals of chemistry, physics and mathematics
- Methods of mechanical engineering analysis, both numerical and mathematical, applied to mechanics, dynamic systems and control, thermodynamics, fluid mechanics and heat transfer
The aerospace engineering major has been developed to address the needs of those students seeking career opportunities in the highly specialized and advancing aerospace industries.

**Mechanical Engineering**

Civilization, as we know it today, depends on the intelligent and humane use of our energy resources and machines. The mechanical engineer’s function is to apply science and technology to the design, analysis, development, manufacture, and use of machines that convert and transmit energy, and to apply energy to the completion of useful operations. The top ten choices of the millennium committee of the National Academy of Engineering, asked to select the 20 top engineering accomplishments of the 20th century, was abundant with mechanical engineering accomplishments, electrification (large scale power generation and distribution), automobiles, air travel (development of aircraft and propulsion), mechanized agriculture, and refrigeration and air conditioning.

**Research**

**Aerospace Technology and Space Exploration**

Flow in turbomachinery, molecular dynamics simulation of rarefied gas flow, two phase flow, supersonic combustion and propulsion, thermoacoustic refrigeration, in-situ resource utilization from space. Gravitational effects on transport phenomena, fluids and thermal processes in advance life support systems for long duration space travel, interfacial processes, g-jitter effects on microgravity flows, two phase flow in zero and reduced gravity.

**Combustion and Fire Engineering**

Hydrogen ignition and safety, catalytic combustion, flame spread, fire research and protection, combustion in micro- and partial gravity.

**Data Analytics**

Multi-domain signal decomposition and analysis, wavelet transform and other transformation methods, data fusion, stochastic modeling and statistical methods for defect detection, root cause diagnosis, and remaining service life prognosis, multi-scale analysis.

**Dynamics of Rotating Machinery**

Forced and instability vibration of rotor/bearing/seal systems, nonlinear rotor dynamics, torsional rotor vibration, rotor dynamic characteristics of bearings and seals (computational and experimental approach), control of rotor system dynamics, rub-impact studies on bearings and compressor/turbine blading systems. Advanced rotating machinery monitoring and diagnostics.

**Engineering Design**

Optimization and computer-aided design, feasibility studies of kinematic mechanisms, kinematics of rolling element-bearing geometries, mechanical control systems, experimental stress analysis, failure analysis, development of biologically inspired methodologies.

**Heat Transfer**

Analysis of heat transfer in complex systems such as biological organisms, multi-functional materials and building enclosures.

**Sustainable and Additive Manufacturing**

Modeling, characterization and manufacturing of next-generation lithium ion batteries for electric vehicles and perovskite solar cells for low-cost solar power generation, multiphysics electrochemistry modeling, atomic...
layer deposition, scalable nano-manufacturing, life cycle assessment of lithium ion batteries on environmental sustainability, agile manufacturing work cells based on coordinated, multiple robots, additive manufacturing, in-process sensing and control.

**Materials**
Development of novel experimental techniques to investigate material response at elevated temperatures and high rates of deformation. Constitutive modeling of damage evolution, shear localization and failure of advanced engineering materials. Fabrication of mechanical properties of composite materials; creep, rupture, and fatigue properties of engineering materials at elevated temperatures.

**Multiphase Flow**
Application of non-intrusive laser based diagnostic techniques and ultrasound techniques including pulsed ultrasound Doppler velocimetry to study solid-liquid, solid-gas, liquid-gas and solid-liquid-gas, multiphase flows encountered in slurry transport and bio-fluid mechanics.

**Nanotechnology**
Research related to various nanotechnology applications with particular emphasis on energy conversion, generation and storage in nanostructured materials including the synthesis of polymer-based nanocomposites. Current research projects include investigation of nanocomposites for thermolectric devices, molecular simulation of thermal transport across interfacial regions, and biomimetic research on protein-based shark gel.

**Musculoskeletal Mechanics and Materials**
Design, modeling, and failure analysis of orthopaedic prostheses and material selection; mechanical properties of, and transport processes in, bone and soft tissue; tribology of native and tissue engineered cartilage; nondestructive mechanical evaluation of tissue engineered cartilage.

**Robotics**
Biologically inspired and biologically based design and control of legged robots. Dynamics, control and simulation of animals and robots. Distributed intelligence, swarm robotics, social robots, wearable telesensors, and tangible game interface.

**Sensing and Metrology**
Signal transduction mechanisms, design, modeling, functional characterization, and performance evaluation of mechanical, thermal, optical, and magnetic-field sensors, multi-physics sensing, and precision instrumentation.

**Tribology and Seals**
Time-resolved friction on nano- and microsecond time scale with applications to high speed machining and mechanics of armor penetration. Study of gas lubricated foil bearing systems with application to oil-free turbomachinery. Evaluation of advanced seal concepts and configurations for high temperature applications in gas turbine engines.

**Turbomachinery**
Vibration characteristics of seals and bearings and measurement of chaotic motion. Rub impact studies of blade tip/casing interactions, particle-blade/casing interactions in centrifugal pumps.

**Faculty**
Robert X. Gao, PhD
(technical University of Berlin, Germany)
*Cady Staley Professor of Engineering and Department Chair*
Signal transduction, mechatronic systems, acoustics, wavelet transform, stochastic modeling, sensors and sensor networks

Ozan Akkus, PhD
(Case Western Reserve University)
*Leonard Case Jr. Professor of Engineering*
Nano biomechanics, biomedical devices, biomaterials, fracture mechanics

Richard J. Bachmann, PhD
(Case Western Reserve University)
*Assistant Professor*
Biologically inspired robotics

Paul Barnhart, PhD, PE
(Case Western Reserve University)
*Professor and Director of Undergraduate and Online Programs*
Aerospace engineering, aerospace design

Sunniva Collins, PhD, FASM
(Case Western Reserve University)
*Associate Professor and Associate Dean of Professional Programs*
Design for manufacturing, steel metallurgy, heat treatment, surface engineering, fatigue analysis, fatigue of metals, welding, material analytical methods

Kathryn Daltorio, PhD
(Case Western Reserve University)
*Assistant Professor*
Biologically-inspired robotics, control, learning, kinetics, and kinematics for robots design

Umut A. Gurkan, PhD
(Purdue University)
*Warren E. Rupp Associate Professor*
Micro-and nano-scale technologies, biomimufacturing, cell mechanics, and microfluidics

Steve Hostler, PhD
(California Institute of Technology)
*Assistant Professor*
Granular Materials and Thermal Management

Chirag Kharangate, PhD
(Purdue University)
*Assistant Professor*
Thermal management, two-phase flows, computational fluid dynamics, microgravity

Bo Li, PhD
(California Institute of Technology)
*Associate Professor*
Solid and computational mechanics, meshfree methods, failure processes in solids, biomechanics, thermal-fluid structure interaction and high performance computing
Ya-Ting T. Liao, PhD
(Case Western Reserve University)
Assistant Professor
Fire dynamics, computational fluid dynamics, thermal fluids

Brian Maxwell, PhD
(University of Ottawa, Canada)
Assistant Professor
Detonations, Turbulent combustion, Compressible and reactive flows

Roger D. Quinn, PhD
(Virginia Polytechnic Institute & State University)
Arthur P. Armington Professor of Engineering
Biologically inspired robotics, agile manufacturing systems, structural dynamics, vibration and control

Clare M. Rimnac, PhD
(Lehigh University)
Wilbert J. Austin Professor of Engineering
Biomechanics; fatigue and fracture mechanics

Bryan E. Schmidt, PhD
(California Institute of Technology)
Assistant Professor
Turbulence, Hypersonics, Image Processing

Fumiaki Takahashi, PhD
(Keio University)
Professor
Combustion, fire science and engineering

Vedha Nayagam, PhD
(University of Kentucky)
Research Associate Professor, National Center for Space Exploration Research
Low gravity combustion and fluid physics

Associated Faculty
Kenneth Loparo, PhD
(Case Western Reserve University)
Professor of Electrical Engineering and Computer Science
Control; robotics; stability of dynamical systems; vibrations

David Matthiesen, PhD
(Massachusetts Institute of Technology)
Associate Professor of Materials Science Engineering
Microgravity crystal growth

Wyatt S. Newman, PhD
(Massachusetts Institute of Technology)
Professor of Electrical Engineering and Computer Science
Mechatronics; high-speed robot design; force and vision-bases machine control; artificial reflexes for autonomous machines; rapid prototyping; agile manufacturing

Mario Garcia Sanz, PhD
(University of Navarra)
Professor of Electrical Engineering and Computer Science
Systems and control, spacecraft controls, automated manufacturing

Ravi Vaidyanathan, PhD
(Case Western Reserve University)
Adjunct Assistant Professor; Imperial College
Robotics and control

Xiong Yu, PhD, PE
(Purdue University)
Associate Professor
Geotechnical engineering, non-destructive testing, intelligent infrastructures

Emeritus Faculty
Dwight T. Davy, PhD, PE
(University of Iowa)
Professor Emeritus
Musculo-skeletal biomechanics; applied mechanics

Isaac Greber, PhD
(Massachusetts Institute of Technology)
Professor Emeritus
Fluid dynamics; molecular dynamics and kinetic theory; biological fluid mechanics; acoustics

Jaikrishnan R. Kadambi, PhD
(University of Pittsburgh)
Professor Emeritus
Experimental fluid mechanics, laser diagnostics, bio-fluid mechanics, turbomachinery
Yasuhiro Kamotani, PhD  
(Case Western Reserve University)  
Professor  
Experimental fluid dynamics, heat transfer, microgravity fluid mechanics

Thomas P. Kicher, PhD  
(Case Institute of Technology)  
Arthur P. Armington Professor Emeritus of Engineering  
Elastic stability; plates and shells; composite materials; dynamics; design; failure analysis

Joseph M. Mansour, PhD  
(Rensselaer Polytechnic Institute)  
Professor Emeritus  
Biomechanics and applied mechanics

Eli Reshotko, PhD  
(California Institute of Technology)  
Kent H. Smith Emeritus Professor of Engineering  
Fluid Dynamics; heat transfer, propulsion; power generation

James S. Tien, PhD  
(Princeton University)  
Professor Emeritus  
Combustion, propulsion, and fire research

Undergraduate Programs

Bachelor of Science in Engineering

Program Educational Objectives: Aerospace Engineering

- Graduates will enter and successfully engage in careers in Aerospace Engineering and other professions appropriate to their background, interests, and skills.
- Graduates will engage in continued learning through post-baccalaureate education and/or professional development in engineering or other professional fields.
- Graduates will develop as leaders in their chosen professions.

Program Educational Objectives: Mechanical Engineering

- Graduates will enter and successfully engage in careers in Mechanical Engineering and other professions appropriate to their background, interests, and skills.
- Graduates will engage in continued learning through post-baccalaureate education and/or professional development in engineering or other professional fields.
- Graduates will develop as leaders in their chosen professions.

Student Outcomes

- An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering science and mathematics
- An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
- An ability to communicate effectively with a range of audiences
- An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental and societal contexts
- An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
- An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
- An ability to acquire and apply new knowledge as needed, using appropriate learning strategies

The Bachelor of Science in Engineering degree program with a major in Aerospace Engineering is accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org.

The Bachelor of Science in Engineering degree program with a major in Mechanical Engineering is accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org.

Bachelor of Science in Engineering

Major in Aerospace Engineering

In addition to engineering general education requirements (p. 1292) and university general education requirements (p. 1212), the major requires the following courses:

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<tr>
<th>Course</th>
<th>Title</th>
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<td>EMAE 160</td>
<td>Mechanical Manufacturing</td>
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<td>Dynamics</td>
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<td>EMAE 251</td>
<td>Thermodynamics</td>
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<td>EMAE 252</td>
<td>Fluid Mechanics</td>
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<td>EMAE 255</td>
<td>Design of Fluid and Thermal Elements</td>
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<td>EMAE 256</td>
<td>Mechanical Engineering Measurements Laboratory</td>
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<td>EMAE 276</td>
<td>Aero/Gas Dynamics</td>
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<td>EMAE 285</td>
<td>Flight Mechanics</td>
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<td>EMAE 348</td>
<td>Orbital Dynamics</td>
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<td>EMAE 382</td>
<td>Aerospace Design</td>
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<td>EMAE 389</td>
<td>Propulsion</td>
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<td>EMAE 398</td>
<td>Senior Project</td>
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Technical Electives by Program
- All 200-, 300-, and 400-level courses from the following areas: EMAE all, EMAE cross-listed, EBME all, EBME cross-listed, ECIV all, ESCE all, ESCE cross-listed, EMAC all, EMSE all, EMSE cross-listed
- All 300- and 400-level courses in ECHE
- All 300-level MATH and STAT courses with the concurrence of the advisor

Bachelor of Science in Engineering
Suggested Program of Study: Major in Aerospace Engineering

The following is a suggested program of study. Current students should always consult their advisers and their individual graduation requirement plans as tracked in SIS (http://sis.case.edu/).

First Year

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Third Year

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Fourth Year

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</table>

Total Units in Sequence: 129

Bachelor of Science in Engineering
Major in Mechanical Engineering

In addition to engineering general education requirements (p. 1292) and university general education requirements (p. 1212), the major requires the following courses:

Major Courses
- EMAE 160 Mechanical Manufacturing 3
- EMAE 181 Dynamics 3
- EMAE 250 Computers in Mechanical Engineering 3
- EMAE 251 Thermodynamics 3
- EMAE 252 Fluid Mechanics 3
- EMAE 260 Design and Manufacturing I 3
- EMAE 285 Mechanical Engineering Measurements Laboratory 4
- ECSE 304 Control Engineering I with Laboratory 3
- ECIV 310 Strength of Materials 3
- EMAE 350 Mechanical Engineering Analysis 3
Department of Mechanical and Aerospace Engineering

EMAE 353 Heat Transfer 3
EMAE 355 Design of Fluid and Thermal Elements 3
EMAE 360 Design and Manufacturing II 3
EMAE 370 Design of Mechanical Elements 3
EMAE 398 Senior Project 3
Four Technical Electives 12
Total Units 58

Technical Electives by Program
• All 200-, 300-, and 400-level courses from the following areas: EMAE all, EMAE cross-listed, EBME all, EBME cross-listed, ECIV all, ECSE all, ECSE cross-listed, EMAC all, EMSE all, EMSE cross-listed
• All 300- and 400-level courses in ECHE
• All 300-level MATH and STAT courses with the concurrence of the advisor

Science Electives for Mechanical Engineering Majors
The Student Information System is currently set up to accept PHYS 221 Introduction to Modern Physics or STAT 312 Basic Statistics for Engineering and Science as a science elective. Other courses for individual students can be selected with the approval of the student’s advisor and the chair using an Academic Advisement Requirement Form (https://case.edu/ugstudies/media/caseedu/undergraduate-studies/forms--applications/advisement-report-correction.pdf).

Bachelor of Science in Engineering
Suggested Program of Study: Major in Mechanical Engineering
The following is a suggested program of study. Current students should always consult their advisers and their individual graduation requirement plans as tracked in SIS (http://sis.case.edu/).

First Year

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<td>Principles of Chemistry for Engineers (CHEM 111)***d</td>
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<td>Calculus for Science and Engineering I (MATH 121)***d</td>
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<td>General Physics I - Mechanics (PHYS 121)***d</td>
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<td>Calculus for Science and Engineering II (MATH 122)***d</td>
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<td>General Physics II - Electricity and Magnetism (PHYS 122)***d</td>
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<td>Elementary Computer Programming (ENGR 131)***d</td>
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<td>Chemistry of Materials (ENGR 145)***d</td>
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Second Year

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<td>Mechanical Manufacturing (EMAE 160)d</td>
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<td>Statics and Strength of Materials (ENGR 200)***d</td>
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Fourth Year

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<th>Units</th>
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<tr>
<td>Breadth elective***d</td>
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<tr>
<td>Design of Fluid and Thermal Elements (EMAE 355)d</td>
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<td>Senior Project (EMAE 398)d</td>
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<td>Professional Communication for Engineers (ENGL 398) &amp; Professional Communication for Engineers (ENGR 398)**</td>
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</table>

Total Units in Sequence: 129

Hours required for graduation: 129

* University general education requirement
** Engineering general education requirement
d May be taken fall or spring semester.
Double Major Mechanical and Aerospace Engineering

The department also offers a double major in Mechanical and Aerospace Engineering. Students completing this plan of study meet the requirements for both the Aerospace Engineering program and the Mechanical Engineering program. The course selection details are provided in the course listing section.

Suggested Program of Study: Double Major in Mechanical and Aerospace Engineering

### First Year

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**Year Total:** 16 18

### Second Year

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</table>

**Year Total:** 15 18

### Third Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>3</td>
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</tbody>
</table>

### Fourth Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>3</td>
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<tr>
<td>15</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

**Total Units in Sequence:** 132

Hours required for graduation: 132

* University general education requirement
** Engineering general education requirement
d May be taken fall or spring semester.

### Cooperative Education

Opportunities are available for students to alternate studies with work in industry or government as a co-op student, which involves paid full-time employment over seven months (one semester and one summer). Students may work in one or two co-ops, beginning in the third year of study. Co-ops provide students the opportunity to gain valuable hands-on experience in their field by completing a significant engineering project while receiving professional mentoring. During a co-op placement, students do not pay tuition but maintain their full-time student status while earning a salary. Learn more at http://engineering.case.edu/coop/. Alternatively or additionally, students may obtain employment as summer interns.

### BS/MS Program

The combined bachelors/masters program allows a student to double count 9 credit hours of graduate course work towards the Bachelor of Science in Engineering degree in any one of the department’s two degree programs. By completing the remaining graduate credit hours and a thesis, a student may earn a Master of Science degree in mechanical or aerospace engineering. This typically takes 5 years or slightly longer. Application to this program is initiated in the spring of the junior year with the department’s graduate student programs office. A minimum grade point of 3.2 is required for consideration for this accelerated program. Review the Office of Undergraduate Studies BS/MS program requirements here (p. 1298).
BS/MS Academic Program Details

The current regulations for the MS degree by the School of Graduate Studies (http://www.case.edu/provost/gradstudies/) require a minimum of 18 credit hours of coursework at the 400-level (or higher). Please note that any 400-level course taken prior to admission to the BS/MS Program cannot typically be counted as part of the MS degree. However, EMAE 398 Senior Project may be included in the double counted credit hours toward the MS Thesis, if appropriate.

Follow the links below to learn more about the components of the BS/MS Program.

- BS/MS Application Process (https://engineering.case.edu/emae/bs-ms/application-process/)
- BS/MS Thesis Project (https://engineering.case.edu/emae/bs-ms/thesis/)
- BS/MS Financial Aid (https://engineering.case.edu/emae/bs-ms/financial-aid/)
- BS/MS Graduation (https://engineering.case.edu/emae/bs-ms/graduation/)

If you have additional questions, please contact either:

- Professor Chirag Kharangate crk91@case.edu (kiju.lee@case.edu)
- Student Affairs Coordinator Carla Wilson cxw75@case.edu

Master of Engineering and Management Program

Another option is the 5 year TiME Program taught in conjunction with the Weatherhead School of Management in which a student completes a BS in Aerospace or Mechanical Engineering and earns a Master of Engineering and Management.

Minor in Mechanical Design and Manufacturing

A minor in Mechanical Design and Manufacturing is offered to students in other departments with an interest in design and manufacturing. The minor consists of an approved set of five EMAE courses.

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMAE 160</td>
<td>Mechanical Manufacturing</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 260</td>
<td>Design and Manufacturing I</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 370</td>
<td>Design of Mechanical Elements</td>
<td>3</td>
</tr>
<tr>
<td>Two of the following:</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMAE 290</td>
<td>Computer-Aided Manufacturing</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 372</td>
<td>Structural Materials by Design</td>
<td>4</td>
</tr>
<tr>
<td>EMAE 390</td>
<td>Advanced Manufacturing Technology</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMAE 397</td>
<td>Independent Laboratory Research</td>
<td>1 - 3</td>
</tr>
</tbody>
</table>

1). Student writes a one-page proposal clearly explaining how the project involves mechanical design and/or manufacturing at an advanced undergraduate level.

2). The proposal is approved by both the student’s major advisor, and the EMAE advisor for the mechanical design and manufacturing minor.

Total Units 15

Graduate Programs

MS Degree Programs

The Department of Mechanical and Aerospace Engineering offers the following Master of Science degrees:

- Mechanical Engineering MS
- Aerospace Engineering MS

Mechanical Engineering BS/MS and Aerospace Engineering BS/MS programs are also offered for our undergraduate students. For more information, click here (p. 192).

The Department of Mechanical and Aerospace Engineering participates in the practice-oriented Master of Engineering Program offered by the Case School of Engineering. The Master of Engineering degree is also available exclusively online. Visit http://online-engineering.case.edu/masters (http://online-engineering.case.edu/masters/) for more details.

Mechanical Engineering MS

A Mechanical Engineering MS is also available exclusively online. Visit http://online-engineering.case.edu/mechanical/ for more details.

Thesis-Focused Track

For a thesis-focused Mechanical Engineering MS, each candidate must complete a minimum of 30 hours of graduate-level credits, including:

1. a minimum of 21 hours of graduate-level courses and
2. 9 credit hours of MS thesis research.

Project-Focused Track

For a project-focused Mechanical Engineering MS, students must complete 30 credit hours distributed in either of three ways:

1. 24 credit hours (8 courses) of approved graduate coursework and 6 credit hours of project replacing the MS thesis,
2. 27 credit hours (9 courses) of approved graduate coursework and 3 credit hours of project replacing the MS thesis, or
3. 30 credit hours (10 courses) of approved graduate course work.

Course-Focused Track

For a course-focused Mechanical Engineering MS option, requirements consist of:

1. completion of 30 hours of approved coursework at the 400 level or higher,
2. satisfactory completion of the culminating course-focused experience, i.e. passing the course ENGR 600 with requirements defined by the student’s curricular program, and
3. additional requirements as specified by the program.

Students should consult with their academic advisor and/or department to determine the detailed requirements within this framework.
List of Required Graduate Courses
Depending on the area of interest, students should select courses from the list below with the approval of their advisor. Courses with double asterisks are required for the specific area of focus.

**Biomechanics**
- EMAE 414 Nanobiomechanics in Biology 3
- EMAE 415 Introduction to Musculo-skeletal Biomechanics 3
- EMAE 456 Micro-Electro-Mechanical Systems in Biology and Medicine (BioMEMS) ** 3
- EMAE 466 Mechanics of Biological Fluids 3
- EMAE 480 Fatigue of Materials 3

**Dynamics, Control and Manufacturing**
- ECSE 475 Applied Control 3
- EMAE 481 Advanced Dynamics I ** 3
- EMAE 487 Vibration Problems in Engineering ** 3
- EMAE 488 Advanced Robotics 3
- EMAE 540 Advanced Dynamics II 3
- EMAE 560 Sustainable Manufacturing ** 3

**Fluids and Thermal Sciences**
- EMAE 453 Advanced Fluid Dynamics I ** 3
- EMAE 454 Advanced Fluid Dynamics II 3
- EMAE 455 Advanced Thermodynamics ** 3
- EMAE 457 Combustion 3
- EMAE 459 Advanced Heat Transfer ** 3
- EMAE 471 Computational Fluid Dynamics 3

**Solid Mechanics**
- ECIV 411 Elasticity, Theory and Applications ** 3
- ECIV 420 Finite Element Analysis ** 3
- EMAE 401 Mechanics of Continuous Media ** 3
- EMAE 689 Special Topics 1 - 18

**Online and other Courses**
- EMAE 450 Advanced Mechanical Engineering Analysis 3
- EMAE 460 Theory and Design of Fluid Power Machinery 3
- EMAE 461 Chemistry of Fire Safe Polymers and Composites 3
- EMAE 494 Energy Systems 3

**Required courses for the given areas of focus**

**Mechanical Engineering MS with Specialization**

**Fire Science and Engineering**
The Case School of Engineering at Case Western Reserve University offers a Mechanical Engineering MS graduate program with a specialization in Fire Science and Engineering. Students can choose either a Mechanical Engineering MS or Macromolecular Science and Engineering MS (p. 158), both with a concentration in fire science. Case Western Reserve offers a unique intersection of expertise in macromolecular and combustion science and mechanical and chemical engineering, making us singularly suited to cover all aspects of fire protection, safety, and flammability.

Through a 30-credit-hour curriculum, students explore and learn how to apply the fundamental principles of fire behavior and dynamics, protection and suppression systems, polymeric materials structure, properties and selection and more. The program is designed to be completed in 12 months, but can be spread out over multiple years. Students have the option of completing a thesis or research project at their employers’ laboratories with Case Western Reserve faculty members as co-advisors. This fire protection engineering degree is offered over three semesters: 12 credits in the fall semester; 12 credits in the spring semester; and 6 credits in the summer. See the university’s academic calendar (https://case.edu/registrar/dates-deadlines/academic-calendar/).

The Fire Science and Engineering program at Case Western Reserve covers all aspects of combustion and fire suppression. After graduating from this degree program, students will be ready to apply their thorough understanding of:

- The chemistry of fire and materials
- Flammability logistics
- Fire dynamics and fire behavior
- Fire risk assessment
- Fire protection engineering
- Combustion
- Fire and safety-related codes
- Human behavior and life safety analysis
- Structural fire protection
- Passive fire protection systems
- Polymer engineering

**Fire Science and Engineering Specialization Minimum Requirements**

**Thesis-Focused Track**
1. Completion of at least 18 hours of graduate coursework at or above the 400 level. The coursework should consist of the following:
   a. 6 credit hours (two of the three core courses) from the Fluids and Thermal Sciences area in Mechanical and Aerospace Engineering.
   b. 12 credit hours (four of the six core courses) from the Fire Science and Engineering concentration.
2. Completion of 9 hours of thesis work culminating in a thesis examination given by at least three professors, plus approval by the chair of the department offering the degree.
3. Completion of another 3 credit hours by completing one of the following:
   a. 3 credit hours of MS thesis, or
   b. a 3 credit hour graduate class, or
   c. taking the 1 credit hour seminar course for 3 semesters.

**Project-Focused Track**
Completion of at least 30 hours of graduate coursework at or above the 400 level. The coursework should consist of the following:

1. 6 credit hours (two of the three core courses) from the Fluids and Thermal Sciences area in Mechanical and Aerospace Engineering.
2. 18 credit hours (all six of the core courses) from the Fire Science and Engineering concentration.
   a. Among these courses, up to two can be replaced by Special Problem coursework (i.e. project).
b. The Special Problem topic needs to be in Fire Science and Engineering field and be approved by the chair of the department offering the degree. The Special Problem course may be carried out at the student’s place of employment with nominal supervision by a faculty advisor or in the school’s laboratories under direct supervision.

3. 3 credit hours (one additional course) at or above the 400 level. Students should consult their advisor regarding selection of this course.

4. Completion of another 3 credit hours by completing one of the following:
   a. 3 credit hours of MS thesis, or
   b. a 3 credit hour graduate class, or
   c. taking the 1 credit hour seminar course for 3 semesters.

Six core fire protection engineering courses are required. Other courses can be chosen from the elective course list for mechanical engineering. The Mechanical Engineering MS with specialization follows a traditional mechanical engineering/combustion approach to fire protection and suppression, but with specialization classes in polymers.

Core Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EMAE 457</td>
<td>Combustion</td>
<td>3</td>
</tr>
<tr>
<td>EMAC 461</td>
<td>Chemistry of Fire Safe Polymers and Composites</td>
<td>3</td>
</tr>
<tr>
<td>or EMAE 461</td>
<td>Chemistry of Fire Safe Polymers and Composites</td>
<td></td>
</tr>
<tr>
<td>EMAC 463</td>
<td>Fire Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>or EMAE 463</td>
<td>Fire Dynamics</td>
<td></td>
</tr>
<tr>
<td>EMAC 464</td>
<td>Fire Protection Engineering</td>
<td>3</td>
</tr>
<tr>
<td>or EMAE 464</td>
<td>Fire Protection Engineering</td>
<td></td>
</tr>
</tbody>
</table>

Elective Course List

Choose a minimum of 3 courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMAE 453</td>
<td>Advanced Fluid Dynamics I</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 459</td>
<td>Advanced Heat Transfer</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 558</td>
<td>Conduction and Radiation</td>
<td>3</td>
</tr>
<tr>
<td>ECIV 424</td>
<td>Structural Dynamics</td>
<td>3</td>
</tr>
</tbody>
</table>

How to Apply

Application to the Fire Science and Engineering program is handled through the university’s School of Graduate Studies. Students will need to know whether they wish to apply for the Mechanical Engineering MS or the Macromolecular Science and Engineering MS.

Students interested in applying to the Fire Science and Engineering program should already have a bachelor’s degree in Chemistry, Chemical Engineering, Mechanical Engineering or Materials Science & Engineering and have taken the GRE. Additional application requirements include a statement of objectives, academic transcripts, and three letters of recommendation. International students will also need to take the Test of English as a Foreign Language (TOEFL). Read more about the university’s full application procedure requirements here (http://www.case.edu/gradstudies/prospective-students/admissions-information/).

When you are ready to apply, electronic applications can be submitted here (https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantConnectLogin.asp?id=case-gr).

For additional information, please contact: Ya-Ting Liao, Assistant Professor in the Department of Mechanical and Aerospace Engineering

Aerospace Engineering MS

Thesis-Focused Track
For a thesis-focused Aerospace Engineering MS, each candidate must complete a minimum of 30 hours of graduate-level credits, including:

1. a minimum of 21 hours of graduate-level courses and
2. 9 credit hours of MS thesis research.

Project-Focused Track
For a project-focused Aerospace Engineering MS, students must complete 30 credit hours distributed in either of three ways:

1. 24 credit hours (8 courses) of approved graduate coursework and 6 credit hours of project replacing the MS thesis,
2. 27 credit hours (9 courses) of approved graduate coursework and 3 credit hours of project replacing the MS thesis, or
3. 30 credit hours (10 courses) of approved graduate course work.

Course-Focused Track
For a course-focused Aerospace Engineering MS option, requirements consist of:

1. completion of 30 hours of approved coursework at the 400 level or higher,
2. satisfactory completion of the culminating course-focused experience, i.e. passing the course ENGR 600 with requirements defined by the student’s curricular program, and
3. additional requirements as specified by the program.

Students should consult with their academic advisor and/or department to determine the detailed requirements within this framework.

List of Required Graduate Courses
Depending on the area of interest, students should select courses from the list below with the approval of their advisor. Courses with double asterisks are required for the specific area of focus.

Biomechanics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EMAE 414</td>
<td>Nanobiomechanics in Biology</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 415</td>
<td>Introduction to Musculo-skeletal Biomechanics **</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 456</td>
<td>Micro-Electro-Mechanical Systems in Biology and Medicine (BioMEMS)**</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 466</td>
<td>Mechanics of Biological Fluids</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 480</td>
<td>Fatigue of Materials</td>
<td>3</td>
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Dynamics, Control and Manufacturing

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECSE 475</td>
<td>Applied Control</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 481</td>
<td>Advanced Dynamics I **</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 487</td>
<td>Vibration Problems in Engineering **</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 488</td>
<td>Advanced Robotics</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 540</td>
<td>Advanced Dynamics II</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 560</td>
<td>Sustainable Manufacturing **</td>
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Fluids and Thermal Sciences

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMAE 453</td>
<td>Advanced Fluid Dynamics I **</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 454</td>
<td>Advanced Fluid Dynamics II</td>
<td>3</td>
</tr>
</tbody>
</table>
**Required courses for the given areas of focus**

**PhD Degree Programs**

Students wishing to pursue a Mechanical Engineering PhD or an Aerospace Engineering PhD must successfully pass the doctoral qualifying examination consisting of both written and oral components. Qualifying exams are offered on applied mechanics, dynamics and design or fluid and thermal engineering sciences. Students can choose to take it in the fall or spring semesters.

**Mechanical Engineering PhD**

The Mechanical Engineering PhD minimum course requirements are as follows:

**Depth Courses**
All programs of study must include 18 credit hours (six graduate-level mechanical courses) in mechanical engineering. Usually, these courses follow a logical development of a branch of mechanics, dynamics, and design or fluid and thermal engineering science determined in conjunction with the student’s dissertation advisor to meet the objectives of the dissertation research topic.

**Breadth and Basic Science Courses**
A minimum of 18 credit hours (six graduate courses) are required to fulfill the breadth and basic science courses. The basic science requirement is satisfied by taking two courses in the area of science and mathematics. Four additional courses are needed to provide the breadth outside the student’s area of research.

**Dissertation Research**
All doctoral programs must include a minimum of 18 credit hours of thesis research, EMAE 701 Dissertation Ph.D.

**Residence and Teaching Requirements**
All doctoral programs must meet the residency requirements of the School of Graduate Studies (p. 1327) and the teaching requirements of the Case School of Engineering.

**Aerospace Engineering PhD**

The Aerospace Engineering PhD minimum course requirements are as follows:

**Depth Courses**
All programs of study must include 18 credit hours (six graduate-level mechanical courses) in aerospace engineering. Usually, these courses follow a logical development of a branch of mechanics, dynamics, and design or fluid and thermal engineering science determined in conjunction with the student’s dissertation advisor to meet the objectives of the dissertation research topic.

**Breadth and Basic Science Courses**
A minimum of 18 credit hours (six graduate courses) are required to fulfill the breadth and basic science courses. The basic science requirement is satisfied by taking two courses in the area of science and mathematics.
Four additional courses are needed to provide the breadth outside the student's area of research.

**Dissertation Research**
All doctoral programs must include a minimum of 18 credit hours of thesis research, EMAE 701 Dissertation Ph.D.

**Residence and Teaching Requirements**
All doctoral programs must meet the residency requirements of the School of Graduate Studies (p. 1327) and the teaching requirements of the Case School of Engineering.

**List of Required PhD Courses**
Courses in bold are required for the specific area of focus.

**Biomechanics**
- EMAE 414 Nanobiomechanics in Biology 3
- EMAE 415 Introduction to Musculo-skeletal Biomechanics 3
- EMAE 456 Micro-Electro-Mechanical Systems in Biology and Medicine (BioMEMS) 3
- EMAE 466 Mechanics of Biological Fluids 3
- EMAE 480 Fatigue of Materials 3

**Dynamics, Control and Manufacturing**
- ECSE 475 Applied Control 3
- EMAE 481 Advanced Dynamics I 3
- EMAE 487 Vibration Problems in Engineering 3
- EMAE 488 Advanced Robotics 3
- EMAE 540 Advanced Dynamics II 3
- EMAE 560 Sustainable Manufacturing 3

**Fluids and Thermal Sciences**
- EMAE 453 Advanced Fluid Dynamics I 3
- EMAE 454 Advanced Fluid Dynamics II 3
- EMAE 455 Advanced Thermodynamics 3
- EMAE 457 Combustion 3
- EMAE 459 Advanced Heat Transfer 3
- EMAE 471 Computational Fluid Dynamics 3

**Solid Mechanics**
- ECIV 411 Elasticity, Theory and Applications 3
- ECIV 420 Finite Element Analysis 3
- EMAE 401 Mechanics of Continuous Media 3
- EMAE 689 Special Topics 1-18

**Online and other Courses**
- EMAE 450 Advanced Mechanical Engineering Analysis 3
- EMAE 460 Theory and Design of Fluid Power Machinery 3
- EMAE 461 Chemistry of Fire Safe Polymers and Composites 3
- EMAE 494 Energy Systems 3

**Facilities**
The education and research philosophy of the Department of Mechanical and Aerospace Engineering for both the undergraduate and graduate programs is based on a balanced operation of analytical, experimental, and computational activities. All three of these tools are used in a fundamental approach to the professional activities of research, development, and design. Among the major assets of the department are the experimental facilities maintained and available for the faculty, students, and staff.

The introductory undergraduate courses are taught through the Robert M. Ward '41 Laboratory, the Bingham Student Workshop, the Reinberger Product and Process Development Laboratory, and the Reinberger Design Studio. The Ward Laboratory is modular in concept and available to the student at regularly scheduled class periods to conduct a variety of prepared experimental assignments. The lab is equipped with a variety of instruments ranging from classic analog devices to modern digital computer devices for the collection of data and the control of processes. Advanced facilities are available for more specialized experimental tasks in the various laboratories dedicated to each specific discipline. Most of these laboratories also house the research activities of the department, so students are exposed to the latest technology in their prospective professional practice. Finally, every undergraduate and graduate degree program involves a requirement, i.e., Project, Thesis or Dissertation, in which the student is exposed to a variety of facilities of the department.

The following is a listing of the major laboratory facilities used for the advanced courses and research of the department.

**Biorobotics Laboratory Facilities**
The Biorobotics Laboratory (http://biorobots.cwru.edu/) consists of approximately 1080 square feet of laboratory and 460 square feet of office space. The lab includes two CNC machines for fabrication of smaller robot components. The lab's relationship with CAISR (Center for Automation and Intelligent Systems Research) provides access to a fully equipped machine shop where larger components are fabricated. The laboratory hardware features several biologically inspired hexapod robots including two cockroach-like robots, Robot III and Robot IV. Both are based on the Blaberus cockroach and have 24 actuated revolute joints. They are 17 times larger than the insect (30 inches long). Robot IV is actuated with pneumatic artificial muscles. A compressed air facility has been installed to operate the robots. In addition, the lab contains structural dynamic testing equipment (sensors, DAQ boards, shakers) and an automated treadmill (5 feet by 6 feet) for developing walking robots. The Biorobotics Laboratory contains 20 PCs and a dedicated LAN connected to the campus. Algor Finite Element Analysis software, Mechanical Desktop, and Pro/Engineer are installed for mechanical design and structural analysis. Also, the lab has developed dynamic simulation software for analyzing walking animals and designing walking robots.

**Distributed Intelligence and Robotics Laboratory**
The Distributed Intelligence and Robotics Laboratory (DIRL) is a new laboratory in the Department of Mechanical and Aerospace Engineering that facilitates research activities on robotics and mechatronics. The primary research focuses on distributed intelligence, multi-agent systems, biologically-inspired robotics and medical applications. The laboratory is currently being constructed to house self-sufficient facilities and equipment for designing, testing, and preliminary manufacturing. The DIRL also conduct theoretical research related to design methodology and control algorithms based on information theory, complexity analysis, and group theory.

**Mechanics of Materials Experimental Facility**
The major instructional, as well as research facility for experimental methods in mechanics of materials, is the Daniel K. Wright Jr.
Laboratory. Presently, the facility houses a single-stage gas-gun along with tension/compression split Hopkinson bar and torsional Kolsky bar apparatus for carrying out fundamental studies in dynamic deformation and failure of advanced material systems. Hewlett Packard and Tektronix high speed, wide bandwidth digitizing oscilloscopes along with strain-gage conditioners and amplifiers are available for data recording and processing. The facility houses state-of-the-art laser interferometry equipment for making spatial and temporal measurements of deformation. High-speed Hg-Cd-Te detector arrays are available for making time-resolved multi-point non-contact temperature measurements.

A Schenck Pegasus digital servo-controlled hydraulic testing system with a 20Kip Universal testing load frame equipped with hydraulic grips and instrumentation is available for quasi-static mechanical testing under load or displacement control. A newly developed moiré microscope is available for studying large-scale inelastic deformation processes on micron size scales. CCD camera along with the appropriate hardware/software for image acquisition, processing and analyzing of full field experimental data from optical interferometers such as moiré microscope, photo-elasticity, and other laser based spatial interferometers are available.

**Multiphase Flow and Laser Diagnostics Laboratory**
A laser diagnostics laboratory is directed toward investigation of complex two-phase flow fields involved in energy-related areas, bio-fluid mechanics of cardiovascular systems, slurry flow in pumps and thermoacoustic power and refrigeration systems. The laboratory is equipped with state-of-the-art Particle Image Velocimetry (PIV) equipment, Pulsed Ultrasound Doppler Velocimeter, Ultrasound concentration measurement instrumentation and modern data acquisition and analysis equipment including PCs. The laboratory houses a clear centrifugal slurry flow pump loop and heart pump loop. Current research projects include investigation of flow through microchip devices, CSF flow in ventricles, investigation of solid-slurry flow in centrifugal pumps using ultrasound technique and PIV, thermo-acoustic refrigeration for space application.

**Rotating Machinery Dynamics and Tribology Laboratory**
This laboratory focuses on rotating machinery monitoring and diagnostic methods relating chaos content of dynamic non-linearity and model-based observers’ statistical measures to wear and impending failure modes. A double-spool-shaft rotor dynamics test rig provides independent control over spin speed and frequency of an adjustable magnitude circular rotor vibration orbit for bearing and seal rotor-dynamic characterizations.

Simultaneous radial and axial time-varying loads on any type of bearing can be applied on a second test rig. Real-time control of rotor-mass unbalance at two locations on the rotor while it is spinning up to 10,000 rpm, simultaneous with rotor rubbing and shaft crack propagation, can be tested on a third rig. Self-excited instability rotor vibrations can be investigated on a fourth test rig.

**Musculoskeletal Mechanics and Materials Laboratories**
These laboratories are a collaborative effort between the Mechanical and Aerospace Engineering Department of the Case School of Engineering and the Department of Orthopaedics of the School of Medicine that has been ongoing for more than 40 years. Research activities have ranged from basic studies of mechanics of skeletal tissues and skeletal structures, experimental investigation of prosthetic joints and implants, measurement of musculoskeletal motion and forces, and theoretical modeling of mechanics of musculoskeletal systems. Many studies are collaborative, combining the forces of engineering, biology, biochemistry, and surgery. The Biomechanics Test labs include Instron mechanical test machines with simultaneous axial and torsional loading capabilities, a non-contacting video extensometer for evaluation of biological materials and engineering polymers used in joint replacements, acoustic emission hardware, and software, and specialized test apparatus for analysis of joint kinematics. The Bio-imaging Laboratory includes microscopes and three-dimensional imaging equipment for evaluating tissue microstructure and workstations for three-dimensional visualization, measurement, and finite element modeling. An Orthopaedic Implant Retrieval Analysis lab has resources for characterization and analysis of hard tissues and engineering polymers, as well as resources to maintain a growing collection of retrieved total hip and total knee replacements that are available for the study of implant design. The Soft Tissue Biomechanics lab includes several standard and special test machines. Instrumentation and histology facilities support the activities within the Musculoskeletal Mechanics and Materials Laboratories

**nanoEngineering Laboratory**
The nanoEngineering Laboratory focuses on research related to various nanotechnology applications with particular emphasis on energy conversion, generation, and storage in nanostructured and bio-inspired materials. Synthesis of polymer-based nanocomposites, nanofluids, and individual nanostructures is accomplished with tools available in the laboratory. Furthermore, the laboratory houses various pieces of equipment for thermal and electrical characterization of these materials. Research projects include investigation of nanocomposites for thermoelectric devices, molecular simulation of thermal transport across interfacial regions, characterization of nanomaterials for thermal management (of electronics and buildings) as well as thermal insulation applications, and biomimetic research on a protein-based shark gel.

**Other Experimental Facilities**
The department facilities also include several specialized laboratories.

**Engineering Services Fabrication Center** offers complete support to assist projects from design inception to completion of fabrication. Knowledgeable staff is available to assist Faculty, Staff, Students, Researchers, and personnel associated with Case Western Reserve University.

**The Bingham Student Workshop** is a 2380 sq. ft. facility complete with machining, welding, metal fabrication, and woodworking equipment. This facility is available for the Case undergrads in Mechanical Engineering. Before gaining access to the shop all ME students are required to take the EMAE 160, Mechanical Manufacturing course. This course gives the student a foundation in basic machining, welding, sheet metal fabrication, and safety. Manual drafting, design, and computer-aided drafting is also included in the course. After completion, the student can use the shop for other Mechanical Engineering courses requiring prototypes. The BSW, is also, used for senior projects and student organizations, such as the SAE Baja and Formula and the Design-Build and Fly.

**The Harry A. Metcalf Laboratory** in Glennan Hall Room 458, which was made possible through the generous gift of Sylvia Lissa to honor her late husband and Mechanical Engineering graduate, Class of 1903, has recently been renovated and updated. The restructuring of the computational lab and adjacent experimental lab takes advantage of the Case School of Engineering’s Virtual Desktop Infrastructure built on Citrix XenDesktop via gigabit networking. This high-speed networking provides access to software packages including SolidWorks, PTC Creo,
MasterCam, Abaqus, MatLab, Microsoft Office, Mathematica, LabView, and many others. The lab is set up to allow the students to use their laptops or ones provided in the lab by the Department for course and project work. As a result of using the Virtual Desktop Infrastructure, engineering students will also be able to access the engineering software listed above from anywhere on any device. Students' home drives are automatically mapped as well when using the virtual applications so that they have access to their files at all times on any device.

The Reinberger Design Studio includes a total of 33 Wyse terminals for Undergraduate Student design use. The Studio is tied directly to the campus network allowing information to be shared with the HAMCL and other network resources. The Studio is used for the instruction of the SolidWorks 2005 CAD software, MasterCam 9.0 CAM software, Solidworks CAD/CAM/FEA software, and Algor 16.1 FEA software. The RDS also offers a 3D Systems SLA 250 and a Dimension machine for generating SLA models from CAD models.

The Reinberger Product and Process Development Laboratory is 1600 square feet of laboratory and office space dedicated to computer-aided engineering activities. The computer numerical control (CNC) laboratory includes both two industrial sized machine tools with additional space for lecture and group project activities. The CNC machine tools located in the laboratory are: a HAAS VF3 4 axis-machining center, a HAAS 2 axis lathe. A Mitutoyo coordinate measuring machine (CMM) located in its own laboratory space completes the facilities. The CMM enables students to inspect their manufactured components to a very degree of precision. The laboratory is used to support both undergraduate and graduate manufacturing courses (EMAE 390, EMAE 490).

High Performance Computing- For high performance computing the department uses the CWRU high performance computing cluster (HPCC). The HPCC consists of 112 compute nodes with Intel Pentium 4 Xeon EM64T processors. All nodes are interconnected with Gigabit Ethernet for MPI message passing and all nodes are interconnected by a separate Ethernet for the purpose of out-of-band cluster management. The MAE Department also has direct access to all the Ohio Supercomputing Center and all NSF supercomputing centers, primarily to the Pittsburgh Supercomputing Center. Computing-intensive research projects can obtain an account on those supercomputers through their advisers. Research projects carried on in cooperation with the NASA Glenn Research Center can have access to NASA computing facilities. Sophisticated, extensive, and updated general and graphics software are available for applications in research and classroom assignments.

Courses

EMAE 160. Mechanical Manufacturing. 3 Units.
The course is taught in two sections-Graphics and Manufacturing. Manufacturing To introduce manufacturing processes and materials and their relationships to mechanical design engineering. Course includes hands-on machining and metal fabrication lab. Also, each lab creates a ‘virtual’ field trip of a manufacturing facility to be shared with the class. Graphics Development of mechanical engineering drawings in orthographic, sectional, and pictorial views using manual drafting and computer-aided drafting (CAD software), dimensioning, tolerancing geometric dimensioning and tolerancing and assembly drawings will also be covered. All students are paired up to give a Manufacturing Design Presentation demonstrating the course material. The course has two (75) minute lectures and one (110) minute Machining Lab per week.

EMAE 181. Dynamics. 3 Units.
Elements of classical dynamics: particle kinematics and dynamics, including concepts of force, mass, acceleration, work, energy, impulse, momentum. Kinetics of systems of particles and of rigid bodies, including concepts of mass center, momentum, mass moment of inertia, dynamic equilibrium. Elementary vibrations. Recommended preparation: MATH 122 and PHYS 121 and ENGR 200.

EMAE 250. Computers in Mechanical Engineering. 3 Units.

EMAE 251. Thermodynamics. 3 Units.
Thermodynamic concepts and definitions, properties of pure substances, work and heat, first and second laws, entropy, power and refrigeration cycles, thermodynamic relations, mixtures and solutions, chemical reactions, phase and chemical equilibrium. Prereq: CHEM 111, PHYS 121 and MATH 122.

EMAE 252. Fluid Mechanics. 3 Units.
Fluid properties, hydrostatics, fluid dynamics and kinematics, control volume analysis, differential analysis, dimensional analysis and similarity, viscous internal flows, external flows and boundary layers, lift and drag. Prereq: EMAE 251 and MATH 223.

EMAE 260. Design and Manufacturing I. 3 Units.
This is the second course of a 4-course sequence focusing on "Engineering Design and Manufacturing." This course develops students' competence and self-confidence as design engineers by exposing the students to design as a creative process and its relationship with modern manufacturing practices. The outcomes of the course focus on the student's ability to apply their knowledge of mathematics, science, and engineering to design a system, component, or process that meets desired needs within realistic, multi-dimensional constraints, such as: economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability. Additionally, students will be given the opportunity to identify, formulate, and solve engineering problems, while applying professional and ethical practices. Professional communication skills are emphasized and expected during all stages of the design process. The course has five main areas of emphasis: design as a creative process, decision-based design methodologies, project management, engineering economics, and design for manufacture (CAD/CAM/CAE) using industrial software tools. The course exposes the student to the integration of engineering design, manufacturing, and management disciplines and includes activities to consider and understand the complex processes associated with controlling and managing product data through all stages of the product life-cycle (PLM). Topics include: engineering ethics, design as a creative process, design methodologies, project management, engineering economics, product life-cycle management (PLM), CAD/CAM/CAE, and the role of digital manufacturing within the design process. Design/Rapid Prototyping Studio activities are an integral part of the course, and enable the students to be part of a design and build team working on various project-based tasks. Prereq: EMAE 160.
EMAE 272. Actuators and Drive Trains. 3 Units.
Graphical, analytical, and computer techniques for analyzing displacements, velocities, and accelerations in mechanisms. Analysis and synthesis of linkages, cams, and gears. Analysis of actuators, including motors, linear actuators, solenoids, hydraulics, pneumatics, and piezoelectrics. Laboratory projects include analysis, design, construction, and evaluation of students’ devices that include both actuators and transmission mechanisms. Prereq: EMAE 181 and EMAE 250.

EMAE 285. Mechanical Engineering Measurements Laboratory. 4 Units.
Techniques and devices used for experimental work in mechanical and aerospace engineering. Lecture topics include elementary statistics, linear regression, propagation of uncertainty, digital data acquisition, characteristics of common measurement systems, background for measurement laboratories, and elements of report writing. Hands-on laboratory experiences may include measurements in solid mechanics, dynamics, and fluid and thermal sciences, which are summarized in group reports. At least one report will focus on design of a measurement. Recommended preparation: ENGR 181, ENGR 225 and ECIV 310.

EMAE 290. Computer-Aided Manufacturing. 3 Units.
An advanced design and manufacturing engineering course covering a wide range of topics associated with the ‘design for manufacturability’ concept. Students will be introduced to a number of advanced solid modeling assignments (CAD), rapid prototyping (RP), and computer-aided manufacturing (CAM). In addition, students will be introduced to computer numerical control (CNC) manual part-programming for CNC milling and turning machine tools. All students will be given a design project requiring all detail and assembly drawings for a fully engineered design. The course has two (50) minute lectures and one (110) minute CAD/CAM Lab per week. Prereq: EMAE 160.

EMAE 307. Fundamentals of Biomechanics. 3 Units.
Fundamentals of biomechanics will teach students how to apply basic principles of mechanics to understand, explain, and model biological processes at the cross of the relevant length-scales (cell-tissue-organ-organism), and over a broad range of physiological systems (respiratory, ocular, circulatory, and musculoskeletal). Physiology of organs and tissues that are involved in biomechanical functions will also be covered. Offered as EMAE 307 and EBME 317. Prereq: ENGR 200.

EMAE 350. Mechanical Engineering Analysis. 3 Units.

EMAE 352. Thermodynamics in Energy Processes. 3 Units.
Thermodynamic properties of liquids, vapors and real gases, thermodynamic relations, non-reactive mixtures, psychometrics, combustion, thermodynamic cycles, compressible flow. Prereq: ENGR 225.

EMAE 353. Heat Transfer. 3 Units.
Steady-state and transient conduction, principles of convection, empirical relations for forced convection, natural convection, boiling and condensation, radiation heat transfer, heat exchangers, mass transfer. Prereq: EMAE 251 and EMAE 252.

EMAE 355. Design of Fluid and Thermal Elements. 3 Units.

EMAE 356. Aerospace Design. 3 Units.
Interactive and interdisciplinary activities in areas of fluid mechanics, heat transfer, solid mechanics, thermodynamics, and systems analysis approach in design of aerospace vehicles. Projects involve developing (or improving) design of aerospace vehicles of current interest (aircraft and spacecraft) starting from mission requirements to researching developments in relevant areas and using them to obtain conceptual design. Prereq: EMAE 160, EMAE 355, EMAE 376, EMAE 383, EMAE 384 and Senior standing. Coreq: EMAE 382.

EMAE 359. Aero/Gas Dynamics. 3 Units.

EMAE 360. Design and Manufacturing II. 3 Units.
This is the third course of a 4-course sequence focusing on "Engineering Design and Manufacturing," and is the senior capstone design course focused on a semester-long design/build/evaluate project. The course draws on a student’s past and present academic and industrial experiences and exposes them to the design and manufacture of a product or device that solves an open-ended "real world" problem with multidimensional constraints. The course is structured and time-tabled within the Case School of Engineering (CSE) to give the EMAE 360 students the opportunity to team with students from other CSE departments (e.g., BME and EECS) to form multidisciplinary design teams to work on the solution to a common problem. The outcomes of the course continue to focus on the student’s ability to function on multidisciplinary teams while applying their knowledge of mathematics, science and engineering to design a system, component, or process that meets desired needs within realistic, multidimensional constraints, such as: economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability. Professional communication skills are emphasized and expected during all stages of the design process and will include formal and informal oral presentations, periodic peer-focused design reviews, and a development through its various evolutionary stages to completion. Counts as SAGES Senior Capstone. Prereq: EMAE 160 and EMAE 260.

EMAE 363. Mechanical Engineering Modern Analysis Methods. 3 Units.
This is a required mechanical engineering course to develop an in-depth fundamental understanding of current analysis software tools, as well as to develop an ability to perform practical analyses using current software tools to analyze assigned industrial case studies for the following topical areas: (1) mechanism synthesis, (2) finite element analyses for stress and deflection, (3) machinery vibration, and (4) computational fluid dynamics. It is comprised of three lectures and one software application laboratory period per week. Prereq: ENGR 225, EMAE 181, EMAE 250, and ECIV 310.

EMAE 370. Design of Mechanical Elements. 3 Units.

EMAE 371. Computational Fluid Dynamics. 3 Units.
EMAE 372. Structural Materials by Design. 4 Units.

EMAE 376. Aerostructures. 3 Units.

EMAE 377. Biorobotics Team Research. 3 Units.
Many exciting research opportunities cross disciplinary lines. To participate in such projects, researchers must operate in multidisciplinary teams. The Biorobotics Team Research course offers a unique capstone opportunity for undergraduate students to utilize skills they developed during their undergraduate experience while acquiring new teaming skills. A group of eight students form a research team under the direction of two faculty leaders. Team members are chosen from appropriate majors through interviews with the faculty. They will research a biological mechanism or principle and develop a robotic device that captures the actions of that mechanism. Although each student will cooperate on the team, they each have a specific role, and must develop a final paper that describes the research generated on their aspect of the project. Students meet for one class period per week and two 2-hour lab periods. Initially students brainstorm ideas and identify the project to be pursued. They then acquire biological data and generate robotic designs. Both are further developed during team meetings and reports. Final oral reports and a demonstration of the robotic device occur in week 15. Offered as BIOL 377, EMAE 377, BIOL 467, and EMAE 477. Counts as SAGES Senior Capstone.

EMAE 379. Mechanics and Control of Compliant Robotics. 3 Units.
Robots are fundamentally mechanical devices designed to function autonomously or semi-autonomously. In autonomous systems including animals and robots, one of the most important mechanical properties is stiffness. Selective compliance allows robots to grasp a wide range of objects and traverse rougher terrain. A new field of Soft Robotics aims to create robots that are robust, cheap, and safe in close proximity to humans. However, as engineers challenge themselves to make increasingly soft robots, new challenges in design and control need to be addressed. This course will provide an introduction to state of the art in robotics as cyber-physical systems from a fundamental mechanics perspective. Topics include: grasping, wearable assistive locomotion, legged locomotion, locomotion in fluids, and locomotion over soft terrain. Offered as EMAE 379 and EMAE 479. Prereq: (ENGR 131 or EECS 132) and EMAE 181 and EECS 304.

EMAE 382. Propulsion. 3 Units.

EMAE 383. Flight Mechanics. 3 Units.
Aircraft performance: take-off and landing, unaccelerated flight, range and endurance, flight trajectories. Aerodynamics and propulsion. Aircraft static stability and control, simple maneuvers. Aircraft flight dynamics and control, flight simulation. Offered as EMAE 383 and EMAE 483. Prereq: EMAE 181 and EMAE 252 and EMAE 359 and (EECS 304 or ECSE 304).

EMAE 384. Orbital Dynamics. 3 Units.
Spacecraft orbital mechanics: the solar system, elements of celestial mechanics, orbit transfer under impulsive thrust, continuous thrust, orbit transfer, decay of orbits due to drag, elements of lift-off and re-entry. Rigid body dynamics, altitude dynamics and control, simulations. Prereq: EMAE 181 and EMAE 252 and EMAE 359 and (EECS 304 or ECSE 304).

EMAE 387. Vibration Problems in Engineering. 4 Units.

EMAE 390. Advanced Manufacturing Technology. 3 Units.
This course will focus on advanced manufacturing technologies and processes, with an emphasis on the fundamental understanding of the material behaviors and process in the manufacturing operations. Topics will include: materials in manufacturing, glass manufacturing, polymer composite manufacturing, metal casting, metal machining, metal forming, grinding, welding, heat treatment, and quality control. The course will be lecture-based, with lab-based class project in the machine shop and think[box] studios. Prereq: EMAE 290.

EMAE 396. Special Topics in Mechanical and Aerospace Engineering. 1 - 18 Units.
(Credit as arranged.)

EMAE 397. Independent Laboratory Research. 1 - 3 Units.
Independent research in a laboratory.

EMAE 398. Senior Project. 3 Units.
Individual or team design or experimental project under faculty supervisor. Requirements include periodic reporting of progress, plus a final oral presentation and written report. Recommended preparation: Senior standing, EMAE 360, and consent of instructor. Counts as SAGES Senior Capstone.

EMAE 399. Advanced Independent Laboratory Research/Design. 1 - 3 Units.
Students perform advanced independent research or an extended design project under the direct mentorship of the instructor. Typically performed as an extension to EMAE 397 or EMAE 398. Prereq: EMAE 397.
EMAE 400T. Graduate Teaching I. 0 Unit.
This course will engage the Ph.D. candidate in a variety of teaching experiences that will include direct contact (for example, teaching recitations and laboratories, guest lectures, office hours) as well non-contact preparation (exams, quizzes, demonstrations) and grading activities. The teaching experiences will be conducted under the supervision of the faculty member(s) responsible for coordinating student teaching activities. All Ph.D. candidates enrolled in this course sequence will be expected to perform direct contact teaching at some point in the sequence. Recommended preparation: Ph.D. student in Mechanical Engineering.

EMAE 401. Mechanics of Continuous Media. 3 Units.
Vector and tensor calculus. Stress and traction, finite strain and deformation tensors. Kinematics of continuous media, general conservation and balance laws. Material symmetry groups and observer transformation. Constitutive relations with applications to solid and fluid mechanics problems.

EMAE 414. Nanobiomechanics in Biology. 3 Units.
This course will elucidate the forces at play at the level of proteins including those associated with mass, stiffness, viscosity, thermal and chemical factors. Basic polymer mechanics within the context of biological molecules will be covered and structures of key proteins associated with mechanical functions, such as actin, myosin and the cell membrane will be explained. Generation of force by polymerization of filamentous proteins as well as motor proteins will be included. Interaction forces between proteins, DNA/RNA mechanics will also be elucidated. Besides lectures, there will be term long project assignments (outreach-based or detailed literature survey on a subject associated with nanomechanics of cells/proteins). Recommended Preparation: Mechanics of Materials, Thermodynamics, Statics, Introductory Level Differential Equations, Introductory Level Fluid Mechanics.

EMAE 415. Introduction to Musculo-skeletal Biomechanics. 3 Units.

EMAE 450. Advanced Mechanical Engineering Analysis. 3 Units.
This course is intended to equip students with tools for solving mathematical problems commonly encountered in mechanical, fluid and thermal systems. Specific goals are to: i) Enable the student to properly categorize the problem in a variety of ways ii) Enable the student to identify appropriate approaches to solving the problem iii) Provide the student experience in applying some common methods for obtaining numerical solutions iii) Provide the student with understanding of trade-offs and expectations for the methods used. The course covers topics related to analytical and computational approaches to problems categorized in a variety of ways including: 1. Linear versus nonlinear problems 2) finite degrees of freedom v. infinite degrees of freedom, 3) equilibrium v. propagation v. eigenvalue problems, 4) direct formulations v. indirect formulations 5) analytical v. numerical solutions. The course will be built around specific examples from solid mechanics, dynamics, vibrations, heat transfer and fluid mechanics. The significance of the various categorizations will be developed as an ongoing part of the approach to solving the problems. Prereq: EMAE 350 or Requisites Not Met permission.

EMAE 453. Advanced Fluid Dynamics I. 3 Units.
Derivation and discussion of the general equations for conservation of mass, momentum, and energy using tensors. Several exact solutions of the incompressible Newtonian viscous equations. Kinematics and dynamics of inviscid, incompressible flow including free streamline theory developed using vector, complex variable, and numerical techniques.

EMAE 454. Advanced Fluid Dynamics II. 3 Units.

EMAE 455. Advanced Thermodynamics. 3 Units.
Basic ideas of thermodynamics and dominant methods of their development: operational, postulational, and statistical. Entropy and information theory. Irreversible thermodynamics. Applications.

Microscale technologies have enabled advanced capabilities for researchers in unexplored territories of cells in biology and medicine. Biological (or Biomedical) Micro-Electro-Mechanical Systems (MEMS) and Biomanufacturing involve the fundamentals of mechanics, electronics and advanced microfabrication technologies with specific emphasis on biological applications. MEMS is an interdisciplinary research area which brings together multiple disciplines including, mechanical engineering, biomedical engineering, chemical engineering, materials science, electrical engineering, clinical sciences, medicine, and biology. MEMS based technologies have found real world applications in tissue engineering, implantable microdevices, proteomics, genomics, molecular biology, and point-of-care platforms. This course aims to: (1) introduce the need for miniaturized systems in biology and medicine and the fundamental design and microfabrication concepts, (2) introduce the basics of microscale manipulation of cells, biological agents, and biomanufacturing, employing the fundamentals of microscale behaviors of fluids and mechanical systems, (3) expose the students to applications of MEMS and on-chip technologies in biology and medicine.

EMAE 457. Combustion. 3 Units.
Chemical kinetics and thermodynamics; governing conservation equations for chemically reacting flows; laminar premixed and diffusion flames; turbulent flames; ignition; extinction and flame stabilization; detonation; liquid droplet and solid particle combustion; flame spread, combustion-generated air pollution; applications of combustion processes to engines, rockets, and fire research.

EMAE 459. Advanced Heat Transfer. 3 Units.
Analysis of engineering heat transfer from first principles including conduction, convection, radiation, and combined heat and mass transfer. Examples of significance and role of analytic solutions, approximate methods (including integral methods) and numerical methods in the solution of heat transfer problems. Recommended preparation: EMAE 453.

EMAE 460. Theory and Design of Fluid Power Machinery. 3 Units.
Fluid mechanic and thermodynamic aspects of the design of fluid power machinery such as axial and radial flow turbomachinery, positive displacement devices and their component characterizations. Recommended preparation: Consent of instructor.
EMAE 461. Chemistry of Fire Safe Polymers and Composites. 3 Units.
Chemistry of Fire Safe Polymers and Composites starts with the introduction of characterization techniques used for fire safe materials and combustion phenomena research. General discussion on how reduced flammability of polymers and composites are obtained, for example by additives and preparing intrinsically thermally stable chemical structure and some examples of smart approaches, will be discussed. It also discusses the synthetic methods of preparing high temperature stable polymers in addition to the raw materials used to prepare those materials. Special emphasis will be placed on the thermal stability data obtained by thermogravimetric analysis (TGA) and combustion calorimetry for those fire safe materials. Mechanistic aspects of the flammability of polymers will be explained with special emphasis on the molar contribution of chemical functionality to the heat release capacity. Theoretical derivation of thermokinetic parameters will be explained. In addition, a common sense build-up will be attempted by providing actual numbers associated with those thermokinetic parameters. Upon completion of background formation, a more advanced materials, composites and nanocomposites, will be discussed using the results recently reported. Preliminary attempts to explain flame retardation by nanocomposite structures will also be discussed. Offered as EMAC 461 and EMAE 461.

EMAE 463. Fire Dynamics. 3 Units.
This course introduces compartment fires and burning behavior of materials. Topics include: buoyant driven flow, fire plume, ceiling jet, vent flow, flashover and smoke movement as well as steady burning of liquids and solids; ignition, extinction and flame spread over solids. Recommended Preparation: Elementary knowledge in thermo-fluids is required. Offered as EMAE 463 and EMAC 463. Prereq: EMAE 325 or Requisites Not Met permission.

EMAE 464. Fire Protection Engineering. 3 Units.
This course introduces essentials of fire protection in industry and houses. Topics include: hazard identification (release of flammable gases and their dispersion), fire and explosion hazards, prevention and risk mitigation, fire detection systems, mechanisms of fire extinguishment, evaluation of fire extinguishing agents and systems. Offered as EMAC 464 and EMAE 464.

EMAE 466. Mechanics of Biological Fluids. 3 Units.
This is a senior/graduate level course which aims to provide a solid grasp of the role of mechanics in biological fluids and in the human circulatory system that will help in the research and design of new medical instruments, equipment, and procedures. The course will cover properties of Newtonian and non-Newtonian fluids, hydrostatic and dynamic forces, principles of continuity, conservation of mass, energy and momentum and their applications in biological fluids, laminar and turbulent flows and boundary layer, introduction to Navier Stokes, dimensional analysis and similarity, blood flow in the cardiovascular system, gas exchange in the pulmonary system, blood flow in microcirculation and vessels. Important concepts will be covered by case studies.

EMAE 471. Computational Fluid Dynamics. 3 Units.

EMAE 477. Biorobotics Team Research. 3 Units.
Many exciting research opportunities cross disciplinary lines. To participate in such projects, researchers must operate in multidisciplinary teams. The Biorobotics Team Research course offers a unique capstone opportunity for undergraduate students to utilize skills they developed during their undergraduate experience while acquiring new teaming skills. A group of eight students form a research team under the direction of two faculty leaders. Team members are chosen from appropriate majors through interviews with the faculty. They will research a biological mechanism or principle and develop a robotic device that captures the actions of that mechanism. Although each student will cooperate on the team, they each have a specific role, and must develop a final paper that describes the research generated on their aspect of the project. Students meet for one class period per week and two 2-hour lab periods. Initially students brainstorm ideas and identify the project to be pursued. They then acquire biological data and generate robotic designs. Both are further developed during team meetings and reports. Final oral reports and a demonstration of the robotic device occur in week 15. Offered as BIOL 377, EMAE 377, BIOL 467, and EMAE 477. Counts as SAGES Senior Capstone.

EMAE 479. Mechanics and Control of Compliant Robotics. 3 Units.
Robots are fundamentally mechanical devices designed to function autonomously or semi-autonomously. In autonomous systems including animals and robots, one of the most important mechanical properties is stiffness. Selective compliance allows robots to grasp a wide range of objects and traverse rougher terrain. A new field of Soft Robotics aims to create robots that are robust, cheap, and safe in close proximity to humans. However, as engineers challenge themselves to make increasingly soft robots, new challenges in design and control need to be addressed. This course will provide an introduction to state of the art in robotics as cyber-physical systems from a fundamental mechanics perspective. Topics include: grasping, wearable assistive locomotion, legged locomotion, locomotion in fluids, and locomotion over soft terrain. Offered as EMAE 379 and EMAE 479.

EMAE 480. Fatigue of Materials. 3 Units.

EMAE 481. Advanced Dynamics I. 3 Units.

EMAE 482. Propulsion. 3 Units.

EMAE 483. Flight Mechanics. 3 Units.
Aircraft performance: take-off and landing, unaccelerated flight, range and endurance, flight trajectories. Aerodynamics and propulsion. Aircraft static stability and control, simple maneuvers. Aircraft flight dynamics and control, flight simulation. Offered as EMAE 383 and EMAE 483.
EMAE 487. Vibration Problems in Engineering. 3 Units.

EMAE 488. Advanced Robotics. 3 Units.
This course will focus on up-to-date knowledge and theories related to robotics and multi-agent systems. Related mathematics and theories including group theory (Lie groups), rigid-body motions (SO(3) and SE(3)), kinematics, dynamics, and control will be studied. In addition, the class will also discuss structural, computational and task complexity in robotic systems based on combinatorial analysis, information theory, and graph theory. Lecture and discussion topics: Kinematics; Introduction to Group Theory and Lie Groups; Rigid-body Motions (SO(3), SE(3)); Multi-body Dynamical Systems: Order-N computational methods; Complexity Analysis for Robotic Systems; Structural complexity, information-theoretic complexity, and task complexity; Special Discussion Topics; Special discussion topics may vary each year. Students enrolled in this class will be required to conduct a final project. Two or three students will work as a team. The topics for student teams may include: computer simulation of multi-body dynamical systems, art robot design, and complexity analysis for coupled complex systems. The detailed information will be provided in the first week of the class. The final presentations and demonstrations will be held during the last week of class and will be open to the public audience. Students are also required to submit a final report following a IEEE conference paper template.

EMAE 489. Robotics I. 3 Units.

EMAE 494. Energy Systems. 3 Units.
The overarching goal of this course is to introduce energy systems to graduate students, allowing the class to explore energy resource options and technologies. We will evaluate (from a scientific, mathematical and societal perspective) the trade-offs and uncertainties of various energy systems and explores a framework for assessing solutions. Topics will include resource estimation, environmental effects and economic evaluations of fossil fuels, nuclear power, hydropower, solar energy and more. Prereq: Junior or Senior Undergraduate Engineering major or Graduate Engineering major.

EMAE 500T. Graduate Teaching II. 0 Unit.
This course will engage the Ph.D. candidate in a variety of teaching experiences that will include direct contact (for example, teaching, recitations and laboratories, guest lectures, office hours) as well non-contact preparation (exams, quizzes, demonstration) and grading activities. The teaching experience will be conducted under the supervision of the faculty member(s) responsible for coordinating student teaching activities. All Ph.D. candidates enrolled in this course sequence will be expected to perform direct contact teaching at some point in the sequence. Recommended preparation: Ph.D. student in Mechanical Engineering.

EMAE 540. Advanced Dynamics II. 3 Units.

EMAE 552. Viscous Flow Theory. 3 Units.
Compressible boundary layer theory. Blowing and suction effects. Three-dimensional flows; unsteady flows. Introduction to real gas effects. Recommended preparation: EMAE 454.

EMAE 554. Turbulent Fluid Motion. 3 Units.

EMAE 557. Convective Two-Phase Flow and Heat Transfer. 3 Units.

EMAE 558. Conduction and Radiation. 3 Units.
Fundamental law, initial and boundary conditions, basic equations for isotropic and anisotropic media, related physical problems, steady and transient temperature distributions in solid structures. Analytical, graphical, numerical, and experimental methods for constant and variable material properties. Recommended preparation: Consent of instructor.

EMAE 560. Sustainable Manufacturing. 3 Units.
This course focuses on sustainable manufacturing principles and analysis methods including material flow analysis, energy flow analysis, life cycle assessment, and Taguchi method, etc., and covers a comprehensive list of manufacturing processes from conventional manufacturing such as metal casting and machining, to emerging manufacturing techniques like additive manufacturing and nano-manufacturing on their sustainable manufacturing operations and practices. Some of the important goals of this course are: a. Students learn to understand the fundamental methods and techniques of sustainable manufacturing. b. Students learn the theory and practices on sustainable manufacturing through sustainability analysis and improvement of industrial manufacturing processes. c. Students learn state-of-the-art knowledge on environmental impact assessment methods. d. Students apply the learned knowledge and skills in class discussions and project implementation. Prereq: Graduate student standing.

EMAE 600T. Graduate Teaching III. 0 Unit.
This course will engage the Ph.D. candidate in a variety of teaching experiences that will include direct (for example, teaching recitations and laboratories, guest lectures, office hours) as well non-contact preparation (exams, quizzes, demonstrations) and grading activities. The teaching experience will be conducted under the supervision of the faculty member(s) responsible for coordinating student teaching activities. All Ph.D. candidates enrolled in this course sequence will be expected to perform direct contact teaching at some point in the sequence. Recommended preparation: Ph.D. student in Mechanical Engineering.
EMAE 601. Independent Study. 1 - 18 Units.
EMAE 649. Project M.S.. 1 - 6 Units.
EMAE 650. Grad Student Seminar. 1 Unit.
This seminar course is to broaden the knowledge and enhance the academic background of the graduate students in Mechanical and Aerospace Engineering through attending seminars on the cutting-edge research topics presented by both internal and externally-invited speakers.

EMAE 651. Thesis M.S.. 1 - 18 Units.
(Credit as arranged.)
EMAE 689. Special Topics. 1 - 18 Units.
EMAE 695. Project M.S.. 1 - 9 Units.
Research course taken by Plan B M.S. students. Prereq: Enrolled in the EMAE Plan B MS Program.
EMAE 701. Dissertation Ph.D.. 1 - 9 Units.
(Credit as arranged.) Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

Division of Engineering Leadership and Professional Practice
312 Nord (7240)
http://engineering.case.edu/delpp/
Phone: 216.368.5119

The Division of Engineering Leadership and Professional Practice (http://engineering.case.edu/delpp/) (DELPP) designs, develops and administers programs and opportunities which complement and enhance the curricular offerings in the Case School of Engineering.

The DELPP staff is committed to serving all engineering undergraduate and graduate students. We work closely with students, faculty, staff, and off-campus organizational representatives to deliver experiences designed to promote excellence in engineering education.

Mission
The mission of the Division of Engineering Leadership and Professional Practice is to support, through teaching and educational research, the Case School of Engineering’s educational programs, student programs, and outreach activities at all academic levels: PreK-12, undergraduate, graduate, and continuing education.

The activities supported by DELPP include optional academic programs that enhance the engineering curriculum, such as Cooperative Education and the Dual Degree undergraduate programs, as well as global programs, leadership exposure and opportunities, and professional practice.

Cooperative Education for Undergraduate and Graduate Engineering Students
Undergraduate Cooperative Education (https://engineering.case.edu/coop/) is an academic program that enables students to alternate classroom studies with career-based experiences in industry. It is a learning experience designed to integrate classroom theory with practical experience and professional development. Co-op is a paid full-time work experience designed to maximize the student’s education. Co-op assignments are typically for a seven-month period consisting of a summer and a contiguous spring or fall semester. Co-op is available to students who have completed 4-5 semesters of coursework, are in good academic standing, registered as a full-time student, and pursuing a degree in engineering, engineering physics, or computer science. Registration in this course will serve to maintain full-time student status for the period of time that the student is on a co-op assignment.

Graduate Cooperative Education (https://engineering.case.edu/coop/) is an academic program designed for graduate students to enhance their classroom, laboratory, and research learning through participation and experience in various organizational/industrial environments where theory is applied to practice. Co-op is a paid full-time work experience for one seven-month period. Students must obtain approval from their academic advisor prior to accepting a co-op position. Graduate cooperative education experiences may be integrated with the student’s thesis or research project areas, or be solely for the purpose of gaining professional experience related to the student’s major field of study. Registration in this course will serve to maintain full-time student status for the period of time the student is on a co-op assignment. A large variety of companies hire and train the co-op students providing quality and challenging experiences.

For additional information, please contact Genine Apidone (genine/apidone@case.edu) 216.368.5024.

Dual Degree (3+2) Engineering Program
The Dual Degree (3+2) Engineering Program (https://engineering.case.edu/academics/dual-degree-program/) enables superior undergraduate students, enrolled at approximately forty participating liberal arts colleges in the continental United States and Puerto Rico, to combine a strong liberal arts foundation with the study of engineering. While enrolled at a cooperating liberal arts college, students complete courses in mathematics, chemistry, physics, and computer science in addition to studies in the humanities and social sciences. Students complete these courses during their first three years and must obtain the approval of the designated faculty liaison at the liberal arts college prior to admission to the Case School of Engineering.

Qualified candidates continue at the Case School of Engineering for an additional two years of concentrated coursework in an engineering field. At the conclusion of five years, two baccalaureate degrees are awarded: one from the liberal arts college and the other in the Bachelor of Science in Engineering degree program from Case Western Reserve University.

For additional information, please contact Deborah Fatica (deborah.fatica@case.edu) or 216.368.4449.

Engineering Academic Community Engagement
The DELPP develops strategic and intentional programming designed to engage students and promote a strong and supportive campus community.

Joint activities with faculty, alumni, staff and corporate sponsors include, but are not limited to: leadership opportunities in Engineering student organizations including National Engineers Week and the Dean’s Student Advisory Committee, hands-on industry-sponsored design competitions, and networking and mentoring with alumni and faculty.

Center for Engineering Action
The mission of the Center For Engineering Action is to provide students with opportunities to participate in multi-disciplinary team-based design
projects, research and coursework which focuses on advancing the public good through partnerships between local, regional, and global communities and Case Western Reserve University. We do this through:

- Supporting student organizations that focus on working with the vulnerable and underserved.
- Integrating service- and humanitarian-oriented experiential learning into the Case Western Reserve engineering curriculum.
- Cultivating and maintaining relationships with partner communities, organizations, and academic institutions.
- Communicating to the Case Western Reserve University community, and the public in general, the value and purpose of the Center’s work.
- Promoting available service opportunities so all interested students can take advantage of them.
- Advancing the scholarship of service-learning from both technical and pedagogical points of view.
- Building capacity in partner communities and institutions by collaboration and training.

For additional information, please contact Lynn Rollins (Lynn.Rollins@case.edu).

**Global Programs**

Global Programs ([http://engineering.case.edu/outside-classroom/global-opportunities/](http://engineering.case.edu/outside-classroom/global-opportunities/)) offer international opportunities for engineering students ranging from study abroad to short-term programs, internships and cooperative education experiences, and research opportunities. Participation in global activities optimizes the student’s educational experience as well as contributes to their societal awareness. Exposure to global activities is a valuable asset for leadership positions within multinational corporations.

The Division of Engineering Leadership and Professional Practice designs and implements programs tailored to students’ interests. Currently, short-term cultural and language immersion programs are offered in the summer at various international universities, with more being established. Additional Engineering core courses are being taught abroad during the summer.

The Case School of Engineering hosts many students from various countries which enables students to learn about and interact with various cultures. New programs and opportunities continue to develop for students.

On the graduate level, the Case School of Engineering is establishing partnerships with top-ranked international universities to host 3+1+1 students. This program enables students to receive a bachelor’s degree from their home university along with receiving a master’s degree from the Case School of Engineering.

Approximately 80% of the Case School of Engineering faculty collaborate with over one hundred universities and organizations in over thirty countries spanning six continents.

For additional information, please contact Deborah Fatica (debora.fatica@case.edu) or 216.368.4449.

**Engineering Peer Advising Program**

A staff of upper-class Engineering students, representing all Engineering majors, are available to advise undergraduate students on a drop-in basis in the Peer Advising Program ([https://engineering.case.edu/content/peer-advising-program/](https://engineering.case.edu/content/peer-advising-program/)).

Peer Advisors assist their fellow students at all stages in their college careers-helping them review major and minor selections, declare majors, review academic requirements, navigate dropping and adding courses, as well as offering recommendations and identification of other campus resources.

The Peer Advisors are selectively chosen to represent the various Engineering majors. They work in partnership with the Engineering Departmental Chairs and faculty. The Peer Advisors are extensively trained and are well prepared to answer questions and provide sound advice to their fellow students in terms of both general engineering and program-specific concerns.

All students are encouraged to stop by the Peer Advising Office in Nord, Room 316.

**Envoys High School Program**

The purpose of the Envoys Program is to increase access and persistence in STEM at CWRU for underrepresented minority students from the Cleveland and East Cleveland public schools.

Envoys is an immersive high school STEM education, training and college preparatory program. It includes:

- Three years and three summers of progressive and intensive research, mentorship and STEM coursework offered free of charge to students starting in grade 10 through grade 12.
- Coursework in chemistry, physics, math, engineering design and polymer science.
- Real-world laboratory research under the guidance of a graduate student mentor.
- Wrap-around supports, including industry mentors, leadership classes, tutoring and college-ready workshops.
- An annual stipend to help prevent Envoys students from having to work part-time.
- 1,400+ hours of individualized instruction above the normal high school curriculum.

Envoys, an innovative program for high school students, was developed at Case Western Reserve University as a vehicle for broadening participation in STEM fields through the NSF Science and Technology Center (STC) in Layered Polymeric Systems (CLiPS). The program continues in operation at CWRU with support from the university and investment from individual benefactors and philanthropic foundations. Special thanks to Mark Gelfand and the Gelfand Foundation for their support.

To learn more about the Envoys program, contact Tryreno Sowell (tns21@case.edu), Director for Education and Diversity.
COLLEGE OF ARTS AND SCIENCES

Case Western Reserve University's College of Arts and Sciences (http://artsci.case.edu/) combines a history of educational excellence with a commitment to innovation and discovery. Building on a 195-year-old tradition, the college traces its origins to several predecessor institutions, including Adelbert College, Flora Stone Mather College, Cleveland College, Western Reserve College, and Case Institute of Technology.

Today, the college offers educational and research programs in the arts and humanities, mathematics and natural sciences, and social sciences. It comprises 21 academic departments and 35 interdisciplinary programs and centers.

Brief History

Western Reserve College, the earliest of our predecessor institutions, was founded in 1826 in Hudson, Ohio, about 26 miles southwest of Cleveland. In 1882 the college moved to Cleveland, where it formed the basis for Western Reserve University. The institution expanded to include several professional and graduate schools in addition to its liberal arts programs. It also served as a magnet for other artistic, cultural, educational, medical, and scientific organizations, now its neighbors in the extraordinary setting known as University Circle.

Central to the heritage of the college are the traditions of the programs that preceded it: Adelbert College, as the men's undergraduate unit of Western Reserve University was known after the move to Cleveland; Flora Stone Mather College, initially founded in 1888 as the Cleveland College for Women; and Cleveland College, founded in 1925 in downtown Cleveland to serve part-time and adult students. These three units, each with a distinguished history of scholarship and achievement, were brought together in 1972 under the revived name of Western Reserve College. The college took its present form in 1992 when undergraduate and graduate programs and research in the arts, humanities, and social sciences were united with those in the physical sciences to form the College of Arts and Sciences.

Since the early 19th century, the college and its predecessors have participated in important developments in higher education. Examples include:

Engagement in issues of social justice. Western Reserve College's early years in Hudson saw debates between two groups, each opposing slavery. Colonizationists believed that liberated slaves should be resettled in Africa; abolitionists did not favor such a policy. After long and bitter conflict, supporters of the abolitionist movement carried the day.

Emergence of science. The college in Hudson was home to early and distinguished programs in astronomy and mathematics. Later, in 1887, Professor Edward Morley collaborated with Professor Albert Michelson of the Case School of Applied Science in a series of experiments that remain among the most significant in the history of physics.

Education of women. In the 1850s, the college's Cleveland-based Department of Medicine awarded six of the first seven medical degrees granted to women in this country. The founding of the College for Women in 1888 was only the second instance of a separate “coordinate” college for women at a major university.

Demographic and technological change. Following World War II, enrollment in Cleveland College swelled with returning veterans. During this period, the introduction of new technologies and fields of study drove increasing demand for advanced education and research in a wide range of disciplines.

Undergraduate Programs

Undergraduates in the college can choose a major or minor from almost 60 programs, design their own courses of study, or enroll in integrated bachelor’s/master’s degree programs. The university offers great flexibility to students wishing to pursue double majors in disparate fields, such as physics and studio art. In addition, students from all fields are eligible to participate in the college’s vibrant performing arts programs, including music and dance ensembles.

Beyond their course work, students are encouraged to conduct independent research within the college, in other units of the university, or in the scientific and cultural institutions of University Circle. They also have opportunities to engage in service learning projects and internships in research institutions, businesses, cultural institutions, and governmental agencies. With funding from the college's Experiential Learning Fellowship programs, undergraduates may design and carry out ambitious research projects in Cleveland or across the globe.

Graduate Programs

The college's graduate offerings include doctoral programs in 19 fields and several distinctive master’s programs. Through a partnership with Cleveland Play House, the Department of Theater has created one of the world's preeminent Master of Fine Arts programs in acting (http://theater.case.edu/graduate/master-of-fine-arts-in-acting/). The Science and Technology Entrepreneurship Program (STEP) (http://step.case.edu/) offers a three- or four-semester sequence of courses leading to a Master of Science degree in biotechnology, chemistry, or physics.

Administration

Joy K. Ward, PhD
(Duke University)
Dean; Professor, Department of Biology

Lee Thompson, PhD
(University of Colorado, Boulder)
Senior Associate Dean for Faculty Affairs; Professor, Department of Psychological Sciences

Joy Bostic, PhD
(Union Theological Seminary)
Associate Dean for Diversity, Equity, and Inclusion; Associate Professor, Department of Religious Studies

Lauren Calandrucio, PhD
(Syracuse University)
Associate Dean for Academic Affairs; Louis D. Beaumont University Professor II, Department of Psychological Sciences

Daniel Goldmark, PhD
(University of California, Los Angeles)
Associate Dean for Interdisciplinary Initiatives and International Affairs; Director, Baker Nord Center; Professor, Department of Music
analysts and their guests; 3) to contribute to the wider community by
publicize and increase the reach of the work of CWRU's policy
profile of the university by sponsoring programs and other activities
about and engage in the creation of public policy; 2) to raise the public
and rewarding institution for students and faculty who wish to learn
objectives: 1) to make Case Western Reserve University a more attractive
The Center for Policy Studies
(University of California, Berkeley)
Associate Dean and Director for SAGES; Professor, Department of Earth,
Environmental, and Planetary Sciences
Paul Wolansky, M.A.
(Bowling Green State University)
Associate Dean for Development and External Relations
Baker-Nord Center for the Humanities
Established in 1996 with a generous endowment gift from Eric and Jane
Nord, the Baker-Nord Center (http://bakernd.case.edu/) is dedicated to: 1) highlighting and celebrating the arts and humanities at Case
Western Reserve University (art history and art, classics, English, history,
modern languages and literatures, music, philosophy, religious studies,
theater, and dance) through public lectures, panels, performances,
and special programs; 2) supporting research and creative work in
the humanities and arts through fellowships, grants, and symposia,
as well as encouraging new and innovative directions in research
and creativity, including the digital humanities, through public forums
and open discussion; and 3) facilitating cross-disciplinary and inter-
disciplinary collaborations among Case Western Reserve University
faculty and members of other University Circle institutions that address
questions and problems of broad human interest, within and outside of
the academy.
Center for Education and Research in Cosmology and Astrophysics
The Center for Education and Research in Cosmology and Astrophysics
(http://www.case.edu/origins/sciences/cosmology.html) (CERCA)
is a center for the advancement and promotion of the scientific
understanding of the origin and evolution of the universe and its
contents, and their connection to fundamental physics. CERCA connects
scientists and educators in the Departments of Physics and Astronomy
and at the Shafrazi Planetarium of the Cleveland Museum of Natural
History (CMNH). It draws together theoretical and experimental
physicists and astrophysicists with observational astronomers to explore
the cosmos and, together with partner educators, to communicate
their excitement and knowledge to students and to the world at large.
CERCA is also a partner in the Institute for the Science of Origins, a
partnership of Case Western Reserve, CMNH, and ideastream to advance
their excitement and knowledge to students and to the world at large.
Center for Policy Studies
The Center for Policy Studies (http://policy.case.edu/) has four
objectives: 1) to make Case Western Reserve University a more attractive
and rewarding institution for students and faculty who wish to learn
about and engage in the creation of public policy; 2) to raise the public
profile of the university by sponsoring programs and other activities
that publicize and increase the reach of the work of CWRU’s policy
analysts and their guests; 3) to contribute to the wider community by
disseminating information and analysis of policy issues as generated
both by faculty and by guests we bring to campus; and 4) to encourage
creation of a community of policy studies on campus that may serve
in the future as the basis for further development of policy-oriented
curriculum at both the undergraduate and graduate levels.
Center for Research on Tibet
The Center for Research on Tibet (http://www.case.edu/affil/tibet/) at
Case Western Reserve University was founded in 1987 and is
administered within the Department of Anthropology. The center’s goal
is to conceptualize and conduct research on Tibetan history, society,
language, ecology/physiology, and culture so as to understand traditional
Tibet and the manner in which it has changed.
Leonard Gelfand STEM Center
The Leonard Gelfand STEM Center (http://www.case.edu/arts/csm/)
links the resources of the College of Arts and Sciences - including
faculty, staff, and students - with needs in the K12 STEM community.
Its collaborations with external partners, including schools and public
libraries, park systems, and science museums, enhance instruction and
generate student interest in the STEM fields of science, technology,
engineering, and mathematics. The center hosts the annual Northeast
Ohio Regional Science Olympiad, conducts a summer Shipwreck Camp
that includes lessons in meteorology and marine geology, and engages
middle school students in biological fieldwork in its Environmental
Heroes Program. Through the Gelfand Science and Engineering Fair
Program, it provides support for science fairs in Northeast Ohio schools,
and it recruits and trains undergraduates to assist younger students
with their science fair projects. In addition, the center participates in
the university’s Robert Noyce Teacher Scholarship Program, which provides
mentoring and other support for future math and science teachers.
Center for the Study of Writing
The Center for the Study of Writing (CSW) is a flexible, cross-disciplinary
center that fosters connections between innovative writing research and
sound pedagogical practices, and between specialized faculty expertise
and the needs and interests of aspiring undergraduate and graduate
students.
Dittrick Medical History Center
The Dittrick Medical History Center is comprised of the Dittrick museum,
archives, and collections of rare books, artifacts, and images. The center
originated as part of the Cleveland Medical Library Association (est.
1894) and today functions as an interdisciplinary study center within the
College of Arts and Sciences.
Ernest B. Yeager Center for Electrochemical Sciences
The mission of the Ernest B. Yeager Center for Electrochemical Sciences
(http://www.case.edu/arts/chem/yces/) (YCES) is: 1) to enhance the
education and training of students in fundamental and applied aspects
of electrochemistry; 2) to provide a national and international resource
for the dissemination of electrochemical knowledge within industrial,
laboratory, and academic communities and to the general public and
to support the continuing education of professional electrochemists;
(3) to promote interactions between electrochemists and their research
colleagues through seminars and symposia; and 4) to foster the
improvement of the environment and human welfare through research in
the design of materials and the development of processes and devices
that will positively influence fields from medicine and microelectronics
to energy conversion and energy storage.
Schubert Center for Child Studies
The Schubert Center for Child Studies (http://schubertcenter.case.edu/)
aims to strengthen links between child-related academic
study, public policy formation, and professional practice. The Schubert
Center convenes experts from across campus and throughout the
Cleveland community to provide an innovative forum for multidisciplinary
education, research, and communications focused on child policy.

Skeletal Research Center
The mission of the Skeletal Research Center (http://www.case.edu/
artscl/biol/skeletal/) (SRC) is to facilitate the advancement of basic
research and to accelerate the translation of this new information into
innovative clinical strategies for the regeneration and maintenance of
skeletal tissues. Based in the Department of Biology, the center provides
an organizational umbrella for the creative and innovative interactions
of faculty. Although members of our faculty have long been recognized
as leaders in skeletal research, the center was established in 1986 to
draw these individuals together into a multidisciplinary group that could
jointly approach current basic research and clinical problems. SRC is an
administrative entity under the dean of the College of Arts and Sciences
and the dean of the School of Medicine.

HUMN (HUMN)
Courses
HUMN 101. Colloquium in the Humanities. 1 Unit.
A multi-disciplinary and interdisciplinary introduction to the humanities,
which explores the multiple possibilities for working across disciplinary
boundaries. The course will include meetings with faculty from across
the humanities at the university. Colloquium meetings will consist of
discussion of prepared readings; an introduction to Baker-Nord Center
programs, including Humanities@Work; an introduction to the cultural
institutions of University Circle and Cleveland; and meetings with visiting
speakers. Course open only to Baker-Nord Scholars in the Humanities.

HUMN 201. The Public Humanities. 3 Units.
Public scholarship is a vital component of CWRU’s mission to improve
and enrich society through research that capitalizes on the power of
collaboration. This course is designed to harness that power by bringing
together students from across different humanities departments and by
facilitating deep engagement through experiential learning. Throughout
the semester, students will work individually and collaboratively towards
projects that enhance the public humanities in greater Cleveland. In
this collaborative classroom environment, students will combine their
disciplinary expertise and personal interests with our course readings and
seminar discussions. The first half of the semester focuses on theories
and methods for cultivating the public humanities. The second half of the
semester allows students to test and apply their knowledge by imagining
how they would curate future programming in the public humanities.

HUMN 224. Cleveland, Humanities, Collaboration: Research
Communities. 1 Unit.
What is collaborative inquiry in the humanities? This seminar explores
collaborative and cross-disciplinary methodologies in the humanities,
paying special attention to critical research resources and practices that
support community-based, public humanities projects and programming.
This seminar will provide a space to expand upon a research project
from prior or current coursework while experimenting with collaborative
modes of research, writing, feedback, and presentation. In the process,
students will also develop relevant skills that serve to secure meaningful
internships and other summer research opportunities or employment
in humanities-related fields. Prereq or Coreq: SAGES First Seminar or
FSTS 100.

HUMN 225. Cleveland, Humanities, Collaboration: Leadership Values and
Skills. 1 Unit.
How do the humanities shape leadership values? How can the next
generation of humanities leaders make the values of diversity and
sustainability more central to their organizations? In this one-credit
experiential engagement course, students reflect on these questions
through a combination of seminar readings and direct conversations
with former humanities students who are now in leadership positions
at museums, corporations, nonprofits, and community organizations.
Over the course of the semester, the students also work collaboratively
to broaden their own leadership skills, including through networking,
informational interviews, public speaking, career benchmarks, and short
writing assignments. Over the course of the semester, students will:
- Critically examine the role of the humanities in shaping leadership values
- Present their expertise confidently through both live and pre-recorded
formats - Explain their social and intellectual values in succinct and
engaging ways - Work as teams to network in support of their individual
postgraduate goals Prereq: Successful completion of FSTS 100 or SAGES
First Seminar.

HUMN 226. Cleveland, Humanities, Collaboration: Sharing Discoveries. 1
Unit.
How do you effectively communicate your humanities research and
education to multiple publics? In this seminar, we will explore the practice
of translation, paying particular attention to the various modes of writing
and communication that enable humanities scholars to communicate
both the value and significance of their humanities research and
education. This seminar will provide a space to develop your writing
and scholarly portfolio while also experimenting with different modes
of translation including blog posts, opinion editorials, resumes, grant
writing, and digital portfolios. In the process, the seminar will further
develop relevant skills that serve to secure meaningful internships and
other summer research opportunities or employment in humanities-
related fields. Prereq: Passing letter grade in SAGES First Seminar or
FSTS 100.

HUMN 316. Methods in Public Humanities and Civic Engagement. 3
Units.
Who has access to knowledge and why? How is knowledge produced and
publicized? What and where is the public? Who is included and excluded
in this public? What is the role of art and culture in various publics? This
innovative new course will address these questions as it introduces
students to the theories and methods of the Public Humanities and
Civic Engagement. Broadly defined, Public Humanities works to engage
diverse publics in the subjects of the humanities by making topics like art
history, literary history, film, and theater, accessible and understandable
to a wider civic audience, but it also interrogates the concept of the
expert and seeks to find experts in the field, rather than exclusively
in the academy. Through a combination of reading, discussion, and
virtual (or in person) visits from leaders of Cleveland-area organizations,
administrators, legislators, and public historians, this course will teach
you how to put your degrees to work for the greater good! Although this
course is about Public Humanities & Civic Engagement, it is open to
students in all fields across the university who are interested in ways
to integrate the community in their education and to think creatively
about the types of work their academic training prepares them to do.
Undergraduate and graduate students will benefit from opportunities to
broaden their professional networks and to learn more about the kinds
of skills that are necessary in professions across the disciplines. Offered as
ARTH 316, ARTH 416, HUMN 316, and HUMN 416.
IHSC (IHSC)

IHSC 300. Synthesis of Premedical Concepts. 3 Units.
This course aims to hone skills necessary to synthesize and integrate knowledge across multiple subject areas, and to assist in preparing for health professional school admission, such as the MCAT. The course is team taught to include faculty expertise in biochemistry, biology, chemistry, English, mathematics, physics, psychological sciences and sociology. Critical analysis and reasoning skills will be emphasized. Completion of introductory courses in all subject areas above is strongly recommended before taking this course. MCAT materials from the AAMC (Association of American Medical Colleges) will be used to guide and enhance a student's ability to synthesize across many fields, and increase critical reasoning and analytical competencies.

Academic English Proficiency for International Graduate Students

717 Crawford Hall
www.case.edu/international/international-student-services/academic-english-program (http://www.case.edu/international/international-student-services/academic-english-program/)
Phone: 216.368.6994
Kurt Koenigsberger
kurt.koenigsberger@case.edu

The Academic English Proficiency (AEP) Program for International Graduate Students provides English language development for students who need to raise their scores on the Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), or equivalent evaluation, for acceptance into a CWRU graduate degree program. The successful applicant gains provisional acceptance into a graduate program, with the provision being satisfied by their achievement of the necessary language score.

The program's English language and speech production curriculum comprises two modules, each module lasting one semester and consisting of three three-credit courses. Students enroll in one module (one semester) or two modules (two semesters) depending on their incoming language achievement score. AEP students also enroll each semester in a supplementary, non-credit-bearing workshop designed to assist students in engaging effectively at CWRU.

Please note: the AEP program is not accepting applications at this time.

Department of Anthropology

238 Mather Memorial Building
www.case.edu/artsci/anth (http://www.case.edu/artsci/anth/)
Phone: 216.368.3703; Fax: 216.368.5334
Janet McGrath, Department Chair
janet.mcgrath@case.edu

Anthropology, with its broad comparative approach, is in a strategic position to contribute to the identification and resolution of many of the problems, both local and global, that challenge society today. The Department of Anthropology offers programs leading to both undergraduate (Bachelor of Arts) and graduate (Master of Arts, Doctor of Philosophy) degrees. In addition, the department offers joint graduate degree programs with the Case Western Reserve University School of Medicine (MA or PhD/MPH and MA or PhD/MD). Students graduating with a BA in anthropology (http://www.case.edu/artsci/anth/) normally must continue for the MA or PhD degree if they are interested in working as anthropologists.

Department Faculty

Janet McGrath, PhD
(Northwestern University)
Professor and Chair; Director of Graduate Programs; Associate Professor of International Health, School of Medicine
Biomedical anthropology; anthropology of infectious disease; international and global health; AIDS; urban health; United States, Africa

Katia M. Almeida-Tracy, PhD
(Federal University of Rio Janeiro)
Senior Instructor
Cultural and social anthropology; cultures of Latin America and Brazil; linguistic anthropology; anthropology and higher education; globalization and human development; visual anthropology, art & aesthetics; contemporary youth cultures; Amazonian ethnology

Cynthia Beall, PhD
(Pennsylvania State University)
Distinguished University Professor and Sarah Idell Pyle Professor of Anthropology; Co-Director, Center for Research on Tibet; Member, National Academy of Sciences
Biological anthropology; adaptation to high-altitude hypoxia on the Andean, Tibetan, and East African plateau; genetics of human adaptation, evolutionary human biology, evolutionary medicine
Melvyn C. Goldstein, PhD  
(University of Washington)  
Distinguished University Professor; John Reynolds Harkness Professor; Co-Director, Center for Research on Tibet; Professor of International Health, School of Medicine; Member, National Academy of Sciences  
Sociocultural anthropology; global aging, population studies, pastoralism, modernization and nationalism, anthropology and history, Sino-Tibetan history; Tibet, China, Mongolia, Himalayas

Lawrence P. Greksa, PhD  
(Pennsylvania State University)  
Professor  
Physical anthropology; human biology; growth and development; nutrition; demography; modernization; Polynesia; Andes; Old Order Amish

Lee D. Hoffer, PhD  
(University of Colorado, Denver; Washington University School of Medicine)  
Associate Professor  
Cultural and medical anthropology; drug addiction; psychiatric epidemiology; ethnographic research methods; complex systems; computational modeling; economic anthropology; United States

Jill E. Korbin, PhD  
(University of California, Los Angeles)  
Lucy Adams Leffingwell Professor; Senior Advisor, Schubert Center for Child Studies; Co-Director, Childhood Studies Program  
Cultural, medical, and psychological anthropology; culture and human development; child maltreatment and child well-being; neighborhood and community; Urban U.S.; Old Order Amish

Jim G. Shaffer, PhD  
(University of Wisconsin, Madison)  
Associate Professor  
Archaeology; Middle East, Central Asia, Indus Valley, India

Lihong Shi, PhD  
(Tulane University)  
Associate Professor  
Sociocultural anthropology; reproduction; gender and family relations; grief and healing; population aging and sex-ratio imbalance; China, East Asia

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Jennifer Furin, MD, PhD  
(Harvard University; University of California)  
Adjunct Assistant Professor; Lecturer, Department of Global Health and Social Medicine, Harvard Medical School  
Medical anthropology; infectious diseases; HIV, TB; community health; health policy and programming; Haiti, Peru, former Soviet Union, Resotho, Rwanda

Bridget M. Haas, PhD  
(University of California, San Diego)  
Adjunct Assistant Professor; NIH T32 Postdoctoral Research Fellow, School of Medicine  
Cultural, medical, and psychological anthropology; refugees and asylum seekers; migration and health; culture and trauma; violence; families and youth; United States

Yohannes Haile-Selassie Ambaye, PhD  
(University of California, Berkeley)  
Adjunct Professor; Curator and Head of Physical Anthropology, Cleveland Museum of Natural History  
Human evolution; Plio-Miocene mammalian evolution; Hominin paleoecology

David Kaawa-Mafagiri, PhD  
(Case Western Reserve University)  
Adjunct Assistant Professor; Associate Director, Center for Social Science Research on AIDS; Senior Lecturer, Department of Social Work and Social Administration, Makerere University (Uganda); Senior Research Fellow, Global Applied Research in Social, Economic, Health and Development (GARSEHD); Research Director, Equal Opportunities for Women and Children in Uganda Limited (EWOC)  
Biomedical anthropology; Anthropology of infectious disease; Global health; social patterning of health; community health interventions; child abuse and neglect; health sciences and social work educational systems; East and Central Africa, Uganda

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Katharina Rynkiewich, PhD  
(Washington University)  
Postdoctoral Scholar  
Sociocultural and medical anthropology, antibiotic resistance

---

Adjunct Faculty

Nicole M. Burt, PhD  
(University of Alberta, Edmonton)  
Adjunct Assistant Professor; Curator and Head of Human Health and Evolutionary Medicine, Cleveland Museum of Natural History  
Stable isotope biogeochemistry (diet and migration); chronic disease; human growth and development; forensics

---

Secondary Faculty

Patricia A. Marshall, PhD  
(University of Kentucky)  
Professor, Department of Bioethics, School of Medicine  
Empirical bioethics research; informed consent to research; ethics in genetics research; genomic research in Africa; cross-cultural studies
Scott W. Simpson, PhD  
(Kent State University)  
Professor, Department of Anatomy, School of Medicine  
Miocene-Pleistocene hominin evolution; dental anthropology; human anatomy; functional anatomy

James C. Spilsbury, PhD  
(Case Western Reserve University)  
Associate Professor and Director, Academic Development Core, Department of Epidemiology and Biostatistics, Center for Clinical Investigation, CWRU School of Medicine  
Cultural and medical anthropology; sleep, child maltreatment; United States

Visiting Faculty

Alanna Cooper, PhD  
(Boston University)  
Visiting Assistant Professor, Abba Hillel Silver Chair of Jewish Studies, Department of Religious Studies  
Jewish Studies; Central Asia; history and memory; material culture

Emeriti

Charlotte Ikels, PhD  
(University of Hawaii)  
Professor Emerita  
Cross-cultural aging, lifecourse, death and dying; intergenerational relationships; urban life; comparative bioethics; China

Retired

Atwood D. Gaines, PhD (University of California), MPH (Berkeley)  
Professor; Professor of Psychiatry and Professor of Bioethics, CWRU School of Medicine; Professor of Nursing, Frances Payne Bolton School of Nursing  
Millennial medical anthropology; cultural studies of science and medicine; cultural bioethics; religion; aging and dementia; social identity and health; United States; France and the Mediterranean

Undergraduate Programs

Majors

The undergraduate major requires a minimum of 30 semester hours in anthropology. The undergraduate program provides a cross-cultural perspective on human behavior, culture, and biology. Students may choose from four major concentrations.

1. **The General Anthropology Concentration** provides training in three subdisciplines of anthropology. The first, sociocultural anthropology, emphasizes relationships among socioeconomic institutions, cultural ecology, health and medicine, religion and symbolism, individual psychological variables, and language. The second, physical anthropology, emphasizes human ecology and adaptability, human growth and development, nutritional adaptation, epidemiology, and human and nonhuman primate evolution. The third, archaeology, deals with the long sequences of independent sociocultural, technological, and ecological evolution that have taken place under diverse conditions.

2. **The Medical Anthropology Concentration** provides training in the three subdisciplines discussed above, but with a focus on their relationship to physical and mental health, illness, disease, and medicine.

3. **The Physical Anthropology Concentration** deals with the biological nature of humans past and present. Physical anthropologists look beyond purely biological phenomena to understand how biology, behavior, and environment interact. Most course work is in the subdiscipline of human biology, which seeks to understand those interactions by studying physiology, genetics, nutrition, and epidemiology in modern human populations throughout the world. The concentration also provides training in paleoanthropology, which documents the biological history of humans and, in conjunction with archaeology, analyzes those interactions for past humans.

4. **The Archaeology Concentration** focuses on the customs and daily life of people who lived in the past. Anthropologists excavate and analyze the material remains of the sites of human occupation. At the same time, archaeological research seeks to understand the evolution of culture and society by determining how and why changes in human society have occurred.

### General Anthropology Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>ANTH 102</td>
<td>Being Human: An Introduction to Social and Cultural Anthropology</td>
<td>3</td>
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**One geographic area course, such as the courses listed here. Other courses must be approved by the department.**

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</table>

**Approved anthropology electives**  

**Total Units**  

18

**Medical Anthropology Concentration**

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### Three anthropology courses covering health/illness-related topics, such as the courses listed here. Other courses must be approved by the department.

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<tr>
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<tr>
<td>ANTH 302</td>
<td>Darwinian Medicine</td>
</tr>
<tr>
<td>ANTH 303</td>
<td>Interdisciplinary Solutions to Global Health Issues</td>
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<td>ANTH 306</td>
<td>The Anthropology of Childhood and the Family</td>
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<td>Current Global Health Events</td>
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<td>Introduction to Global Health</td>
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<td>Global Politics of Reproduction</td>
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<td>Gender and Sex Differences: Cross-cultural Perspective</td>
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<td>Population Change: Problems and Solutions</td>
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<td>ANTH 378</td>
<td>Reproductive Health: An Evolutionary Perspective</td>
</tr>
</tbody>
</table>

### Approved anthropology electives 9

### Total Units 30

### Physical Anthropology Concentration

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<td>ANTH 353</td>
<td>Chinese Culture and Society</td>
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### Three approved archaeology courses, such as:

<table>
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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>ANTH 202</td>
<td>Archaeology of Eastern North America</td>
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<tr>
<td>ANTH 320A</td>
<td>Field Methods and Field Work in Paleanthropology</td>
</tr>
<tr>
<td>ANTH 331</td>
<td>The Most Ancient Near East</td>
</tr>
<tr>
<td>ANTH 333</td>
<td>Roots of Ancient India: Archaeology of South Asia</td>
</tr>
<tr>
<td>ANTH 399</td>
<td>Independent Study (if approved by advisor)</td>
</tr>
</tbody>
</table>

### Approved anthropology electives 6

### Total Units 30

### Departmental Honors

This program is open to qualified majors in anthropology who have completed 15 hours of anthropology with a 3.25 GPA and who have an overall 3.0 GPA. Students should apply for the program in the fall semester of their junior year and, if approved, register for ANTH 391 Honors Tutorial and ANTH 392 Honors Tutorial in the spring of their junior year and the fall of their senior year.

Honors students are required to undertake a research project under the supervision of one or more faculty members and to present an acceptable research paper in the fall semester of their senior year. Students interested in the program should contact one of the department's undergraduate advisors.
Certificate in Global Health
The Certificate in Global Health (p. 854) is the centerpiece of the Framework for Global Health, a program made up of faculty members from across the Case Western Reserve University campus. Undergraduate and graduate anthropology students in the Certificate Program will be grounded in global health issues by a core course (INTH 301 Fundamentals of Global Health) that introduces them to key concepts and vocabulary and facilitates communication across disciplines.

Requirements for the Certificate in Global Health are as follows:
- INTH 301 Fundamentals of Global Health
- ANTH 359 Introduction to Global Health
- ANTH 215 Health, Culture, and Disease: An Introduction to Medical Anthropology
- One approved elective

Integrated Graduate Studies
The Department of Anthropology participates in the Integrated Graduate Studies Program (p. 1298). Interested students can find the general requirements and the admission procedures for the program in the Undergraduate Studies section of this bulletin and may consult the department for further information.

Minors
The department offers four minor emphases in anthropology: general anthropology, medical anthropology, archaeology, and physical anthropology. All require a minimum of 15 semester hours in anthropology.

General Anthropology Minor
ANTH 102 Being Human: An Introduction to Social and Cultural Anthropology 3
ANTH 103 Introduction to Human Evolution 3
One geographic area course, such as the courses listed here. Other courses must be approved by the Department.
- ANTH 312 Ethnography of Southeast Asia
- ANTH 314 Cultures of the United States
- ANTH 331 The Most Ancient Near East
- ANTH 333 Roots of Ancient India: Archaeology of South Asia
- ANTH 349 Cultures of Latin America
- ANTH 353 Chinese Culture and Society
Approved electives 6
Total Units 15

Medical Anthropology Minor
ANTH 102 Being Human: An Introduction to Social and Cultural Anthropology 3
ANTH 103 Introduction to Human Evolution 3
ANTH 215 Health, Culture, and Disease: An Introduction to Medical Anthropology 3
One geographic area course, such as the courses listed here. Other courses must be approved by the Department.
- ANTH 312 Ethnography of Southeast Asia
- ANTH 314 Cultures of the United States
- ANTH 331 The Most Ancient Near East
- ANTH 333 Roots of Ancient India: Archaeology of South Asia
- ANTH 353 Chinese Culture and Society
Two approved physical anthropology electives, such as: 6
- ANTH 302 Darwinian Medicine
- ANTH 320B Field Methods and Field Work in Paleoanthropology
- ANTH 323 AIDS: Epidemiology, Biology, and Culture

One anthropology course covering health/illness-related topics, such as the courses listed here. Other courses must be approved by the department.
- ANTH 302 Darwinian Medicine
- ANTH 303 Interdisciplinary Solutions to Global Health Issues
- ANTH 306 The Anthropology of Childhood and the Family
- ANTH 316 Current Global Health Events
- ANTH 323 AIDS: Epidemiology, Biology, and Culture
- ANTH 326 Power, Illness, and Inequality: The Political Economy of Health
- ANTH 328 Medical Anthropology and Public Health
- ANTH 335 Illegal Drugs and Society
- ANTH 337 Comparative Medical Systems
- ANTH 338 Maternal Health: Anthropological Perspectives on Reproductive Practices and Health Policy
- ANTH 359 Introduction to Global Health
- ANTH 360 Global Politics of Reproduction
- ANTH 365 Gender and Sex Differences: Cross-cultural Perspective
- ANTH 366 Population Change: Problems and Solutions
- ANTH 371 Culture, Behavior, and Person: Psychological Anthropology
- ANTH 376 Topics in the Anthropology of Health and Medicine
- ANTH 378 Reproductive Health: An Evolutionary Perspective

Total Units 15

Physical Anthropology Minor
ANTH 102 Being Human: An Introduction to Social and Cultural Anthropology 3
ANTH 103 Introduction to Human Evolution 3
One geographic area course, such as the courses listed here. Other courses must be approved by the Department.
- ANTH 312 Ethnography of Southeast Asia
- ANTH 314 Cultures of the United States
- ANTH 331 The Most Ancient Near East
- ANTH 333 Roots of Ancient India: Archaeology of South Asia
- ANTH 353 Chinese Culture and Society
Two approved physical anthropology electives, such as: 6
- ANTH 302 Darwinian Medicine
- ANTH 320B Field Methods and Field Work in Paleoanthropology
- ANTH 323 AIDS: Epidemiology, Biology, and Culture
The Department of Anthropology offers graduate programs leading to the Master of Arts and Doctor of Philosophy degrees in anthropology with specializations in medical anthropology and global health.

The department also offers these combined degrees with the School of Medicine:

- MA or PhD/MPH
- MA or PhD/MD

### Master of Arts

The purpose of the Master of Arts degree program is to prepare students to begin teaching, research, or service careers with a solid background in anthropology. Undergraduate course work in anthropology, while helpful, is not a prerequisite for admission.

The MA program is designed for two groups of students. First, students who wish to obtain a PhD but enter the program with only a BA, must obtain the MA before being admitted to the PhD program. This is accomplished in three semesters. Second, for those students who wish to obtain an MA only, it is possible to meet degree requirements in one year (two semesters). This program is designed for students who plan careers in other fields, including the allied health professions. These students may not enter the PhD program directly, although they may choose to apply.

Requirements for the master's degree include credit hour requirements, core course requirements, and a six-hour comprehensive written Master of Arts examination. A candidate for the master's degree is required to complete 30 hours of class work, including an approved statistics course (3 hours) in which the student has earned a grade of C or better. No more than 6 credit hours of electives may be taken in 300-level courses (advanced undergraduate courses). All master's degree candidates are required to attain a minimum cumulative grade point average of 3.0 in the core courses (described below) in order to qualify for the degree.

All master's degree candidates are required to take the comprehensive written examination before the completion of 30 semester hours of graduate work. Written master's degree examinations can receive one of three grades: High Pass, Pass, or Fail. "High Pass" signifies performance sufficient for both the Master of Arts degree and advancement to the Doctor of Philosophy program, provided other requirements have also been satisfied. "Pass" signifies performance adequate for the master's degree but insufficient to enter the doctoral program. "Fail" means a performance inadequate for the master's degree. In the case of grades of Pass and Fail, the written examination may be retaken once.

### Medical Anthropology and Global Health Program

The objective of the Medical Anthropology and Global Health Program is to train medical anthropologists, physicians, nurses, and other health professionals (1) to recognize and deal with, on both theoretical and practical levels, the complex relations between the biological, social, cultural, psychological, economic, and techno-environmental determinants and concomitants of sickness and health in both local and global settings; and (2) to analyze and evaluate how health services are organized and delivered.

Students are encouraged to obtain a Certificate in Global Health (p. 854) during their studies. The Certificate in Global Health is described below.

### MA Requirements

The curriculum covers the range of medical anthropology interests: ethnomedicine, international and global health, psychiatric anthropology, human adaptation and disease, nutrition, and so on. All Master of Arts degree students in medical anthropology must complete 30 hours:

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<tr>
<th>Course Code</th>
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<th>Units</th>
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<tbody>
<tr>
<td>ANTH 439</td>
<td>Ethnographic and Qualitative Research Methods</td>
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<td>ANTH 462</td>
<td>Contemporary Theory in Anthropology</td>
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<td>ANTH 480</td>
<td>Medical Anthropology and Global Health I</td>
<td>3</td>
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<td>ANTH 481</td>
<td>Medical Anthropology and Global Health II</td>
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<td><strong>Total Units</strong></td>
<td><strong>30</strong></td>
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</table>

* Anthropology or other department offerings with advisor approval.
**Doctor of Philosophy**

The Doctor of Philosophy degree program includes specializations in medical anthropology and global health. It requires a minimum of 36 credit hours.

PhD students work with their doctoral advisor and faculty committee to determine prior to completing candidacy exams what foreign language, if any, is needed to successfully complete the PhD. If language competency is required, the language requirement can be met by a demonstration of competency either in a relevant written language or in an oral field language. The advisor, in consultation with the committee, will determine the level of competency needed and by what means language proficiency will be certified. Certification of competency must occur prior to the dissertation defense.

**PhD Requirements**

All PhD students in medical anthropology are required to complete the PhD requirements. Students develop a specific plan of study, requiring a minimum of 36 credit hours, in consultation with their advisor.

- Students must take an approved statistics course (3 credits) and earn a grade of C or better if this requirement has not been fulfilled at the MA level.
- Students must take ANTH 504 Anthropological Research Design
- Students must complete two approved seminars (500 level).
  ANTH 504 and ANTH 599 Tutorial: Advanced Studies in Anthropology
do not count towards this requirement.
- Students may not take more than six total credit hours of ANTH 599.
- Students must take 18 credit hours in dissertation (ANTH 701 Dissertation Ph.D.) after completing a candidacy examination.

After completing course requirements, a student must take the written Doctor of Philosophy candidacy examination. This examination consists of two topical exams and a dissertation prospectus. The examination is designed and evaluated by the doctoral committee.

**Certificate in Global Health (p. 854)**

The Certificate in Global Health is the centerpiece of the Framework for Global Health, a program made up of faculty members from across the Case Western Reserve University campus. Anthropology students in the Certificate program will be grounded in global health issues by a core course (INTH 301 Fundamentals of Global Health) that introduces them to key concepts and vocabulary and facilitates communication across disciplines. The Certificate in Global Health is available to anthropology graduate students at both the MA and PhD levels.

Requirements for the Certificate in Global Health are as follows:

- INTH 401 Fundamentals of Global Health
- ANTH 459 Introduction to Global Health
- ANTH 480 Medical Anthropology and Global Health
- ANTH 599 Tutorial: Advanced Studies in Anthropology

**Dual-Degree Programs**

**MA or PhD/MPH Program with the School of Medicine**

The joint MA or PhD/MPH program provides students with the opportunity to receive an anthropology graduate degree and a public health degree simultaneously. A combined public health/anthropology degree is especially valuable to students interested in working in global or international health, or within health policy programs. By allowing for cross-counting of course credits, the dual degree MA/MPH program can be completed by taking 63 credit hours (24 in anthropology and 39 in public health). The dual degree PhD/MPH requires an additional 18 credit hours in anthropology beyond the MA level and 18 hours of ANTH 701 Dissertation Ph.D. All dual-degree students develop a program of study with their advisors in both anthropology and public health.

**MA or PhD/MD Program with the School of Medicine**

The objectives of the dual MA or PhD/MD program are to train unusually qualified and motivated students to conduct research on a broad range of bio-cultural problems, with emphasis on the relationship between medicine, ecology, subsistence variables, population dynamics, and disease epidemiology; and to identify and analyze sociocultural impediments to the successful introduction of effective functioning and evaluation of health care programs in diverse contexts. Applicants should make separate application for admission to the School of Medicine and the Department of Anthropology (through the School of Graduate Studies). Applications to the Department of Anthropology may include MCAT scores rather than GRE scores, in addition to other information indicated on the graduate school forms.

**Courses**

ANTH 101. Exploring Anthropology. 1 Unit.
The broad field of anthropology studies "all things human" in ways that stand apart from sociology, psychology, history, and other areas of the humanities and sciences. This course explores anthropologists, study of archaeology, culture, human biology, language and medicine to understand humans in general and in specific contexts. It dispels common myths and misconceptions (for instance, archaeologists like to excavate graves, humans evolved from monkeys, the field deals with primitive people, it is not scientific). The faculty of the Case Western Reserve University Anthropology Department and affiliated anthropologists talk briefly about their field or subfield, its big questions, and their research.

ANTH 102. Being Human: An Introduction to Social and Cultural Anthropology. 3 Units.
The nature of culture and humans as culture-bearing animals. The range of cultural phenomena including language, social organization, religion, and culture change, and the relevance of anthropology for contemporary social, economic, and ecological problems.

ANTH 103. Introduction to Human Evolution. 3 Units.
Physical, cultural, and technological evolution of humans. The systematic interrelationships between humans, culture, and environment.

ANTH 107. Archaeology: An Introduction. 3 Units.
Basic archaeological concepts are discussed followed by a review of human cultural and biological evolution from the earliest times through development of state organized societies. Geographical scope is worldwide with special attention given to ecological and cultural relationships affecting human societies through time.

ANTH 202. Archaeology of Eastern North America. 3 Units.
This course is an introduction to the archaeology and prehistory of the eastern woodlands of North America. Course material will focus on the archaeological record of native societies living east of the Mississippi River from the first arrivals at the end of the Pleistocene up to the coming of Europeans. Specific topics for discussion include late Pleistocene settlement, hunter-gatherer environmental adaptations, the origin of food production, and the development of ranked societies.
ANTH 215. Health, Culture, and Disease: An Introduction to Medical Anthropology. 3 Units.
This course is an introduction to the field of Medical Anthropology. Medical Anthropology is concerned with the cross-cultural study of culture, health, and illness. During the course of the semester, our survey will include (1) theoretical orientations and key concepts; (2) the cross-cultural diversity of health beliefs and practices (abroad and at home); and (3) contemporary issues and special populations (e.g., AIDS, homelessness, refugees, women’s health, and children at risk).

ANTH 225. Evolution. 3 Units.
Multidisciplinary study of the course and processes of organic evolution provides a broad understanding of the evolution of structural and functional diversity, the relationships among organisms and their environments, and the phylogenetic relationships among major groups of organisms. Topics include the genetic basis of micro- and macro-evolutionary change, the concept of adaptation, natural selection, population dynamics, theories of species formation, principles of phylogenetic inference, biogeography, evolutionary rates, evolutionary convergence, homology, Darwinian medicine, and conceptual and philosophical issues in evolutionary theory. Offered as ANTH 225, BIOL 225, EEPS 225, HSTY 225, and PHIL 225.

ANTH 233. Introduction to Jewish Folklore. 3 Units.
Exploration of a variety of genres, research methods and interpretations of Jewish folklore, from antiquity to the present. Emphasis on how Jewish folk traditions and culture give us access to the spirit and mentality of the many different generations of the Jewish ethnic group, illuminating its past and informing the direction of its future development. Offered as ANTH 233, RLGN 233, and JDST 233. Counts for CAS Global & Cultural Diversity Requirement.

ANTH 255. Global Judaism: Diversity Across the Jewish World. 3 Units.
Scattered across the globe over the course of millennia, Jews’ diverse histories and environments have given rise to a great range of religious, cultural and social forms. Using ethnographies as our primary texts, we will think critically and comparatively about Judaism and Jewishness in the Americas, Europe, Africa, and Asia. Along our journey, we examine how Jews have navigated their experiences as minorities in their many diaspora homelands, and how they have they adapted their cultural and religious practices to the various environments in which they have found themselves. In addition to exploring their Jewishness vis-à-vis others, we also examine questions of exclusion and belonging that Jews have faced as they have encountered each other in recent decades through tourism, mass migration, globalization, and the internet. How do the world’s varied Jewish groups - who are of different skin colors, who speak different languages, and who carry different historical memories - navigate ethnic divides, race relations, and religious diversity? Should we speak of a single Jewish religion and Jewish people at all? Offered as ANTH 255, ETHS 255, JDST 255 and RLGN 255. Counts for CAS Global & Cultural Diversity Requirement.

ANTH 300. Global Health Design in Uganda. 1 - 3 Units.
The CWRU Anthropology-Engineering Collaborative (AEC) offers this unique course applying social science and engineering skills and expertise to address global health issues in Uganda. The AEC is part of a longstanding collaboration between CWRU and Makerere University in Kampala, Uganda. Students collaborate with students at Makerere University in Kampala, Uganda and the CWRU student group, Global Health Design Collaborative (GHDC), to design and implement solutions to specific health issues in Luwero, Uganda. Students meet weekly during the semester to learn about global health technology design and anthropology. Students work with GHDC and program faculty on specific projects; activities may include conducting needs assessment, prototype development, design validation and verification, and preparation of a project report. Current projects focus on designing a pediatric pulse oximeter; identifying means to preserve the cold chain for vaccine outreach and improving medical waste disposal. In Uganda, students and their Makerere University counterparts travel together to Luwero district where they visit health centers to collaborate with local staff to review current design prototypes and issues. Activities include: talking to health center staff at different levels of the health care system, observing a community health outreach, and meeting with diverse stakeholders in Luwero and Kampala. Students gain hands-on experience in engineering design, social science methods, and working in transnational, interdisciplinary teams and contribute directly to ongoing efforts to address global health issues in Uganda. Students are encouraged to contribute to the projects through ongoing work with GHDC. The course may be taken as either ENGR 350U or ANTH 300. The course fee covers travel and on-the-ground expenses. The class is open to all majors but enrollment is by application and instructors’ consent. Students who enroll in 3 credits may count the class for the CSE humanities/social science requirement and/or the CAS Global and Cultural Diversity requirement. Offered as ENGR 350U and ANTH 300.

ANTH 302. Darwinian Medicine. 3 Units.
Darwinian medicine deals with evolutionary aspects of modern human disease. It applies the concepts and methods of evolutionary biology to the question of why we are vulnerable to disease. Darwinian (or evolutionary) medicine proposes several general hypotheses about disease causation including disease as evolutionary legacy and design compromise, the result of a novel environment, a consequence of genetic adaptation, the result of infectious organisms' evolutionary adaptations, and disease symptoms as manifestation of defense mechanisms. It proposes that evolutionary ideas can explain, help to prevent and perhaps help to treat some diseases. This course presents the basic logic of Darwinian medicine and evaluates hypotheses about specific diseases that illustrate each of the hypotheses about disease causation. Recommended preparation: ANTH 103. Offered as ANTH 302 and ANTH 402.
ANTH 303. Interdisciplinary Solutions to Global Health Issues. 3 Units.
This unique course brings together the expertise of engineers and social scientists to address global health issues through a combination of classroom-based learning and experiential learning through team-based design projects and field-based community assessments. Students will experience the process of engineering design by participating in teams organized around solutions to real-world health problems in the developing world. Methods from social sciences will be practiced and brought to bear in the process, including assessment of global health needs, and evaluation of success of interventions. Students will study and discuss current key issues in global health, and ethics surrounding health care, disparity, methods of intervention, and develop skills in how to define and frame problems and communicate effectively across disciplines. The course is organized around ongoing projects that seek to design technical solutions to global health issues, with a focus on Uganda. The teams will also work and learn with students and faculty of Biomedical Engineering and Social Sciences at Makerere University (MUK), Uganda. Examples of interactions with MUK will include discussion of common readings, peer-review, and joint planning, implementation, and review of fieldwork. Students enrolled in ANTH 303/ENGR 397 are eligible to travel to Uganda to participate in project activities over Spring Break. Travelers must be enrolled in ENGR 350U. This course is an approved SAGES Departmental Seminar. A student in the Case School of Engineering may use this course to meet an Engineering Core Breadth requirement, either in place of ENGL 398 and ENGR 398, or as a Social Science course (ANTH 303 cross-list). No student may count the course to satisfy both of these requirements. Offered as ANTH 303 and ENGR 397. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

ANTH 305. Public Policy in Child Development. 3 Units.
This course introduces students to issues in public policy that impact children and families. Local, state, and federal child policy will be considered, and topics will include, for example, policies related to child poverty, education, child welfare, juvenile justice, and children’s physical and mental health. Students will learn how policy is developed, how research informs policy and vice versa, and a framework for analyzing social policy. Recommended preparation: One social sciences course or consent. Offered as ANTH 305, ANTH 405, CHST 301, CHST 401, and POSC 382A.

ANTH 306. The Anthropology of Childhood and the Family. 3 Units.
Child-rearing patterns and the family as an institution, using evidence from Western and non-Western cultures. Human universals and cultural variation, the experience of childhood and recent changes in the American family. Recommended preparation: ANTH 102. Offered as ANTH 306 and ANTH 406.

ANTH 307. Experiential Learning in Child Policy. 3 Units.
Focus on state and federal legislative policy impacting children, youth, and families. Course includes an experiential learning component at the state or federal level and a travel experience to either Columbus, OH or Washington, DC to learn firsthand how policy is formed. Students may take this course twice for credit. Offered as ANTH 307 and CHST 302.

ANTH 308. Child Policy Externship. 3 Units.
Externships offered through CHST 398/ANTH 308 give students an opportunity to work directly with professionals who design and implement policies that impact the lives of children and their families. Agencies involved are active in areas such as public health, including behavioral health, education, juvenile justice, childcare and/or child welfare. Students apply for the externships, and selected students are placed in local public or nonprofit agencies with a policy focus. Each student develops an individualized learning plan in consultation with the Childhood Studies Program faculty and the supervisor in the agency. CHST 398/ANTH 308 is a 3 credit-hour course and may be taken twice for a total of 6 credit hours. Offered as CHST 398 and ANTH 308. Prereq: CHST 301.

ANTH 310. Introduction to Linguistic Anthropology. 3 Units.
This is an introduction to the core concepts, theories and methodologies that form the study of language from an anthropological point of view. The course provides exposure to current issues in linguistic anthropological research and reviews some of the foundational topics of research past, highlighting the contributions of linguistics to anthropology and social science. Topics to be explored include: 1) an overview of the study of language (language structure and patterns, the effects of linguistic categories on thought and behavior, meaning and linguistic relativity, cross-language comparison, and non-verbal communication); 2) doing linguistic anthropology "on the ground" (an intro to the laboratory and field techniques of linguistic anthropology); 3) the study of language as function and social action (language and social structure, speech acts and events, verbal art, language and emotion); and 4) the study of language/discourse and power (language in politics, medicine, and law). Offered as ANTH 310 and ANTH 410.

ANTH 312. Ethnography of Southeast Asia. 3 Units.
This course examines the people and cultures of Southeast Asia from an anthropological perspective. From a starting place of the local people we will explore important aspects of life in this region such as agriculture, religion, health, medicine, nation-building, ethnic identity, art, and technology. Additionally, we will examine and question the ideas, traditions, and scholarly modes of study that brought this geographical area together as a region. Offered as ANTH 312 and ANTH 412. Counts for CAS Global & Cultural Diversity Requirement.

ANTH 314. Cultures of the United States. 3 Units.
This course considers the rich ethnic diversity of the U.S. from the perspective of social/cultural anthropology. Conquest, immigration, problems of conflicts and accommodation, and the character of the diverse regional and ethnic cultures are considered as are forms of racism, discrimination, and their consequences. Groups of interest include various Latina/o and Native peoples, African-American groups, and specific ethnic groups of Pacific, Mediterranean, European, Asian, and Caribbean origin. Offered as ANTH 314, ETHS 314, and ANTH 414.

ANTH 316. Current Global Health Events. 3 Units.
This course will introduce students to an anthropological approach to understanding disease, illness, sickness and suffering in a global health context. The course will expose students to biological, socio-cultural, historical, political-economic, and epidemiological assessments of the disease and illness states. Students will be asked to bring a critical focus to the use of ethnographic, population-based, and clinical approaches to addresses global health problems. Additionally students will learn about the key organizations, institutions, and commercial enterprises that come to play in the assessment, prioritizing, and treatment of these health issues. Counts as SAGES Departmental Seminar. Prereq: ANTH 102 and ANTH 215.
ANTH 319. Introduction to Statistical Analysis in the Social Sciences. 3 Units.
Statistical description (central tendency, variation, correlation, etc.) and statistical evaluation (two sample comparisons, regression, analysis of variance, non-parametric statistics). Developing an understanding of statistical inference, particularly on proper usage of statistical methods. Examples from the social sciences. Cannot be used to meet the A&S Humanities and Social Sciences requirement. Not available for credit to students who have completed STAT 201, STAT 201R, or PSCL 282. Counts for CAS Quantitative Reasoning Requirement. Prereq: Major in Anthropology.

ANTH 320A. Field Methods and Field Work in Archaeology. 3 - 6 Units.
This course is intended to provide a home for archaeology field courses taken at other institutions. It can be used for courses which provide students with a comprehensive introduction to archaeological field work, including classroom and practical training in archaeological methods, laboratory experience in dealing with artifacts, and instruction in the relevant cultural context.

ANTH 320B. Field Methods and Field Work in Paleanthropology. 3 - 6 Units.
This course is intended to provide a home for paleoanthropology field courses taken at other institutions. It can be used for courses which provide students with a comprehensive introduction to paleoanthropological field work, including classroom and practical training in paleoanthropological methods, laboratory experience in dealing with fossils and artifacts, and instruction in the relevant species.

ANTH 323. AIDS: Epidemiology, Biology, and Culture. 3 Units.
This course will examine the biological and cultural impact of AIDS in different societies around the world. Topics include: the origin and evolution of the virus, the evolutionary implications of the epidemic, routes of transmission, a historical comparison of AIDS to other epidemics in human history, current worldwide prevalences of AIDS, and cultural responses to the epidemic. Special emphasis will be placed on the long-term biological and social consequences of the epidemic. Recommended preparation: ANTH 102 or ANTH 103. Offered as ANTH 323 and ANTH 423.

ANTH 325. Economic Anthropology. 3 Units.
Economic anthropology is a sub-field of anthropology that examines how people in modern and non-modern societies produce, distribute, exchange, and consume goods, services, and other valued resources. The sub-field seeks to understand how cultures, including our own, organize and structure these activities through institutions, rituals, and beliefs systems. However, unlike the formal approach of the field of economics, the in-depth methods of economic anthropology concentrate on day-to-day experiences of what the economic means, how this is defined, and what we can learn about human behavior through it. This course will introduce students to economic anthropology and some of the major questions and challenges this field addresses. The history of this sub-field, how it relates to economic sociology, and areas where economic anthropology and traditional economics overlap, will also be explored. This class does not present economic anthropology and modern economics as adversaries, instead how and why they are fundamentally different orientations with often seemingly little in common. On this backdrop, this class will survey a number of different topics, including: health commodification; gift exchange; commodity chains; the history of money and debt; why objects have value; how people make ends meet; rational vs. non-rational decision-making; behavioral economic experiments conducted in other cultures; development economics, and why some objects and services have prices while others do not. Offered as ANTH 325 and ANTH 425.

ANTH 326. Power, Illness, and Inequality: The Political Economy of Health. 3 Units.
This course explores the relationship between social inequality and the distribution of health and illness across class, race, gender, sexual orientation, and national boundaries. Class readings drawn from critical anthropological approaches to the study of health emphasize the fundamental importance of power relations and economic constraints in explaining patterns of disease. The course critically examines the nature of Western biomedicine and inequality in the delivery of health services. Special consideration is given to political economic analysis of health issues in the developing world such as AIDS, hunger, reproductive health, and primary health care provision. Recommended preparation: ANTH 102 or ANTH 215. Offered as ANTH 326 and ANTH 426.

ANTH 328. Medical Anthropology and Public Health. 3 Units.
Anthropology has a longstanding relationship with the field of public health, which dates back to before the flourishing of medical anthropology as a subfield. Direct participation of medical anthropologists in public health research and practice continues to grow. This course explores the intersection of medical anthropology and public health from the perspective of anthropological history, theory, and methods. Course topics include: the history of anthropological work in public health, medical anthropology theory as a guide to anthropological public health research, and anthropological methods and approaches to public health work. Case studies from around the world will be employed throughout the course. Offered as ANTH 328 and ANTH 428.

ANTH 329. Anthropological Perspectives of Migration and Health. 3 Units.
This course provides an overview of anthropological perspectives on transnational migration and health. We will focus particularly on health and health care issues concerning refugees, asylum seekers and undocumented migrants. This course will focus on the following topics: the physical and mental health consequences of forced migration; refugee trauma; the intersection of health care and immigration policies; immigration and health care access and utilization. Readings and coursework will consider the sociocultural, political, and economic factors that contribute to migrant health disparities. We will also address issues of medical pluralism among transnational migrants and critically examine the concept of cultural competence in clinical settings. Class readings will comprise a variety of theoretical and ethnographic literature within anthropology and closely related disciplines, drawing on cases from across the globe and in cross-cultural comparison. The class will use lectures, readings, and class discussions to explore these relevant issues in migration and health, with the opportunity to engage in hands on ethnographic work with refugees locally. Offered as ANTH 329 and ANTH 429.

ANTH 331. The Most Ancient Near East. 3 Units.
The Near East, archaeologically, is the most intensely researched area in the world. The research, spanning 150 years, reveals a continuous archaeological record of this extraordinary period beginning two million years ago until about 4000 BC is reviewed. Emphasis is placed on political economic analysis of health issues in the developing world such as AIDS, hunger, reproductive health, and primary health care provision. Recommended preparation: ANTH 102 or ANTH 215. Offered as ANTH 326 and ANTH 426.

ANTH 328. Medical Anthropology and Public Health. 3 Units.
This course explores the relationship between social inequality and the distribution of health and illness across class, race, gender, sexual orientation, and national boundaries. Class readings drawn from critical anthropological approaches to the study of health emphasize the fundamental importance of power relations and economic constraints in explaining patterns of disease. The course critically examines the nature of Western biomedicine and inequality in the delivery of health services. Special consideration is given to political economic analysis of health issues in the developing world such as AIDS, hunger, reproductive health, and primary health care provision. Recommended preparation: ANTH 102 or ANTH 215. Offered as ANTH 326 and ANTH 426.
ANTH 333. Roots of Ancient India: Archaeology of South Asia. 3 Units.
Archaeological discoveries in South Asia (modern India, Pakistan, Sri Lanka, Bangladesh, and Nepal) reveal a continuous record of human habitation from almost two million years ago until the present. Early human populations in the region encountered dramatically changing ecological conditions resulting in various cultural adaptations over this long period. Beginning with the earliest hunter-gatherer populations, archaeological data reveal a diversity of cultural changes/adaptations in South Asia resulting in the indigenous development of sedentary agricultural societies coexisting with hunters and gatherers, and with pastoral nomadic groups interacting over diverse ecologies. These cultural developments resulted in the formation of the Harappan (Indus Valley) culture - a unique, ancient (2600-1300 BC) Old World civilization. Archaeological data indicate this Harappan culture provided basic fundamental cultural traits that evolved into the culturally Early Historic Indian Tradition. Special attention is given to theoretical controversies surrounding the cultural continuity issue in South Asian culture history and its significance for understanding Old World archaeology. Recommended preparation: ANTH 102 or ANTH 107.

ANTH 335. Illegal Drugs and Society. 3 Units.
This course provides perspectives on illegal drug use informed by the social, political and economic dimensions of the issues. Framed by the history, epidemiology, and medical consequences of drug use, students will confront the complex challenges posed by addiction. Anthropological research conducted in the U.S. and cross-culturally will demonstrate, elaborate and juxtapose various clinical, public health, and law enforcement policies and perspectives. Topics examined will include: why exclusively using a bio-medical model of addiction is inadequate; how effective is the war on drugs; what prevention, intervention and treatment efforts work; and various ideological/moral perspectives on illegal drug use. Offered as ANTH 335 and ANTH 435.

ANTH 337. Comparative Medical Systems. 3 Units.
This course considers the world’s major medical systems. Foci include professional and folk medical systems of Asia and South Asia, North and South America, Europe and the Mediterranean, including the Christian and Islamic medical traditions. Attention is paid to medical origins and the relationship of popular to professional medicines. The examination of each medical tradition includes consideration of its psychological medicine and system of medical ethics. Recommended preparation: ANTH 215. Offered as ANTH 337 and ANTH 437.

ANTH 338. Maternal Health: Anthropological Perspectives on Reproductive Practices and Health Policy. 3 Units.
The reproductive process is shared by humans as biological beings. However, the experience of pregnancy and childbirth is also dependent on the cultural, social, political, historical, and political-economic setting. This course frames issues in reproductive health by looking at the complex issues associated with maternal health and mortality worldwide. After reviewing biomedical perspectives on reproductive processes this course will focus on childbirth and pregnancy as the process and ritual by which societies welcome new members. This course will review ethnomedical concepts; discuss the interaction between local, national, and global agendas shaping reproductive practices; and conclude with anthropological critiques of reproductive health initiatives. Offered as ANTH 338 and ANTH 438.

ANTH 339. Ethnographic and Qualitative Research Methods. 3 Units.
This is a course on applying ethnographic research methods in the social sciences. Ethnographic research seeks to understand and describe the experiences of research participants (i.e. subjects) through becoming involved in their daily lives. Findings from ethnography are generated through systematic observation within the natural context in which behavior occurs (i.e. fieldwork). Unlike methods that emphasize detachment, distance, and objectivity, ethnography involves developing knowledge by becoming an ad hoc member of the group(s) one is studying. The principal techniques of ethnography, "participant-observation" and "In-depth open ended interviewing," require actively engaging the research process. This class will explore ethnographic research techniques, as well as other qualitative research methods. In addition to addressing how such methods make claims about social phenomena, this class will also explore more practical topics such as: developing questions, entering the field, establishing rapport, taking and managing field notes, coding data, and data analysis. Lectures, readings, and class discussion will be complimented by assignments using techniques. Offered as ANTH 339 and ANTH 439. Prereq: ANTH 102.

ANTH 340. Cultures of the World: Study Abroad. 3 Units.
ANTH 340 is a vehicle to allow anthropology courses taken during study abroad that have a primary focus on the culture of a specific society or geographic area to be accepted as equivalent to a CWRU course that meets the CAS Global and Cultural Diversity requirement. In order to be accepted as equivalent to ANTH 340 a course must (a) be taught in a department of anthropology or by an anthropologist in an allied department; and (b) cover the breadth of a culture. Courses focusing on one aspect of a society (economics, political structure, history, etc.) cannot be accepted as equivalent to ANTH 340. In order to verify that a course meets these requirements students must submit a course description and syllabus for the course to the Chair, Department of Anthropology. If a syllabus is not available in advance of the course, approval will be contingent on review of the course syllabus. This course will fulfill the CAS Global and Cultural Diversity requirement, as well as meet the geographic area requirement for Anthropology majors and minors. Counts for CAS Global & Cultural Diversity Requirement.

ANTH 344. Archaeology of the Ancient Mediterranean. 3 Units.
This course examines the ancient Mediterranean through the material cultures of Egypt, Greece and Rome. Each of these great civilizations will be individually explored, but also examined within a broader historical context. Particular focus will be placed on the social, political and economic ideas that were exchanged across the Mediterranean Sea and the influence this interconnectivity had on eastern Mediterranean societies. Offered as ANEE 344, ANEE 444, ANTH 344, ANTH 444, ARTH 344, ARTH 444, CLSC 344 and CLSC 444.
ANTH 349. Cultures of Latin America. 3 Units.
The aim of this course is to consider cultural diversity and social inequality in contemporary Latin America from an anthropological perspective. A variety of aspects related to ethnicity, religion, music, gender, social movements, cuisine, urban spaces, violence, and ecology are considered in addition to current economic and political issues. These topics will be analyzed in relation to Latin America’s complex historical and social formation and its identity representations. The course takes under consideration various case studies in which not just local communities but also perceptions of national institutions and practices will be analyzed from pluralistic approaches (provided by either Latin American and non-Latin American researchers) that combine fieldwork, interviews and life experiences with textual and media sources. Special attention will be paid to contemporary global issues affecting Latin America. Offered as ANTH 349 and ANTH 449. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement. Prereq: ANTH 102.

ANTH 353. Chinese Culture and Society. 3 Units.
Focuses on Chinese cultural and social institutions during the Miaoist and post-Miaoist eras. Topics include ideology, economics, politics, religion, family life, and popular culture. Recommended preparation: ANTH 102. Offered as ANTH 353 and ANTH 453. Counts for CAS Global & Cultural Diversity Requirement.

ANTH 354. Health and Healing in East Asia. 3 Units.
This course examines the illness experiences and the healing practices in East Asia. After introducing the anthropological approaches to the study of medicine, this course will explore the practices of ethnomedicine and biomedicine, mental health, family planning and reproductive health, the experience of aging and care giving, infectious disease, environmental health, and biotechnology. By delving into the illness experiences and the healing practices in East Asia, the course will discuss issues related to medical pluralism, health inequality, biological citizenship, social stigmatization, and bioethics. Offered as ANTH 354 and ANTH 454. Counts for CAS Global & Cultural Diversity Requirement.

ANTH 355. Paleodiet(s): Understanding Food and Diet Past and Present. 3 Units.
The Paleodiet promotes to the public the notion that humans evolved to eat one single diet; that is far from the truth. In this class, we will learn about the evolution of our diets and nutrition, the diversity of human diets over time and space, the relationship of diet to health, and the methods biological anthropologists use to scientifically study diet. Expect to learn about early human diets right up to modern diets. Additionally, this course will focus on how to read and interpret scientific papers/concepts, as well as how to construct a scientific argument. Students will apply those skills by giving a presentation to classmates following the structure of scientific meetings. Offered as ANTH 355 and ANTH 455. Prereq: ANTH 103.

ANTH 359. Introduction to Global Health. 3 Units.
This course is an introduction to the field of international and global health from the perspective of anthropology. Key health problems in the world are identified and anthropological research on these issues is presented and examined. The course covers current international and global health issues and reviews the history of anthropological engagement in the field. Case studies of current health issues will be discussed. Offered as ANTH 359 and ANTH 459.

ANTH 360. Global Politics of Reproduction. 3 Units.
This course offers an anthropological examination of reproductive politics around the world. It explores historical, cultural, socioeconomic, political, and technological factors contributing to reproductive activities. After introducing the anthropological approaches to the study of reproduction, the course will delve into the ways to regulate reproduction in historical and contemporary times, various factors contributing to fertility change, state intervention in reproduction, and assisted reproductive technologies. Offered as ANTH 360, ANTH 460, and WGST 360.

ANTH 362. Contemporary Theory in Anthropology. 3 Units.
A critical examination of anthropological thought in England, France and the United States during the second half of the twentieth century. Emphasis will be on the way authors formulate questions that motivate anthropological discourse, on the way central concepts are formulated and applied and on the controversies and debates that result. Readings are drawn from influential texts by prominent contemporary anthropologists. Recommended preparation: ANTH 102. Offered as ANTH 362 and ANTH 462.

ANTH 365. Gender and Sex Differences: Cross-cultural Perspective. 3 Units.
Gender roles and sex differences throughout the lifetime cycle considered from a cross-cultural perspective. Major approaches to explaining sex roles discussed in light of information from both Western and non-Western cultures. Offered as ANTH 365, ANTH 465 and WGST 365. Prereq: ANTH 102 or consent of department.

ANTH 366. Population Change: Problems and Solutions. 3 Units.
The course examines population processes and their social consequences from an anthropological perspective. It introduces basic concepts and theories of population studies and demonstrates the ways in which anthropological research contributes to our understanding of population issues. We will explore questions such as: How has world population changed in history? How does a population age or grow younger? What are the factors affecting population health? Why do people migrate? And what are the policy implications of population change? We will examine the sociocultural, economic, political, and ecological factors contributing to population processes, such as factors affecting childbearing decisions, cultural context of sex-selective abortion, various caregiving arrangements for the elderly, and policy responses to population change. We will explore these issues with cases from across the world, with a special focus on China, the world’s most populous country with the most massive family-planning program in modern human history. Offered as ANTH 366 and ANTH 466.

ANTH 367. Topics in Evolutionary Biology. 3 Units.
The focus for this course on a special topic of interest in evolutionary biology will vary from one offering to the next. Examples of possible topics include theories of speciation, the evolution of language, the evolution of sex, evolution and biodiversity, molecular evolution. ANAT/ANTH/EEPS/PHIL/PHOL 467/BIOL 468 will require a longer, more sophisticated term paper, and additional class presentation. Offered as ANTH 367, BIOL 368, EEPS 367, PHIL 367, ANAT 467, ANTH 467, BIOL 468, EEPS 467, PHIL 467 and PHOL 467. Prereq: ANTH 225 or equivalent.
ANTH 369D. The Anthropology of Nutrition. 3 Units.
Human nutrition is examined from an anthropological perspective. We will briefly cover methods for assessing and evaluating dietary intake and dietary patterns. The remainder of the course will focus on various social, ecological, and genetic factors which influence human nutritional patterns and the causes and consequences of protein-energy malnutrition. The course will be taught in a seminar format and is designed to enhance your skills in critically reading the anthropological literature and in improving your written and oral communication skills. A student may not receive credit for both ANTH 369 and ANTH 369D. Recommended preparation: ANTH 102, ANTH 103. Counts as SAGES Departmental Seminar.

ANTH 370. Field Seminar in Paleoanthropology. 12 Units.
Paleoanthropology is the study of human physical and cultural evolution based on fossils and cultural remains from ancient geological times. These fossils and cultural remains are collected by conducting fieldwork in various parts of the world where geological phenomena have exposed fossiliferous sedimentary windows from the deep past. Hence, fieldwork is one of the major backbones of paleoanthropology. This course is designed for advanced undergraduate students who are interested in pursuing higher degrees in paleoanthropology, human paleobiology, evolutionary biology, or other related disciplines. This course introduces students to the principles and methods of paleontological fieldwork in real time. It introduces students to paleoanthropological fieldwork from locating fossiliferous areas based on aerial photo interpretations to survey methodology; from methods of systematic excavation, fossil collection and documentation in the field, to curation and preparation of fossil specimens in laboratories; from conducting scientific analyses in laboratory environments to subsequently publishing the results in peer-reviewed journals. Recommended preparation: ANTH 377. Prereq: ANTH 103 and ANTH 375.

ANTH 371. Culture, Behavior, and Person: Psychological Anthropology. 3 Units.
Cross-cultural perspectives on personality, human development, individual variability, cognition, deviant behavior, and the role of the individual in his/her society. Classic and contemporary anthropological writings on Western and non-Western societies. Recommended preparation: ANTH 102. Offered as ANTH 371 and ANTH 471.

ANTH 372. Anthropological Approaches to Religion. 3 Units.
The development of, and current approaches to, comparative religion from an anthropological perspective. Topics include witchcraft, ritual, myth, healing, religious language and symbolism, religion and gender, religious experience, the nature of the sacred, religion and social change, altered states of consciousness, and evil. Using material from a wide range of world cultures, critical assessment is made of conventional distinctions such as those between rational/irrational, natural/supernatural, magic/religion, and primitive/civilized. Recommended preparation: ANTH 102. Offered as ANTH 372, RLGN 372 and ANTH 472.

ANTH 376. Topics in the Anthropology of Health and Medicine. 3 Units.
Special topics of interest, such as the biology of human adaptability; the ecology of the human life cycle health delivery systems; transcultural psychiatry; nutrition, health, and disease; paleoepidemiology; and population anthropology. Recommended preparation: ANTH 102 or ANTH 103. Offered as ANTH 376 and ANTH 476.

ANTH 378. Reproductive Health: An Evolutionary Perspective. 3 Units.
This course provides students with an evolutionary perspective on the factors influencing human reproductive health, including reproductive biology, ecology, and various aspects of natural human fertility. Our focus will be on variation in human reproduction in mostly non-western populations. Recommended preparation for ANTH 378: ANTH 103. Offered as ANTH 378 and ANTH 478. Counts as SAGES Departmental Seminar.

ANTH 379. Topics in Cultural and Social Anthropology. 3 Units.
Special topics of interest across the range of social and cultural anthropology. Recommended preparation: ANTH 102. Offered as ANTH 379 and ANTH 479.

ANTH 380. Independent Study in Laboratory Archaeology I. 1 - 3 Units.
This course provides an introduction to the basic methods and techniques of artifact curation and laboratory analysis in archaeology. Under the supervision of the instructor, each student will develop and carry out a focused project of material analysis and interpretation using the archaeology collections of the Cleveland Museum of Natural History. Each student is required to spend a minimum of two hours per week in the Archaeology laboratory for each credit hour taken. By the end of the course, the student will prepare a short report describing the results of their particular project. Recommended preparation: ANTH 107 and permission of department, and prior permission of Department of Archaeology at the Cleveland Museum of Natural History.

ANTH 381. Independent Study in Laboratory Archaeology II. 1 - 3 Units.
This course provides an introduction to the basic methods and techniques of artifact curation and laboratory analysis in archaeology. Under the supervision of the instructor, each student will develop and carry out a focused project of material analysis and interpretation using the archaeology collections of the Cleveland Museum of Natural History. Each student is required to spend a minimum of two hours per week in the Archaeology laboratory for each credit hour taken. By the end of the course, the student will prepare a short report describing the results of their particular project. Recommended preparation: ANTH 107 and permission of department, and prior permission of Department of Archaeology at the Cleveland Museum of Natural History.

ANTH 382. Anthropological and Ecological Perspectives on Preserving and Restoring the Natural World. 3 Units.
Now that the environmentally deleterious effects of modern Western culture on the natural world have reached major proportions it has become crucial to explore innovative solutions to this dilemma. In this course novel perspectives derived from the intersection of anthropology and ecology are discussed. The primary perspective focused upon is the understanding that human culture and the natural world in which it is embedded are essentially communicative, or semiotic processes, which thrive upon diverse interaction and feedback. Preserving and restoring the Natural World thus shifts from protecting individual species and particular cultural practices to enhancing the communicative matrix of life and multiple cultural views of the environment. Through this understanding, students will learn to apply a more elegant, effective, and aesthetically pleasing perspective to the challenging environmental issues facing our contemporary world. An in-depth examination of the North American Prairie, along with a comparison of influences on the landscape by indigenous and modern Western Culture will serve as the particular region of focus. Offered as ANTH 382 and ANTH 482. Counts as SAGES Departmental Seminar.
ANTH 385. Applied Anthropology. 3 Units.
This class will provide students with an overview of how anthropologists put theories, methods, and findings to use in addressing social issues and problems. Applied projects presented will span a diverse range of topics and fields, including: healthcare and medicine, nutrition, international development, displacement of populations, education, as well projects from business and industry. Class discussion will address orientations of and advantages in applied approaches, as well the ethical questions such projects often encounter. Offered as ANTH 385 and ANTH 485.

ANTH 391. Honors Tutorial. 3 Units.
Prereq: Acceptance into Honors Program.

ANTH 392. Honors Tutorial. 3 Units.
Prereq: Acceptance into Honors Program.

ANTH 396. Undergraduate Research in Evolutionary Biology. 3 Units.
Students propose and conduct guided research on an aspect of evolutionary biology. The research will be sponsored and supervised by a member of the CASE faculty or other qualified professional. A written report must be submitted to the Evolutionary Biology Steering Committee before credit is granted. Offered as ANTH 396, BIOL 396, EEPS 396, and PHIL 396. Prereq: ANTH 225 or equivalent.

ANTH 398. Anthropology SAGES Capstone. 3 Units.
Supervised original research on a topic in anthropology, culminating in a written report and a public presentation. The research project may be in the form of an independent research project, a literature review, or some other original project with anthropological significance. The project must be approved and supervised by faculty. Group research projects are acceptable, but a plan which clearly identifies the distinct and substantial role of each participant must be approved by the supervising faculty. Counts as SAGES Senior Capstone. Prereq: Major in Anthropology.

ANTH 398C. Child Policy Externship and Capstone. 3 Units.
Externships offered through CHST/ANTH/PSCL 398C give students an opportunity to work directly with professionals who design and implement policies that impact the lives of children and their families. Agencies involved are active in areas such as public health, including behavioral health, education, juvenile justice, childcare and/or child welfare. Students apply for the externships, and selected students are placed in local public or nonprofit agencies with a policy focus. Each student develops an individualized learning plan in consultation with the Childhood Studies Program faculty and the supervisor in the agency. Offered as CHST 398C, ANTH 398C, and PSCL 398C. Counts as SAGES Senior Capstone. Prereq: CHST 301.

ANTH 399. Independent Study. 1 - 6 Units.
Students may propose topics for independent reading and research.

ANTH 402. Darwinian Medicine. 3 Units.
Darwinian medicine deals with evolutionary aspects of modern human disease. It applies the concepts and methods of evolutionary biology to the question of why we are vulnerable to disease. Darwinian (or evolutionary) medicine proposes several general hypotheses about disease causation including disease as evolutionary legacy and design compromise, the result of a novel environment, a consequence of genetic adaptation, the result of infectious organisms’ evolutionary adaptations, and disease symptoms as manifestation of defense mechanisms. It proposes that evolutionary ideas can explain, help to prevent and perhaps help to treat some diseases. This course presents the basic logic of Darwinian medicine and evaluates hypotheses about specific diseases that illustrate each of the hypotheses about disease causation. Recommended preparation: ANTH 103. Offered as ANTH 302 and ANTH 402.

ANTH 405. Public Policy in Child Development. 3 Units.
This course introduces students to issues in public policy that impact children and families. Local, state, and federal child policy will be considered, and topics will include, for example, policies related to child poverty, education, child welfare, juvenile justice, and children’s physical and mental health. Students will learn how policy is developed, how research informs policy and vice versa, and a framework for analyzing social policy. Recommended preparation: One social sciences course or consent. Offered as ANTH 305, ANTH 405, CHST 301, CHST 401, and POSC 382A.

ANTH 406. The Anthropology of Childhood and the Family. 3 Units.
Child-rearing patterns and the family as an institution, using evidence from Western and non-Western cultures. Human universals and cultural variation, the experience of childhood and recent changes in the American family. Recommended preparation: ANTH 102. Offered as ANTH 306 and ANTH 406.

ANTH 410. Introduction to Linguistic Anthropology. 3 Units.
This is an introduction to the core concepts, theories and methodologies that form the study of language from an anthropological point of view. The course provides exposure to current issues in linguistic anthropological research and reviews some of the foundational topics of research past, highlighting the contributions of linguistics to anthropology and social science. Topics to be explored include: 1) an overview of the study of language (language structure and patterns, the effects of linguistic categories on thought and behavior, meaning and linguistic relativity, cross-language comparison, and non-verbal communication); 2) doing linguistic anthropology “on the ground” (an intro to the laboratory and field techniques of linguistic anthropology); 3) the study of language as function and social action (language and social structure speech acts and events, verbal art, language and emotion); and 4) the study of language/discourse and power (language in politics, medicine, and law). Offered as ANTH 310 and ANTH 410.

ANTH 412. Ethnography of Southeast Asia. 3 Units.
This course examines the people and cultures of Southeast Asia from an anthropological perspective. From a starting place of the local people we will explore important aspects of life in this region such as agriculture, religion, health, medicine, nation-building, ethnic identity, art, and technology. Additionally, we will examine and question the ideas, traditions, and scholarly modes of study that brought this geographical area together as a region. Offered as ANTH 312 and ANTH 412. Counts for CAS Global & Cultural Diversity Requirement.

ANTH 414. Cultures of the United States. 3 Units.
This course considers the rich ethnic diversity of the U.S. from the perspective of social/cultural anthropology. Conquest, immigration, problems of conflicts and accommodation, and the character of the diverse regional and ethnic cultures are considered as are forms of racism, discrimination, and their consequences. Groups of interest include various Latina/o and Native peoples, African-American groups, and specific ethnic groups of Pacific, Mediterranean, European, Asian, and Caribbean origin. Offered as ANTH 314, ETHS 314, and ANTH 414.

ANTH 423. AIDS: Epidemiology, Biology, and Culture. 3 Units.
This course will examine the biological and cultural impact of AIDS in different societies around the world. Topics include: the origin and evolution of the virus, the evolutionary implications of the epidemic, routes of transmission, a historical comparison of AIDS to other epidemics in human history, current worldwide prevalence of AIDS, and cultural responses to the epidemic. Special emphasis will be placed on the long-term biological and social consequences of the epidemic. Recommended preparation: ANTH 102 or ANTH 103. Offered as ANTH 323 and ANTH 423.
ANTH 425. Economic Anthropology. 3 Units.

Economic anthropology is a sub-field of anthropology that examines how people in modern and non-modern societies produce, distribute, exchange, and consume goods, services, and other valued resources. The sub-field seeks to understand how cultures, including our own, organize and structure these activities through institutions, rituals, and beliefs systems. However, unlike the formal approach of the field of economics, the in-depth methods of economic anthropology concentrate on day-to-day experiences of what the economic means, how this is defined, and what we can learn about human behavior through it. This course will introduce students to economic anthropology and some of the major questions and challenges this field addresses. The history of this sub-field, how it relates to economic sociology, and areas where economic anthropology and traditional economics overlap, will also be explored. This class does not present economic anthropology and modern economics as adversaries, instead how and why they are fundamentally different orientations with often seemingly little in common. On this backdrop, this class will survey a number of different topics, including: health commodification; gift exchange; commodity chains; the history of money and debt; why objects have value; how people make ends meet; rational vs. non-rational decision-making; behavioral economic experiments conducted in other cultures; development economics, and why some objects and services have prices while others do not. Offered as ANTH 325 and ANTH 425.

ANTH 426. Power, Illness, and Inequality: The Political Economy of Health. 3 Units.

This course explores the relationship between social inequality and the distribution of health and illness across class, race, gender, sexual orientation, and national boundaries. Class readings drawn from critical anthropological approaches to the study of health emphasize the fundamental importance of power relations and economic constraints in explaining patterns of disease. The course critically examines the nature of Western biomedicine and inequality in the delivery of health services. Special consideration is given to political economic analysis of health issues in the developing world such as AIDS, hunger, reproductive health, and primary health care provision. Recommended preparation: ANTH 102 or ANTH 215. Offered as ANTH 326 and ANTH 426.

ANTH 428. Medical Anthropology and Public Health. 3 Units.

Anthropology has a longstanding relationship with the field of public health, which dates back to before the flourishing of medical anthropology as a subfield. Direct participation of medical anthropologists in public health research and practice continues to grow. This course explores the intersection of medical anthropology and public health from the perspective of anthropological history, theory, and methods. Course topics include: the history of anthropological work in public health, medical anthropology theory as a guide to anthropological public health research, and anthropological methods and approaches to public health work. Case studies from around the world will be employed throughout the course. Offered as ANTH 328 and ANTH 428.

ANTH 429. Anthropological Perspectives of Migration and Health. 3 Units.

This course provides an overview of anthropological perspectives on transnational migration and health. We will focus particularly on health and health care issues concerning refugees, asylum seekers and undocumented migrants. This course will focus on the following topics: the physical and mental health consequences of forced migration; refugee trauma; the intersection of health care and immigration policies; immigration and health care access and utilization. Readings and coursework will consider the sociocultural, political, and economic factors that contribute to migrant health disparities. We will also address issues of medical pluralism among transnational migrants and critically examine the concept of cultural competence in clinical settings. Class readings will comprise a variety of theoretical and ethnographic literature within anthropology and closely related disciplines, drawing on cases from across the globe and in cross-cultural comparison. The class will use lectures, readings, and class discussions to explore these relevant issues in migration and health, with the opportunity to engage in hands on ethnographic work with refugees locally. Offered as ANTH 329 and ANTH 429.

ANTH 435. Illegal Drugs and Society. 3 Units.

This course provides perspectives on illegal drug use informed by the social, political and economic dimensions of the issues. Framed by the history, epidemiology, and medical consequences of drug use, students will confront the complex challenges posed by addiction. Anthropological research conducted in the U.S. and cross-culturally will demonstrate, elaborate and juxtapose various clinical, public health, and law enforcement policies and perspectives. Topics examined will include: why exclusively using a bio-medical model of addiction is inadequate; how effective is the war on drugs; what prevention, intervention and treatment efforts work; and various ideological/moral perspectives on illegal drug use. Offered as ANTH 335 and ANTH 435.

ANTH 437. Comparative Medical Systems. 3 Units.

This course considers the world's major medical systems. Foci include professional and folk medical systems of Asia and South Asia, North and South America, Europe and the Mediterranean, including the Christian and Islamic medical traditions. Attention is paid to medical origins and the relationship of popular to professional medicines. The examination of each medical tradition includes consideration of its psychological medicine and system of medical ethics. Recommended preparation: ANTH 215. Offered as ANTH 337 and ANTH 437.

ANTH 438. Maternal Health: Anthropological Perspectives on Reproductive Practices and Health Policy. 3 Units.

The reproductive process is shared by humans as biological beings. However, the experience of pregnancy and childbirth is also dependent on the cultural, social, political, historical, and political-economic setting. This course frames issues in reproductive health by looking at the complex issues associated with maternal health and mortality worldwide. After reviewing biomedical perspectives on reproductive processes this course will focus on childbirth and pregnancy as the process and ritual by which societies welcome new members. This course will review ethnomedical concepts; discuss the interaction between local, national, and global agendas shaping reproductive practices; and conclude with anthropological critiques of reproductive health initiatives. Offered as ANTH 338 and ANTH 438.
ANTH 439. Ethnographic and Qualitative Research Methods. 3 Units.
This is a course on applying ethnographic research methods in the social sciences. Ethnographic research seeks to understand and describe the experiences of research participants (i.e. subjects) through becoming involved in their daily lives. Findings from ethnography are generated through systematic observation within the natural context in which behavior occurs (i.e. fieldwork). Unlike methods that emphasize detachment, distance, and objectivity, ethnography involves developing knowledge by becoming an ad hoc member of the group(s) one is studying. The principal techniques of ethnography, “participant-observation” and “In-depth open ended interviewing,” require actively engaging the research process. This class will explore ethnographic research techniques, as well as other qualitative research methods. In addition to addressing how such methods make claims about social phenomena, this class will also explore more practical topics such as: developing questions, entering the field, establishing rapport, taking and managing field notes, coding data, and data analysis. Lectures, readings, and class discussion will be complemented by assignments using techniques. Offered as ANTH 339 and ANTH 439.

ANTH 439B. Applying Anthropological Research Methods. 1 Unit.
This class will provide students with practical experience utilizing the anthropological research methods taught in ANTH 439, Ethnographic and Qualitative Research Methods. With guidance from the instructor, students will plan and implement a preliminary / pilot research project. Prereq: ANTH 439 and Graduate Standing in Anthropology.

ANTH 444. Archaeology of the Ancient Mediterranean. 3 Units.
This course examines the ancient Mediterranean through the material cultures of Egypt, Greece and Rome. Each of these great civilizations will be individually explored, but also examined within a broader historical context. Particular focus will be placed on the social, political and economic ideas that were exchanged across the Mediterranean Sea and the influence this interconnectivity had on eastern Mediterranean societies. Offered as ANEE 344, ANEE 444, ANTH 344, ANTH 444, ARTH 444, CLSC 344 and CLSC 444.

ANTH 449. Cultures of Latin America. 3 Units.
The aim of this course is to consider cultural diversity and social inequality in contemporary Latin America from an anthropological perspective. A variety of aspects related to ethnicity, religion, music, gender, social movements, cuisine, urban spaces, violence, and ecology are considered in addition to current economic and political issues. These topics will be analyzed in relation to Latin America’s complex historical and social formation and its identity representations. The course takes under consideration various case studies in which not just local communities but also perceptions of national institutions and practices will be analyzed from pluralistic approaches (provided by either Latin American and non-Latin American researchers) that combine fieldwork, interviews and life experiences with textual and media sources. Special attention will be paid to contemporary global issues affecting Latin America. Offered as ANTH 349 and ANTH 449. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

ANTH 453. Chinese Culture and Society. 3 Units.
Focuses on Chinese cultural and social institutions during the Maoist and post-Maoist eras. Topics include ideology, economics, politics, religion, family life, and popular culture. Recommended preparation: ANTH 102. Offered as ANTH 353 and ANTH 453. Counts for CAS Global & Cultural Diversity Requirement.

ANTH 454. Health and Healing in East Asia. 3 Units.
This course examines the illness experiences and the healing practices in East Asia. After introducing the anthropological approaches to the study of medicine, this course will explore the practices of ethnomedicine and biomedicine, mental health, family planning and reproductive health, the experience of aging and care giving, infectious disease, environmental health, and biotechnology. By delving into the illness experiences and the healing practices in East Asia, the course will discuss issues related to medical pluralism, health inequality, biological citizenship, social stigmatization, and bioethics. Offered as ANTH 354 and ANTH 454. Counts for CAS Global & Cultural Diversity Requirement. Prereq: Graduate Standing.

ANTH 455. Paleodiet(s)?: Understanding Food and Diet Past and Present. 3 Units.
The Paleodiet promotes to the public the notion that humans evolved to eat one single diet; that is far from the truth. In this class, we will learn about the evolution of our diets and nutrition, the diversity of human diets over time and space, the relationship of diet to health, and the methods biological anthropologists use to scientifically study diet. Expect to learn about early human diets right up to modern diets. Additionally, this course will focus on how to read and interpret scientific papers/concepts, as well as how to construct a scientific argument. Students will apply those skills by giving a presentation to classmates following the structure of scientific meetings. Offered as ANTH 355 and ANTH 455.

ANTH 459. Introduction to Global Health. 3 Units.
This course is an introduction to the field of international and global health from the perspective of anthropology. Key health problems in the world are identified and anthropological research on these issues is presented and examined. The course covers current international and global health issues and reviews the history of anthropological engagement in the field. Case studies of current health issues will be discussed. Offered as ANTH 359 and ANTH 459.

ANTH 460. Global Politics of Reproduction. 3 Units.
This course offers an anthropological examination of reproductive politics around the world. It explores historical, cultural, socioeconomic, political, and technological factors contributing to reproductive activities. After introducing the anthropological approaches to the study of reproduction, the course will delve into the ways to regulate reproduction in historical and contemporary times, various factors contributing to fertility change, state intervention in reproduction, and assisted reproductive technologies. Offered as ANTH 360, ANTH 460, and WGST 360. Prereq: Graduate Standing.

ANTH 462. Contemporary Theory in Anthropology. 3 Units.
A critical examination of anthropological thought in England, France and the United States during the second half of the twentieth century. Emphasis will be on the way authors formulate questions that motivate anthropological discourse, on the way central concepts are formulated and applied and on the controversies and debates that result. Readings are drawn from influential texts by prominent contemporary anthropologists. Recommended preparation: ANTH 102. Offered as ANTH 362 and ANTH 462.

ANTH 465. Gender and Sex Differences: Cross-cultural Perspective. 3 Units.
Gender roles and sex differences throughout the life cycle considered from a cross-cultural perspective. Major approaches to explaining sex roles discussed in light of information from both Western and non-Western cultures. Offered as ANTH 365, ANTH 465 and WGST 365.
ANTH 466. Population Change: Problems and Solutions. 3 Units.
The course examines population processes and their social consequences from an anthropological perspective. It introduces basic concepts and theories of population studies and demonstrates the ways in which anthropological research contributes to our understanding of population issues. We will explore questions such as: How has world population changed in history? How does a population age or grow younger? What are the factors affecting population health? Why do people migrate? And what are the policy implications of population change? We will examine the sociocultural, economic, political, and ecological factors contributing to population processes, such as factors affecting childbearing decisions, cultural context of sex-selective abortion, various caregiving arrangements for the elderly, and policy responses to population change. We will explore these issues with cases from across the world, with a special focus on China, the world's most populous country with the most massive family-planning program in modern human history. Offered as ANTH 366 and ANTH 466. Prereq: Graduate standing.

ANTH 467. Topics in Evolutionary Biology. 3 Units.
The focus for this course on a special topic of interest in evolutionary biology will vary from one offering to the next. Examples of possible topics include theories of speciation, the evolution of language, the evolution of sex, evolution and biodiversity, molecular evolution. ANAT/ANTH/EEPS/PHIL/PHOL 467/BIOL 468 will require a longer, more sophisticated term paper, and additional class presentation. Offered as ANTH 367, BIOL 368, EEPS 367, PHIL 367, ANAT 467, ANTH 467, BIOL 468, EEPS 467, PHIL 467 and PHOL 467.

ANTH 471. Culture, Behavior, and Person: Psychological Anthropology. 3 Units.
Cross-cultural perspectives on personality, human development, individual variability, cognition, deviant behavior, and the role of the individual in his/her society. Classic and contemporary anthropological writings on Western and non-Western societies. Recommended preparation: ANTH 102. Offered as ANTH 371 and ANTH 471.

ANTH 472. Anthropological Approaches to Religion. 3 Units.
The development of, and current approaches to, comparative religion from an anthropological perspective. Topics include witchcraft, ritual, myth, healing, religious language and symbolism, religion and gender, religious experience, the nature of the sacred, religion and social change, altered states of consciousness, and evil. Using material from a wide range of world cultures, critical assessment is made of conventional distinctions such as those between rational/irrational, natural/supernatural, magic/religion, and primitive/civilized. Recommended preparation: ANTH 102. Offered as ANTH 372, RLGN 372 and ANTH 472.

ANTH 476. Topics in the Anthropology of Health and Medicine. 3 Units.
Special topics of interest, such as the biology of human adaptability; the ecology of the human life cycle health delivery systems; transcultural psychiatry; nutrition, health, and disease; paleoepidemiology; and population anthropology. Recommended preparation: ANTH 102 or ANTH 103. Offered as ANTH 376 and ANTH 476.

ANTH 478. Reproductive Health: An Evolutionary Perspective. 3 Units.
This course provides students with an evolutionary perspective on the factors influencing human reproductive health, including reproductive biology, ecology, and various aspects of natural human fertility. Our focus will be on variation in human reproduction in mostly non-western populations. Recommended preparation for ANTH 378: ANTH 103. Offered as ANTH 378 and ANTH 478. Counts as SAGES Departmental Seminar.

ANTH 479. Topics in Cultural and Social Anthropology. 3 Units.
Special topics of interest across the range of social and cultural anthropology. Recommended preparation: ANTH 102. Offered as ANTH 379 and ANTH 479.

ANTH 480. Medical Anthropology and Global Health I. 3 Units.
The first in a sequence of two graduate core courses in medical anthropology and global health. This course focuses on foundational concepts and theories in medical anthropology, as well as topical areas which have been central to the development of the field. Prereq: Graduate Standing in Anthropology.

ANTH 480B. Medical Anthropology and Global Health I Recitation. 1 Unit.
ANTH 480B serves as a complement to ANTH 480 (Medical Anthropology and Global Health I). There are two primary goals. The first goal is to provide additional time to review, discuss, and integrate through discussion and additional readings topics covered in ANTH 480. This will better prepare students for both course exams and the MA Qualifying Exam, as well as meeting stated student interests in expanded opportunities to engage with graduate student colleagues about contemporary anthropological research. The second goal is to support students in building their professional identity as anthropologists and to enhance professional development through specific skill-building. Coreq: ANTH 480. Prereq: Anthropology Graduate Student.

ANTH 481. Medical Anthropology and Global Health II. 3 Units.
The second in a sequence of two graduate core courses in medical anthropology and global health. This course focuses on the application of medical anthropology theory and methods to the study of global health. Recommended preparation: ANTH 480. Prereq: Graduate Standing in Anthropology.

ANTH 481B. Medical Anthropology and Global Health II Recitation. 1 Unit.
ANTH 481B serves as a complement to ANTH 481 (Medical Anthropology and Global Health II). The goal of the course is to provide additional time to review, discuss, and integrate through discussion and additional readings topics covered in ANTH 481. This will better prepare students for both course exams and the MA Qualifying Exam, as well as meeting stated student interests in expanded opportunities to engage with graduate student colleagues about contemporary anthropological research. Prereq: Graduate Standing in Anthropology.

ANTH 482. Anthropological and Ecological Perspectives on Preserving and Restoring the Natural World. 3 Units.
Now that the environmentally deleterious effects of modern Western culture on the natural world have reached major proportions it has become crucial to explore innovative solutions to this dilemma. In this course novel perspectives derived from the intersection of anthropology and ecology are discussed. The primary perspective focused upon is the understanding that human culture and the natural world in which it is embedded are essentially communicative, or semiotic processes, which thrive upon diverse interaction and feedback. Preserving and restoring the Natural World thus shifts from protecting individual species and particular cultural practices to enhancing the communicative matrix of life and multiple cultural views of the environment. Through this understanding, students will learn to apply a more elegant, effective, and aesthetically pleasing perspective to the challenging environmental issues facing our contemporary world. An in-depth examination of the North American Prairie, along with a comparison of influences on the landscape by indigenous and modern Western Culture will serve as the particular region of focus. Offered as ANTH 382 and ANTH 482. Counts as SAGES Departmental Seminar.
ANTH 485. Applied Anthropology. 3 Units.
This class will provide students with an overview of how anthropologists put theories, methods, and findings to use in addressing social issues and problems. Applied projects presented will span a diverse range of topics and fields, including: healthcare and medicine, nutrition, international development, displacement of populations, education, as well projects from business and industry. Class discussion will address orientations of and advantages in applied approaches, as well the ethical questions such projects often encounter. Offered as ANTH 385 and ANTH 485.

ANTH 503. Seminar in Social Cultural Anthropology. 3 Units.

ANTH 504. Anthropological Research Design. 3 Units.
Practical and theoretical issues in the selection of questions for health and aging research in societal settings. Illustration of frameworks and designs for research. Discussion of the problems of collection, analysis, and interpretation of data along with the nonscientific influences on the research process and the use of results. Prereq: Graduate standing in anthropology.

ANTH 511. Seminar in Anthropology and Global Health: Topics. 3 Units.
This course examines the current issues in global health and the emerging anthropological paradigm directed at global health issues. The objective of the course is to provide graduate students in medical anthropology an in-depth examination of global health from several perspectives. The course will feature perspectives from anthropologists as well as others working in the fields of global health. Prereq: Graduate standing in Anthropology.

ANTH 513. Seminar in Ethnopsychiatry. 3 Units.
Theory and practice of psychotherapeutic forms. Diagnostic and therapeutic forms from Europe, the United States, Japan, India, and other major cultural traditions and those of local areas such as West Africa, Native America, and Latin America. The cultural theories of mental disorders, related conceptions of self and person, and the relationships of local psychological theory to clinical praxis and outcome.

ANTH 519. Seminar in Human Ecology and Adaptability. 3 Units.

ANTH 530. Seminar in Medical Anthropology: Topics. 3 Units.
Various topics will be offered for graduate students in medical anthropology, such as “Anthropological Perspectives on Women’s Health and Reproduction” and “Biocultural Anthropology.” Prereq: ANTH 480.

ANTH 591. Seminar in Physical Anthropology. 3 Units.

ANTH 599. Tutorial: Advanced Studies in Anthropology. 1 - 18 Units.
(Credit as arranged.) Advanced studies in anthropology.

ANTH 601. Independent Research. 1 - 18 Units.
(Credit as arranged.)

ANTH 701. Dissertation Ph.D.. 1 - 9 Units.
(Credit as arranged.) Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

Department of Art History and Art

Mather House
arthistory.case.edu/ (http://arthistory.case.edu/)
Phone: 216.368.4118 or 368.4039; Fax: 216.368.4681
Elizabeth Bolman, Department Chair
elizabeth.bolman@case.edu

The Department of Art History and Art (http://www.case.edu/artsci/arth/arth.html) offers opportunities to study art history, to engage in pre-professional museum training, to participate in a broad range of studio offerings, and to pursue state teacher licensure in art education. The Bachelor of Arts degree is granted in art history and in pre-architecture (second major only), and the Bachelor of Science degree in art education. The department offers graduate programs leading to the degrees of Doctor of Philosophy in art history, Master of Arts in art history, Master of Arts in art history and museum studies, and Master of Arts in art education. In conjunction with the School of Law, the department also offers a combined JD/Master of Arts in art history and museum studies. Qualified undergraduates majoring in art history or art education may participate in the Integrated Graduate Studies Program.

All art programs are considerably enhanced by close cooperation with cultural institutions located in University Circle, in particular the Cleveland Museum of Art, the Cleveland Institute of Art, and the Museum of Contemporary Art (MOCA). The planned Nancy and Joseph Keithley Institute for Art History, to be created jointly with the Cleveland Museum of Art, will promote art historical studies through graduate fellowship support, collections-based graduate seminars, travel and research funding, undergraduate internship funding, and joint programming with the Cleveland Museum of Art.

In collaboration with the Department of Physics and other university associates, the department is launching a new series of programs under the umbrella art.lab.cle.

art.lab.cle supports the transformation of the fields of art history and art education. We approach these ambitious objectives from two principal points of view: transdisciplinary collaboration with the sciences and technology, and social justice. At times, these two objectives mesh in a single project. The democratization of art is at the heart of our vision. Please see our website for more information.

Art History Program

The study of art history expands visual literacy, deepens critical reading and writing skills, and increases students’ abilities to think across fields. The discipline is profoundly multidisciplinary, and it enhances awareness of cultural diversity around the globe and throughout time. Students majoring in art history have a wide variety of career opportunities. Graduates with a strong background in art history are employed as college and university professors; as museum professionals (in curatorial, educational, and administrative positions); as art librarians and archivists; as development officers; as journalists; as art gallery or auction house staff members; as art conservators and restorers; as art specialists in the diplomatic service and at all levels of government; and in other careers in industry, film, and television. Some of these specialties require additional study and professional preparation beyond the bachelor’s degree. Other art history majors who have fulfilled the required prerequisites go on to attend law, medical, or business school. Increasingly, familiarity with global visual culture is desirable for those pursuing careers well outside the field (for example, engineering students).

The graduate programs in art history are offered as part of the exceptional joint program in art history of Case Western Reserve University and the Cleveland Museum of Art. Most classes, undergraduate and graduate level, are held in the museum, and some courses are offered or co-taught by museum curators who hold adjunct appointments in the department. Students taking advanced-level courses use the museum’s extensive research library, and all students have an opportunity to study original works of art in the museum’s superb collections and conservation laboratories.
Art Education Programs

There is a temporary pause in admissions to the Art Education Programs. Contact Steven Ciampaglia (src137@case.edu) for more information.

The Art Education Programs' mission is "to prepare proactive, scholar-practitioner art educators who will develop into leaders, teachers, and talented artists in the field of art education."

The undergraduate and graduate degree programs in art education are offered in conjunction with the Cleveland Institute of Art. Art education majors have the advantage of pursuing their academic studies in a university environment and their studio studies at a professional art school that educates artists and designers. Students participate in educational field experiences conducted in many of Greater Cleveland's urban and suburban school systems, museums, and cultural institutions. Graduates of the Art Education Programs have pursued careers as teachers, supervisors, and consultants in public and private schools, colleges, art schools, and museums; as administrators of galleries and art organizations; as designers of educational programs for industry; and as practicing artists. The programs are especially proud of their record in recruiting and graduating students from diverse backgrounds.

Art Studio Program

For students seeking to develop and nurture their artistic and creative talents, the Art Studio Program offers a variety of introductory art courses in a variety of art media. Courses in drawing, painting, design, ceramics, enameling and jewelry, textiles, photography, digital media, and architecture are taught at various skill levels by experienced, professional artists. These courses can be taken as university electives or to fulfill minors in art studio, photography, or architecture. The program offers pre-architecture as a second major and as a minor for students who expect to continue architectural studies at the graduate level or who simply wish to pursue an area of interest to complete a second major in pre-architecture. At the end of each semester, there is a comprehensive public art exhibition of student work in the Art Gallery.

Department Faculty

Elizabeth Bolman, PhD  
(Bryn Mawr College)  
Elsie B. Smith Chair in the Liberal Arts; Professor of Art History; Chair; Department of Art History and Art  
Late Antique and Byzantine visual culture

Henry Adams, PhD  
(Yale University)  
Ruth Coulter Heede Professor in Art History  
American art

Erin Benay, PhD  
(Rutgers University)  
Associate Professor  
Early Modern Southern European art

Elina Gertsman, PhD  
(Boston University)  
Archbishop Paul J. Hallinan Professor in Catholic Studies II; Director of Graduate Studies  
Medieval art

Eunyoung Park, PhD  
(University of Kansas)  
Assistant Professor  
Modern and contemporary art

Maggie L. Popkin, PhD  
(The Institute of Fine Arts, New York University)  
Robson Junior Professor; Associate Professor  
Ancient Roman art and archaeology

Andrea Wolk Rager, PhD  
(Yale University)  
Jesse Hauk Shera Assistant Professor; Director of Undergraduate Studies  
Nineteenth- and twentieth-century British and European art

Catherine B. Scallen, PhD  
(Princeton University)  
Andrew W. Mellon Professor of the Humanities; Associate Professor  
Northern Renaissance and Baroque art and historiography

Adjunct Faculty from the Cleveland Museum of Art

Louis Adrean, MLS  
(Syracuse University)  
Adjunct Instructor; Head, Research and Programs, Ingalls Library and Museum Archives

Susan Bergh, PhD  
(Columbia University)  
Adjunct Associate Professor; Curator, Art of the Ancient Americas

Cory Korkow, PhD  
(University of Virginia)  
Adjunct Associate Professor; Associate Curator, European Art

Heather Lemonedes, PhD  
(The Graduate School and University Center, City University of New York)  
Adjunct Associate Professor; Deputy Director and Chief Curator

Sonya Rhie Mace, PhD  
(Harvard University)  
Adjunct Professor; George P. Bickford Curator of Indian and Southeast Asian Art

Sooa Im McCormick, PhD  
(University of Kansas)  
Adjunct Assistant Professor; Assistant Curator, Korean Art

Emily Peters, PhD  
(University of California, Santa Barbara)  
Adjunct Professor; Curator, Prints and Drawings

William Robinson, PhD  
(Case Western Reserve University)  
Adjunct Professor; Curator, Modern European Art

Barbara Tannenbaum, PhD  
(University of Michigan)  
Adjunct Professor; Curator, Photography
Art Education

Steven Ciampaglia, EdD
(Northern Illinois University)
Champney Family Professor of Art; Associate Professor; Director, Art Education and Art Studio Programs
Social justice and community arts; critical pedagogy; art + tech; media arts education

David King, MFA
(Kent State University)
Lecturer; Supervisor, Art Education Secondary Student Teaching

Adjunct Art History Faculty

Heather Galloway, Certificate in Conservation; MA in Art History
(Conservation Center, Institute of Fine Arts, New York University; Williams College Graduate Program in the History of Art)
Adjunct Assistant Professor
Physical examination of works of art

Gary Sampson, PhD
(University of California, Santa Barbara)
Associate Dean, Graduate Studies, Cleveland Institute of Art
History of photography

Holly Witchey, PhD
(Case Western Reserve University)
Adjunct Professor
Museum studies

Art Studio

Steven Ciampaglia, EdD
(Northern Illinois University)
Champney Family Professor of Art; Associate Professor; Director, Art Education and Art Studio Programs
Social justice and community arts; critical pedagogy; art + tech; media arts education

Jerry Birchfield, MFA
(Cornell University)
Lecturer, Photography Advisor
Photography, creative photography

Margaret Fischer, MA
(Case Western Reserve University)
Lecturer
Enameling and jewelry

Adriel Meyer, MA
(Case Western Reserve University)
Lecturer
Fibers and textiles

Emeriti

Ellen G. Landau
Andrew W. Mellon Professor Emerita of the Humanities

Edward J. Olszewski
Professor Emeritus

Undergraduate Programs

The art history curriculum is designed to give students a broad grounding in a variety of artistic media with a strong emphasis on understanding the cultural context in which they were produced. Students develop technical and critical vocabularies as well as sound writing skills to analyze works of art. Study of and research on works of art in the Cleveland Museum of Art are essential components of the undergraduate curriculum. Internships for credit or with volunteer status are available at the Cleveland Museum of Art, the Museum of Contemporary Art, and other arts institutions in University Circle.

Integrated Graduate Studies Program. Qualified undergraduates majoring in art history or art education may also participate in the Integrated Graduate Studies Program (p. 1298). Interested students should note the general requirements and the admission procedures in this bulletin and may consult the department for further information. The GRE is required for all students applying to the IGS program in art history.

Majors

Bachelor of Arts in Art History
This major requires 36 hours of coursework in art history, including:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 101</td>
<td>Art History I: Pyramids to Pagodas</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 102</td>
<td>Art History II: Michelangelo to Maya Lin</td>
<td>3</td>
</tr>
<tr>
<td>Art History 200-level courses</td>
<td>3-6</td>
<td></td>
</tr>
<tr>
<td>ARTH 396</td>
<td>Majors Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Art History electives at the 300 level</td>
<td>15-18</td>
<td></td>
</tr>
<tr>
<td>Art Studio courses</td>
<td>3-6</td>
<td></td>
</tr>
</tbody>
</table>

Students must take one 200- or 300-level course in four of the following five areas: Ancient Art, Arts of Asia/Africa/the Americas, Medieval Art, Renaissance and Baroque Art, and Modern/American/Contemporary
Art. Foreign language study (French, German, or Italian) is highly recommended.

Departmental Honors. Majors who wish to earn the Bachelor of Arts degree with honors in art history must make written application to the department chair no later than the fall semester of their senior year. Departmental honors are awarded upon fulfillment of the following requirements: a grade point average of at least 3.5 in the major and an A in ARTH 399 Honors Thesis.

Bachelor of Science in Art Education
There is a temporary pause in admissions to the BS in Art Education.

The Bachelor of Science in art education requires a total of 124 credits and is designed to educate professional teachers of art for public and private schools who are also competent, creative artists. The program meets the requirements of the Ohio Board of Education to qualify its university-recommended students for Pre-K-12 Visual Art Specialist Licensure to teach art in the public schools of Ohio and more than 40 reciprocating states.

This program is conducted jointly by Case Western Reserve University and the Cleveland Institute of Art. Admission requires application to Case Western Reserve University and submission of an art portfolio. Academic work is taken at Case Western Reserve, and the majority of art studio courses at the Cleveland Institute of Art, as follows:

Academic Courses at Case Western Reserve University

SAGES (First Seminar) 4
Two of the following: 6
  USNA Thinking About Natural and Technological World (3 cr hrs)
  USSO Thinking about the Social World (3 cr hrs)
  USSY Thinking about the Symbolic World (3 cr hrs)
Natural Sciences 3
Quantitative Reasoning (MATH or STAT) 3
Global & Cultural Diversity 3
ARTH 101 Art History I: Pyramids to Pagodas 3
ARTH 102 Art History II: Michelangelo to Maya Lin 3
ARTH Electives (one must be at 300 level) 6
PHED Physical Education (2 semesters)

Total Units 31

Professional Education/Art Education

ARTS 295 Introduction to Art Education 3
ARTS 300 Art For Different Futures 3
ARTS 385 Clinical/Field Based Experience I 1
ARTS 386 Clinical/Field Based Experience II 1
ARTS 387 Clinical/Field Based Experience III 1
ARTS 393 Art Content, Pedagogy, Methodology, and Assessment 3
ARTS 366A Student Teaching in Art: Pre-K - 6th Grade 4
ARTS 366B Student Teaching in Art: 7th - 12th Grade 4
ARTS 465 Seminar for Art Teachers 4
EDUC 301 Introduction to Education 3

PSCL 101 General Psychology I 3
EDUC 304 Educational Psychology 3
EDUC 255 Literacy Across the Content Areas 3
EDUC 386 Introduction to Instructional Technology 3

Total Units 39

Art Studio Courses at the Cleveland Institute of Art

I. Cleveland Institute of Art Foundations Core

Foundations Core introduces you to the forms, methods, and media concepts crucial to creative development, self-expression, and effective visual communication and production. The program provides a solid, broad-based core of art fundamentals that supports each subsequent year of advanced study throughout the institute’s curriculum. The foundation experience fosters a learning environment that is responsive to the aspirations and needs of the young artist, as well as innovations in the world of art and design, by balancing fundamental approaches with experimentation. The program fosters students’ aesthetic sensibilities and prepares them for the visual language, concepts, discipline, and skills that are necessary for excelling as an artist and art educator.

REQUIRED CLASSES

CIAR 103D Digital Color 1.5
CIAR 103M Material Color 1.5
CIAR 104 Digital Synthesis 3
CIAR 107 2D Design 3
CIAR 108 3D Design 3
CIAR 117 Drawing I 3
CIAR 118 Drawing II 3
CIAR 221 Intro to Painting 3
CIAR 233 Painting After the Photograph 3
CIAR 229A Intro to Sculpture Fabrication 3
Two Foundation Electives (6 cr. hrs) 6

Total Units 33

CLEVELAND INSTITUTE OF ART & ART STUDIO ELECTIVES (7 classes, 21 hours)

Seven different Art Studio 3-credit courses may be selected as electives in the areas of drawing, painting, design, sculpture, printmaking, crafts (ceramics, enameling, glass, fiber and materials studies, jewelry and metals), technology and integrated media, and film and video photographic arts. These courses offer students an opportunity for both breadth and depth based on their artistic aspirations and interests.

Recommended Classes

CIA PRI 200 Printmaking or PRI 232 Artist Book
CIA CDE Creative Process & Materials or CWRU ARTS 214 Ceramics

CWRU ARTS 216 Painting

CIA PHV 295 Photo I or CWRU ARTS 220 Photo I
CIA MET 249 Intro to Jewelry or CWRU ARTS 210 Enameling & Jewelry
CIA PPEL 400 Putting Artists in the Classroom
CIA Advanced Drawing or Painting Course

Total Units
124

Retention and Advanced Standing (Undergraduate Level)

The Bachelor of Science program in art education is designed to educate professional teachers of art. There are four decision points in the program, and for each of these decision points, there are three possible outcomes: unconditional admission; conditional admission with a prescribed remedial plan which when successfully completed will result in unconditional admission; or denial of admission. Denial of admission at any decision point means the student is no longer able to pursue an art education degree at Case Western Reserve.

Decision Point 1: Entry to the Program

Official admission to the Art Education Program generally occurs at the end of the fall semester of the sophomore year after a student completes ARTS 295 Introduction to Art Education. Admission to the program requires:

1. Successful interview and satisfactory score on the Teacher Licensure Admission Assessment
2. Cumulative GPA at CWRU of 2.7 or better (undergraduate)
3. Demonstration of entry-level competency in the discipline through successful presentation of an art portfolio
4. Signed statement of Good Moral Character
5. Being accepted as an art major through a portfolio review before matriculation
6. Successful completion of ARTS 295 Introduction to Art Education, including evaluation of an initial Teaching ePortfolio

Decision Point 2: Admission to Advanced Standing

The Application for Advanced Standing should be submitted by the junior year and the fall semester after Decision Point 1. The application requires:

1. Cumulative GPA of 2.7 or better
2. Discipline GPA of 2.7 or better
3. Education GPA of 3.0 or better
4. Minimum average score of 2.0 on Candidate Disposition Assessment Inventory (DAI)
5. Minimum average score of 2.0 on the ePortfolio

Decision Point 3: Admission to Student Teaching

The Application for Student Teaching should be completed by week 8 of the semester prior to student teaching. The application requires:

1. Cumulative GPA of 2.7 or better
2. Discipline GPA of 2.7 or better
3. Education GPA of 3.0 or better
4. Minimum average score of 2.5 on the ePortfolio that includes documentation of clinical/field experiences
5. Pass TB test; present documentation of hepatitis B vaccinations
6. Pass criminal background checks (BCI & FBI)
7. Minimum average score of 2.5 on DAI
8. Successful completion of the Student Teaching Interview

Decision Point 4: Retention During the Student Teaching Semester

1. Minimum average score of 2.75 on each CWRU Student Teaching Final Assessment by Cooperating Teacher and University Supervisor during the first student teaching placement
2. Minimum average mid-semester score of 2.75 on DAI

Decision Point 5: Recommendation for Initial Licensure

1. Cumulative GPA of 2.7 or better
2. Discipline GPA of 2.7 or better
3. Education GPA of 3.0 or better
4. Completion of degree requirements
5. Minimum average score of 3.0 on the ePortfolio
6. Minimum average score of 3.0 or better on DAI
7. Completion of CWRU Student Teaching Final Assessment by Cooperating Teacher and University Supervisor averaging 3.0 or better on each
8. Achieve passing scores on Ohio licensure exams
9. Completion of the following: Feedback on University Supervisor, Feedback on Cooperating Teacher, CWRU Teacher Licensure Exit Interview and Survey

After successfully completing all requirements at the four decision points, the student is recommended by the university's director of teacher education for the Ohio Visual Art (Pre-K-12) License. Completion of the Bachelor of Science in art education does not ensure that the State of Ohio's Visual Art Teacher License will be awarded.

Teacher licensure is also obtainable through the Art Education Graduate Program of Study. Additional information on this program is available in the office of the director of art education.

Bachelor of Arts in Pre-Architecture

The Pre-Architecture Program introduces the student to the forms, history, and functions of architecture as well as to the studio skills relevant to its practice. The program is designed to provide a background for undergraduate students who plan to continue architectural studies at the graduate level, as well as for those interested in the study of architecture as part of a liberal or technical education.

Pre-architecture may be chosen only as a second major. The double major is required so that the perspectives provided by this interdisciplinary program may be complemented by a concentrated disciplinary experience. For a student who completes a Bachelor of Science degree (BS, BSE, or BSN), pre-architecture may serve as the sole major for a BA degree.

To declare a pre-architecture major, students should have declared a first major and have sophomore or junior standing. Up to 6 credits in general education requirements and elective courses taken by students for their first major may be applied to their pre-architecture major.

The major consists of a minimum of 30 credit hours, 15 of which are in required courses and the remainder of which are approved elective courses. Detailed information about approved electives is available in the departmental office.
The required courses are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 101</td>
<td>Art History I: Pyramids to Pagodas</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 102</td>
<td>Art History II: Michelangelo to Maya Lin</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 106</td>
<td>Creative Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 302</td>
<td>Architecture and City Design I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 303</td>
<td>Architecture and City Design II</td>
<td>3</td>
</tr>
</tbody>
</table>

Art history courses: 6

Two of the following: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 101</td>
<td>Design and Color I</td>
</tr>
<tr>
<td>ARTS 101</td>
<td>Design and Color II</td>
</tr>
<tr>
<td>ARTS 206</td>
<td>Creative Drawing II</td>
</tr>
<tr>
<td>ARTS 220</td>
<td>Photography Studio I</td>
</tr>
<tr>
<td>ARTS 304</td>
<td>Architecture and City Design III</td>
</tr>
<tr>
<td>THTR 223</td>
<td>Scenic Design</td>
</tr>
<tr>
<td>THTR 224</td>
<td>Lighting Design</td>
</tr>
</tbody>
</table>

One of the following: * 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 125</td>
<td>Math and Calculus Applications for Life, Managerial, and Social Sci I</td>
</tr>
<tr>
<td>MATH 126</td>
<td>Math and Calculus Applications for Life, Managerial, and Social Sci II</td>
</tr>
<tr>
<td>PHYS 115</td>
<td>Introductory Physics I</td>
</tr>
<tr>
<td>PHYS 116</td>
<td>Introductory Physics II</td>
</tr>
<tr>
<td>PHYS 121</td>
<td>General Physics I - Mechanics</td>
</tr>
<tr>
<td>PHYS 122</td>
<td>General Physics II - Electricity and Magnetism</td>
</tr>
</tbody>
</table>

Total Units: 30

Program Minors

Four minors, each requiring 18 credit hours, are available: one in art history, and three through the Art Studio Program: Art Studio, Photography, Pre-Architecture.

Art History

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ARTH 101</td>
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</tr>
<tr>
<td>ARTH 102</td>
<td>Art History II: Michelangelo to Maya Lin</td>
<td>3</td>
</tr>
</tbody>
</table>

Art History electives (at least 3 hours must be taken at the 200 level): 12

Total Units: 18

Art Studio

<table>
<thead>
<tr>
<th>Course</th>
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<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 101</td>
<td>Design and Color I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 106</td>
<td>Creative Drawing I</td>
<td>3</td>
</tr>
</tbody>
</table>

Four additional studio courses, two of which must be in the same area (i.e., drawing, painting, design, textiles, photography, ceramics and enameling): 12

Total Units: 18

Photography

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ARTS 220</td>
<td>Photography Studio I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 320</td>
<td>Photography Studio II</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 322</td>
<td>Digital Photography I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 325</td>
<td>Creative Photography</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 325 or ARTS 365D</td>
<td>Creative Photography</td>
<td>3</td>
</tr>
<tr>
<td>B&amp;W Photography Studio</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Two of the following: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 102</td>
<td>Art History II: Michelangelo to Maya Lin</td>
</tr>
<tr>
<td>ARTS 399</td>
<td>Independent Study in Art Studio</td>
</tr>
<tr>
<td>ARTS 323</td>
<td>Creative Digital Photography II</td>
</tr>
</tbody>
</table>

Total Units: 18

Pre-Architecture

<table>
<thead>
<tr>
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</tr>
</thead>
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</tr>
<tr>
<td>ARTS 106</td>
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</tr>
<tr>
<td>ARTS 302</td>
<td>Architecture and City Design I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 303</td>
<td>Architecture and City Design II</td>
<td>3</td>
</tr>
</tbody>
</table>

One approved elective (the following are recommended): 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 304</td>
<td>Architecture and City Design III</td>
</tr>
<tr>
<td>ARTS 101</td>
<td>Design and Color I</td>
</tr>
</tbody>
</table>

Total Units: 18

Doctor of Philosophy in Art History

Our highly selective doctoral program in art history, founded in 1967 and offered in collaboration with the Cleveland Museum of Art, provides unique training for museum and academic careers. The object-grounded approach to the study of art history, based on the encyclopedic collections of the CMA and other area institutions, affords an exceptional opportunity to fuse the varied practices of the discipline pursued within the museum and the academy. Through study rooted in careful examination of the specific properties and idiosyncrasies of art objects, students can contribute concretely to a broader cultural and theoretical academic discourse. Graduate students are trained in both traditional and newer, theoretically-based art historical approaches in classes taught by faculty renowned for their expertise in a diversity of fields, all of whom maintain an object-oriented approach to teaching and research. Many CMA curators and museum educators hold adjunct faculty positions and teach courses for the program. Classes are frequently held at the CMA, where students have access to the permanent collections and a rotating schedule of exhibitions as well as to the Ingalls Library, the third largest art research library in the United States.

The innovative CWRU-CMA doctoral program in art history trains flexible and creative professionals who have the tools to achieve excellence in museum and academic careers. The pace of the program is accelerated; full funding for five years of tuition in addition to a $25,000 yearly stipend enables our doctoral students to work full time on their degrees, with the goal of finishing in five to six years. Many aspects of the current curriculum were developed through two generous grants given jointly to CWRU and the CMA in 2013 and 2019 by the Andrew W. Mellon Foundation as part of a program to further collaborations between art history graduate programs and art museums.

An MA in art history and reading knowledge of one approved foreign language (such as French, German, Italian, Japanese, or Chinese) are prerequisites. Very rarely, an exceptionally well-prepared applicant may be
considered for admission with a BA degree only. Admission preference is given to applicants whose scholarly interests coincide with the interests of a department faculty member, those who wish to focus on distinctive holdings in the collection of the Cleveland Museum of Art, and/or those planning to pursue topics in museum or collecting history or the history of the art market. Admission to the program is made on the basis of academic record and scholarly promise, recommendations, experience, and personal interviews. Applicants must also submit GRE scores and two art history research papers. Students whose MA was awarded more than five years prior to application for admission may be required to pass a qualifying examination and/or foreign language examination administered by the department before being admitted to full standing in the PhD program.

Required courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 495</td>
<td>Methodologies of Art History</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 496</td>
<td>Materials, Methods, and Physical Examination of Works of Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 610A</td>
<td>Advanced Visual Arts and Museums: Internship I</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 610B</td>
<td>Advanced Visual Arts and Museums Internship II</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 701</td>
<td>Dissertation Ph.D.</td>
<td>18</td>
</tr>
</tbody>
</table>

Total Units: 60

Doctoral students must demonstrate an ability to read two approved languages other than English useful in art historical research. The general examination cannot be taken until the language requirement is fulfilled either through course work or successfully passing language reading examinations. Doctoral students in Asian art should enter the program with a reading knowledge of at least one Asian language (Chinese, Japanese, or Korean). Prior to taking the comprehensive exam, students must demonstrate reading knowledge of two languages relevant to the student's research interests. The second language is chosen in consultation with a faculty advisor. It may be a modern Asian language, a classical Asian language, or a European language.

Doctoral students are required to pass an oral examination of major and minor fields and a written examination in the form of a research paper of 20-30 pages in length. The topic for the research paper will be set by the examination committee after the oral examination is held, the paper will be due two weeks after the student picks up the assigned topic. A final evaluation will be based on the student's performance in both the written and oral sections of the general examination.

**Master of Arts in Art History**

The MA program in art history is designed to provide the student with a broad knowledge of the major art historical periods, scholarly and bibliographical resources, and the methodologies of art history. It also offers an opportunity to investigate art historical problems in some depth. In addition to the regular graduate school application form, applicants to the graduate program in art history are required to submit GRE scores and two research papers that they consider to represent their best work. Applicants for the MA should have a BA major or minor concentration in art history or a related humanities field and a minimum GPA of 3.5. All applicants whose native language is not English, or who have not received a degree from an English-speaking university, must take the Test of English as a Foreign Language (TOEFL); the required minimum score on the online test is 100.

The master’s degree in art history is conducted exclusively under Plan B as described under the School of Graduate Studies (p. 1333) in this bulletin. All other requirements of the MA program must be fulfilled.

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 495</td>
<td>Methodologies of Art History</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 496</td>
<td>Materials, Methods, and Physical Examination of Works of Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 610A</td>
<td>Advanced Visual Arts and Museums: Internship I</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 610B</td>
<td>Advanced Visual Arts and Museums Internship II</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 701</td>
<td>Dissertation Ph.D.</td>
<td>18</td>
</tr>
</tbody>
</table>

Total Units: 30

**Master of Arts in Art History and Museum Studies**

The MA program in art history and museum studies includes the same broad requirements and objectives as the MA program in art history, along with a year-long museum studies course and two supervised museum internships. In addition to the regular graduate school application form, applicants to the graduate program in art history are required to submit GRE scores and two research papers that they consider to represent their best work. Applicants for the MA should have a BA major or minor concentration in art history or a related humanities field and a minimum GPA of 3.5. All applicants whose native language is not English, or who have not received a degree from an English-speaking university, must take the Test of English as a Foreign Language (TOEFL); the required minimum score on the online test is 100.

The requirements include:

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<tbody>
<tr>
<td>ARTH 495</td>
<td>Methodologies of Art History</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 490A</td>
<td>Visual Arts and Museums: Internship</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 490B</td>
<td>Visual Arts and Museums: Internship</td>
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<tr>
<td>ARTH 491A</td>
<td>Visual Arts and Museums: Internship</td>
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</tr>
<tr>
<td>ARTH 491B</td>
<td>Visual Arts and Museums: Internship</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 610A</td>
<td>Advanced Visual Arts and Museums: Internship I</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 610B</td>
<td>Advanced Visual Arts and Museums Internship II</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 701</td>
<td>Dissertation Ph.D.</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Units: 24

**JD/MA in Art History and Museum Studies**

The School of Law at Case Western Reserve University prepares JD students to practice law in, among other areas, the fields of intellectual property and law and the arts. The MA in Art History and Museum Studies
program, coordinated by the Department of Art History and Art and the Cleveland Museum of Art, is designed to provide students with a broad knowledge of the major art historical periods, of the historiography and critical methodologies of art history, and of museological practice and history, connoisseurship, conservation, and interpretation, through course work and museum internships. The dual degree program prepares students to participate in the fields of intellectual property and law and the visual arts and provides students with an opportunity to develop expertise in areas of substantive interest.

The School of Law requires 88 credit hours of coursework, including 36 hours of required courses and an upper-class writing requirement, for the JD degree. Most of the requirements are completed during the first year of the law program, which includes:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWS 1201</td>
<td>Civil Procedure</td>
<td>4</td>
</tr>
<tr>
<td>LAWS 1101</td>
<td>Contracts</td>
<td>4</td>
</tr>
<tr>
<td>LAWS 1102</td>
<td>Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 1103</td>
<td>Torts</td>
<td>4</td>
</tr>
<tr>
<td>LAWS 1204</td>
<td>Law, Legislation and Regulation</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 1203</td>
<td>Property</td>
<td>4</td>
</tr>
<tr>
<td>LAWS 1801</td>
<td>Legal Writing, Leadership,</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Experiential Learning, Advocacy,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and Professionalism 1</td>
<td></td>
</tr>
<tr>
<td>LAWS 1802</td>
<td>Legal Writing, Leadership,</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Experiential Learning, Advocacy,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and Professionalism 2</td>
<td></td>
</tr>
</tbody>
</table>

In addition to the 30 credits of first-year courses, JD students must complete LAWS 2001 Professional Responsibility, LAWS 2002 Constitutional Law I, and LAWS 2803 Legal Writing, Leadership, Experiential Learning, Advocacy, and Professionalism 3: Advanced Skills during their second year of study. Students must also fulfill an upper-class writing requirement and complete a capstone project during the final year of study. Students should consult the School of Law curriculum guides for details about degree requirements that are applicable to the JD/MA dual degree program.

Students in the MA program in art history and museum studies must complete 31 hours of graduate credit, nine hours of which must be taken in the Law School, to satisfy the requirements for the dual JD/MA degree. In addition, students in the MA program must demonstrate a reading knowledge of one approved modern language other than English. They must also take the MA comprehensive examination at the conclusion of their art history studies.

The 31 hours of course work must be taken at the 400 level or higher, and be distributed as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 490A</td>
<td>Visual Arts and Museums I</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 490B</td>
<td>Visual Arts and Museums II</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 491A</td>
<td>Visual Arts and Museums:</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Internship</td>
<td></td>
</tr>
<tr>
<td>ARTH 491B</td>
<td>Visual Arts and Museums:</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Internship</td>
<td></td>
</tr>
<tr>
<td>ARTH 495</td>
<td>Methodologies of Art History</td>
<td>3</td>
</tr>
</tbody>
</table>

One course in each of the three following areas:

- Pre-Modern (pre-1800)
- Modern (post-1800)
- Non-Western

### Relevant Law School courses *

- Three of the courses in these two categories must be seminars.

The dual degree program requires students to complete 98 credit hours. Law students enrolled in the dual degree program will earn up to 12 credit hours toward the JD degree for completion of the graduate-level art history courses. Credit will not be given for work done in such courses before the student completes the first year of law school. Dual degree students are required to complete 22 credit hours toward the MA. Nine hours of law school coursework will count toward the 31 hours required for the MA in Art History and Museum Studies. The Department of Art History and Art liaison must approve the law school courses that will count toward the MA.

Dual degree students generally begin study in the law school and defer enrollment in the MA program until their second year. (There may be exceptions to this general rule. In certain cases, for example, students may be permitted to take one course in the art history department during the second semester of the first year of law school.) Students interested in completing the dual degree should consult both programs early in the process to avoid difficulties. After the first year of law school, students may enroll in law courses or art history courses; the program will not require students to complete a specific “core” in a “dedicated” semester in the Department of Art History and Art. Completion of the dual degree program will take at least seven semesters or three-and-a-half years of coursework.

#### Year 1: First-year law school curriculum. (30 hours)

#### Year 2, 3 & 4: Mixture of courses between the two units, including 22 hours of coursework in the art history program and the MA comprehensive examination.

### Credit Hour Requirements

- Total Hours in the School of Law: 76
- Total Hours in the art history department: 22
- Total Hours in the Dual Degree Program: 98

### Dual Degree Student Advising System

Dual degree students are advised by the Associate Dean for Academic Affairs at the School of Law. In addition, dual degree students are granted priority registration for upperclass courses, ensuring that they will be able to enroll in the classes they need. In the Department of Art History and Art, dual degree students will be advised by the art history department liaison and the director of graduate studies.

### Admissions

Students wishing to enroll in the dual degree program must be separately admitted to each program. The Department of Art History and Art will waive the GRE requirement for admission to the MA program and use the LSAT in the admissions process. Applicants can apply to the dual degree program when they apply to the School of Law or after the first year of enrollment in the School of Law. Once students have been admitted, they will consult with the Associate Dean for Academic Affairs at the School of Law and the Department of Art History and Art liaison to determine their appropriate course of study.
Master of Arts in Art Education

There is a temporary pause in admissions to the MA in Art Education.

The Master of Arts in Art Education is offered in two plans: Plan I for those who already hold teacher licenses and who desire advanced studio- and art-related studies; Plan II for those holding the Bachelor of Fine Arts or equivalent degree who desire multi-age teacher licensure as visual art specialists. Both programs are offered jointly by Case Western Reserve University and the Cleveland Institute of Art, and both require 36 semester hours.

The admission procedure includes an online application, three letters of recommendation, a college transcript, which are to be submitted to the Art Education office, and an interview with the program director in which students show a portfolio of artwork and discuss their program of study. For students pursuing Plan I, the Cleveland Institute of Art admission procedure requires a portfolio. Approval by both the University and the Cleveland Institute of Art is required for admission into Plan I. Information and application forms are available online through the Office of Graduate Admission at Case Western Reserve University.

Plan I
- 18 hours in studio to be taken at the Cleveland Institute of Art or Case Western Reserve University at the 300 level or above; and 18 hours in academic courses to be taken at Case Western Reserve University at the 400 level or above, to be selected in consultation with the director of art education; or
- 30 semester hours of course credit: 18 hours in studio to be taken at the Cleveland Institute of Art at the 300 level or above; and 12 hours in academic courses to be taken at Case Western Reserve University at the 400 level or above, to be selected in consultation with the director of art education; AND a required Thesis Exhibition based on individual research (not less than 6 semester hours of registration).

Plan II

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 401</td>
<td>Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 404</td>
<td>Educational Psychology</td>
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<tr>
<td>EDUC 486</td>
<td>Introduction to Instructional Technology</td>
<td>3</td>
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<tr>
<td>ARTS 385</td>
<td>Clinical/Field Based Experience I</td>
<td>1</td>
</tr>
<tr>
<td>ARTS 386</td>
<td>Clinical/Field Based Experience II</td>
<td>1</td>
</tr>
<tr>
<td>ARTS 387</td>
<td>Clinical/Field Based Experience III</td>
<td>1</td>
</tr>
<tr>
<td>ARTS 400</td>
<td>Art For Different Futures</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 493</td>
<td>Art Content, Pedagogy, Methodology, and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 466A</td>
<td>Student Teaching in Art: Pre-K - 6th Grade</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 466B</td>
<td>Student Teaching in Art: 7th - 12th Grade</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 465</td>
<td>Seminar for Art Teachers</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 602</td>
<td>Study in Art Education</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 497</td>
<td>Summer Workshop in Art Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units: 36

The Master's Plan II Program in Art Education is designed to educate professional teachers of art. There are four decision points in the Art Education Program. For each of the decision points, there are three possible outcomes: unconditional admission; conditional admission with a prescribed remedial plan which when successfully completed will result in unconditional admission; or denial of admission. Denial of admission at any decision point means the student is no longer able to pursue an art education degree at Case Western Reserve University.

Decision Point 1: Entry to the Program

Application for admission to the program requires:
1. being accepted to the university
2. being accepted as an art major through an art portfolio review
3. submission of a signed Statement of Assurance of Good Moral Character
4. a satisfactory interview with art education faculty, documented on the Teacher Licensure Admission Assessment Form

Decision Points 2 and 3: Admission to Advanced Standing & Student Teaching

Application for advanced standing and student teaching requires:
1. Cumulative GPA of 2.7 or better
2. Discipline GPA of 2.7 or better
3. Education GPA of 3.0 or better
4. Minimum average score of 2.5 on the ePortfolio
5. Pass TB test; present documentation of hepatitis B vaccinations
6. Pass criminal background checks (BCI & FBI)
7. Minimum average score of 2.5 on DAI
8. Successful completion of the Student Teaching Interview.

Decision Point 4: Retention During the Student Teaching Semester

1. Minimum average score of 2.75 on each CWRU Student Teaching Final Assessment by Cooperating Teacher and University Supervisor during the first student teaching placement
2. Minimum average mid-semester score of 2.75 on DAI

Decision Point 5: Recommendation for Initial Licensure

Application for initial licensure occurs after successful completion of all degree requirements. The application requires:
1. Cumulative GPA of 2.7 or better.
2. Discipline GPA of 2.7 or better.
3. Education GPA of 3.0 or better
4. Completion of degree requirements
5. Minimum average score of 3.0 on the ePortfolio
6. Minimum average score of 3.0 or better on DAI
7. Completion of CWRU Final Student Teaching Assessment by Cooperating Teacher and University Supervisor averaging 3.0 or better on each
8. Achieve passing scores on Ohio Licensure exams
9. Completion of the following: Feedback on University Supervisor, Feedback on Cooperating Teacher, CWRU Teacher Licensure Exit Interview and Survey.
10. submission of a current final transcript documenting the following: a cumulative GPA of 3.0 or better, an art course GPA of 3.0 or better, and an education GPA of 3.0 or better
11. a passing score on DAI, completed by the art education faculty
12. achievement of state-mandated scores on the two Ohio Assessments for Educators exams
13. completion of the CWRU Student Teaching Final Assessment by the cooperating teacher and university supervisor with a grade of B or better

14. completion of the CWRU Teacher Licensure Exit Interview and Survey

After successfully completing all requirements at the four decision points, the student is recommended by the university's director of teacher education for the Ohio Provisional Art (Pre-K-12) License. Completion of the Master's Plan II Program in Art Education degree does not ensure that the State of Ohio's Provisional Visual Art Teacher License will be awarded.

**ARTH Courses**

**ARTH 101. Art History I: Pyramids to Pagodas. 3 Units.**
The first half of a two-semester survey of world art highlighting the major monuments of the ancient Mediterranean, medieval Europe, MesoAmerica, Africa, and Asia. Special emphasis on visual analysis, and socio-cultural contexts, and objects in the Cleveland Museum of Art. Counts for CAS Global & Cultural Diversity Requirement.

**ARTH 102. Art History II: Michelangelo to Maya Lin. 3 Units.**
The second half of a two-semester survey of world art highlighting the major monuments of art made in Africa, the Americas, Asia, and Europe from 1400 to the present. Special emphasis on visual analysis, historical and sociocultural contexts, and objects in the Cleveland Museum of Art. Counts for CAS Global & Cultural Diversity Requirement.

**ARTH 203. The Arts of Asia. 3 Units.**
This course surveys a selection of major developments in the arts of Asia from the bronze age to the present in a wide range of media including: sculpture, painting, ceramics, architecture, bronzes, calligraphy, prints and contemporary installations. We explore factors behind the making of works of art, including social, political, religious and personal meanings, while examining the historical contexts for the arts of India, China, Japan, Korea, Cambodia and Thailand. Attention will be paid to the material and stylistic qualities of art as well as art's relationship to the ideas and practices of Buddhism, Hinduism, and Daoism. Visits to the Asian galleries at the Cleveland Museum of Art form an integral part of the course. Counts for CAS Global & Cultural Diversity Requirement.

**ARTH 208. Arts of Japan. 3 Units.**
This course explores a selection of major developments in Japanese visual and material culture from ancient times to the present day. We consider works in multiple media including paintings, sculpture, calligraphy, ceramics, woodblock prints, architecture, performance art, and installations. We look into the roles of art in society, the relationship of art to political authority, the place of art in religious practice and experience, connections between art and literature, and how art relates to the expression of personal, social, political, and cultural identity. We pay particular attention to tea ceramics, Edo and Meiji period, woodblock prints, Chinese and Euro-American influences on Japanese art, works associated with Buddhist religious practices and ideas such as ink painting, portraiture, and statuary connected with Zen. We also examine the role of museums in selecting, preserving, and presenting Japanese art in the 20th and 21st century. Visits to the Cleveland Museum of Art form an integral part of the course. Counts for CAS Global & Cultural Diversity Requirement.

**ARTH 220. Jewish Traditional Art and Architecture. 3 Units.**
Tradition and transformation in Jewish artistic expression over time and across space. Course will begin with biblical period and continue down to the present day in Israel and America. Examination of how concepts such as "Jewish" and "art" undergo change within the Jewish community over this period. Offered as ARTH 220 and JDST 220. Counts for CAS Global & Cultural Diversity Requirement.

**ARTH 226. Greek and Roman Sculpture. 3 Units.**
This survey course explores the history of sculpture in ancient Greece and Rome, from the Mycenaean period through the reign of Constantine (A.D. 306-337). Students learn how to analyze works of sculpture in terms of form, function, and iconography. Particular emphasis is placed on situating sculptures within the changing historical, cultural, political, and religious contexts of the classical world, including the Greek city-state, the Hellenistic kingdoms that followed Alexander the Great, the Roman Republic, and the Roman Empire. Students will study a variety of sculptures--such as statues, reliefs, and carved gems--from across the Greek and Roman worlds. As we study sculptures from the classical world, we will consider questions of design, patronage, artistic agency, viewer reception, and cultural identity. We will also consider the cultural interaction between ancient Greece and Rome and what impact this had on the production and appearance of sculpture. Offered as ARTH 226 and CLSC 226. Counts for CAS Global & Cultural Diversity Requirement.

**ARTH 241. Medieval Art. 3 Units.**
This course will introduce students to the pivotal works of art created between approximately 250 and 1500. We will discuss painting, sculpture, architecture, manuscript illumination, and graphic arts. Medieval visual and material culture will be considered within the framework of socio-political developments, rapid urban growth, the flowering of monastic culture, the rise of universities, and changes in devotional practices. While the course will primarily focus on western part of the medieval Christendom, we will also discuss Jewish, Byzantine, and Islamic art. Visits to the CMA will form an integral part of the course. Counts for CAS Global & Cultural Diversity Requirement.

**ARTH 250. Art in the Age of Discovery. 3 Units.**
A survey of developments in Renaissance art and architecture in northern Europe and Italy during a new age of science, discovery and exploration, 1400-1600.

**ARTH 260. Art in Early Modern Europe. 3 Units.**
A survey of European art in the seventeenth and eighteenth centuries, an era of rising nationalism, political aggrandizement, religious expansion and extravagant art patronage. The tensions between naturalism and idealization, court and city, public and private, church and secular patronage, grand commissions and an open air market, will provide themes of the course as we explore what characterized the arts of Austria, Belgium, England, France, Germany, Italy, The Netherlands, and Spain. Counts for CAS Global & Cultural Diversity Requirement.

**ARTH 270. American Art and Culture Before 1900. 3 Units.**
Survey of the development of American art from colonial times to the present which explores how art has expressed both American values and American anxieties. Painting is emphasized, but the course also considers architecture, the decorative arts, film, literature, and music. Offered as AMST 270 and ARTH 270.

**ARTH 271. American Art and Culture: The Twentieth Century. 3 Units.**
Survey of the development of American art from 1900 to the present (and the future) which will explore how art has expressed both American values and American anxieties. Painting will be emphasized, but the course will also consider architecture, the decorative arts, film, literature, and music. Offered as AMST 271 and ARTH 271.
**ARTH 274. Nineteenth-Century European Art. 3 Units.**
This course will examine the development of European art across the tumultuous long nineteenth century, from the French Revolution in 1789 to the eve of the First World War in 1914. Adopting a thematic, as well as an international approach, this course will seek to interrogate the canonical understanding of this period of dramatic change across France, Britain, Germany, and Spain. We will explore issues of politics, economics, class, gender, imperialism, nationalism, and industrialization that surround the advent of artistic modernity. The class will also consider a range of artistic media, including painting, sculpture, photography, the decorative arts, and architecture, taking advantage of the rich collections of the Cleveland Museum of Art. Counts for CAS Global & Cultural Diversity Requirement.

**ARTH 280. Modern Art and Modern World. 3 Units.**
This course will explore the development of modern art, primarily the art of Europe and the United States, from the late 18th to the mid-20th century. Tracing key art movements and the careers of significant artists, this course will not only examine innovations in style, materials, technique, subject matter, and theory in modern art history, but will also analyze issues related to the rise of new social classes, industrialization and technological development, as well as changes to the urban environment and the development of popular culture in modern society. Through the examination of artists’ responses to technological, cultural, social, and political changes, this course will explore the emergence and development of “modernity” and “modernism” in Western art. Visits to the Cleveland Museum of Art will form an integral part of the course.

**ARTH 284. History of Photography. 3 Units.**
A survey of the history of photography from its inception in 1839 to the present. Emphasis is on the complex relationship between technological innovations and picture-making; the artistic, documentary, and personal uses of photography; and the relationship of photography to other art forms.

**ARTH 286. Introduction to Contemporary Art. 3 Units.**
This course will explore contemporary art and visual culture since the 1960s with a focus on major artistic movements and artists. The first part of the course will focus on changes in artistic practices in the United States and Europe, through the study of Pop Art, Minimalism, Conceptual Art, Institutional Critique, Performance Art, Feminist Art, and Activist Art. The second part of the course will investigate the global turn in contemporary art from the 1980s onward introducing art from Asia, Africa, and the Middle East. This course will examine a set of issues related to postmodernism, postcolonialism, globalization, and transnationalism and trace cultural, social, and geopolitical shifts in contemporary art. Counts for CAS Global & Cultural Diversity Requirement.

**ARTH 302. Buddhist Art in Asia. 3 Units.**
This course explores the visual and material culture of Buddhism in Asia from its origins in India to its transmission and transformation in China, Korea, Japan, Tibet, Thailand, Cambodia and Indonesia. Our historically and culturally structured examination traces major developments in Buddhist art and their relationships with belief, practice, and ritual. We consider the ways that artistic traditions have adapted and evolved both within individual cultures and cross-culturally. We primarily focus on studying the historical contexts for sculpture, architecture, and painting, but we also consider the movement of Buddhist works from temples to sites of secular display in museums around the world, and the religious, cultural, and ethical issues that arise from these moves. Topics include: representations of the life of the historical Buddha; visual programs of temples; artistic representations of paradises and hells; sacred sites and architecture; imperial patronage of Buddhist art; the role of art in pilgrimage and ritual; and visual imagery associated with Pure Land, Chan, Zen and esoteric traditions. Visits to and engagement with objects in the new Asian galleries at the Cleveland Museum of Art provide a rich environment for our class sessions and student projects. Offered as ARTH 302 and ARTH 402. Counts for CAS Global & Cultural Diversity Requirement.

**ARTH 307. Arts of China. 3 Units.**
This course explores a selection of major developments in Chinese visual and material culture from ancient times to the present day. We consider works in multiple media including bronzes, pottery, sculpture, calligraphy, paintings, ceramics and installations. We look into the roles of art in society, the relationship of art to political authority, the place of art in religious practice and experience, connections between art and literature, and how art relates to the expression of personal, social, political, and cultural identity. We pay particular attention to landscape painting; pictorial and sculptural programs of Buddhist grottoes; art commissioned and collected by the imperial court; objects associated with Daoist, Buddhist, and Confucian religious practices and sacred sites; art produced during periods of non-Chinese rule under the Mongols and Manchus; the affects of foreign styles and ideas on artists; and the role of Chinese artists in the contemporary global art world and market. We also examine the role of museums in selecting, preserving, and presenting Chinese art in the 20th and 21st century. Visits to the Cleveland Museum of Art form an integral part of the course. Offered as ARTH 307 and ARTH 407. Counts for CAS Global & Cultural Diversity Requirement.

**ARTH 308. Daoism: Visual Culture, History and Practice. 3 Units.**
This course explores developments in the visual culture, history and practices of Daoist religious traditions in China from the third to twentieth centuries. Our historically and conceptually structured examination draws upon a balance of visual, textual, and material sources, while considering the various approaches scholars have employed to understand the history and development of Daoist traditions. Topics include: sacred scriptures and liturgies, biographies and visual narratives, iconography and functions of the pantheon of gods and immortals, views of the self and the body, practices of inner alchemy and self-cultivation, thunder deities and exorcism, dietetics and medicine and modes of meditation and ritual. Offered as ARTH 308, ARTH 408, and RLGN 308. Counts for CAS Global & Cultural Diversity Requirement.
ARTH 315. Art and Architecture of Ancient Egypt and Mesopotamia. 3 Units.
The golden mask of Tutankhamun, the imposing Ishtar Gate, delicately
 carved ivories, and expertly chiseled stone sculpture; the art and
 architecture of Ancient Egypt and Mesopotamia are some of the most
captivating examples of visual culture from the ancient world. This
course will emphasize the examination of art and architecture of Egypt
and Mesopotamia in context, focusing on material from prehistory
through the 6th century BC. We will explore the deep connection between
art, religion, and the worldview of Ancient Egypt and Mesopotamia,
in addition to the meaning and audience for art, the principles which
guided art production, trends in media and themes over time, and the
relationship of writing and art. We will also consider the interaction
between Egyptian and Mesopotamian art, museums and the modern
artistic and political landscapes. Offered as ANEE 315, ANEE 415,
ARTH 315 and ARTH 415.

ARTH 316. Methods in Public Humanities and Civic Engagement. 3 Units.
Who has access to knowledge and why? How is knowledge produced and
publicized? What and where is the public? Who is included and excluded
in this public? What is the role of art and culture in various publics? This
innovative new course will address these questions as it introduces
students to the theories and methods of the Public Humanities and
Civic Engagement. Broadly defined, Public Humanities works to engage
diverse publics in the subjects of the humanities by making topics like art
history, literary history, film, and theater, accessible and understandable
to a wider civic audience, but it also interrogates the concept of the
expert and seeks to find experts in the field, rather than exclusively
in the academy. Through a combination of reading, discussion, and
virtual (or in person) visits from leaders of Cleveland-area organizations,
administrators, legislators, and public historians, this course will teach
you how to put your degrees to work for the greater good! Although this
course is about Public Humanities & Civic Engagement, it is open to
students in all fields across the university who are interested in ways
to integrate the community in their education and to think creatively
about the types of work their academic training prepares them to do.
Undergraduate and graduate students will benefit from opportunities to
broaden their professional networks and to learn more about the kinds of
skills that are necessary in professions across the disciplines. Offered as
ARTH 316, ARTH 416, HUMAN 316, and HUMAN 416.

ARTH 325. Art at the Crossroads of Religion: Polytheistic, Christian, and
Islamic Art in Antiquity. 3 Units.
People often single out the reign of Constantine (A.D. 306-337) as the
point in history when Rome transformed from a polytheistic empire to a
Christian empire. This course questions the strict divide between the
categories of "pagan" and "Christian" in Rome in the imperial period and
beyond. Through a close examination of the artistic and architectural
record, students will come to understand that this dichotomy is a modern
invention; for people living in the Roman Empire, religious identities
were extraordinarily fluid. Indeed, traditional polytheistic religion and
Christianity remained closely intertwined for centuries after Constantine
"Christianized" the Empire. Moreover, religious pluralism had been a
fundamental part of Roman culture since the founding of ancient Rome.
We will survey a range of material culture, including public statuary,
sarcophagi, silver hordes, and temples and churches. We will also
examine sites such as the border city of Dura-Europos in Syria to explore
how religious identities in the Roman Empire (including Judaism, early
Christianity, and so-called mystery cults) intertwined even when Rome
was still supposedly a "pagan" Empire. The course pays particular
attention to the art and architecture produced under Constantine, whom
people today often remember as Rome's first Christian emperor but who
represents, in fact, a complex amalgam of polytheistic and monotheistic
practices and identities. We will also explore how Christian art slowly but
ultimately became the predominant visual culture in the Roman Empire.
Finally, we will examine how Early Islamic art and architecture exploited
the Greco-Roman visual tradition to the ends of this new religion. Offered
as ARTH 325, ARTH 425 and CLSC 325. Counts for CAS Global & Cultural
Diversity Requirement.

ARTH 329. Marvels of Rome: Monuments and Their Decoration in the
Roman Empire. 3 Units.
This course examines some of the most famous monuments of the
Roman Empire, including Nero's Golden House, the Colosseum, the
Pantheon, Hadrian's Villa at Tivoli, and the lavish villa of Piazza Armerina
in Sicily. We will study each monument in depth, delving into the
architecture, paintings, sculptures, mosaics, and social functions of each
monument. Students will learn how to analyze artistic and archaeological
evidence, ancient textual evidence (poems, prose, and inscriptions),
and secondary scholarship to reconstruct the visual appearances
and historical and cultural contexts of the monuments in questions.
Throughout the course, students will gain a new appreciation and deeper
understanding of some of the most iconic buildings of the classical
tradition. Offered as ARTH 329, ARTH 429, and CLSC 329. Counts for CAS
Global & Cultural Diversity Requirement.

ARTH 333. Greek and Roman Painting. 3 Units.
Greek vase painting, Etruscan tomb painting and Roman wall painting.
The development of monumental painting in antiquity. Offered as
ARTH 333, CLSC 333, and ARTH 433.

ARTH 335. Issues in Ancient Art. 3 Units.
Various topics in Ancient art. Lectures, discussions and reports. Offered
as ARTH 335 and ARTH 435.
ARTH 336. Representations of War in Ancient Rome. 3 Units.
Few societies in history have been as militaristic as ancient Rome--or as proud of their warrior culture. This course examines the many ways that Romans constructed and contested their conceptions of war from the founding of the Roman Republic in 509 B.C.E. to the reign of Constantine (306-337 C.E.). Why did Romans choose to represent war in certain ways, and how did these artistic representations shape Romans' military values? What can the visual record tell us about how different groups (soldiers, women, slaves) experienced war in the Roman world? We will explore major public monuments in the city of Rome (including triumphal arches and the Colosseum) and private objects (such as silver drinking vessels) to observe how Roman militarism pervaded different walks of life. We will also examine monuments on the edges of Rome's empire, such as the towering trophies in modern France and Romania, to explore how works of art and architecture mediated the relationship between Romans and the peoples they conquered. Students will be encouraged to think about how art and architecture contributed to the construction of militarism as a chief Roman value, but also about how visual representations provided an important means to debate the value of Rome's military efforts, to subvert Rome's rigidly hierarchical social order, and to grapple with what it meant to "be Roman" as wars transformed Rome from a small city in Italy to a massive, pan-Mediterranean empire. After exploring Romans' conceptions of war and victory, students also may ask whether the common comparison between the Roman Empire and modern America is appropriate. Offered as ARTH 336, ARTH 436, CLSC 336 and CLSC 436. Counts for CAS Global & Cultural Diversity Requirement.

ARTH 340. Issues in the Art of China. 3 Units.
This is a topics course. Each offering will focus on a specific topic within the area of Chinese art. Sample topics may include: Women painters in Beijing, Modern Artists in China-1980-Present, Shang Dynasty Tombs, Yuan Dynasty Buddhist Art. Lectures, discussions, and reports. Offered as ARTH 340 and ARTH 440.

ARTH 341. Issues in the Art of Japan. 3 Units.
This is a topics course. Each offering will focus on a specific topic within the area of Japanese art. Sample topics may include: Muromachi Hanging Scrolls, Ryoan-ji Temple Garden Architecture, Rimpa School Panel Screens, Buddhist Painting in the Edo Period. Lectures, discussions, and reports. Offered as ARTH 341 and ARTH 441.

ARTH 344. Archaeology of the Ancient Mediterranean. 3 Units.
This course examines the ancient Mediterranean through the material cultures of Egypt, Greece and Rome. Each of these great civilizations will be individually explored, but also examined within a broader historical context. Particular focus will be placed on the social, political and economic ideas that were exchanged across the Mediterranean Sea and the influence this interconnectivity had on eastern Mediterranean societies. Offered as ANEE 344, ANEE 444, ANTH 344, ANTH 444, ARTH 344, ARTH 444, CLSC 344 and CLSC 444.

ARTH 349. Gothic Art: Vision and Matter. 3 Units.
This course will examine the development and dissemination of Gothic art in Western Europe in the High and Late Middle Ages. We will consider a variety of media, including architecture, metalwork, sculpture, manuscript illumination, panel paintings, fresco cycles, and small devotional objects. As we study medieval art in its socio-historical contexts--private and public, monastic and political, liturgical and lay--we will pay special attention to issues of patronage, relationships between texts and images, the introduction of visionary and mystical devotion, attitudes towards education and authority, differences between male and female piety, modes of medieval viewing, and reception and manipulation of art by medieval audiences. Visits to the CMA will form an integral part of the course. Offered as ARTH 349 and ARTH 449. Counts for CAS Global & Cultural Diversity Requirement.

ARTH 350. Issues in Medieval Art. 3 Units.
Various topics in Medieval Art. Lectures, discussions, and reports. Offered as ARTH 350 and ARTH 450.

ARTH 353. Sixteenth Century Italian Art. 3 Units.
The development of the High Renaissance and Mannerist styles in Italy and late 16th century trends: painting and sculpture. Offered as ARTH 353 and ARTH 453.

ARTH 355. The Book in the Middle Ages: The Christian, Jewish, and Islamic Tradition. 3 Units.
This course will examine later medieval manuscript production, paying particular attention to the issues of patronage, gender, literacy, reception, and cultural biases. We will explore the imagery and texts of monastic and courtly manuscripts, travel books and devotional manuals, all within the framework of the tightly interwoven theological and social discourses of the institutions that commissioned them. As the title of the course indicates, we will study Christian, Jewish, and Islamic books and their interrelations; for example, we will compare Islamic encyclopedias of the natural world, such as Zakariya ibn Muhammad al-Qazwini’s Illustrated Wonders of Creation, with medieval bestiaries, herbals, and encyclopedias such as Hartman Schedel’s Liber Chronicarum and Les Merveilles du Monde. Each religious culture will receive a special close-study spotlight: Jewish Haggadot (books for the Passover Seder), Christian courtly romances, and Islamic manuscripts of the Shahnama epic. Offered as ARTH 355 and ARTH 455. Counts for CAS Global & Cultural Diversity Requirement.

ARTH 356. Medieval Matters: The Monstrous, the Macabre, the Miraculous. 3 Units.
This course will explore three distinct but interrelated topics in medieval visual culture, which haunt the modern world as well. We will first study the concepts of the monsters and the monstrous in medieval Europe, as they were manifested in visual, literary, and cryptozoological production. From monster theory to monster culture, we will look at the anxieties that the monsters--those from the edges, those from within--have written on the body of medieval art. These same anxieties, rooted in the fear of difference, manifest themselves in the macabre art: the art of living death that predicated material universe of the late Middle Ages. We will explore the ghosts and the revenants, the living corpses and the nimble skeletons that populate medieval murals, manuscripts, and sculpture. All this is wrapped into the notion of the miraculous, both wondrous and dangerous at once. Here, the focus will be on female bodies, seen as monstrous, macabre, and miraculous at once. Students should be prepared to discuss these topics both within the context of medieval Europe and within our own historical moment. Offered as ARTH 356 and ARTH 456.
ARTH 357. Medieval Wonders: Monuments from Across the Globe. 3 Units.
This course will introduce art of the medieval world, considered globally, with a special focus on monuments surviving from the seventh to fifteenth centuries. Emphasis will be on sculpture and architecture; other media—manuscript illumination, wall paintings, ceramics, and metalwork—will be discussed in conjunction with the related sites. We will travel, virtually, to Pre-Columbian Yucatan, Judeo-Christian Europe, Islamic Spain and Central Asia, Hindu and Buddhist India, Tibet, and Southeast Asia. Each week one or two monuments will be discussed in depth, and other sites will be introduced to place it into historical and art historical contexts. Among the themes we will explore are the power relationships between sovereignty and religion; visual expressions of politics and propaganda; the ways literature, performance, and devotion informed medieval material culture; the importance of pilgrimage; and influences of international trade. Ethical and nationalist issues surrounding looting and cultural patrimony will also be discussed. Objects from CMA’s permanent collections will form an integral part of the course. Each unit will end with the consideration of collecting practices. Offered as ARTH 357 and ARTH 457.

ARTH 360. Renaissance Art in Northern Europe. 3 Units.
Painting, sculpture, and the graphic arts in Belgium, France, Germany, and The Netherlands, 1400-1580, highlighting the careers and contributions of specific artists such as Jan van Eyck, Albrecht Durer, and Pieter Bruegel. We will also analyze the changing social, cultural, religious, and political circumstances of the art made during this period, which saw the invention of printmaking, the Protestant Revolution, and increased strife between rulers and their subjects. The rise of new subjects such as landscape and scene of everyday life will be explored, and changes in patronage will be discussed, concentrating on the shift from church and noble patronage to increasingly middle-class patronage related to the beginnings of the open art market. Offered as ARTH 360 and ARTH 460. Counts for CAS Global & Cultural Diversity Requirement.

ARTH 361. 17th-Century Art in Belgium and The Netherlands. 3 Units.
The arts of painting, drawing, and printmaking in Belgium and The Netherlands are discussed in relationship to political, social, cultural, and religious contexts. We will explore the careers and production of individual artists such as Rubens, Van Dyck, Hals, Rembrandt, and Vermeer. Developments in new subjects, artistic specialization, and the expansion of the open market are seen as important factors in shaping Belgian and Dutch art. Offered as ARTH 361 and ARTH 461. Counts for CAS Global & Cultural Diversity Requirement.

ARTH 362. Issues in Early Modern Southern European Art. 3 Units.
Various topics in the art of southern Europe, 1400-1800. Lectures, discussions, reports, and gallery visits in the CMA. Offered as ARTH 362 and ARTH 462. Counts for CAS Global & Cultural Diversity Requirement.

ARTH 365. Issues in Early Modern Northern European Art. 3 Units.
Various topics in the art of northern Europe, 1400-1800. Lectures, discussions, reports, and gallery visits in the CMA. Offered as ARTH 365 and ARTH 465. Counts for CAS Global & Cultural Diversity Requirement.

ARTH 367. 17th and 18th Century Art in France. 3 Units.
A Survey of the arts of painting, sculpture and architecture in France from 1600-1780, a period in which France became the leading political and cultural power in Europe. We will focus on the relationship between the arts and changing social, cultural, religious and political circumstances at a time that saw the rise of the absolute state before the French Revolution, the increased use of art for political propaganda, and the burgeoning of a consumer culture in the middle class. Offered as ARTH 367 and ARTH 467. Counts for CAS Global & Cultural Diversity Requirement.

ARTH 368. Doors Wide Shut: The Private Art Collection from Raphael to Rauschenberg. 3 Units.
A child’s room is often stocked with marvels: bird nests, shells, shiny stones, books, and drawings. The great art collections of the Renaissance began in much the same way as these playful assemblages. From cabinets of curiosities containing treasures from foreign lands, to paintings of nude women by Titian and Raphael, these early collections marked the beginning of the modern art museum. What do the hoarding tendencies of the Jesuit Athanasius Kircher (1601-1680), founder of the ‘Kircherianum—a museum filled with taxidermy animals and mechanical inventions—have in common with Ronald Lauder’s recent and widely publicized purchase of a Gustav Klimt painting for $135 million? Famous American art collectors of the 19th & 20th centuries like Henry Clay Frick, Isabella Stewart Gardner, and Peggy Guggenheim opened these formerly private realms of display to the public, revealing the complex motives and politics inherent to the practice of art collection. This course will focus first on the conceptual issues that informed early modern collecting in the western world, and subsequently the way that these ideas and modalities later inflected and shaped the history of modern collecting—particularly in the private sector in Europe and America. Offered as: ARTH 368 and ARTH 468. Counts for CAS Global & Cultural Diversity Requirement.

ARTH 374. Impressionism to Symbolism. 3 Units.
Major developments in European painting and sculpture during the latter half of the nineteenth century. Post-impressionism synthethism, symbolism, and the arts and crafts movement considered in their socio-cultural contexts. Works of Degas, Manet, Monet, Klimt, Becklin, Gauguin, etc. Offered as ARTH 374 and ARTH 474.

ARTH 379. Issues in 19th Century Art. 3 Units.
Various topics in 19th century art, with class lectures, discussions and reports. Consult department for current topic. Offered as ARTH 379 and ARTH 479.

ARTH 382. Art, Eco-criticism, and the Environment. 3 Units.
As issues of sustainability and environmental impact have become increasingly dominant concerns in contemporary society, eco-criticism has emerged as a vital methodological thread across the humanities. Motivated by ethical as well as scholarly concerns, eco-criticism not only enacts a fundamental examination of nature as an ideological construct, but also seeks to investigate the complex interrelationship between humanity and the environment. Concurrently, there has been a marked interest in studying the role of “green issues” in contemporary art, particularly in tracing the development of earth art or eco-art from the early 1970s to the present. The goal of this seminar is to forge a link between these two emergent strands by tracing the complex relationship between art and the environment from the nineteenth-century to the present, seeking to thereby assess the capaciousness of eco-criticism as a methodological approach to art history. Offered as ARTH 382, ARTH 482 and ESTD 382. Counts for CAS Global & Cultural Diversity Requirement.

ARTH 384. American Art and Architecture in the Age of Washington and Jefferson. 3 Units.
In the 18th century, Americans created not only a political revolution but an artistic and creative one as well. In the 17th century, most Americans were subsistence farmers and most of their products, manufactures, and buildings were relatively crude. In the 18th century, Americans not only established a new and lasting form of government, but for the first time produced paintings, buildings, furniture and silver that rivaled the finest productions of Europe. Notably, many of the leaders of the American Revolution, such as Paul Revere, George Washington, and Thomas Jefferson, also made significant contributions to the arts. Offered as ARTH 384 and ARTH 484.
ARTH 386. Issues in American Art. 3 Units.
Various topics in American art. Each offering will focus on a specific topic within American art. Lectures, discussions, and report. The course will entail regular oral classroom reports and short writing assignments as well as a final paper. Producing an intellectually significant final paper is the major goal of the class. Graduate students are expected to produce a final paper of greater length than Undergraduates and that shows evidence of original scholarship. Offered as ARTH 386 and ARTH 486.

ARITH 387. The Tools of the Artist: An Adventure in Hands-On Learning. 3 Units.
This class embraces John Dewey's mantra of "Learning through doing." Students will produce work in different media, and then apply what they have learned to closely analyze a "masterpiece" object in the Cleveland Museum of Art from the standpoint of materials and technique. Media explored will include pottery, blown-glass, papermaking, drawing with a variety of tools, computer games, 3-D computer printing, and painting in watercolor, oil, and Japanese ink. Unlike most art classes, the goal is not necessarily to create an outstanding work of art, but to gain understanding of the challenges of working with different media. While serious effort is expected, grading will take into account the different skill-sets of Art Students and students with an interest in mastering scholarly writing and art history. If you can make a mark on paper you have the artistic skill necessary to take this class. Meetings will draw on Cleveland's rich art-related resources—including not only Thinkbox and the art facilities of Case Western Reserve but the Cleveland Museum of Art, the Cleveland Institute of Art, The Glass Bubble Project, The Morgan Art of Papermaking Conservatory, and the Zygote Press. Students will produce an object or objects in a media that interests them and will share what they learned with their classmates. They will write a few short papers and a final paper on an object in the Cleveland Museum of Art. Offered as ARTH 387 and ARTH 487.

ARITH 392. Issues in 20th/21st Century Art. 3 Units.
Various topics in 20th/21st century art, with class lectures, discussions, and reports. Offered as ARTH 392 and ARTH 492.

ARITH 393. Contemporary Art: Critical Directions. 3 Units.
An examination of the directions taken by avant-garde American art and criticism in the aftermath of Abstract Expressionism. Includes the rise and fall of modernism in the 1960s and '70s, as well as an investigation of Post-modern trends and theories. Offered as ARTH 393 and ARTH 493.

ARITH 394. Departmental Seminar. 3 Units.
The Department of History of Art and Art departmental seminar. A topical course, emphasizing disciplinary writing and modes of investigation and analysis. It is recommended for Art History majors before the majors seminar/capstone course, typically taken in the junior or senior years. The course advances the goals of SAGES within the disciplinary context of art history by focusing on close readings of art history texts (with an emphasis upon methodological approaches), examination of original works of art when possible, analytical writing, and intensive seminar-style discussion. Counts as SAGES Departmental Seminar.

ARITH 395. Internship. 3 Units.
This course is designated for students seeking professional experience in art history. It focuses on the museum experience (registration, exhibition, interpretation, and administration) although students may also elect to conduct internships in museum-related environments such as art conservation. Students are encouraged to have gained significant experience in art history coursework before embarking on an internship. Students must identify an internship and supervisor as well as a campus internship supervisor the semester before enrolling in the internship. Recommended preparation: ARTH 101, ARTH 102, or ARTH 104, and consent.

ARITH 396. Majors Seminar. 3 Units.
Capstone course required of all undergraduate Art History majors, typically taken in senior year. Requires professional-level research with peer and faculty oversight culminating in formal written and oral presentations. Limited to Art History majors. Counts as SAGES Senior Capstone.

ARITH 397. Contemporary Art in East Asia. 3 Units.
This course will explore modern and contemporary art and visual culture in East Asia produced since the mid-twentieth century with a focus on major artistic movements and artists active in China, Japan, and Korea. Encountering complicated geopolitical and socioeconomic conditions in the post-war era, a series of experimental and radical artistic, cultural, and political movements have emerged in East Asia. The course will map the critical topographies of Asian art from 1945 to the 1980s through the exploration of the following: post-war art and experimental art in Japan and Korea, Chinese art during the Cultural Revolution, material culture in Japanese Mono-ha and Korean Dansaekhwa, and art of resistance in China and Korea in the 1980s. The course will also investigate contemporary Asian art and visual culture focusing on its global turn from the late 1980s. Fueled by international geopolitical change, economic boom, and the impact of globalization, art in Asia or by Asian artists has gained a high level of international visibility and taken a central position in contemporary art exhibitions and art criticism. This visual, social, and theoretical development in the recent art in Asia will be examined through key issues and themes: art's revisiting of tradition and history, its exploration of body and identity, the impact of consumerism and popular culture, and its engagement with public space and the urban environment. Offered as ARTH 397 and ARTH 497. Counts for CAS Global & Cultural Diversity Requirement.

ARITH 398. Independent Study in Art History. 1 - 3 Units.
Individual research and reports on special topics.

ARITH 399. Honors Thesis. 3 Units.
Intensive study of a topic or problem leading to the preparation of an honors thesis.

ARITH 402. Buddhist Art in Asia. 3 Units.
This course explores the visual and material culture of Buddhism in Asia from its origins in India to its transmission and transformation in China, Korea, Japan, Tibet, Thailand, Cambodia and Indonesia. Our historically and culturally structured examination traces major developments in Buddhist art and their relationships with belief, practice, and ritual. We consider the ways that artistic traditions have adapted and evolved both within individual cultures and cross-culturally. We primarily focus on studying the historical contexts for sculpture, architecture, and painting, but we also consider the movement of Buddhist works from temples to sites of secular display in museums around the world, and the religious, cultural, and ethical issues that arise from these moves. Topics include: representations of the life of the historical Buddha; visual programs of temples; artistic representations of paradies and hells; sacred sites and architecture; imperial patronage of Buddhist art; the role of art in pilgrimage and ritual; and visual imagery associated with Pure Land, Chan, Zen and esoteric traditions. Visits to and engagement with objects in the new Asian galleries at the Cleveland Museum of Art provide a rich environment for our class sessions and student projects. Offered as ARTH 302 and ARTH 402. Counts for CAS Global & Cultural Diversity Requirement.
ARTH 407. Arts of China. 3 Units.
This course explores a selection of major developments in Chinese visual and material culture from ancient times to the present day. We consider works in multiple media including bronzes, pottery, sculpture, calligraphy, paintings, ceramics and installations. We look into the roles of art in society, the relationship of art to political authority, the place of art in religious practice and experience, connections between art and literature, and how art relates to the expression of personal, social, political, and cultural identity. We pay particular attention to landscape painting; pictorial and sculptural programs of Buddhist grottoes; art commissioned and collected by the imperial court; objects associated with Daoist, Buddhist, and Confucian religious practices and sacred sites; art produced during periods of non-Chinese rule under the Mongols and Manchus; the effects of foreign styles and ideas on artists; and the role of Chinese artists in the contemporary global art world and market. We also examine the role of museums in selecting, preserving, and presenting Chinese art in the 20th and 21st century. Visits to the Cleveland Museum of Art form an integral part of the course. Offered as ARTH 307 and ARTH 407. Counts for CAS Global & Cultural Diversity Requirement.

ARTH 408. Daoism: Visual Culture, History and Practice. 3 Units.
This course explores developments in the visual culture, history and practices of Daoist religious traditions in China from the third to twentieth centuries. Our historically and conceptually structured examination draws upon a balance of visual, textual, and material sources, while considering the various approaches scholars have employed to understand the history and development of Daoist traditions. Topics include: sacred scriptures and liturgies, biographies and visual narratives, iconography and functions of the pantheon of gods and immortals, views of the self and the body, practices of inner alchemy and self-cultivation, thunder deities and exorcism, dietetics and medicine and modes of meditation and ritual. Offered as ARTH 308, ARTH 408, and RLGN 308. Counts for CAS Global & Cultural Diversity Requirement.

ARTH 415. Art and Architecture of Ancient Egypt and Mesopotamia. 3 Units.
The golden mask of Tutankhamun, the imposing Ishtar Gate, delicately carved ivories, and expertly chiseled stone sculpture; the art and architecture of Ancient Egypt and Mesopotamia are some of the most captivating examples of visual culture from the ancient world. This course will emphasize the examination of art and architecture of Egypt and Mesopotamia in context, focusing on material from prehistory through the 6th century BC. We will explore the deep connection between art, religion, and worldview of Ancient Egypt and Mesopotamia, in addition to the meaning and audience for art, the principles which guided art production, trends in media and themes over time, and the relationship of writing and art. We will also consider the interaction between Egyptian and Mesopotamian art, museums and the modern artistic and political landscapes. Offered as ANEE 315, ANEE 415, ARTH 315 and ARTH 415.

ARTH 416. Methods in Public Humanities and Civic Engagement. 3 Units.
Who has access to knowledge and why? How is knowledge produced and publicized? What and where is the public? Who is included and excluded in this public? What is the role of art and culture in various publics? This innovative new course will address these questions as it introduces students to the theories and methods of the Public Humanities and Civic Engagement. Broadly defined, Public Humanities works to engage diverse publics in the subjects of the humanities by making topics like art history, literary history, film, and theater, accessible and understandable to a wider civic audience, but it also interrogates the concept of the expert and seeks to find experts in the field, rather than exclusively in the academy. Through a combination of reading, discussion, and virtual (or in person) visits from leaders of Cleveland-area organizations, administrators, legislators, and public historians, this course will teach you how to put your degrees to work for the greater good! Although this course is about Public Humanities & Civic Engagement, it is open to students in all fields across the university who are interested in ways to integrate the community in their education and to think creatively about the types of work their academic training prepares them to do. Undergraduate and graduate students will benefit from opportunities to broaden their professional networks and to learn more about the kinds of skills that are necessary in professions across the disciplines. Offered as ARTH 316, ARTH 416, HUMN 316, and HUMN 416.

ARTH 425. Art at the Crossroads of Religion: Polytheistic, Christian, and Islamic Art in Antiquity. 3 Units.
People often single out the reign of Constantine (A.D. 306-337) as the point in history when Rome transformed from a polytheistic empire to a Christian empire. This course questions the strict divide between the categories of “pagan” and “Christian” in Rome in the imperial period and beyond. Through a close examination of the artistic and architectural record, students will come to understand that this dichotomy is a modern invention; for people living in the Roman Empire, religious identities were extraordinarily fluid. Indeed, traditional polytheistic religion and Christianity remained closely intertwined for centuries after Constantine “Christianized” the Empire. Moreover, religious pluralism had been a fundamental part of Roman culture since the founding of ancient Rome. We will survey a range of material culture, including public statuary, sarcophagi, silver hordes, and temples and churches. We will also examine sites such as the border city of Dura-Europos in Syria to explore how religious identities in the Roman Empire (including Judaism, early Christianity, and so-called mystery cults) intertwined even when Rome was still supposedly a “pagan” Empire. The course pays particular attention to the art and architecture produced under Constantine, whom people today often remember as Rome’s first Christian emperor but who represents, in fact, a complex amalgam of polytheistic and monotheistic practices and identities. We will also explore how Christian art slowly but ultimately became the predominant visual culture in the Roman Empire. Finally, we will examine how Early Islamic art and architecture exploited the Greco-Roman visual tradition to the ends of this new religion. Offered as ARTH 325, ARTH 425 and CLSC 325. Counts for CAS Global & Cultural Diversity Requirement.
ARTH 429. Marvels of Rome: Monuments and Their Decoration in the Roman Empire. 3 Units.
This course examines some of the most famous monuments of the Roman Empire, including Nero's Golden House, the Colosseum, the Pantheon, Hadrian's Villa at Tivoli, and the lavish villa of Piazza Armerina in Sicily. We will study each monument in depth, delving into the architecture, paintings, sculptures, mosaics, and social functions of each monument. Students will learn how to analyze artistic and archaeological evidence, ancient textual evidence (poems, prose, and inscriptions), and secondary scholarship to reconstruct the visual appearances and historical and cultural contexts of the monuments in questions. Throughout the course, students will gain a new appreciation and deeper understanding of some of the most iconic buildings of the classical tradition. Offered as ARTH 329, ARTH 429, and CLSC 329. Counts for CAS Global & Cultural Diversity Requirement.

ARTH 433. Greek and Roman Painting. 3 Units.
Greek vase painting, Etruscan tomb painting and Roman wall painting. The development of monumental painting in antiquity. Offered as ARTH 333, CLSC 333, and ARTH 433.

ARTH 435. Issues in Ancient Art. 3 Units.
Various topics in Ancient art. Lectures, discussions and reports. Offered as ARTH 335 and ARTH 435.

ARTH 436. Representations of War in Ancient Rome. 3 Units.
Few societies in history have been as militaristic as ancient Rome—or as proud of their warrior culture. This course examines the many ways that Romans constructed and contested their conceptions of war from the founding of the Roman Republic in 509 B.C.E. to the reign of Constantine (306-337 C.E.). Why did Romans choose to represent war in certain ways, and how did these artistic representations shape Romans’ military values? What can the visual record tell us about how different groups (soldiers, women, slaves) experienced war in the Roman world? We will explore major public monuments in the city of Rome (including triumphal arches and the Colosseum) and private objects (such as silver drinking vessels) to observe how Roman militarism pervaded different walks of life. We will also examine monuments on the edges of Rome’s empire, such as the towering trophies in modern France and Romania, to explore how works of art and architecture mediated the relationship between Romans and the peoples they conquered. Students will be encouraged to think about how art and architecture contributed to the construction of militarism as a chief Roman value, but also about how visual representations provided an important means to debate the value of Rome’s military efforts, to subvert Rome’s rigidly hierarchical social order, and to grapple with what it meant to "be Roman" as wars transformed Rome from a small city in Italy to a massive, pan-Mediterranean empire. After exploring Romans’ conceptions of war and victory, students also may ask whether the common comparison between the Roman Empire and modern America is appropriate. Offered as ARTH 336, ARTH 436, CLSC 336 and CLSC 436. Counts for CAS Global & Cultural Diversity Requirement.

ARTH 440. Issues in the Art of China. 3 Units.
This is a topics course. Each offering will focus on a specific topic within the area of Chinese art. Sample topics may include: Women painters in Beijing, Modern Artists in China-1980-Present, Shang Dynasty Tombs, Yuan Dynasty Buddhist Art. Lectures, discussions, and reports. Offered as ARTH 340 and ARTH 440.

ARTH 441. Issues in the Art of Japan. 3 Units.
This is a topics course. Each offering will focus on a specific topic within the area of Japanese art. Sample topics may include: Muromachi Hanging Scrolls, Ryoan-ji Temple Garden Architecture, Rimpa School Panel Screens, Buddhist Panting in the Edo Period. Lectures, discussions, and reports. Offered as ARTH 341 and ARTH 441.

ARTH 444. Archaeology of the Ancient Mediterranean. 3 Units.
This course examines the ancient Mediterranean through the material cultures of Egypt, Greece and Rome. Each of these great civilizations will be individually explored, but also examined within a broader historical context. Particular focus will be placed on the social, political and economic ideas that were exchanged across the Mediterranean Sea and the influence this interconnectivity had on eastern Mediterranean societies. Offered as ANEE 344, ANEE 444, ANTH 344, ANTH 444, ARTH 344, ARTH 444, CLSC 344 and CLSC 444.

ARTH 449. Gothic Art: Vision and Matter. 3 Units.
This course will examine the development and dissemination of Gothic art in Western Europe in the High and Late Middle Ages. We will consider a variety of media, including architecture, metalwork, sculpture, manuscript illumination, panel paintings, fresco cycles, and small devotional objects. As we study medieval art in its socio-historical contexts—private and public, monastic and political, liturgical and lay—we will pay special attention to issues of patronage, relationships between texts and images, the introduction of visionary and mystical devotion, attitudes towards education and authority, differences between male and female piety, modes of medieval viewing, and reception and manipulation of art by medieval audiences. Visits to the CMA will form an integral part of the course. Offered as ARTH 349 and ARTH 449. Counts for CAS Global & Cultural Diversity Requirement.

ARTH 450. Issues in Medieval Art. 3 Units.
Various topics in Medieval Art. Lectures, discussions, and reports. Offered as ARTH 350 and ARTH 450.

ARTH 453. Sixteenth Century Italian Art. 3 Units.
The development of the High Renaissance and Mannerist styles in Italy and late 16th century trends: painting and sculpture. Offered as ARTH 353 and ARTH 453.

ARTH 455. The Book in the Middle Ages: The Christian, Jewish, and Islamic Tradition. 3 Units.
This course will examine later medieval manuscript production, paying particular attention to the issues of patronage, gender, literacy, reception, and cultural biases. We will explore the imagery and texts of monastic and courtly manuscripts, travel books and devotional manuals, all within the framework of the tightly interwoven theological and social discourses of the institutions that commissioned them. As the title of the course indicates, we will study Christian, Jewish, and Islamic books and their interrelations; for example, we will compare Islamic encyclopedias of the natural world, such as Zakariya ibn Muhammad al-Qazwini’s illustrated Wonders of Creation, with medieval bestiaries, herbs, and encyclopedias such as Hartman Schedel’s Liber Chronicarum and Les Merveilles du Monde. Each religious culture will receive a special close-study spotlight: Jewish Haggadot (books for the Passover Seder), Christian courtly romances, and Islamic manuscripts of the Shahnama epic. Offered as ARTH 355 and ARTH 455. Counts for CAS Global & Cultural Diversity Requirement.
ARTH 456. Medieval Matters: The Monstrous, the Macabre, the Miraculous. 3 Units.
This course will explore three distinct but interrelated topics in medieval visual culture, which haunt the modern world as well. We will first study the concepts of the monsters and the monstrous in medieval Europe, as they were manifested in visual, literary, and cryptozoological production. From monster theory to monster culture, we will look at the anxieties that the monsters—those from the edges, those from within—have written on the body of medieval art. These same anxieties, rooted in the fear of difference, manifest themselves in the macabre art: the art of living death that predicated material universe of the late Middle Ages. We will explore the ghosts and the revenants, the living corpses and the nimble skeletons that populate medieval murals, manuscripts, and sculpture. All this is wrapped into the notion of the miraculous, both wondrous and dangerous at once. Here, the focus will be on female bodies, seen as monstrous, macabre, and miraculous at once. Students should be prepared to discuss these topics both within the context of medieval Europe and within our own historical moment. Offered as ARTH 356 and ARTH 456.

ARTH 457. Medieval Wonders: Monuments from Across the Globe. 3 Units.
This course will introduce art of the medieval world, considered globally, with a special focus on monuments surviving from the seventh to fifteenth centuries. Emphasis will be on sculpture and architecture; other media—manuscript illumination, wall paintings, ceramics, and metalwork—will be discussed in conjunction with the related sites. We will travel, virtually, to Pre-Columbian Yucatan, Judeo-Christian Europe, Islamic Spain and Central Asia, Hindu and Buddhist India, Tibet, and Southeast Asia. Each week one or two monuments will be discussed in depth, and other sites will be introduced to place it into historical and art historical contexts. Among the themes we will explore are the power relationships between sovereignty and religion; visual expressions of politics and propaganda; the ways literature, performance, and devotion informed medieval material culture; the importance of pilgrimage; and influences of international trade. Ethical and nationalist issues surrounding looting and cultural patrimony will also be discussed. Objects from CMA's permanent collections will form an integral part of the course. Each unit will end with the consideration of collecting practices. Offered as ARTH 357 and ARTH 457.

ARTH 460. Renaissance Art in Northern Europe. 3 Units.
Painting, sculpture, and the graphic arts in Belgium, France, Germany, and The Netherlands, 1400-1580, highlighting the careers and contributions of specific artists such as Jan van Eyck, Albrecht Durer, and Pieter Bruegel. We will also analyze the changing social, cultural, religious, and political circumstances of the art made during this period, which saw the invention of printmaking, the Protestant Revolution, and increased strife between rulers and their subjects. The rise of new subjects such as landscape and scene of everyday life will be explored, and changes in patronage will be discussed, concentrating on the shift from church and noble patronage to increasingly middle-class patronage related to the beginnings of the open art market. Offered as ARTH 360 and ARTH 460. Counts for CAS Global & Cultural Diversity Requirement.

ARTH 461. 17th-Century Art in Belgium and The Netherlands. 3 Units.
The arts of painting, drawing, and printmaking in Belgium and The Netherlands are discussed in relationship to political, social, cultural, and religious contexts. We will explore the careers and production of individual artists such as Rubens, Van Dyck, Hals, Rembrandt, and Vermeer. Developments in new subjects, artistic specialization, and the expansion of the open market are seen as important factors in shaping Belgian and Dutch art. Offered as ARTH 361 and ARTH 461. Counts for CAS Global & Cultural Diversity Requirement.

ARTH 462. Issues in Early Modern Southern European Art. 3 Units.
Various topics in the art of southern Europe, 1400-1800. Lectures, discussions, reports, and gallery visits in the CMA. Offered as ARTH 362 and ARTH 462. Counts for CAS Global & Cultural Diversity Requirement.

ARTH 465. Issues in Early Modern Northern European Art. 3 Units.
Various topics in the art of northern Europe, 1400-1800. Lectures, discussions, reports, and gallery visits in the CMA. Offered as ARTH 365 and ARTH 465. Counts for CAS Global & Cultural Diversity Requirement.

ARTH 467. 17th and 18th Century Art in France. 3 Units.
A Survey of the arts of painting, sculpture and architecture in France from 1600-1780, a period in which France became the leading political and cultural power in Europe. We will focus on the relationship between the arts and changing social, cultural, religious and political circumstances at a time that saw the rise of the absolute state before the French Revolution, the increased use of art for political propaganda, and the burgeoning of a consumer culture in the middle class. Offered as ARTH 367 and ARTH 467. Counts for CAS Global & Cultural Diversity Requirement.

ARTH 468. Doors Wide Shut: The Private Art Collection from Raphael to Rauschenberg. 3 Units.
A child's room is often stocked with marvels: bird nests, shells, shiny stones, books, and drawings. The great art collections of the Renaissance began in much the same way as these playful assemblages. From cabinets of curiosities containing treasures from foreign lands, to paintings of nude women by Titian and Raphael, these early collections marked the beginning of the modern art museum. What do the hoarding tendencies of the Jesuit Athanasius Kircher (1601-1680), founder of the ‘Kircherianum’—a museum filled with taxidermy animals and mechanical inventions—have in common with Ronald Lauder's recent and widely publicized purchase of a Gustav Klimt painting for $135 million? Famous American art collectors of the 19th & 20th centuries like Henry Clay Frick, Isabella Stewart Gardner, and Peggy Guggenheim opened these formerly private realms of display to the public, revealing the complex motives and politics inherent to the practice of art collection. This course will focus first on the conceptual issues that informed early modern collecting in the western world, and subsequently the way that these ideas and modalities later inflected and shaped the history of modern collecting—particularly in the private sector in Europe and America. Offered as: ARTH 368 and ARTH 468. Counts for CAS Global & Cultural Diversity Requirement.

ARTH 474. Impressionism to Symbolism. 3 Units.
Major developments in European painting and sculpture during the latter half of the nineteenth century. Post-impressionism synthetism, symbolism, and the arts and crafts movement considered in their socio-cultural contexts. Works of Degas, Manet, Monet, Klimt, Bocklin, Gauguin, etc. Offered as ARTH 374 and ARTH 474.

ARTH 479. Issues in 19th Century Art. 3 Units.
Various topics in 19th century art, with class lectures, discussions and reports. Consult department for current topic. Offered as ARTH 379 and ARTH 479.
ARTH 482. Art, Eco-criticism, and the Environment. 3 Units.
As issues of sustainability and environmental impact have become increasingly dominant concerns in contemporary society, eco-criticism has emerged as a vital methodological thread across the humanities. Motivated by ethical as well as scholarly concerns, eco-criticism not only enacts a fundamental examination of nature as an ideological construct, but also seeks to investigate the complex interrelationship between humanity and the environment. Concurrently, there has been a marked interest in studying the role of “green issues” in contemporary art, particularly in tracing the development of earth art or eco-art from the early 1970s to the present. The goal of this seminar is to forge a link between these two emergent strands by tracing the complex relationship between art and the environment from the nineteenth-century to the present, seeking to thereby assess the capaciousness of eco-criticism as a methodological approach to art history. Offered as ARTH 382, ARTH 482 and ESTD 382. Counts for CAS Global & Cultural Diversity Requirement.

ARTH 484. American Art and Architecture in the Age of Washington and Jefferson. 3 Units.
In the 18th century, Americans created not only a political revolution but an artistic and creative one as well. In the 17th century, most Americans were subsistence farmers and most of their products, manufactures, and buildings were relatively crude. In the 18th century, Americans not only established a new and lasting form of government, but for the first time produced paintings, buildings, furniture and silver that rivaled the finest productions of Europe. Notably, many of the leaders of the American Revolution, such as Paul Revere, George Washington, and Thomas Jefferson, also made significant contributions to the arts. Offered as ARTH 384 and ARTH 484.

ARTH 486. Issues in American Art. 3 Units.
Various topics in American art. Each offering will focus on a specific topic within American art. Lectures, discussions, and report. The course will entail regular oral classroom reports and short writing assignments as well as a final paper. Producing an intellectually significant final paper is the major goal of the class. Graduate students are expected to produce a final paper of greater length than Undergraduates and that shows evidence of original scholarship. Offered as ARTH 386 and ARTH 486.

ARTH 487. The Tools of the Artist: An Adventure in Hands-On Learning. 3 Units.
This class embraces John Dewey’s mantra of “Learning through doing.” Students will produce work in different media, and then apply what they have learned to closely analyze a “masterpiece” object in the Cleveland Museum of Art from the standpoint of materials and technique. Media explored will include pottery, blown-glass, papermaking, drawing with a variety of tools, computer games, 3-D computer printing, and painting in watercolor, oil, and Japanese ink. Unlike most art classes, the goal is not necessarily to create an outstanding work of art, but to gain understanding of the challenges of working with different media. While serious effort is expected, grading will take into account the different skill-sets of Art Students and students with an interest in mastering scholarly writing and art history. If you can make a mark on paper you have the artistic skill necessary to take this class. Meetings will draw on Cleveland’s rich art-related resources— including not only Thinkbox and the art facilities of Case Western Reserve but the Cleveland Museum of Art, the Cleveland Institute of Art, The Glass Bubble Project, The Morgan Art of Papermaking Conservatory, and the Zygote Press. Students will produce an object or objects in a media that interests them and will share what they learned with their classmates. They will write a few short papers and a final paper on an object in the Cleveland Museum of Art. Offered as ARTH 387 and ARTH 487.

ARTH 489. M.A. Qualifying Paper. 3 Units.
Individual research and intensive study of a specific topic in art history that culminates in a written M.A. Qualifying Paper. Prereq: To be taken only after completion of 18 credit hours of graduate Art History coursework.

ARTH 490A. Visual Arts and Museums I. 3 Units.
This course examines the idea of the art museum in both its historical and contemporary manifestations, focusing on the context of Western Europe and the United States. As a result of this course, students should be familiar with the following topics: the historic development of the museum, from its origins in collecting practices to its modern incarnation as an institution; the development and care of a collection, including acquisition, cataloguing, and conservation; the display and housing of a collection, including internal and external museum architecture; the study and interpretation of the collection/exhibition, considering diverse publics; the governance of the institution, including project management, finance, and administration. Through the study of these topics, the student should be familiar with the following concepts: the museum as a place for learning, research and scholarship and the museum as steward of cultural property and the attendant issues of ethics and the law. ARTH 490A concentrates on museum collections and related aspects of care, research, interpretation and scholarship. Students who successfully complete ARTH 490A and ARTH 490B may be considered for admission into ARTH 491A, a supervised internship in an art museum or gallery situation.

ARTH 490B. Visual Arts and Museums II. 3 Units.
This course examines the idea of the art museum in both its historical and contemporary manifestations, focusing on the context of Western Europe and the United States. As a result of this course, students should be familiar with the following topics: the historic development of the museum, from its origins in collecting practices to its modern incarnation as an institution; the development and care of a collection, including acquisition, cataloguing, and conservation; the display and housing of a collection, including internal and external museum architecture; the study and interpretation of the collection/exhibition, considering diverse publics; the governance of the institution, including project management, finance, and administration. Through the study of these topics, the student should be familiar with the following concepts: the museum as a place for learning, research and scholarship and the museum as steward of cultural property and the attendant issues of ethics and the law. ARTH 490B concentrates on the museum as an institution, including physical aspects, management and governance, and as a site of learning. The inter-connections between these broad fields and individual departments will be demonstrated and reinforced throughout the semester. Students who successfully complete ARTH 490A and ARTH 490B may be considered for admission into ARTH 491A, a supervised internship in an art museum or gallery situation.

ARTH 491A. Visual Arts and Museums: Internship. 1 Unit.
First semester of required museum internship. Prereq: 490A and 490B.
ARTH 491B. Visual Arts and Museums: Internship. 3 Units.
Second semester of Internship sequence. This internship focuses on the implementation of a comprehensive project that would serve a function similar to the requirement of a qualifying paper for the completion of a master's degree in art history. It is recommended that students undertake this internship in the same division in which their first internship was situated although students may find opportunities to parlay the skills acquired in the first internship to successful advanced work in another division. The key distinction here is that the work in ARTH 491B should build upon the expertise developed in ARTH 491A and represent a significant advance in responsibilities and skills. By week 10 of ARTH 491A, students should begin to identify a potential project for ARTH 491B. By the first week of the semester in which ARTH 491B is to be completed, the student must file an internship agreement form with the department that includes a brief description of the project to be completed, including a summary of the project and major milestones/ time line. In addition to working under the direct supervision of a museum mentor, the student must obtain a faculty mentor for the project and this information should be included in the internship agreement form. Students must file a mid-term and final report describing their duties and responsibilities and a self-assessment of their performance and a final portfolio with a final version of their project as well as examples of drafts and feedback received in the course of completing the project. Students must also keep a journal that tracks their milestones in completing their projects. The faculty supervisor will solicit a letter of assessment from the internship supervisor immediately upon the close of the internship and in sufficient time for final grades. Prereq: ARTH 490A, ARTH 490B and ARTH 491A.

ARTH 492. Issues in 20th/21st Century Art. 3 Units.
Various topics in 20th/21st century art, with class lectures, discussions, and reports. Offered as ARTH 392 and ARTH 492.

ARTH 493. Contemporary Art: Critical Directions. 3 Units.
An examination of the directions taken by avant-garde American art and criticism in the aftermath of Abstract Expressionism. Includes the rise and fall of modernism in the 1960s and '70s, as well as an investigation of Post-modern trends and theories. Offered as ARTH 393 and ARTH 493.

ARTH 494A. Directed Readings in Asian Art. 1 - 3 Units.
Directed reading.

ARTH 494B. Ancient Art. 1 - 3 Units.

ARTH 494C. Medieval Art. 1 - 3 Units.

ARTH 494D. Renaissance and Baroque Art. 1 - 3 Units.

ARTH 494E. American Art. 1 - 3 Units.

ARTH 494F. Modern Art. 1 - 3 Units.

ARTH 495. Methodologies of Art History. 3 Units.
The study of art history as a discipline in its practical and theoretical aspects. Consideration given to research methods, style and historical context, and a critical examination of selected major art historical texts with a view to understanding traditional as well as recent approaches. Special attention is given to art historical writing, employing selected original works in the Cleveland Museum of Art. Required of first-year graduate students in the Ph.D. and Master's programs.

ARTH 496. Materials, Methods, and Physical Examination of Works of Art. 3 Units.
This foundational course will introduce students to the examination methods, terminology and goals of art conservation as it supports art historical research and practice. Students will learn about the various materials that make up different kinds of works of art, how these materials have been used, and what can be learned by the physical examination of works of art. Emphasis will be placed on understanding the uses of and results obtained with imaging techniques (such as X-radiography, infrared reflectography) and on what can be learned through the trained use of the human eye alone. While art from the western tradition, particularly from the 14th through the 21st centuries will be emphasized in class examples, comparisons will be made to objects from other global cultures. The growing field of technical art history, where the results of physical examination are used to illuminate art historical issues such as how workshops functioned, will be considered as well. Each student will research one work of art in the Cleveland Museum of Art or other local collections to understand the physical history and current condition of that object. The goal will be for students to gain an informed understanding of how to evaluate the condition of a work of art, of what options are available for conservation treatment, and of what art-historical information can be obtained through physical examination.

ARTH 497. Contemporary Art in East Asia. 3 Units.
This course will explore modern and contemporary art and visual culture in East Asia produced since the mid-twentieth century with a focus on major artistic movements and artists active in China, Japan, and Korea. Encountering complicated geopolitical and socioeconomic conditions in the post-war era, a series of experimental and radical artistic, cultural, and political movements have emerged in East Asia. The course will map the critical topographies of Asian art from 1945 to the 1980s through the exploration of the following: post-war art and experimental art in Japan and Korea, Chinese art during the Cultural Revolution, material culture in Japanese Mono-ha and Korean Dansaekhwa, and art of resistance in China and Korea in the 1980s. The course will also investigate contemporary Asian art and visual culture focusing on its global turn from the late 1980s. Fueled by international geopolitical change, economic boom, and the impact of globalization, art in Asia or by Asian artists has gained a high level of international visibility and taken a central position in contemporary art exhibitions and art criticism. This visual, social, and theoretical development in the recent art in Asia will be examined through key issues and themes: art's revisiting of tradition and history, its exploration of body and identity, the impact of consumerism and popular culture, and its engagement with public space and the urban environment. Offered as ARTH 397 and ARTH 497. Counts for CAS Global & Cultural Diversity Requirement.

ARTH 512. Seminar in Ancient Art. 3 Units.

ARTH 518. Seminar in Asian Art. 3 Units.

ARTH 530. Byzantine Visual Culture. 3 Units.
This seminar will focus on various aspects of Byzantine visual culture, possibly including monumental and small-scale architecture, architectural decoration (such as mosaics and wall paintings), as well as fixed and portable objects of various materials. Examples of class subjects include "The Byzantine Cult of the Virgin Mary: Image, Ritual, Text," and "The Agency of Monastic Visual Culture in Byzantium."
ARTH 545. Seminar in Medieval Art. 3 Units.
ARTH 551. Seminar in Early Modern Southern European Art. 3 Units.
ARTH 552. Seminar in Early Modern Northern European Art. 3 Units.
ARTH 565. Seminar in American Art. 3 Units.
ARTH 570. Seminar: 19th Century Art. 3 Units.
ARTH 571. Seminar in Contemporary Art. 3 Units.
This graduate seminar explores various topics in contemporary art.

ARTH 601. Research in Art History. 1 - 18 Units.
(Credit as arranged.)

ARTH 610A. Advanced Visual Arts and Museums: Internship I. 3 Units.
First semester of the internship sequence. The intern will work under the supervision of a museum professional to plan and execute a specific project. The student must also obtain a faculty mentor for the project. An internship agreement form must be filed with the department by the end of the first week of classes that includes a brief description of the project. If it is a project to be completed in one semester, a time line should be included as well. The intern must file a mid-term and final report describing their duties and responsibilities and a self-assessment of their performance. A portfolio kept in the department will include the final version of their project as it stands at the end of the semester, as well as examples of drafts and any evaluation received in the course of completing the project. The intern must also keep a journal that tracks their milestones in the execution of their project. The faculty supervisor will solicit a letter of assessment from the museum supervisor immediately upon the close of the internship and in sufficient time to assign a final grade.

ARTH 610B. Advanced Visual Arts and Museums Internship II. 3 Units.
Second semester of the internship sequence. The intern will either continue with the execution of the project begun in the first semester (ARTH 610A) or, when appropriate, undertake a new project. The intern will work under the supervision of a museum professional, and must obtain a faculty mentor for the project. An internship agreement form must be filed with the department by the end of the first week of classes that includes a brief description of the project. A time line should be included as well. The intern must file a mid-term and final report describing their duties and responsibilities and a self-assessment of their performance. A portfolio kept in the department will include the final version of their project as it stands at the end of the semester, as well as examples of drafts and any evaluation received in the course of completing the project. The intern must also keep a journal that tracks their milestones in the execution of their project. The faculty supervisor will solicit a letter of assessment from the museum supervisor immediately upon the close of the internship and in sufficient time to assign a final grade. Prereq: ARTH 610A.

ARTH 701. Dissertation Ph.D.. 1 - 9 Units.
(Credit as arranged.) Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

ARTS Courses

ARTS 101. Design and Color I. 3 Units.
Organizational and structural projects as a basis for the development of style. Studies in line, texture, shape, space, value, color, and two dimensional composition through studio problems, art studio media and techniques.
ARTS 300. Art For Different Futures. 3 Units.
The movements for social justice (Black Lives Matter, Me Too) are rapidly and dynamically altering long-held conceptions about the role of art in society. The culture industries (along with many other sectors) have been forced to re-examine the viability and utility of their current models, and the assumptions these models are predicated upon. Art institutions are in the process of reconciling their complicated and often contradictory relationship with white, sexist, ableist, and classist ideology, in which they have tacitly perpetuated dominant structures and perspectives while rhetorically advocating for reform and radical change. In this course, we will explore this contemporary cultural moment and unravel the seismic changes that have brought uncertainty to the art world. We will speculate potential futures free of racism, sexism, homophobia, ableism, and classism, and the role that art could play within those possible futures. And we will explore alternative models of artmaking with the potential to instigate those futures through a focus on social engagement, community, and radical inclusion. Offered as ARTS 300 and ARTS 400.

ARTS 302. Architecture and City Design I. 3 Units.
The social, spatial, and aesthetic elements in architecture; the components of the building: the window, door, roof, enclosing walls, and character of interior and exterior space. Projects related to small, intimate scale and residential structures. Lectures, field trips, studio experiences. Recommended ARTS 101 or ARTS 106 courses prior to enrollment. Offered as ARTS 302 and ARTS 402.

ARTS 303. Architecture and City Design II. 3 Units.
The social, spatial, and aesthetic elements of the urban setting of architecture, the organizational components of the city, the path, the node, the edge, and the grid. Projects related to large-scale and public buildings and their relationship to the encompassing visual world. Lectures, field trips, studio experiences. Recommended ARTS 101 or ARTS 106 courses prior to enrollment. Offered as ARTS 303 and ARTS 403.

ARTS 304. Architecture and City Design III. 3 Units.
A study of historic precedents and the social implications of modern and contemporary architecture including analysis and form interpretation as it relates to building and materials technologies. Practical application and synthesis of architectural knowledge through site visits and research of local and regional architecture. Discussions of historic and contemporary architects, engineers and significant architecture and engineering firms. Prereq: ARTS 302 and ARTS 303.

ARTS 306. Architecture for our Time. 3 Units.
Architecture has a major impact on the earth's environment and on those who inhabit the earth. Decisions made during the architectural design process have a profound impact on the environmental performance of buildings and human beings ability to navigate the built environment. In this architectural design studio, students will look at architecture through a holistic lens to understand the connections among various elements and systems, and design projects will challenge students to incorporate these lessons into innovative, well-designed, sustainable, resilient, human-centered works of architecture. This vertical summer studio is open to students at all levels of architectural experience and can be taken up to two times for credit.

ARTS 310. Enameling and Jewelry II. 3 Units.

ARTS 312. Weaving, Fibers, and Textiles II. 3 Units.
Continuation of ARTS 212. Exploration of a selected area of textiles in surface design or constructed textiles. Development of a personal aesthetic through design and execution of a series of projects. Prereq: ARTS 212.

ARTS 314. Ceramics II. 3 Units.

ARTS 316. Painting II. 3 Units.
The creative, conceptual, visual and technical aspects of painting. Styles ranging from expressionism, cubism, surrealism and abstraction. Work in acrylic and mixed media leading to the development of personal painting style. Prereq: ARTS 216.

ARTS 320. Photography Studio II. 3 Units.
Continuation of ARTS 220. Advanced theory and black and white techniques. Development of personal aesthetic encouraged. Field work. 35mm camera required. Prereq: ARTS 220.

ARTS 322. Digital Photography I. 3 Units.

ARTS 323. Creative Digital Photography II. 3 Units.
Creative Digital Photography II; Advanced theory and techniques of the digital photography workflow and its application to creative photography. Field and computer lab work. Advanced amateur digital camera and access to Photoshop CS6 required. Prereq: ARTS 322.

ARTS 325. Creative Photography. 3 Units.
Creative photography through photographing and responding to photographs. The question of self-expression and photographic medium explored in the pursuit of understanding images. Prereq: ARTS 220 and ARTS 320 or ARTS 322.

ARTS 350. Introduction To Multimedia Art. 3 Units.
This studio course explores the theories and practices of screen-based new media art. Students will manipulate video, audio, images and code to create new multimedia works. The class will use free, open source tools as well as Adobe Creative Cloud apps. This class will examine the emerging culture of contemporary new media art and its historical antecedents. There are no prerequisites. Students will need to provide their own laptops and purchase access to Creative Cloud apps through UTech. Offered as ARTS 350 and ARTS 450.

ARTS 365B. Design and Color. 3 Units.
Advanced design projects determined in consultation with instructor. Prereq: ARTS 101 and ARTS 201.

ARTS 365C. Enameling and Jewelry. 3 Units.
Advanced enameling and jewelry projects determined in consultation with instructor. Prereq: ARTS 210 and ARTS 310.

ARTS 365D. B&W Photography Studio. 3 Units.
Advanced black and white projects determined in consultation with instructor. Prereq: ARTS 220 and ARTS 320.

ARTS 365G. Ceramics. 3 Units.
Advanced ceramics projects determined in consultation with instructor. Prereq: ARTS 214 and ARTS 314.
ARTS 366A. Student Teaching in Art: Pre-K - 6th Grade. 4 Units.

ARTS 366B. Student Teaching in Art: 7th - 12th Grade. 4 Units.

ARTS 385. Clinical/Field Based Experience I. 1 Unit.
Art education students observe and assist art teachers in classes in a variety of public and private educational environments such as local schools, Cleveland Museum of Art. Students study, identify, and analyze differences in art curriculum taught at the various art programs that they observe. Written reports using departmental observation guidelines are required. Prereq: ARTS 295.

ARTS 386. Clinical/Field Based Experience II. 1 Unit.
Art education students become sensitized to serving needs of “special” populations. Observation of educational strategies for teaching learning disabled and/or physically disabled students. Written reports using departmental observation guidelines are required. Prereq: ARTS 295.

ARTS 387. Clinical/Field Based Experience III. 1 Unit.
Art education students observe and assist in art programs for artistically gifted students working in specialized art areas (drawing, painting, sculpture, printmaking, art history). Written reports using departmental observation guidelines are required. Prereq: ARTS 295.

ARTS 393. Art Content, Pedagogy, Methodology, and Assessment. 3 Units.
Growth and development of image making from Pre-K through young adult. Principles and practices of art instruction in grades Pre-K through 12th grade. Issues in art education. Curriculum construction, implementation and assessment of art lessons that address content areas of art production, art history, art appreciation, and art criticism. Clinical field experiences required. Offered as ARTS 393 and ARTS 493. Prereq: ARTS 295.

ARTS 399. Independent Study in Art Studio. 1 - 3 Units.
Independent Study in Art Studio; by permit of Director only.

ARTS 400. Art For Different Futures. 3 Units.
The movements for social justice (Black Lives Matter, Me Too) are rapidly and dynamically altering long-held conceptions about the role of art in society. The culture industries (along with many other sectors) have been forced to re-examine the viability and utility of their current models, and the assumptions these models are predicated upon. Art institutions are in the process of reconciling their complicated and often contradictory relationship with white, sexist, ableist, and classist ideology, in which they have tacitly perpetuated dominant structures and perspectives while rhetorically advocating for reform and radical change. In this course, we will explore this contemporary cultural moment and unravel the seismic changes that have brought uncertainty to the art world. We will speculate potential futures free of racism, sexism, homophobia, ableism, and classism, and the role that art could play within those possible futures. And we will explore alternative models of artmaking with the potential to instigate those futures through a focus on social engagement, community, and radical inclusion. Offered as ARTS 300 and ARTS 400.

ARTS 402. Architecture and City Design I. 3 Units.
The social, spatial, and aesthetic elements in architecture; the components of the building: the window, door, roof, enclosing walls, and character of interior and exterior space. Projects related to small, intimate scale and residential structures. Lectures, field trips, studio experiences. Recommended ARTS 101 or ARTS 106 courses prior to enrollment. Offered as ARTS 302 and ARTS 402.

ARTS 403. Architecture and City Design II. 3 Units.
The social, spatial, and aesthetic elements of the urban setting of architecture, the organizational components of the city, the path, the node, the edge, and the grid. Projects related to large-scale and public buildings and their relationship to the encompassing visual world. Lectures, field trips, studio experiences. Recommended ARTS 101 or ARTS 106 courses prior to enrollment. Offered as ARTS 303 and ARTS 403.

ARTS 450. Introduction To Multimedia Art. 3 Units.
This studio course explores the theories and practices of screen-based new media art. Students will manipulate video, audio, images and code to create new multimedia works. The class will use free, open source tools as well as Adobe Creative Cloud apps. This class will examine the emerging culture of contemporary new media art and its historical antecedents. There are no prerequisites. Students will need to provide their own laptops and purchase access to Creative Cloud apps through UTech. Offered as ARTS 350 and ARTS 450.

ARTS 465. Seminar for Art Teachers. 4 Units.
For art education majors and teacher licensure candidates. Principles and practice in school art instruction grades Pre-K through 12th grade. Organization and management of the art program that incorporates writing sequential art curriculum that integrates art production, art history, appreciation, and criticism. Planning, development, and evaluation of teaching materials, lessons, and units. The seminar includes discussion of professional issues, ethics, art advocacy, and classroom management. Counts as SAGES Senior Capstone. Prereq: ARTS 295 or ARTS 302, and ARTS 393 or ARTS 493. Coreq: ARTS 366A and ARTS 366B or ARTS 466A and ARTS 466B.

ARTS 466A. Student Teaching in Art: Pre-K - 6th Grade. 4 Units.
Teaching art for early childhood, elementary, and middle school students in a school setting. Includes art curriculum development, implementation, and assessment. Professional standards and practices. Offered as ARTS 366A and ARTS 466A. Prereq: ARTS 385, ARTS 386, ARTS 387, ARTS 400, ARTS 493, and ARTS 602. Coreq: ARTS 465 and ARTS 466B.

ARTS 466B. Student Teaching in Art: 7th - 12th Grade. 4 Units.
Teaching adolescents and young adults art in a school setting. Includes art curriculum development, implementation, assessment and classroom management. Professional standards and practices. Offered as ARTS 366B and ARTS 466B. Prereq: ARTS 385, ARTS 386, ARTS 387, ARTS 400, ARTS 493, and ARTS 602. Coreq: ARTS 465 and ARTS 466A.

ARTS 493. Art Content, Pedagogy, Methodology, and Assessment. 3 Units.
Growth and development of image making from Pre-K through young adult. Principles and practices of art instruction in grades Pre-K through 12th grade. Issues in art education. Curriculum construction, implementation and assessment of art lessons that address content areas of art production, art history, art appreciation, and art criticism. Clinical field experiences required. Offered as ARTS 393 and ARTS 493. Prereq: ARTS 295.

ARTS 497. Summer Workshop in Art Education. 3 Units.
A current art education issue is covered in depth.
ARTS 602. Study in Art Education. 3 Units.
General history and theories of art education. Development of personal philosophy as basis for teaching art. Topics in professional standards, creativity, aesthetic theory, and art criticism. Students produce an art education research paper. Clinical/Field experiences are required.

ARTS 605. Final Creative Thesis. 1 - 3 Units.
Students receive individual guidance for an approved self-designed creative project from program faculty members. A public exhibition or presentation is required. By permit only.

Asian Studies Program
215 Mather Memorial
asia.case.edu/ (http://asia.case.edu/)
Phone: 216.368.5362
Lihong Shi, Program Advisor
lihong.shi@case.edu

Asian studies have become an increasingly important area of study in North American colleges and universities. This is due in part to a growing acknowledgment that Asian cultures are of significance both regionally and globally. The Asian Studies Program offers students the opportunity to explore these cultures from a multidisciplinary perspective so that they are able to understand the social, cultural, political, and other forces that shape and have shaped Asian nations.

The Asian Studies Program draws on faculty and courses from such departments as anthropology, art history and art, economics, modern languages and literatures, history, philosophy, political science, and religious studies. A current list of approved courses is available from the program advisor. Departmental seminars and senior capstone courses in the Asian Studies Program may count toward the completion of the SAGES General Education Requirements.

The undergraduate program in Asian Studies offers a major and a minor. Students are encouraged to take courses in different disciplines in order to obtain broad exposure to the languages, literature, art, culture, religious traditions, and political, economic, and social institutions of Asian countries. The Asian Studies Program also offers an honors program to qualified majors.

In addition to course offerings, the Asian Studies Program sponsors extracurricular activities that enhance the formal study of Asia and give students additional opportunities to explore and understand Asia’s importance in the global community. The program sponsors lectures and films and administers a website devoted to Asia. It also encourages students to participate in study abroad programs in Asian countries and to utilize Asian resources at the Cleveland Museum of Art and other local institutions.

Department Faculty
Ananya Dasgupta, PhD
(University of Pennsylvania)
Associate Professor, Department of History
William E. Deal, PhD
(Harvard University)
Severance Professor in the History of Religion, Department of Religious Studies; Department of Cognitive Science

Melvyn C. Goldstein, PhD
(University of Washington)
Distinguished University Professor and John Reynolds Harkness Professor, Department of Anthropology; Co-Director, Center for Research on Tibet

Kelly M. McMann, PhD
(University of Michigan)
Professor, Department of Political Science; Director, International Studies Program

Eunyoung Park, PhD
(University of Kansas)
Assistant Professor, Department of Art History and Art

Lihong Shi, PhD
(Tulane University)
Associate Professor, Department of Anthropology; Advisor, Asian Studies Program

Yasuhiro Shirai, PhD
(University of California, Los Angeles)
Professor, Department of Cognitive Science

Jonathan Tan, PhD
(The Catholic University of America)
Archbishop Paul J. Hallinan Professor in Catholic Studies, Associate Professor, Department of Religious Studies

Peter Yang, PhD
(University of Utah)
Associate Professor, Department of Modern Languages and Literatures

Undergraduate Program
Asian Studies Major

The Asian Studies major, which leads to a Bachelor of Arts degree, consists of 31 credit hours, including:

- At least 16 credit hours (two years) of Chinese or Japanese language
- 15 credit hours of Asia-related courses, selected in consultation with the program advisor

The 15 hours in Asia-related courses must be at the 200 or 300 level and come from at least three different departments.

Honors Program

Asian Studies Honors is a semester-long program for Asian studies majors, normally taken during the senior year, which involves researching and writing an honors thesis. Honors program requirements include the completion of 12 semester hours of approved Asia-related courses, at least two semesters of study of an Asian language, and maintenance of a GPA of at least 3.0 overall and 3.2 in Asian studies courses.

A participating student enrolls in ASIA 398 Honors Thesis and writes a thesis under the direction of an Asian Studies faculty member. The student also receives guidance from a second reader, who must be a member of the Asian Studies Program. A third reader, who need not be a member of the Asian Studies Program, is optional. Each student must maintain regular contact with the supervising faculty member in the various stages of researching and writing the thesis. Detailed guidelines and deadlines for the course are available from the program advisor.
# Courses Available in Asian Studies

## Language Courses:

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<tr>
<th>Course Code</th>
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<tr>
<td>CHIN 101</td>
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<td>CHIN 240</td>
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<td>Chinese Cinema</td>
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<td>CHIN 340</td>
<td>China Modernizes</td>
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<td>China and Green Cultural Transformation</td>
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<td>The World of Manga</td>
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<td>Japanese Women Writers</td>
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<tr>
<td>ANTH 312</td>
<td>Ethnography of Southeast Asia</td>
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<td>ANTH 331</td>
<td>The Most Ancient Near East</td>
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<td>ANTH 333</td>
<td>Roots of Ancient India: Archaeology of South Asia</td>
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<td>ANTH 353</td>
<td>Chinese Culture and Society</td>
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<td>ANTH 354</td>
<td>Health and Healing in East Asia</td>
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<td>ASIA 132</td>
<td>Introduction to Modern East Asia</td>
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<td>Reform, Revolution, Republics: China 1895 to Present</td>
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<td>Chinese Popular Culture</td>
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<td>Honors Thesis</td>
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<td>ARTH 203</td>
<td>The Arts of Asia</td>
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<td>ARTH 208</td>
<td>Arts of Japan</td>
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<td>ARTH 302</td>
<td>Buddhist Art in Asia</td>
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<td>ARTH 307</td>
<td>Arts of China</td>
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<td>ARTH 341</td>
<td>Issues in the Art of Japan</td>
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<td>HSTY 157</td>
<td>Women's Histories in South Asia</td>
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<td>HSTY 288</td>
<td>Imperial China: The Great Qing</td>
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## Political Science:

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<td>POSC 370D</td>
<td>The Politics of China</td>
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## Religious Studies:

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<tr>
<td>RLGN 108</td>
<td>The History of Yoga: The Yoga of Transformation and the Transformation of Yoga</td>
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<tr>
<td>RLGN 152</td>
<td>Introducing Buddhism</td>
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<td>RLGN 153</td>
<td>Introducing Chinese Religions</td>
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<td>RLGN 154</td>
<td>Introducing Hinduism</td>
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</tr>
<tr>
<td>RLGN 155</td>
<td>Introducing Jainism</td>
<td>3</td>
</tr>
<tr>
<td>RLGN 191</td>
<td>Introduction to Sanskrit</td>
<td>3</td>
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<tr>
<td>RLGN 216</td>
<td>Hinduism</td>
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<td>RLGN 217</td>
<td>Buddhism</td>
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<tr>
<td>RLGN 221</td>
<td>Indian Philosophy</td>
<td>3</td>
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<tr>
<td>RLGN 228</td>
<td>Asian Americans: Histories, Cultures, Religions</td>
<td>3</td>
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<tr>
<td>RLGN 229</td>
<td>Asian Christianity: Historical Perspectives</td>
<td>3</td>
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Introduction to Modern East Asia. 3 Units.

HSTY 132 is an introduction to the histories of modern China, Japan, Korea, and Vietnam from the "dawn of the global world" in the 17th century to present. Taken together these regions make up the geographic and cultural unit commonly referred to as "East Asia." Over the course of the term, we will investigate the usefulness of this concept of "East Asia" by examining its origins as well as the sometimes convergent, sometimes divergent relations between this region and the rest of the world. We will also challenge the stereotype of a monolithic and static East Asia and see to develop a critical understanding of the internal and external forces integrating and dividing this region. We will examine how international diplomatic, commercial, military, religious, and cultural relationships shaped the individual countries as well as their relationships with each other and the world. The course sweeps over large regions of time and space. It aims to put the contemporary discussion of globalization into historical perspective by examining the long-lasting interactions of East Asian countries with each other and the rest of the world. These connections were economic, political, cultural, and psychological. Topics include: global silver and trade flows, warfare and military technology, imperial domination and revolutionary resistance, and the role of historical memory, as in Nanking or Hiroshima. Sources include historical documents, pictures, films, and memoirs. As we move through the course material our goal is not to gain total knowledge of modern East Asia, nor of China, Japan, Korea nor Vietnam. Rather, by the end of the term you should be able to identify some of the main organizing themes in modern East Asian history and develop a greater understanding of the construction and nature of historical knowledge itself. Offered as HSTY 132 and ASIA 132. Counts for CAS Global & Cultural Diversity Requirement.

ASIA 240. Modern Chinese Literature in Translation. 3 Units.

This course examines Modern Chinese Literature from the beginning of the 20th century to contemporary period in the contexts of Chinese historical and cultural transformations. It examines representative works of the major literary genres, including fiction, poetry, drama, and prose writing. We will be making the following inquiries: What is modern Chinese literature? What does it tell us about the cultural, social, psychological, and historical changes that occurred in modern China? Who are the main literary and cultural figures, and what did they contribute to the construction of the Chinese nation? How did Western thoughts impact on the ways in which Chinese reflected on their own cultural identities and social and gender relationships? This course is taught in English. Offered as CHIN 240, ASIA 240 and WLIT 240. Counts for CAS Global & Cultural Diversity Requirement.

ASIA 250. Classical Chinese Literature in Translation. 3 Units.

This course is a survey of the classical Chinese literature from the pre-Qin Period to the fall of Qing Dynasty in 1911. Students will be introduced to a variety of forms and genres, including classical poetry, lyric, aria, elegy, rhapsody, folk song, narrative verse, parallel prose, classical-language short story, vernacular short story, novel, drama, etc. This course is taught in English. Offered as CHIN 250, ASIA 250 and WLIT 250. Counts for CAS Global & Cultural Diversity Requirement.

ASIA 288. Imperial China: The Great Qing. 3 Units.

This course is an introduction to the history of Imperial China, from the fall of the Ming Dynasty in 1644 to the creation of the Chinese republic in 1912. We will explore the major historical transformations (political, economic, social, and cultural) of the last imperial dynasty, the Qing (1644-1911), and develop an understanding of the major social, political, economic, and intellectual cultural forces shaping the formation of modern China. Contrary to commonly-held ideas in both West and in China that traditional Chinese society was timeless or stagnant, historians now see dramatic and significant changes during this period—to the economy, to gender relations, to religion, and to many other aspects of life. This course surveys the social, political, economic, and cultural history of this era, with emphasis on recent research. The main goals of the course will be to acquaint students with the key changes and to show the interplay between economic, social, and cultural changes on the one hand and political developments on the other. By the end of the semester you should have a good sense of how Chinese society was transformed over the course of the 17th through early 20th centuries. The topics we will discuss include urbanization and commerce; gender, family and kinship; education and the examination system; opium and free trade; and ethnicity and nationalism. Offered as ASIA 288 and HSTY 288. Counts for CAS Global & Cultural Diversity Requirement.

Asian Studies Minor

The minor in Asian Studies consists of 18 credit hours of Asia-related courses, selected in consultation with the program advisor. Only one year (8 credits) of language study (Japanese or Chinese) counts toward the minor.

The 18 hours in Asia-related courses must be at the 200 or 300 level and come from at least three different departments.

Courses

ASIA 132. Introduction to Modern East Asia. 3 Units.

HSTY 132 is an introduction to the histories of modern China, Japan, Korea, and Vietnam from the "dawn of the global world" in the 17th century to present. Taken together these regions make up the geographic and cultural unit commonly referred to as "East Asia." Over the course of the term, we will investigate the usefulness of this concept of "East Asia" by examining its origins as well as the sometimes convergent, sometimes divergent relations between this region and the rest of the world. We will also challenge the stereotype of a monolithic and static East Asia and see to develop a critical understanding of the internal and external forces integrating and dividing this region. We will examine how international diplomatic, commercial, military, religious, and cultural relationships shaped the individual countries as well as their relationships with each other and the world. The course sweeps over large regions of time and space. It aims to put the contemporary discussion of globalization into historical perspective by examining the long-lasting interactions of East Asian countries with each other and the rest of the world. These connections were economic, political, cultural, and psychological. Topics include: global silver and trade flows, warfare and military technology, imperial domination and revolutionary resistance, and the role of historical memory, as in Nanking or Hiroshima. Sources include historical documents, pictures, films, and memoirs. As we move through the course material our goal is not to gain total knowledge of modern East Asia, nor of China, Japan, Korea nor Vietnam. Rather, by the end of the term you should be able to identify some of the main organizing themes in modern East Asian history and develop a greater understanding of the construction and nature of historical knowledge itself. Offered as HSTY 132 and ASIA 132. Counts for CAS Global & Cultural Diversity Requirement.
ASIA 289. Reform, Revolution, Republics: China 1895 to Present. 3 Units.
Completes a two-term sequence of the Chinese history survey, although
HSTY 288 is not a prerequisite for this course. Beginning with the
First Sino-Japanese War (1895), we review the historical development
of intellectual discourse, public reaction, and political protest in
later Imperial China through the creation of the People’s Republic in
1949 forward to contemporary times. In contrast to the conventional
description of China from a Western point of view, this course tries to
explain the emergence of modern China in the context of its intellectual,
political, and socio-economic transformation as experienced by Chinese
in the late 19th and into the 20th century. By discussing the influence of
the West, domestic rebellions, and political radicalism, we examine how
the Chinese state and society interacted in search for modernization and
reforms, how these reforms were continued during the Republican period,
and to what extent historical patterns can be identified in China’s present-
day development. Offered as ASIA 289 and HSTY 289. Counts for CAS
Global & Cultural Diversity Requirement.

ASIA 320. Chinese Popular Culture. 3 Units.
In this course we are going to study Chinese (including Mainland China,
Hong Kong, Taiwan, and Chinese Diaspora) popular culture since the
1980s. By examining different forms of popular culture, including popular
literature, film, music, TV programs, posters, the Internet, etc., we will
be looking into their political, ideological, sociological, cultural,
and psychological mechanisms. The film viewing will take place outside the
class. Offered as: CHIN 320, ASIA 320 and WLIT 320. Counts for CAS
Global & Cultural Diversity Requirement.

ASIA 330. Chinese Cinema. 3 Units.
This course is an exploration to the history of and critical issues in
Chinese cinema: we will discuss early film making in Shanghai, leftist
melodrama, Socialist films, the Chinese New Wave, underground films,
the film making in the era of globalization, and etc. Themes and genres
that will be investigated include melodrama, the "Fifth Generation",
underground film making, filmic representations of women, minority films,
and historical epics. Films from mainland China, Hong Kong, Taiwan, and
diasporic communities will be discussed to illuminate what it means to
be "Chinese." All of the films in this course come with English subtitles;
the film viewing will take place outside the class. Offered as CHIN 330

ASIA 398. Honors Thesis. 1 - 4 Units.
Intensive study of a topic or problem under the direction of a faculty
member, resulting in the preparation of an honors thesis.

ASIA 399. Independent Study. 1 - 3 Units.
Tutorial in Asian Studies.

Department of Astronomy

567 Sears Library Building
astronomy.case.edu/ (http://astronomy.case.edu/)
Phone: 216.368.3278
Stacy S. McGaugh, Department Chair
dep@astroweb.case.edu

The Department of Astronomy offers two undergraduate degrees, a
Bachelor of Science and a Bachelor of Arts. The BS provides a rigorous
sequence of subject-specific courses, while the BA degree provides
somewhat more flexibility in the choice of courses. The department also
offers a minor in astronomy.

The curriculum emphasizes a broad and substantial education in
astronomy, physics, and mathematics. A faculty actively engaged
in research provides first-rate instruction and opportunities for
undergraduate involvement in research.

A bachelor’s degree in astronomy can prepare students for graduate
study in astronomy (about 50% of our graduates take this path), but those
who seek employment in other fields can fill the same jobs as physics
and computer science majors.

The department offers a graduate program leading to the degree
of Doctor of Philosophy in astronomy. Current research provides
opportunities in observational and theoretical studies of galaxy formation
and evolution, galaxy cluster evolution, and cosmology.

Facilities
The Department of Astronomy operates the Kitt Peak Station of the
Warner and Swasey Observatory near Tucson, Ariz., home of the Burrell
Schmidt telescope. This telescope is used for surveys and ultra-deep
imaging with a large format CCD.

On the Case Western Reserve campus, a 9.5-inch refractor permanently
mounted on the roof of the A. W. Smith Building is available for use
by students. The department also houses a research and instruction
computer laboratory and has access to the university’s high-performance
computing cluster.

Department Faculty
Stacy S. McGaugh, PhD
(University of Michigan)
Professor and Chair; Director, Warner and Swasey Observatory
Galaxy formation and evolution; low surface brightness galaxies;
cosmology; dark matter and gravity

William F. Janess, PhD
(Indiana University)
Instructor
Searches for dwarf galaxies; development of software tools

J. Christopher Mihos, PhD
(University of Michigan)
Worcester R. and Cornelia B. Warner Professor of Astronomy
Galaxy evolution; interacting and merging galaxies; galaxy clusters;
computational and observational astronomy

Adjunct Faculty
Jeffery R. Kriessler, PhD
(Michigan State University)
Adjunct Assistant Professor
Substructure in galaxy clusters

Secondary Faculty
John Ruhl, PhD
(Princeton University)
Connecticut Professor, Department of Physics
Experimental astrophysics and cosmology

Glenn D. Starkman, PhD
(Stanford University)
Distinguished University Professor, Department of Physics
Theoretical cosmology; particle physics; astrophysics
### Bachelor of Science in Astronomy

The Bachelor of Science in astronomy requires 122 credit hours, including 20 hours in astronomy, 40 hours in physics, 14 hours in math, 3 hours in computer programming and 15 hours in technical electives.

#### Major courses

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<td>ASTR 222</td>
<td>Galaxies and Cosmology</td>
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<td>ASTR 306</td>
<td>Astronomical Techniques</td>
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<td>ASTR 311</td>
<td>Stellar Physics</td>
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<td>ASTR 323</td>
<td>The Local Universe</td>
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<td>ASTR 328</td>
<td>Cosmology and the Structure of the Universe</td>
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#### Additional required courses

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<td>MATH 224</td>
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<td>PHYS 121</td>
<td>General Physics I - Mechanics</td>
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<td>PHYS 122</td>
<td>General Physics II - Electricity and Magnetism</td>
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<td>PHYS 203</td>
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<td>Introduction to Modern Physics</td>
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<td>Thermodynamics and Statistical Mechanics</td>
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<td>PHYS 331</td>
<td>Introduction to Quantum Mechanics I</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Approved technical electives (these can be from the Departments of Astronomy; Chemistry; Mathematics, Applied Mathematics, and Statistics; Physics; or Earth, Environmental, and Planetary Sciences. Check with advisor for complete list.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
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<tbody>
<tr>
<td>MATH 201</td>
<td>Introduction to Linear Algebra for Applications</td>
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<tr>
<td>EEPS 345</td>
<td>Planetary Materials</td>
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<tr>
<td>PHYS 316</td>
<td>Introduction to Nuclear and Particle Physics</td>
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<tr>
<td>PHYS 349</td>
<td>Methods of Mathematical Physics I</td>
<td></td>
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<tr>
<td>PHYS 326</td>
<td>Physical Optics</td>
<td></td>
</tr>
<tr>
<td>PHYS 350</td>
<td>Methods of Mathematical Physics II</td>
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#### Total Units

92

Six hours of mathematics and natural science (physics) are double-counted towards the SAGES breadth requirements, and one required math course is double-counted towards the SAGES Quantitative Reasoning requirement.

### Sample Plan of Study: Bachelor of Science in Astronomy

#### First Year

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<th>Units</th>
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<th>Spring</th>
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#### Second Year

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<th>Fall</th>
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<tbody>
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</tbody>
</table>

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Emeriti

R. Earle Luck, PhD  
(University of Texas at Austin)  
Worcester R. and Cornelia B. Warner Emeritus Professor of Astronomy

Heather Morrison, PhD  
(Australian National University)  
Professor Emerita
Bachelor of Arts in Astronomy

The Bachelor of Arts in astronomy requires 120 credit hours, including 20 hours in astronomy, 26 hours in physics, 14 hours in math, 3 hours in computer programming, and 6 hours in technical electives.

### Required 200 Level Courses

<table>
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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
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<tbody>
<tr>
<td>ASTR 221</td>
<td>Stars and Planets</td>
<td>3</td>
</tr>
<tr>
<td>ASTR 222</td>
<td>Galaxies and Cosmology</td>
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### Required 300 Level Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
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<tbody>
<tr>
<td>ASTR 306</td>
<td>Astronomical Techniques</td>
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<tr>
<td>ASTR 309</td>
<td>Astrophysics Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>ASTR 310</td>
<td>Astrophysics Seminar II</td>
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</table>

### Additional 300 Level Courses—3 of 4 Required

<table>
<thead>
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<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>ASTR 311</td>
<td>Stellar Physics</td>
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<tr>
<td>ASTR 323</td>
<td>The Local Universe</td>
<td>1</td>
</tr>
<tr>
<td>ASTR 328</td>
<td>Cosmology and the Structure of the Universe (Additional required courses)</td>
<td>1 or 3</td>
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### Additional required courses

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>MATH 121</td>
<td>Calculus for Science and Engineering I</td>
<td>4</td>
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<tr>
<td>MATH 122</td>
<td>Calculus for Science and Engineering II</td>
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<tr>
<td>or MATH 124</td>
<td>Calculus II</td>
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<tr>
<td>MATH 223</td>
<td>Calculus for Science and Engineering III</td>
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<tr>
<td>or MATH 227</td>
<td>Calculus III</td>
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<tr>
<td>MATH 224</td>
<td>Elementary Differential Equations</td>
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<tr>
<td>or MATH 228</td>
<td>Differential Equations</td>
<td>3</td>
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<tr>
<td>PHYS 121</td>
<td>General Physics I - Mechanics</td>
<td>4</td>
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<tr>
<td>or PHYS 123</td>
<td>Physics and Frontiers I - Mechanics</td>
<td>4</td>
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<tr>
<td>PHYS 122</td>
<td>General Physics II - Electricity and Magnetism</td>
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<tr>
<td>or PHYS 124</td>
<td>Physics and Frontiers II - Electricity and Magnetism</td>
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<tr>
<td>PHYS 221</td>
<td>Introduction to Modern Physics</td>
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<tr>
<td>PHYS 250</td>
<td>Computational Methods in Physics</td>
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<td>PHYS 310</td>
<td>Classical Mechanics</td>
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<tr>
<td>PHYS 313</td>
<td>Thermodynamics and Statistical Mechanics</td>
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<td>PHYS 324</td>
<td>Electricity and Magnetism I</td>
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<tr>
<td>PHYS 331</td>
<td>Introduction to Quantum Mechanics I</td>
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### Approved technical electives (consult advisor for other acceptable classes)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>ENGR 131</td>
<td>Elementary Computer Programming</td>
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<tr>
<td>MATH 204</td>
<td>Advanced Instrumentation Laboratory</td>
<td>3</td>
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<tr>
<td>PHYS 316</td>
<td>Introduction to Nuclear and Particle Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 325</td>
<td>Electricity and Magnetism II</td>
<td>3</td>
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<tr>
<td>PHYS 326</td>
<td>Physical Optics</td>
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</tbody>
</table>
Six hours of mathematics and natural science (physics) are double-counted towards the SAGES breadth requirements, and one required math course is double-counted towards the SAGES Quantitative Reasoning requirement.

**Sample Plan of Study: Bachelor of Arts in Astronomy**

**First Year**

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Calculus for Science and Engineering I (MATH 121)</td>
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<tr>
<td>General Physics I - Mechanics (PHYS 121)</td>
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<tr>
<td>SAGES First Seminar</td>
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<tr>
<td>PHED (2 half semester courses)</td>
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<tr>
<td>Social Science I</td>
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<tr>
<td>Calculus for Science and Engineering II (MATH 122) or Calculus II (MATH 124)</td>
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<tr>
<td>General Physics II - Electricity and Magnetism (PHYS 122)</td>
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</tr>
<tr>
<td>Elementary Computer Programming (ENGR 131)</td>
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<td>PHED (2 half semester courses)</td>
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<tr>
<td>Doing Astronomy (ASTR 151)*</td>
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<tr>
<td>Social Science II</td>
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**Second Year**

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<thead>
<tr>
<th>Units</th>
<th>Fall</th>
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<tbody>
<tr>
<td>Stars and Planets (ASTR 221)</td>
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<tr>
<td>Calculus for Science and Engineering III (MATH 223) or Calculus III (MATH 227)</td>
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<tr>
<td>Introduction to Modern Physics (PHYS 221)</td>
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<tr>
<td>SAGES University Seminar</td>
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<tr>
<td>Galaxies and Cosmology (ASTR 222)</td>
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<tr>
<td>Elementary Differential Equations (MATH 224) or Differential Equations (MATH 228)</td>
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<tr>
<td>Computational Methods in Physics (PHYS 250)</td>
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<tr>
<td>Classical Mechanics (PHYS 310)</td>
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<tr>
<td>SAGES University Seminar</td>
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**Third Year**

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<tr>
<th>Units</th>
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<tbody>
<tr>
<td>Cosmology and the Structure of the Universe (ASTR 328)</td>
<td>3</td>
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<tr>
<td>Thermodynamics and Statistical Mechanics (PHYS 313)</td>
<td>3</td>
<td></td>
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<tr>
<td>Arts &amp; Humanities I</td>
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<td>Arts &amp; Humanities II</td>
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<tr>
<td>Technical Elective</td>
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<tr>
<td>Stellar Physics (ASTR 311)</td>
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<tr>
<td>Electricity and Magnetism I (PHYS 324)</td>
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<tr>
<td>Quantitative Reasoning</td>
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<td><strong>Technical Elective</strong></td>
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<td><strong>Fourth Year</strong></td>
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**Units**

<table>
<thead>
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<tbody>
<tr>
<td>Astronomical Techniques (ASTR 306)*</td>
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</tr>
<tr>
<td>Astrophysics Seminar I (ASTR 309)</td>
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<tr>
<td>Introduction to Quantum Mechanics I (PHYS 331)</td>
<td>3</td>
</tr>
<tr>
<td>Astronomy Capstone Project (ASTR 351)</td>
<td>1 - 3</td>
</tr>
<tr>
<td>Global and Cultural Diversity</td>
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<tr>
<td>Astrophysics Seminar II (ASTR 310)</td>
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<td>Dark Matter (ASTR 333)</td>
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<td>Astronomy Capstone Project (ASTR 351)</td>
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**Total Units in Sequence:**

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**Minor in Astronomy**

The requirements for the minor in astronomy are as follows:

**One of the following:** 4

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<thead>
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<tbody>
<tr>
<td>PHYS 115</td>
<td>Introductory Physics I</td>
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<tr>
<td>PHYS 121</td>
<td>General Physics I - Mechanics</td>
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<tr>
<td>PHYS 123</td>
<td>Physics and Frontiers I - Mechanics</td>
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**One of the following:** 4

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<tr>
<td>PHYS 116</td>
<td>Introductory Physics II</td>
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<tr>
<td>PHYS 122</td>
<td>General Physics II - Electricity and Magnetism</td>
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<tr>
<td>PHYS 124</td>
<td>Physics and Frontiers II - Electricity and Magnetism</td>
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**Both classes:** 6

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<tbody>
<tr>
<td>ASTR 221</td>
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<td>ASTR 222</td>
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**One of the following:** 3

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<tbody>
<tr>
<td>ASTR 306</td>
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<tr>
<td>ASTR 311</td>
</tr>
<tr>
<td>ASTR 323</td>
</tr>
<tr>
<td>ASTR 328</td>
</tr>
<tr>
<td>ASTR 333</td>
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</table>

**Total Units**

<p>| |</p>
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<tr>
<td>17</td>
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</table>
Graduate Program

The PhD degree in astronomy is granted to those students who have shown extensive knowledge of advanced astronomy and the ability to do original research. The student is required to pass a general qualifying examination in astronomy, usually taken at the end of the second year. The student must then prepare a dissertation based on the results of independent research. A PhD candidate must also satisfy the general requirements of the School of Graduate Studies.

Full-time graduate students who maintain satisfactory academic performance while pursuing the PhD degree in astronomy normally receive a stipend for teaching and/or research, which includes full tuition and a monthly amount sufficient to cover living expenses.

Courses

**ASTR 101. Introduction to the Sun and Its Planets. 3 Units.**
This introductory astronomy course describes our solar system of planets and how astronomers develop our physical understanding about the universe. Topics include the properties of the Sun and planets; the formation of the solar system and how the planets have evolved over time; asteroids, comets, and dwarf planets; and a comparison of our solar system with new planetary systems being found around other stars. This course has no pre-requisites.

**ASTR 103. Introduction to the Stars, Galaxies, and the Universe. 3 Units.**
This introductory astronomy course describes the universe we live in and how astronomers develop our physical understanding about it. Topics covered include: the properties of stars; the formation, evolution, and death of stars; white dwarfs, pulsars, and black holes; spiral and elliptical galaxies; the Big Bang and the expansion of the Universe. This course has no pre-requisites.

**ASTR 105. Introduction to Einstein’s Universe. 3 Units.**
This course is a descriptive introduction for the non-science major to Einstein’s Special and General Theories of Relativity and how these theories have fundamentally altered our understanding of the universe. Topics discussed will include: time dilation, length contraction, the twin paradox, the warping of space-time, white dwarf stars, neutron stars, black holes, the structure and evolution of the universe. No mathematical background beyond simple algebra is needed. This course has no pre-requisites.

**ASTR 107. Introduction to Life in the Universe. 3 Units.**
This course is intended to introduce the non-scientist to the field of astrobiology - the interdisciplinary study of, and the search for, extraterrestrial life and the conditions for extraterrestrial life in the Universe. This course has no pre-requisites.

**ASTR 151. Doing Astronomy. 1 Unit.**
This course is intended to introduce students to how astronomy is done. The course will focus on the astronomical research process, the scientific community, and on career paths in astronomy. Course activities will include readings and class discussions focusing on various topics in modern astronomy, including ongoing research activity in the department. This course is largely intended for first- and second-year students considering majoring or minoring in astronomy, or pursuing a career in astronomy. Prereq: First- or second-year academic standing.

**ASTR 221. Stars and Planets. 3 Units.**

**ASTR 222. Galaxies and Cosmology. 3 Units.**

**ASTR 306. Astronomical Techniques. 3 Units.**
This course covers the techniques astronomers use to conduct research, including observations using ground- and space-based telescopes, computer simulations and other numerical methods, and statistical data mining of large on-line astronomical datasets. Offered as ASTR 306 and ASTR 406. Counts as SAGES Departmental Seminar. Prereq: ASTR 222.

**ASTR 309. Astrophysics Seminar I. 1 Unit.**
Selected topics in astronomy not covered ordinarily in courses. Presentation of talks by the students. Prereq: ASTR 222 or Requisites Not Met permission.

**ASTR 310. Astrophysics Seminar II. 1 Unit.**
Selected topics in astronomy not covered ordinarily in courses. Presentation of talks by students. Prereq: ASTR 222 or Requisites Not Met permission.

**ASTR 311. Stellar Physics. 3 Units.**
Radiative transfer, atomic and molecular opacities, and the observable properties of stars. Stellar interiors, nuclear processes, and energy generation. The evolution of stars of varying mass and production of the elements within supernovae explosions. Offered as ASTR 311 and ASTR 411. Prereq: ASTR 222.

**ASTR 323. The Local Universe. 3 Units.**

**ASTR 328. Cosmology and the Structure of the Universe. 3 Units.**

**ASTR 333. Dark Matter. 3 Units.**
This course will systematically explore the evidence for dark matter in the universe. Necessary physical theory and astronomical concepts will be developed as appropriate. Topics to be covered include gravitational dynamics, gravitational lensing, and hydrostatic equilibrium as probes of the gravitational potentials of extragalactic systems. Examples include the rotation curves of spiral galaxies, the Oort discrepancy in the local Galactic disk, the dynamics of pressure supported dwarf and giant elliptical galaxies, and the Local Group timing problem. In clusters of galaxies, the mass discrepancy is illustrated separately by measured velocity dispersions, the hydrostatic equilibrium of the hot intracluster medium, and both strong and weak gravitational lensing. On cosmic scales, the course will address evidence from the gravitating and baryonic mass content of the universe, the growth of large scale structure from the initially smooth cosmic microwave background, and the existence of large voids and large scale bulk flows. The course will describe the various dark matter halo models commonly employed and introduce the techniques of mass modeling. We will examine hypotheses for the nature of dark matter, both baryonic and non-baryonic, and discuss strategies for experimental detection of plausible dark matter candidates. Theories that seek to explain the observed mass discrepancies by means of modifying the Law of Gravity rather than invoking dark matter will be explored. Offered as ASTR 333 and ASTR 433. Prereq: PHYS 310 or Requisites Not Met permission.
ASTR 351. Astronomy Capstone Project. 1 - 3 Units.
A two semester course (1 hour in the Fall Semester and either 2 or 3 hours in the Spring Semester) for students desiring a Capstone Experience in astronomy. Students pursue a project based on experimental, theoretical or teaching research under the supervision of an astronomy faculty member. A departmental Capstone Project Committee must approve all project proposals (by the end of the Fall Semester) and this same committee will receive regular oral and written progress reports. Final results are presented at the end of the semester as a paper in a style suitable for publication in a professional journal as well as an oral report in a public symposium. Counts as SAGES Senior Capstone. Prereq: ASTR 222.

ASTR 369. Undergraduate Research. 1 - 3 Units.
Supervised research on topics of interest. Can be used as a thesis course if desired. Students may register more than once for a maximum of 9 credits overall (1-3 credits each semester).

ASTR 406. Astronomical Techniques. 3 Units.
This course covers the techniques astronomers use to conduct research, including observations using ground- and space-based telescopes, computer simulations and other numerical methods, and statistical data mining of large on-line astronomical datasets. Offered as ASTR 306 and ASTR 406. Counts as SAGES Departmental Seminar.

ASTR 411. Stellar Physics. 3 Units.
Radiative transfer, atomic and molecular opacities, and the observable properties of stars. Stellar interiors, nuclear processes, and energy generation. The evolution of stars of varying mass and production of the elements within supernovae explosions. Offered as ASTR 311 and ASTR 411.

ASTR 423. The Local Universe. 3 Units.

ASTR 428. Cosmology and the Structure of the Universe. 3 Units.

ASTR 433. Dark Matter. 3 Units.
This course will systematically explore the evidence for dark matter in the universe. Necessary physical theory and astronomical concepts will be developed as appropriate. Topics to be covered include gravitational dynamics, gravitational lensing, and hydrostatic equilibrium as probes of the gravitational potentials of extragalactic systems. Examples include the rotation curves of spiral galaxies, the Oort discrepancy in the local Galactic disk, the dynamics of pressure supported dwarf and giant elliptical galaxies, and the Local Group timing problem. In clusters of galaxies, the mass discrepancy is illustrated separately by measured velocity dispersions, the hydrostatic equilibrium of the hot intracluster medium, and both strong and weak gravitational lensing. On cosmic scales, the course will address evidence from the gravitating and baryonic mass content of the universe, the growth of large scale structure from the initially smooth cosmic microwave background, and the existence of large voids and large scale bulk flows. The course will describe the various dark matter halo models commonly employed and introduce the techniques of mass modeling. We will examine hypotheses for the nature of dark matter, both baryonic and non-baryonic, and discuss strategies for experimental detection of plausible dark matter candidates. Theories that seek to explain the observed mass discrepancies by means of modifying the Law of Gravity rather than invoking dark matter will be explored. Offered as ASTR 333 and ASTR 433.

ASTR 497. Special Topics in Astronomy. 1 - 3 Units.

Biochemistry

The College of Arts and Sciences awards the Bachelor of Arts and Bachelor of Science degrees in biochemistry. The required courses for the majors and minor are offered by the Department of Biochemistry (p. 816) in the School of Medicine.

Major

The two undergraduate major programs in Biochemistry, BA and BS, are based on the Arts and Sciences General Education Requirements but differ in amount and intensity of the mathematics and physical sciences required. Either degree is excellent for students planning to undertake graduate work in biochemistry or in related areas of the biomedical sciences. Both the BA and the BS programs permit students to follow many options after graduation. Graduates are well prepared for further studies in the biological sciences, for degrees in the health sciences (MD, DO, DDS, PharmD), for employment in the chemical, pharmaceutical, and biotechnology industries, or as research assistants in research laboratories. The BA makes a considerable amount of elective time available, which allows students to concentrate on biochemistry more intensively than the curriculum requires, or pursue other subjects in science or liberal arts. The BS degree has additional course requirements in the quantitative and physical sciences; it is intended for students with interests in these areas.

In both programs, undergraduate research is required. As many as nine hours of Research in Biochemistry (BIOC 391 Research Project) may be
Bachelor of Arts in Biochemistry

Required Courses:

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Biochemistry elective:

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Two approved technical electives in biochemistry | 6     |

BIOC 393    | Senior Capstone Experience | 3     |

Additional Required Courses:

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Total Units | 66-68 |

BA Biochemistry, Sample Plan of Study

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Electives 6
Molecular Biology (BIOC 308) 4
Approved Technical Elective 3
Research Project (BIOC 391) 3
Electives or GER Courses 6
Year Total: 16 16

Senior

Biochemistry SAGES Seminar (BIOC 373) Fall 3
Research Project (BIOC 391) Spring 3
Electives Fall 6
Proteins and Enzymes (BIOC 312) (or Approved Technical Electives) Spring 3
Senior Capstone Experience (BIOC 393) Fall 3
Structural Biology (BIOC 334) (or Approved Biochem or Technical Elective) Spring 3
Electives Fall 6-9
Year Total: 15 12-15

Total Units in Sequence: 120-123

Note: At least 3 credits of undergraduate research, BIOC 391 Research Project, is recommended for the Capstone. An additional 3 credits of BIOC 391 is highly recommended. Students should consult their academic advisers about the elective parts of the curriculum. A course in statistics or quantitative biology is suggested but not required.

Bachelor of Science in Biochemistry

Required Courses:

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BS Biochemistry, Sample Plan of Study

Bachelor of Science in Biochemistry

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<td>CHEM 105</td>
<td>3-4</td>
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<tr>
<td>Principles of Chemistry I</td>
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Bachelor of Science in Biochemistry

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<tr>
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Register a free account to download a PDF of this page. [Learn More]
| Cells and Proteins (BIOL 215)              | 4 |
| & Cells and Proteins Laboratory (BIOL 215L) | |
| Independent Activity (PHED 100)          | 0 |
| Year Total:                              | 15 16 |

**Sophomore**

<table>
<thead>
<tr>
<th>Units</th>
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<th>Spring</th>
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<tr>
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<td>Introductory Organic Chemistry Laboratory I (CHEM 233)</td>
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<tr>
<td>Calculus for Science and Engineering III (MATH 223) or Calculus III (MATH 227)</td>
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<tr>
<td>General Physics I - Mechanics (PHYS 121)(^b) or Physics and Frontiers I - Mechanics (PHYS 123)</td>
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<tr>
<td>SAGES University Seminar II</td>
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<tr>
<td>Introductory Organic Chemistry II (CHEM 224)(^a) or Organic Chemistry II (CHEM 324)</td>
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<tr>
<td>Introductory Organic Chemistry Laboratory II (CHEM 234)</td>
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<tr>
<td>Elementary Differential Equations (MATH 224) or Differential Equations (MATH 228)</td>
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<tr>
<td>General Physics II - Electricity and Magnetism (PHYS 122)(^b) or Physics and Frontiers II - Electricity and Magnetism (PHYS 124)</td>
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<td>GER Course</td>
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<td>Year Total:</td>
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**Junior**

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<tr>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Introductory Physical Chemistry I (CHEM 301) or Physical Chemistry I (CHEM 335)</td>
<td>3</td>
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</tr>
<tr>
<td>Introduction to Biochemistry: From Molecules To Medical Science (BIOC 307)</td>
<td>4</td>
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<tr>
<td>GER Course</td>
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<tr>
<td>GER Course or elective</td>
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<tr>
<td>Basic Statistics for Engineering and Science Using R Programming (STAT 312R) or Statistics for Experimenters (STAT 313)</td>
<td>3</td>
<td></td>
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<tr>
<td>Introductory Physical Chemistry II (CHEM 302) or Physical Chemistry II (CHEM 336)</td>
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<tr>
<td>Molecular Biology (BIOC 308)</td>
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<tr>
<td>Introduction to Modern Physics (PHYS 221)</td>
<td>3</td>
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<tr>
<td>Research Project (BIOC 391)</td>
<td>3</td>
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<tr>
<td>GER Course or Elective</td>
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<td></td>
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<tr>
<td>Year Total:</td>
<td>16 16</td>
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**Senior**

<table>
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<tr>
<th>Units</th>
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<tbody>
<tr>
<td>Proteins and Enzymes (BIOC 312)</td>
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<tr>
<td>Biochemistry SAGES Seminar (BIOC 373)</td>
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<tr>
<td>Research Project (BIOC 391)</td>
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<tr>
<td>Electives</td>
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<tr>
<td>Structural Biology (BIOC 334)</td>
<td>3</td>
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</tbody>
</table>

| Senior Capstone Experience (BIOC 393) | 3 |
| Electives | 9 |
| Year Total: | 15 15 |

**Total Units in Sequence:** 123

Note: At least 3 credits of undergraduate research, BIOC 391 Research Project, is recommended for the Capstone. An additional 3 credits of BIOC 391 is highly recommended. Students should consult their academic advisers about the elective parts of the curriculum.

- a Selected students may be invited to take CHEM 323 Organic Chemistry I or CHEM 324 Organic Chemistry II
- b Selected students may be invited to take PHYS 123 Physics and Frontiers I - Mechanics and PHYS 124 Physics and Frontiers II - Electricity and Magnetism in place of PHYS 121 General Physics I - Mechanics and PHYS 122 General Physics II - Electricity and Magnetism.

**Honors Program**

Biochemistry majors who have excellent academic records may be awarded Biochemistry Undergraduate Honors. To graduate with departmental honors in biochemistry, a student must satisfy the following requirements:

1. A grade point average of at least 3.600
2. A minimum of 6 credit hours of undergraduate research (BIOC 391) in one laboratory
3. A BIOC 393 capstone report approved by the Undergraduate Education Committee of the department on the basis of the quality of the research, the written report, and an oral presentation. An acceptable report:
   - a. Should follow a standard journal format
   - b. Should demonstrate the student’s understanding of the research area, experimental techniques, goals and implications of the project
   - c. Should show that the student has advanced his/her knowledge of the applicable techniques and the underlying scientific concepts.
4. Using all or part of the capstone research, the student must be a co-author on a manuscript either submitted, in press, or published in a peer reviewed journal.

**Minor**

**Required Courses:**

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<thead>
<tr>
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<td>BIOC 308</td>
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<tr>
<td>Approved technical elective in biochemistry</td>
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</table>

**Total Units:** 14

Students may obtain credit for a minor in biochemistry by completing one year of first year chemistry (including laboratory), one year of organic
chemistry (including laboratory), two semesters of approved biology courses, and three semesters of didactic courses in biochemistry.

Department of Biology

203 DeGrace Hall
www.case.edu/artsci/biol (http://www.case.edu/artsci/biol/)
Phone: 216.368.3557; Fax: 216.368.4672
Emmitt R. Jolly, Department Chair
emmitt.jolly@case.edu

The mission of the Department of Biology at Case Western Reserve University is to promote research programs of national and international prominence and to provide strong undergraduate and graduate educational programs that emphasize integrative approaches to biological problems. In doing so, our programs support preparation and professional development for careers related to the biological and health sciences.

The department offers courses leading to the degrees of Bachelor of Science, Bachelor of Science in Systems Biology, Bachelor of Science in Neuroscience, Bachelor of Arts, Master of Science, and Doctor of Philosophy. Cooperative programs between the Department of Biology and the Case Western Reserve University School of Medicine, the Cleveland Museum of Natural History, the Cleveland Botanical Garden, the Cleveland Metroparks Zoo, the Holden Arboretum, the Cleveland Institute of Art, and other departments in Case Western Reserve University significantly extend the range of resources available to biology students. The department also operates an extensive field research station at Squire Valleevue Farm, located about 10 miles east of the University. Undergraduate students are encouraged to conduct individually supervised research projects with biology faculty and with faculty in cooperating departments. A supervised research project is required of all students in the BS Biology program.

The undergraduate programs in biology provide excellent preparation for graduate or professional schools, including medical, dental, and veterinary schools and the many specialized graduate programs in the biological sciences. A biology degree also prepares students for careers in industry and government. For students interested in biotechnology—a field with growing career opportunities—the department offers elective sequences within the BA and BS degrees.

In addition to formal courses for credit, the department offers weekly seminars during the academic year, presenting recent advances in biology. These seminars are held every Thursday at 4:00 p.m. and are open to the university community.

Department Faculty

Emmitt R. Jolly, PhD
(University of California, San Francisco)
Associate Professor and Chair
Molecular biology and genetics; developmental biology; parasitology; schistosomiasis

Karen C. Abbott, PhD
(University of Chicago)
Professor
Ecology; theoretical biology

Radhika Atit, PhD
(University of Cincinnati)
Professor
Developmental biology and genetics; origin and patterning of skin

Sarah C. Bagby, PhD
(Massachusetts Institute of Technology)
Assistant Professor
Microbial and viral evolution and community dynamics; geobiology; microbial physiology; bioinformatics and ecoinformatics

Michael F. Benard, PhD
(University of California, Davis)
Associate Professor
Ecology; evolutionary biology

Rebecca Benard, PhD
(University of California, Davis)
Senior Instructor
Plant population ecology; physiology

Susan M. Burden-Gulley, PhD
(Case Western Reserve University)
Senior Instructor
Neuroscience; axonal growth; neural development; brain cancer

Jean H. Burns, PhD
(Florida State University)
Associate Professor
Plant ecology; community assembly; invasibility; the role of phylogeny in assembly; the role of demographic processes in biological invasions

Arnold I. Caplan, PhD
(Johns Hopkins University)
Professor; Director, Skeletal Research Center
Developmental biology and biochemistry; molecular and cellular aspects of muscle, cartilage, and bone development

Leena Chakravarty, PhD
(Ohio State University)
Instructor
Microbial molecular genetics

Hillel J. Chiel, PhD
(Massachusetts Institute of Technology)
Professor
Neurobiology and animal behavior; cellular dynamics of neuronal computation

Nicole Crown, PhD
(Indiana University)
Assistant Professor
Molecular genetics of meiosis in Drosophila melanogaster

Christopher A. Cullis, PhD
(University of East Anglia, United Kingdom)
Francis Hobart Herrick Professor of Biology
Plant molecular biology and genetics; modifications of the information content of plant cells
Sarah E. Diamond, PhD  
(University of North Carolina, Chapel Hill)  
*Associate Professor*  
Evolutionary ecology; global change biology; invertebrate immunology; multivariate statistics

Richard F. Drushel, PhD  
(Case Western Reserve University)  
*Senior Instructor; Executive Officer*  
Vertebrate anatomy and physiology; kinematic modeling and neural control; autonomous robotics

Yolanda M. Fortenberry, PhD  
(Louisiana State University School of Medicine)  
*Associate Professor*  
Regulation of blood coagulation; development of RNA aptamers as anticoagulants and for treatment of sickle cell disease

Jessica L. Fox, PhD  
(University of Washington)  
*Associate Professor*  
Neurobiology of behavior

Stephen E. Haynesworth, PhD  
(Case Western Reserve University)  
*Associate Professor*  
Developmental and aging biology

Valerie Haywood, PhD  
(University of California, Davis)  
*Senior Instructor*  
Plant developmental biology; molecular biology

Barbara A. Kuemerle, PhD  
(Case Western Reserve University)  
*Senior Instructor*  
Molecular biology and genetics; developmental neuroscience

Ryan A. Martin, PhD  
(University of North Carolina, Chapel Hill)  
*Associate Professor*  
Evolutionary ecology; behavioral ecology; ecology’s role in evolutionary diversification; causes and consequences of phenotypic plasticity

Claudia M. Mizutani, PhD  
(Federal University of Rio de Janeiro, Brazil)  
*Associate Professor*  
Developmental biology and genetics; embryonic body-axis formation

Ronald G. Oldfield, PhD  
(University of Michigan)  
*Senior Instructor*  
Evolutionary ecology of cichlid fishes; ichthyology

Charles E. Rozek, PhD  
(Wayne State University)  
*Associate Professor; Vice Provost for Graduate Education and Faculty and Academic Affairs; Dean of Graduate Studies*  
Molecular genetics; developmental biology

Robin Snyder, PhD  
(University of California, Santa Barbara)  
*Professor*  
Theoretical ecology

Joy K. Ward, PhD  
(Duke University)  
*Professor; Dean, College of Arts and Sciences*  
Plant biology; climate change

Robert E. Ward, PhD  
(Duke University)  
*Associate Professor*  
Developmental biology; cell biology; model system genetics

Gabriella Wolff, PhD  
(University of Arizona)  
*Assistant Professor*  
Neuroethology; evolutionary and comparative neurobiology; olfaction; learning and memory

Mark A. Willis, PhD  
(University of California, Riverside)  
*Professor*  
Neurobiology and behavior; sensorimotor control of insect flight; animal behavior

---

**Research Faculty**

Rodrigo Somoza Palacio, PhD  
(Universidad Federico Santa Maria, Chile)  
*Research Associate Professor*  
Cartilage tissue engineering; somatic stem cell biology; reprogramming technology (IPS); cell therapy and tissue regeneration; cancer metastasis

Jean F. Welter, MD, PhD  
(Leopold Franzens Universität, Austria; Case Western Reserve University)  
*Research Associate Professor*  
Tissue engineering and cell-based therapies; bioreactor design; mechanobiology; bone transplantation; imaging; fluorescence spectroscopy; drug delivery

---

**Secondary Faculty**

Martín L. Basch, PhD  
(California Institute of Technology)  
*Assistant Professor, Department of Otolaryngology, University Hospitals of Cleveland*  
Neurobiology; hearing and deafness; mechanotransduction; synapse development

Darin Croft, PhD  
(University of Chicago)  
*Associate Professor, Department of Anatomy, School of Medicine*  
Vertebrate paleontology and fieldwork; mammals, especially those of South America; paleoecology and ancient ecosystems

Brian M. McDermott, PhD  
(Columbia University)  
*Associate Professor, Department of Otolaryngology, University Hospitals of Cleveland*  
Neurobiology; hearing and deafness; zebrafish; mechanotransduction; synapse development
Adjunct Faculty

James Bader, MS
(Case Western Reserve University)
Adjunct Lecturer; Executive Director, Gelfand STEM Center
STEM education; aquatic biology

David J. Burke, PhD
(Rutgers University)
Adjunct Assistant Professor; Scientist, Holden Arboretum
Rhizosphere ecology; plant-microbe interactions; molecular microbial ecology; plant ecology

Caitlin Colleary, PhD
(Virginia Tech)
Adjunct Assistant Professor; Assistant Curator of Vertebrate Paleontology, Cleveland Museum of Natural History
Taphonomy; fossilization; molecular preservation

Pam Dennis, PhD, DVM
(Ohio State University; College of Veterinary Medicine, North Carolina State University)
Adjunct Assistant Professor; Clinical Assistant Professor, Cleveland Metroparks Zoo
Veterinary wildlife epidemiology in zoo and free-ranging animal populations

Nancy Dilulio, PhD
(Pennsylvania State University College of Medicine)
Adjunct Instructor; Senior Associate Dean, Undergraduate Studies
Cell biology; biochemistry

Michael P. Donovan, PhD
(Pennsylvania State University)
Adjunct Assistant Professor; Senior Collections Manager of Paleobotany and Paleocology, Cleveland Museum of Natural History
Paleobotany; evolution and ecology of plant-insect interactions

Noah T. Dunham, PhD
(Ohio State University)
Adjunct Assistant Professor; Research Curator, Cleveland Metroparks Zoo
Primate behavior; nutritional ecology; locomotor kinematics

Elliot M. Gardner, PhD, JD
(Northwestern University and Chicago Botanic Garden; Benjamin N. Cardozo School of Law)
Adjunct Assistant Professor
Plant systematics; phylogenetics; ethnobotany; pollination biology and chemical ecology; flora of Southeast Asia

Nicole L. Gunter, PhD
(University of Queensland, Australia)
Adjunct Assistant Professor; Collections Manager, Department of Invertebrate Zoology, Cleveland Museum of Natural History
Phylogenetics and systematics of dung beetles

Andrew W. Jones, PhD
(University of Minnesota)
Adjunct Assistant Professor; William A. and Nancy R. Klamm Chair and Curator of Ornithology, Cleveland Museum of Natural History
Evolution and migration of birds

Diana C. Koester, PhD
(Georgia Institute of Technology)
Adjunct Assistant Professor; Research Curator, Cleveland Metroparks Zoo
Wildlife endocrinology; reproductive physiology; animal welfare

Christopher Kuhar, PhD
(Georgia Institute of Technology)
Adjunct Assistant Professor; Executive Director, Cleveland Metroparks Zoo
Conservation and education program evaluation; experimental psychology; animal behavior

Kristen E. Lukas, PhD
(Georgia Institute of Technology)
Adjunct Assistant Professor; Curator, Conservation and Science, Cleveland Metroparks Zoo
Applied animal behavior; behavior and health; visitor attitudes and behavior

Juliana S. Medeiros, PhD
(University of New Mexico)
Adjunct Assistant Professor; Scientist, Holden Arboretum
Plant physiological ecology; evolutionary ecology; acclimation and adaptation to the abiotic environment; carbon and water relations

Katherine L. Stuble, PhD
(University of Tennessee)
Adjunct Assistant Professor; Scientist, Holden Arboretum
Plant community ecology; plant insect interactions

Gavin J. Svenson, PhD
(Brigham Young University)
Adjunct Assistant Professor; Curator/Head, Department of Invertebrate Zoology, Cleveland Museum of Natural History
Phylogenetics and systematics

Na Wei, PhD
(University of Michigan)
Adjunct Assistant Professor; Scientist, Holden Arboretum
Evolutionary ecology; plant microbiome; population genomics; population ecology
The department offers programs leading to the BA and BS degrees. Thirty hours of biology are required for the Biology BA, 39 hours for the Biology BS, and 30 hours for the Systems Biology BS. The Neuroscience BS requires at least 30 hours of biology and neuroscience courses. All degree programs have additional requirements for chemistry, mathematics, and physics. See below for details of degree-specific requirements.

Ordinarily, all students begin their biology programs in their first year. All students must complete the SAGES seminar and General Education Requirements (GER) of the College of Arts and Sciences. While some BIOL courses serve as SAGES Departmental Seminars or SAGES Capstones, none of these are required courses for biology degree candidates, with the specific exceptions of BIOL 388S Undergraduate Research - SAGES Capstone for the Biology BS degree, and either BIOL 388S Undergraduate Research - SAGES Capstone or NEUR 388S Undergraduate Research SAGES Capstone for the Neuroscience BS degree. A Biology BA student, for example, is free to take a non-BIOL SAGES Departmental Seminar or SAGES Capstone course, assuming that prerequisites are met (or waived by the instructor).

Bachelor of Arts in Biology

The Biology BA degree program provides a general background in biology and has the most flexible scheduling of the three biology degrees offered. It is especially recommended for students who are pre-professional, have multiple majors, intend to do a junior year abroad or an internship program, or have significant extracurricular commitments (e.g., varsity athletics, student government, Greek life, or other campus involvement). Since the Biology BA degree does not formally require undergraduate research, students interested in graduate research careers should plan to take at least one semester of undergraduate research as an elective (BIOL 388 Undergraduate Research or BIOL 388S Undergraduate Research - SAGES Capstone) sometime during the senior year.

Biology core courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 214</td>
<td>Genes, Evolution and Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 214L</td>
<td>Genes, Evolution and Ecology Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 215</td>
<td>Cells and Proteins</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 215L</td>
<td>Cells and Proteins Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 216</td>
<td>Development and Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 216L</td>
<td>Development and Physiology Lab</td>
<td>1</td>
</tr>
<tr>
<td>One genetics course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BIOL 326</td>
<td>Genetics</td>
<td>3</td>
</tr>
<tr>
<td>One course from any two of the following three subject areas (breadth requirement)</td>
<td>6-8</td>
<td></td>
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</tbody>
</table>

Cell and molecular biology

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 303</td>
<td>From Blackbox to Toolbox: How Molecular Biology Moves Forward</td>
</tr>
<tr>
<td>BIOL 316</td>
<td>Fundamental Immunology</td>
</tr>
<tr>
<td>BIOL 324</td>
<td>Introduction to Stem Cell Biology</td>
</tr>
<tr>
<td>BIOL 325</td>
<td>Cell Biology</td>
</tr>
<tr>
<td>BIOL 328</td>
<td>Plant Genomics and Proteomics</td>
</tr>
<tr>
<td>BIOL 329</td>
<td>Genome Dynamics</td>
</tr>
<tr>
<td>BIOL 341</td>
<td>Basic Biology of Blood and Blood Diseases</td>
</tr>
<tr>
<td>BIOL 342</td>
<td>Parasitology</td>
</tr>
<tr>
<td>BIOL 343</td>
<td>Microbiology</td>
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</table>
### BA Biology, Suggested Sequence of Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>First Year</th>
<th>Second Year</th>
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</thead>
<tbody>
<tr>
<td>BIOL 214</td>
<td>Taming the Tree of Life: Phylogenetic Comparative Methods-from Concept to Practical Application</td>
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<tr>
<td>BIOL 223</td>
<td>Vertebrate Biology (lab or organismal elective, not both)</td>
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<tr>
<td>BIOL 300</td>
<td>Dynamics of Biological Systems: A Quantitative Introduction to Biology</td>
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<tr>
<td>BIOL 301</td>
<td>Biotechnology Laboratory: Genes and Genetic Engineering</td>
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</tr>
<tr>
<td>BIOL 304</td>
<td>Fitting Models to Data: Maximum Likelihood Methods and Model Selection</td>
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<tr>
<td>BIOL 305</td>
<td>Herpetology (4-credit version, Fall 2018 and earlier only)</td>
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<tr>
<td>BIOL 305L</td>
<td>Herpetology Lab</td>
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<tr>
<td>BIOL 309</td>
<td>Biology Field Studies</td>
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<tr>
<td>BIOL 312</td>
<td>Introductory Plant Biology</td>
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<td>BIOL 314</td>
<td>Introductory Entomology (organismal elective or lab, not both)</td>
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<tr>
<td>BIOL 315</td>
<td>Introductory Entomology</td>
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<tr>
<td>BIOL 316</td>
<td>Introductory Entomology</td>
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<tr>
<td>BIOL 317</td>
<td>Introductory Entomology</td>
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<td></td>
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<tr>
<td>BIOL 322</td>
<td>Sensory Biology</td>
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<td>BIOL 333</td>
<td>The Human Microbiome</td>
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<td>BIOL 336</td>
<td>Aquatic Biology</td>
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<tr>
<td>BIOL 351L</td>
<td>Principles of Ecology Laboratory</td>
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<tr>
<td>BIOL 352</td>
<td>Evolutionary Biology of the Invertebrates</td>
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<td>BIOL 358</td>
<td>Animal Behavior (population/ecology elective or lab, not both)</td>
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<td>BIOL 362</td>
<td>Principles of Development Biology</td>
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<td>BIOL 368</td>
<td>Topics in Evolutionary Biology</td>
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<td>CHEM 105</td>
<td>Principles of Chemistry I</td>
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<td>CHEM 113</td>
<td>Principles of Chemistry Laboratory</td>
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<td>CHEM 223</td>
<td>Introductory Organic Chemistry I</td>
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<tr>
<td>CHEM 233</td>
<td>Introductory Organic Chemistry II</td>
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<tr>
<td>CHEM 323</td>
<td>Organic Chemistry I</td>
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<td>CHEM 324</td>
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<tr>
<td>MATH 125</td>
<td>Math and Calculus Applications for Life, Managerial, and Social Sci I</td>
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<td>MATH 126</td>
<td>Math and Calculus Applications for Life, Managerial, and Social Sci II</td>
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<tr>
<td>PHYS 115</td>
<td>Introductory Physics I</td>
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<td>PHYS 116</td>
<td>Introductory Physics II</td>
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<td>PHYS 121</td>
<td>General Physics I - Mechanics</td>
<td>4</td>
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<tr>
<td>PHYS 122</td>
<td>General Physics II - Electricity and Magnetism</td>
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</table>

Total Units: 63-72

At least 15 hours of the selected electives and additional laboratory courses must be at the 300 level or higher.
PHED Physical Education 0
Math and Calculus Applications for Life, Managerial, and Social Sci I (MATH 125)
or Calculus for Science and Engineering I (MATH 121) 4
Principles of Chemistry I (CHEM 105) 3
Principles of Chemistry Laboratory (CHEM 113) 2
SAGES University Seminar 3
Cells and Proteins (BIOL 215) 3
Cells and Proteins Laboratory (BIOL 215L) 1
PHED Physical Education 0
Math and Calculus Applications for Life, Managerial, and Social Sci II (MATH 126)
or Calculus for Science and Engineering II (MATH 122) 4
Principles of Chemistry II (CHEM 106) 3
Year Total: 15 16

### Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Introductory Organic Chemistry I (CHEM 223) or Organic Chemistry I (CHEM 323)</td>
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<tr>
<td>Introductory Organic Chemistry Laboratory I (CHEM 223)</td>
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<tr>
<td>SAGES University Seminar</td>
<td>3</td>
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<tr>
<td>GER Course</td>
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<tr>
<td>Development and Physiology (BIOL 216)</td>
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<tr>
<td>Development and Physiology Lab (BIOL 216L)</td>
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<tr>
<td>Genetics (BIOL 326) or BIOL Elective</td>
<td>3</td>
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<tr>
<td>Introductory Organic Chemistry II (CHEM 224) or Organic Chemistry II (CHEM 324)</td>
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<tr>
<td>SAGES Departmental Seminar</td>
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<td>GER Course</td>
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### Third Year

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Genetics (BIOL 326)</td>
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<tr>
<td>Introductory Physics I (PHYS 115) or General Physics I - Mechanics (PHYS 121)</td>
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<tr>
<td>GER Course</td>
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<tr>
<td>Open Elective</td>
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<td></td>
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<tr>
<td>or BIOL Elective</td>
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<tr>
<td>BIOL Laboratory</td>
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<tr>
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<tr>
<td>BIOL Laboratory</td>
<td>2-4</td>
<td></td>
</tr>
<tr>
<td>Introductory Physics II (PHYS 116) or General Physics II - Electricity and Magnetism (PHYS 122)</td>
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<tr>
<td>GER Course</td>
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<td></td>
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<tr>
<td>Open Elective</td>
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### Fourth Year

<table>
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<th>Course</th>
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<tr>
<td>BIOL Elective</td>
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<tr>
<td>or SAGES Capstone</td>
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</tr>
<tr>
<td>Open Electives</td>
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<tr>
<td>SAGES Capstone</td>
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<td></td>
</tr>
<tr>
<td>or BIOL Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BIOL Elective (if needed)</td>
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<tr>
<td>or Open Elective</td>
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<tr>
<td>Open Electives</td>
<td>9</td>
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<tr>
<td>Year Total:</td>
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</table>

### Total Units in Sequence: 121-125

### Teacher Licensure

Students may become eligible for teacher licensure in the field of Life Sciences (Adolescents and Young Adults) by completing content area requirements as well as 36 semester hours in education courses (including student teaching) offered through CWRU. For more details, please contact James Bader (james.bader@case.edu), executive director of the Gelfand STEM Center.

### Subject Area Requirements

#### Biology core courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 214 Genes, Evolution and Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 214L Genes, Evolution and Ecology Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 215 Cells and Proteins</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 215L Cells and Proteins Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 216 Development and Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 216L Development and Physiology Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 223 Vertebrate Biology</td>
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</tbody>
</table>

#### Mathematics core courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 125 Math and Calculus Applications for Life, Managerial, and Social Sci I</td>
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</tr>
<tr>
<td>MATH 126 Math and Calculus Applications for Life, Managerial, and Social Sci II</td>
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#### Chemistry core courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>CHEM 105 Principles of Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 106 Principles of Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 113 Principles of Chemistry Laboratory</td>
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<tr>
<td>CHEM 223 Introductory Organic Chemistry I</td>
<td>3</td>
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<tr>
<td>CHEM 224 Introductory Organic Chemistry II</td>
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</tr>
<tr>
<td>CHEM 233 Introductory Organic Chemistry Laboratory I</td>
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</table>

#### Physics core courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 115 Introductory Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 116 Introductory Physics II</td>
<td>4</td>
</tr>
<tr>
<td>One of the following earth, environmental, and planetary sciences (EEPS) courses</td>
<td>3</td>
</tr>
<tr>
<td>EEPS 101 The Earth and Planets</td>
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<tr>
<td>EEPS 110 Physical Geology</td>
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</tr>
<tr>
<td>EEPS 115 Introduction to Oceanography</td>
<td></td>
</tr>
<tr>
<td>EEPS 117 Weather and Climate</td>
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</tr>
</tbody>
</table>
Bachelor of Science in Biology
The Biology BS degree program is intended to prepare students for work as traditional bench or field research scientists. In addition to a general background in biology (the same as provided by the Biology BA program), the Biology BS program requires two semesters of undergraduate research, plus additional courses in quantitative methods (computer programming, statistics, data analysis) and physical chemistry. The research may be done at the university or at any of its affiliated institutions, but the biology department does not formally place students into laboratories. Because of the extra coursework and research requirements, the Biology BS program may present scheduling challenges to students who wish to pursue multiple majors, a junior year abroad or internship, or significant extracurricular activities. Early, careful planning in consultation with the major advisor is essential to stay on schedule.

<table>
<thead>
<tr>
<th>Biology core courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 214</td>
<td>Genes, Evolution and Ecology</td>
</tr>
<tr>
<td>BIOL 214L</td>
<td>Genes, Evolution and Ecology Lab</td>
</tr>
<tr>
<td>BIOL 215</td>
<td>Cells and Proteins</td>
</tr>
<tr>
<td>BIOL 215L</td>
<td>Cells and Proteins Laboratory</td>
</tr>
<tr>
<td>BIOL 216</td>
<td>Development and Physiology</td>
</tr>
<tr>
<td>BIOL 216L</td>
<td>Development and Physiology Lab</td>
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<tr>
<td>One genetics course</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 326</td>
<td>Genetics</td>
</tr>
<tr>
<td>One course from any two of the following three subject areas (breadth requirement)</td>
<td>6-8</td>
</tr>
<tr>
<td>Cell and molecular biology</td>
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</tr>
<tr>
<td>BIOL 303</td>
<td>From Blackbox to Toolbox: How Molecular Biology Moves Forward</td>
</tr>
<tr>
<td>BIOL 316</td>
<td>Fundamental Immunology</td>
</tr>
<tr>
<td>BIOL 324</td>
<td>Introduction to Stem Cell Biology</td>
</tr>
<tr>
<td>BIOL 325</td>
<td>Cell Biology</td>
</tr>
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</table>

One of the following genetics, cell and molecular biology, or microbiology courses

- BIOL 326 Genetics
- BIOL 343 Microbiology
- BIOL 362 Principles of Developmental Biology

One of the following behavior courses

- BIOL 358 Animal Behavior
- BIOL 373 Introduction to Neurobiology
- BIOL 374 Neurobiology of Behavior

One of the following zoology or ecology courses

- BIOL 305 Herpetology
- BIOL 318 Introductory Entomology
- BIOL 336 Aquatic Biology
- BIOL 338 Ichthyology
- BIOL 351 Principles of Ecology

Total Units 61-65
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BIOL 373</td>
<td>Introduction to Neurobiology (quant lab or organismal elective, not both)</td>
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<tr>
<td>BIOL 397</td>
<td>Molecular Phylogenetics</td>
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<td>One additional laboratory course (excluding BIOL 388, BIOL 388S, and BIOL 390) 2-4</td>
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<tr>
<td></td>
<td>Any other quantitative laboratory course</td>
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<tr>
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<td>Any non-quantitative laboratory course</td>
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<tr>
<td>BIOL 223</td>
<td>Vertebrate Biology (lab or organismal elective, not both)</td>
</tr>
<tr>
<td>BIOL 301</td>
<td>Biotechnology Laboratory: Genes and Genetic Engineering</td>
</tr>
<tr>
<td>BIOL 305</td>
<td>Herpetology (4-credit version, Fall 2018 and earlier only)</td>
</tr>
<tr>
<td>BIOL 305L</td>
<td>Herpetology Lab</td>
</tr>
<tr>
<td>BIOL 309</td>
<td>Biology Field Studies</td>
</tr>
<tr>
<td>BIOL 314</td>
<td>Taming the Tree of Life: Phylogenetic Comparative Methods-from Concept to Practical Application</td>
</tr>
<tr>
<td>BIOL 318</td>
<td>Introductory Entomology (lab or organismal elective, not both)</td>
</tr>
<tr>
<td>BIOL 338</td>
<td>Ichthyology (lab or organismal elective, not both)</td>
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<td>BIOL 339</td>
<td>Aquatic Biology Laboratory</td>
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<tr>
<td>BIOL 344</td>
<td>Laboratory for Microbiology</td>
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<tr>
<td>BIOL 345</td>
<td>Mammal Diversity and Evolution</td>
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<td>BIOL 351L</td>
<td>Principles of Ecology Laboratory</td>
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<td>BIOL 353</td>
<td>Ecophysiology of Global Change</td>
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<td>BIOL 358</td>
<td>Animal Behavior (lab or population/ecology elective, not both)</td>
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<td></td>
<td>Biology electives (excluding 100-level courses and BIOL 240) 3-6</td>
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<td></td>
<td>Undergraduate research 6</td>
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<tr>
<td>BIOL 388S</td>
<td>Undergraduate Research - SAGES Capstone 3</td>
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<tr>
<td>BIOL 390</td>
<td>Advanced Undergraduate Research (must be for 3 credits) 1 - 3</td>
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<td>Mathematics core courses</td>
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<tr>
<td>MATH 125</td>
<td>Math and Calculus Applications for Life, Managerial, and Social Sci I 4</td>
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<tr>
<td>or MATH 121</td>
<td>Calculus for Science and Engineering I</td>
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<tr>
<td>MATH 126</td>
<td>Math and Calculus Applications for Life, Managerial, and Social Sci II 4</td>
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<tr>
<td>or MATH 122</td>
<td>Calculus for Science and Engineering II</td>
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<tr>
<td>CHEM 105</td>
<td>Principles of Chemistry I 3</td>
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<tr>
<td>CHEM 106</td>
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At least 11 hours of the selected electives and additional laboratory courses must be at the 300 level or higher.

### BS Biology, Suggested Sequence of Courses

#### First Year

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Introductory Organic Chemistry II (CHEM 224) or Organic Chemistry II (CHEM 324) 3
Elementary Computer Programming (ENGR 131) 3
Open Elective 3
GER Course 3
Year Total: 15 15

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Total Units in Sequence: 121-126

Bachelor of Science in Systems Biology

Systems biology is a rapidly emerging area of research activity at the interface of mathematics, computer science, and the biological sciences. Many modern areas of biology research (e.g., biochemical, neural, behavioral, and ecosystem networks) require the mastery of advanced quantitative and computational skills. The Systems Biology BS degree program is intended to provide the quantitative and multidisciplinary understanding that is necessary for work in these areas. This skill set is different from that produced by traditional undergraduate programs in biology. Consequently, the Systems Biology BS program includes a specialized four-course core curriculum (different from the three-course core used in the Biology BA and BS programs), as well as foundation courses from computer science and advanced mathematics. Undergraduate research is strongly recommended (as BIOL 388S Undergraduate Research - SAGES Capstone and BIOL 390 Advanced Undergraduate Research) but is not formally required.

Systems Biology core courses

| BIOL 214 | Genes, Evolution and Ecology | 3 |
| BIOL 215 | Cells and Proteins | 3 |
| BIOL 216 | Development and Physiology | 3 |
| BIOL 300 | Dynamics of Biological Systems: A Quantitative Introduction to Biology | 3 |
| BIOL 306 | Mathematical Analysis of Biological Models | 3 |

Approved subspecialty sequence (choose one of the following four sequences) 6-8

Neuroscience (any two courses)

| BIOL 322 | Sensory Biology |
| BIOL 373 | Introduction to Neurobiology |
| BIOL 374 | Neurobiology of Behavior |
| BIOL 378 | Computational Neuroscience |
| or MATH 378 | Computational Neuroscience |
| NEUR 402 | Principles of Neural Science |

Bioinformatics and genetics (any two courses)

| BIOL 301 | Biotechnology Laboratory: Genes and Genetic Engineering |
| BIOL 311A & BIOL 311B or SYBB 311A & SYBB 311B | Survey of Bioinformatics: Technologies in Bioinformatics and Survey of Bioinformatics: Data Integration in Bioinformatics and Survey of Bioinformatics: Translational Bioinformatics |
| BIOL 311C & SYBB 311C | Survey of Bioinformatics: Technologies in Bioinformatics and Survey of Bioinformatics: Data Integration in Bioinformatics and Survey of Bioinformatics: Translational Bioinformatics |
| BIOL 326 | Genetics |
| BIOL 327 | Functional Genomics |
| BIOL 328 | Plant Genomics and Proteomics |
| BIOL 397 | Molecular Phylogenetics |
| CSDS 458 | Introduction to Bioinformatics (formerly EECS 458) |
| CSDS 459 | Bioinformatics for Systems Biology (formerly EECS 459) |

Ecology and evolutionary biology (any two courses)

<p>| BIOL 305 | Herpetology |
| BIOL 307 | Evolutionary Biology of the Invertebrates |
| BIOL 318 | Introductory Entomology |
| BIOL 336 | Aquatic Biology |
| BIOL 338 | Ichthyology |
| BIOL 345 | Mammal Diversity and Evolution |
| BIOL 351 | Principles of Ecology |</p>
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<td>Research Methods in Evolutionary Biology</td>
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<td>BIOL 365</td>
<td>Evo-Devo: Evolution of Body Plans and Pathologies</td>
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<td>BIOL 471</td>
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<td>BIOL 362</td>
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**Systems Biology - Suggested Sequence of Courses**

Computer science-oriented students are recommended to take ECSE 132 before the PHYS 121 / PHYS 122 sequence. Other students may take physics first. The schedule below shows both options.

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<th>Fourth Year</th>
<th>Units</th>
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<tbody>
<tr>
<td>SAGES Capstone</td>
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<tr>
<td>Undergraduate Research - SAGES Capstone (BIOL 388S) (recommended)</td>
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<tr>
<td>Subspecialty Elective</td>
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<tr>
<td>Systems Elective</td>
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<td>Open Electives</td>
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<td>BIOL Elective</td>
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<td>Advanced Undergraduate Research (BIOL 390) (recommended)</td>
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<tr>
<td>Systems Elective</td>
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<td>BIOL Elective (if needed) or</td>
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<tr>
<td>Open Elective</td>
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<tr>
<td>Year Total:</td>
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</table>

**Total Units in Sequence:** 124-125

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**Bachelor of Science in Neuroscience**

Neuroscience is the study of the structure and function of the nervous system at the molecular, cellular, and systems levels, and of how the nervous system controls cognition, emotions, and behavior. The BS in Neuroscience provides both breadth and depth of understanding of these topics, and equips students to pursue multiple career paths. The field of neuroscience is both interdisciplinary and multidisciplinary, using concepts and methods from biology, biophysics, chemistry, cognitive science, computer science, engineering, physiology, and psychology. The BS in Neuroscience allows students who are interested in nervous system structure and function to explore this area from multiple perspectives. Two semesters of independent research are required (including the SAGES Capstone, BIOL 388S Undergraduate Research - SAGES Capstone or NEUR 388S Undergraduate Research SAGES Capstone).

**Biology core courses**

- BIOL 214 Genes, Evolution and Ecology 3
- BIOL 214L Genes, Evolution and Ecology Lab 1
- BIOL 215 Cells and Proteins 3
- BIOL 215L Cells and Proteins Laboratory 1
- BIOL 216 Development and Physiology 3
- BIOL 216L Development and Physiology Lab 1

**Neuroscience core courses**

- NEUR 166 Explorations in Neuroscience 1
- NEUR 201 Fundamentals of Neuroscience I 3
- NEUR 202 Fundamentals of Neuroscience II 3

**Mathematics and Statistics core courses**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>MATH 125</td>
<td>Math and Calculus Applications for Life, Managerial, and Social Sci I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 126</td>
<td>Math and Calculus Applications for Life, Managerial, and Social Sci II</td>
<td>4</td>
</tr>
<tr>
<td>STAT 312</td>
<td>Basic Statistics for Engineering and Science</td>
<td>3</td>
</tr>
<tr>
<td>or STAT 313</td>
<td>Statistics for Experimenter</td>
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<tr>
<td>Chemistry core courses</td>
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<tr>
<td>CHEM 105</td>
<td>Principles of Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 106</td>
<td>Principles of Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 113</td>
<td>Principles of Chemistry Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 223</td>
<td>Introductory Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 224</td>
<td>Introductory Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 233</td>
<td>Introductory Organic Chemistry Laboratory I</td>
<td>2</td>
</tr>
<tr>
<td>Physics core courses</td>
<td></td>
<td></td>
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<tr>
<td>PHYS 115</td>
<td>Introductory Physics I</td>
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<tr>
<td>PHYS 116</td>
<td>Introductory Physics II</td>
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<tr>
<td>Computer programming core courses</td>
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<tr>
<td>ENGR 131</td>
<td>Elementary Computer Programming</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 321</td>
<td>Design and Analysis of Biological Experiments</td>
<td>3</td>
</tr>
<tr>
<td>Neurobiology core (any two courses)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 322</td>
<td>Sensory Biology</td>
<td></td>
</tr>
<tr>
<td>BIOL 358</td>
<td>Animal Behavior</td>
<td></td>
</tr>
<tr>
<td>BIOL 373</td>
<td>Introduction to Neurobiology</td>
<td></td>
</tr>
<tr>
<td>BIOL 374</td>
<td>Neurobiology of Behavior</td>
<td></td>
</tr>
<tr>
<td>NEUR 301</td>
<td>Biological Mechanisms of Brain Disorders</td>
<td></td>
</tr>
<tr>
<td>PSCL 350</td>
<td>Behavior Genetics</td>
<td></td>
</tr>
<tr>
<td>One cellular/molecular biology course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 325</td>
<td>Cell Biology</td>
<td></td>
</tr>
<tr>
<td>BIOL 326</td>
<td>Genetics</td>
<td></td>
</tr>
<tr>
<td>BIOL 351</td>
<td>Principles of Ecology</td>
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</tr>
<tr>
<td>BIOC 307</td>
<td>Introduction to Biochemistry: From Molecules To Medical Science</td>
<td></td>
</tr>
<tr>
<td>CHEM 328</td>
<td>Introductory Biochemistry I</td>
<td></td>
</tr>
<tr>
<td>One ecology/evolutionary biology course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 225</td>
<td>Evolution</td>
<td></td>
</tr>
<tr>
<td>Neuroscience electives (minimum two courses; at least one must be non-BIOL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 302</td>
<td>Human Learning and the Brain</td>
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</tr>
<tr>
<td>or COGS 322</td>
<td>Human Learning and the Brain</td>
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</tr>
<tr>
<td>BIOL 378</td>
<td>Computational Neuroscience</td>
<td></td>
</tr>
<tr>
<td>BIOL 385</td>
<td>Seminar on Biological Processes in Learning and Cognition</td>
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</tr>
<tr>
<td>COGS 102</td>
<td>Introduction to Cognitive Neuroscience</td>
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<tr>
<td>COGS 201</td>
<td>Human Cognition in Evolution and Development</td>
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<tr>
<td>COGS 305</td>
<td>Social Cognition and the Brain</td>
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<tr>
<td>COSI 305</td>
<td>Neuroscience of Communication and Communication Disorders</td>
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<tr>
<td>COSI 357</td>
<td>Acquired Neurogenic Communication Disorders</td>
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<tr>
<td>MATH 333</td>
<td>Mathematics and Brain</td>
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<tr>
<td>PHIL 311</td>
<td>Neuroethics</td>
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<tr>
<td>PHIL 366</td>
<td>Brain, Mind and Consciousness: The Science and Philosophy of Mind</td>
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<tr>
<td>PSCL 101</td>
<td>General Psychology I</td>
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<tr>
<td>PSCL 352</td>
<td>Physiological Psychology</td>
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<tr>
<td>PSCL 379</td>
<td>Neurodevelopmental Disabilities</td>
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<tr>
<td>Undergraduate research (minimum 6 credits)</td>
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<tr>
<td>BIOL 388</td>
<td>Undergraduate Research</td>
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<tr>
<td>or NEUR 388</td>
<td>Undergraduate Research</td>
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<tr>
<td>BIOL 388S</td>
<td>Undergraduate Research - SAGES Capstone</td>
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<tr>
<td>or NEUR 388S</td>
<td>Undergraduate Research SAGES Capstone</td>
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<tr>
<td>BIOL 390</td>
<td>Advanced Undergraduate Research</td>
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<tr>
<td>or NEUR 390</td>
<td>Advanced Undergraduate Research in Neuroscience</td>
<td></td>
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</tbody>
</table>

### Neuroscience - Suggested Sequence of Courses

#### First Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>BIOL 214</td>
<td>Genes, Evolution and Ecology</td>
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</tr>
<tr>
<td>BIOL 214L</td>
<td>Genes, Evolution and Ecology Lab</td>
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<tr>
<td>SAGES First Seminar</td>
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<tr>
<td>Math and Calculus Applications for Life, Managerial, and Social Sci I (MATH 125)</td>
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<tr>
<td>Principles of Chemistry I (CHEM 105)</td>
<td>3</td>
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<tr>
<td>Explorations in Neuroscience (NEUR 166)</td>
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<tr>
<td>SAGES University Seminar</td>
<td>3</td>
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<tr>
<td>Math and Calculus Applications for Life, Managerial, and Social Sci II (MATH 126)</td>
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<td>Principles of Chemistry II (CHEM 106)</td>
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<tr>
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<tr>
<td>Cells and Proteins (BIOL 215)</td>
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#### Second Year

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<tr>
<td>BIOL 216</td>
<td>Development and Physiology</td>
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<td>BIOL 216L</td>
<td>Development and Physiology Lab</td>
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<td>BIOL 223</td>
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<td>BIOL 233</td>
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<td>NEUR 201</td>
<td>Fundamentals of Neuroscience</td>
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<td>SAGES University Seminar</td>
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<td>Fundamentals of Neuroscience II</td>
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<td>Introductory Organic Chemistry II (CHEM 224)</td>
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<tr>
<td>GER Course</td>
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<tr>
<td>Cellular/Molecular Biology Elective</td>
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</table>
Concentrations in Areas of the Biological Sciences

Students are encouraged to utilize their elective courses in the biology major to take advantage of concentrations in various specialized areas. These concentrations have been developed between the biology department, the basic science departments of the School of Medicine, and other departments. Currently, concentrations have been developed in the following areas: biotechnology and genetic engineering; computational biology; developmental biology; genetics; cell and molecular biology; neurobiology and animal behavior; population biology, ecology and environmental science. Note: these concentrations are informal; they are not declared, and will not appear on the student’s diploma or transcript.

Advising

Biology faculty advisors are assigned to students at the time of major or minor declaration. All biology majors are required to meet with their departmental advisors at least once each semester to discuss their academic program, receive clearance for electronic course registration, and obtain approval for any drops, adds, or withdrawals. Please contact Katie Bingman (kathryn.bingman@case.edu), undergraduate coordinator for the Department of Biology, for information about major or minor declaration.

Departmental Honors

To receive a bachelor’s degree “with Honors in Biology” (formally noted on the transcript), the student must meet the following criteria:

1. Maintain a 3.4 overall grade point average, with a 3.6 in BIOL courses
2. Carry out two semesters of independent research (taken as BIOL courses) at Case Western Reserve University
3. Write a senior honors thesis with the approval of the faculty supervisor
4. Submit the thesis for review by an ad hoc honors committee
5. Successfully defend the thesis at an oral examination

Additional information and application forms are available from the biology department office.

Minor

The biology minor requires 16 credits of biology courses. Students must take any two of the three biology core lectures with their associated laboratories, plus electives.

Any two of the following biology core classes (and associated labs) 8

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>BIOL 214 &amp; 214L</td>
<td>Genes, Evolution and Ecology and Genes, Evolution and Ecology Lab</td>
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<tr>
<td>BIOL 215 &amp; 215L</td>
<td>Cells and Proteins and Cells and Proteins Laboratory</td>
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<tr>
<td>BIOL 216 &amp; 216L</td>
<td>Development and Physiology and Development and Physiology Laboratory</td>
</tr>
<tr>
<td>BIOL electives</td>
<td>(excluding 100-level courses, BIOL 240, and BIOL 390) 8</td>
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</table>

Total Units 16
Master of Science
The Department of Biology offers both thesis and non-thesis Master of Science degree programs. Both programs require a minimum of 30 semester hours of courses at the 300 level or higher. A minimum of 18 semester hours of formal course work is required for the thesis degree, and a minimum of 27 semester hours of formal course work for the non-thesis degree. The remaining credits may be research credits (BIOL 601 Research and BIOL 651 Thesis M.S.). The Entrepreneurial Biotechnology (EB) is a two-year Plan A professional Master of Science degree in Biology. The EB program includes four required courses, an internship, and electives to make up the 30 semester hours. The thesis is based on a real entrepreneurial project with an existing company or your own startup (the internship).

Plan A (Thesis)
The Plan A Master of Science degree in biology is a thesis graduate degree program. The purpose of the program is to provide advanced exposure to biology for interested professionals, to provide additional training for those wishing to resume or change careers, or to provide additional preparation in biology for students interested in pursuing professional studies in the health sciences. Students are required to write and defend a Master of Science thesis.

Program of Study
All candidates must complete a total of 30 credit hours in course work at the 300 level or higher within 5 years of matriculation into the graduate program. At least 18 of these credit hours must be at the 400 level or above. Further, at least 15 credit hours must be in courses offered by the biology department. The remaining course work may include courses offered by any department within the University, subject to an advisor's approval and School of Graduate Studies regulations. Candidates are limited to 3 credit hours of BIOL 601 Research, but may take up to 9 credit hours of BIOL 651 Thesis M.S. According to rules of the School of Graduate Studies, once a candidate registers for BIOL 651, the registration must continue for a minimum of 1 credit per semester until completion of the degree program. Students who are uncertain about completing requirements for a Plan A Master of Science degree should consult the regulations for the Plan B Master of Science degree. These two master's degrees have different regulations concerning use of BIOL 601. A candidate may wish to use BIOL 599 Advanced Independent Study for Graduate Students; the letter grade assigned will reflect the evaluation by the entire Advisory Committee.

Plan A (Thesis) Entrepreneurial Biotechnology
The Entrepreneurial Biotechnology (EB) students study state-of-the-art biotechnology, practical business, and technology innovation while working on a real-world entrepreneurial project with an existing company or their own startup. The EB helps to connect students with mentors, advisors, partners, funding sources and job opportunities. EB prepares students to work in diverse research or technology-centered environments. The Entrepreneurial Biotechnology Program (EB) requires students to write a thesis in order to graduate with a Master of Science in Biology, Entrepreneurship Track. The thesis must be based on a project of significant time investment on the part of the student and must be grounded in the real world (i.e., not simply an academic exercise). Thus, each student is required to work as an intern, employee, or entrepreneur, typically with a start-up, existing company, early-stage investment firm, or affiliate of a research organization. The duration must be at least one year, with one semester reserved for full-time work outside of the classroom (usually the fourth and final semester). Under this requirement, international students will be permitted no more than one semester of full-time curricular practical training (CPT).

Plan B (Non-thesis)
The Plan B Master of Science degree in biology is a non-thesis graduate degree program. The purpose of the program is to provide advanced exposure to biology for interested professionals, to provide additional training for those wishing to resume or change careers, or to provide additional preparation in biology for students interested in pursuing professional studies in the health sciences. Students are not required to write a Master of Science thesis, but the program does require passing a comprehensive oral examination.

Program of Study
All candidates must complete a total of 30 credit hours in course work at the 300 level or higher. At least 18 of these credit hours must be at the 400 level or above. Further, at least 15 credit hours must be in courses offered by the Biology Department. At least one course must be taken in each of the following areas of biology: cell and molecular biology (including chemical biology), organismal biology, and population biology. The remaining course work may include courses offered by any department within the University, subject to the advisor's approval and School of Graduate Studies regulations. Candidates are limited to a total of 6 credit hours of independent study (up to 3 credits of BIOL 599 Advanced Independent Study for Graduate Students and up to 3 credits of BIOL 601 Research). BIOL 599 requires completion of a Course Proposal Form (available in the Biology Departmental Office) and approval by the advisor. In the case of enrollment in BIOL 599, the letter grade assigned will reflect the evaluation by a two-person committee recruited by the student and advisor.

Doctor of Philosophy
The degree of Doctor of Philosophy is awarded in recognition of in-depth knowledge in a major field and comprehensive understanding of related subjects together with a demonstration of ability to perform independent investigation and to communicate the results of such investigation in an acceptable dissertation.

Students entering with a bachelor's degree will satisfactorily complete a minimum of 36 credit hours (which may include independent study/research taken as BIOL 601 Research), tutorials, and seminars. For students entering with an approved master's degree, completion of at least 18 semester hours of course work is required. A minimum of 18 semester hours of dissertation research (BIOL 701 Dissertation Ph.D.) is required for all doctoral students.

Teaching experience is an integral part of graduate training. Students are involved in supervised laboratory teaching in selected undergraduate courses taking into account both the specialized areas of interest of the student and his or her broader professional development. The normal teaching requirement consists of four semesters.
Courses

BIOL 112. Biology's Survival Guide to College: How stress impacts a student's ability to thrive. 3 Units.
Stress can test the limit of an individual's ability to maintain balance, thrive and survive. This non-majors biology course explores how cells, organs and organ systems work together to maintain homeostasis. Equipped with knowledge of how the body functions, students will explore how common stressors experienced by college students (sleep deprivation, lack of relaxation, poor diet, and others) can test the limits of maintaining homeostasis. Understanding the body's stress response and how stress impacts well-being will enable students to make informed decisions about how to promote balance in their own life.

BIOL 114. Principles of Biology. 3 Units.
A one-semester course in biology designed for the non-major. A primary objective of this course is to demonstrate how biological principles impact an individual's daily life. BIOL 114 introduces students to the molecules of life, cell structure and function, respiration and photosynthesis, molecular genetics, heredity and human genetics, evolution, diversity of life, and ecology. Minimal background is required; however, some exposure to biology and chemistry at the high school level is helpful. This course is not open to students with credit for BIOL 214 or BIOL 250. This course does not count toward any Biology degree.

BIOL 116. Introduction to Human Anatomy and Physiology I. 3 Units.
This is the first course in a two-semester sequence that covers human anatomy and physiology for the non-major. BIOL 116 covers homeostasis, cell structure and function, membrane transport, tissue types and the integumentary, skeletal, muscular and nervous systems. This course is not open to students with credit for BIOL 216, BIOL 340, or BIOL 346. This course does not count toward any Biology degree. Prereq or Coreq: (Undergraduate Student and BIOL 114) or Requisites Not Met Permission.

BIOL 117. Introduction to Human Anatomy and Physiology II. 3 Units.
This is the second course in a two-semester sequence that covers human anatomy and physiology for the non-major. BIOL 117 covers the endocrine, circulatory, respiratory, digestive, lymphatic, urinary systems including acid-base regulation, and reproductive systems. This course is not open to students with credit for BIOL 216, BIOL 340, or BIOL 346. This course does not count toward any Biology degree. Prereq: (Undergraduate Student and BIOL 114) or Requisites Not Met Permission.

BIOL 205. Climate Change Science and Society. 3 Units.
This course provides a synoptic, multi-disciplinary understanding of the past, present, and future of anthropogenic climate change by integrating three distinct fields: the earth and environmental sciences, biology and ecology, and history. What is changing in the global climate? Why? How do we know? What should we expect in the future? What can be done? No single discipline can answer these questions fully, and by organizing the course around these big questions, we will demonstrate how different disciplines each contribute essential answers. Course covers diverse sources of evidence for climate change in the past and present, the core mechanisms of climate change at different timescales and their consequences, the impact of climate change on human history and history of the discovery of climate change, climate models and ecological forecasts, the modern politics and diplomacy of climate, climate communication, and multiple paths forward for the earth's physical, ecological, and social systems. Offered as BIOL 205, EEPS 205, and HSTY 205.

BIOL 214. Genes, Evolution and Ecology. 3 Units.
First in a series of three courses required of the Biology major. Topics include: biological molecules (focus on DNA and RNA); mitotic and meiotic cell cycles, gene expression, genetics, population genetics, evolution, biological diversity and ecology. Prereq or Coreq: (Undergraduate Student and CHEM 105 or CHEM 111) or Requisites Not Met permission.

BIOL 214L. Genes, Evolution and Ecology Lab. 1 Unit.
First in a series of three laboratory courses required of the Biology major. Topics include: biological molecules (with a focus on DNA and RNA); basics of cell structure (with a focus on malaria research); molecular genetics, biotechnology; population genetics and evolution, ecology. Assignments will be in the form of a scientific journal submission. Prereq or Coreq: (Undergraduate Student and BIOL 214) or Requisites Not Met permission.

BIOL 215. Cells and Proteins. 3 Units.
Second in a series of three courses required of the Biology major. Topics include: biological molecules (focus on proteins, carbohydrates, and lipids); cell structure (focus on membranes, energy conversion organelles and cytoskeleton); protein structure-function; enzyme kinetics, cellular energetics, and cell communication and motility strategies. Requirements to enroll: 1) Undergraduate degree seeking student; AND 2) Previous enrollment in BIOL 214 and (CHEM 105 or CHEM 111); AND Previous or concurrent enrollment in CHEM 106 or ENGR 145; OR Requisites Not Met permission.

BIOL 215L. Cells and Proteins Laboratory. 1 Unit.
Second in a series of three laboratory courses required of the Biology major. Topics to include: protein structure-function, enzymes kinetics; cell structure; cellular energetics, respiration and photosynthesis. In addition, membrane structure and transport will be covered. Laboratory and discussion sessions offered in alternate weeks. Prereq: (Undergraduate Student and BIOL 214L and Prereq or Coreq: BIOL 215) or Requisites Not Met permission.

BIOL 216. Development and Physiology. 3 Units.
This is the final class in the series of three courses required of the Biology major. As with the two previous courses, BIOL 214 and 215, this course is designed to provide an overview of fundamental biological processes. It will examine the complexity of interactions controlling reproduction, development and physiological function in animals. The Developmental Biology section will review topics such as gametogenesis, fertilization, cleavage, gastrulation, the genetic control of development, stem cells and cloning. Main topics included in the Physiology portion consist of: homeostasis, the function of neurons and nervous systems; the major organ systems and processes involved in circulation, excretion, osmoregulation, gas exchange, feeding, digestion, temperature regulation, endocrine function and the immunologic response. There are two instructional modes for this course: lecture mode and hybrid mode. In the lecture mode students attend class for their instruction. In the hybrid mode students watch online lectures from the course instructor and attend one discussion section with the course instructor each week. The online content prepares students for the discussion. Which mode is offered varies depending on the term. Students are made aware of what mode is offered at the time of registration. The total student effort and course content is identical for both instructional modes. Either instructional mode fulfills the BIOL 216 requirement for the BA and BS in Biology. Prereq: (Undergraduate Student and BIOL 214) or Requisites Not Met permission.
BIOL 216L. Development and Physiology Lab. 1 Unit.
Third in a series of three laboratory courses required of the Biology major. Students will conduct laboratory experiments designed to provide hands-on, empirical laboratory experience in order to better understand the complex interactions governing the basic physiology and development of organisms. Laboratories and discussion sessions offered in alternate weeks. Prereq: (Undergraduate Student and BIOL 214L and Prereq or Coreq: BIOL 216) or Requisites Not Met permission.

BIOL 222L. Introductory Research Lab in Biology. 2 Units.
This is a Course-based Undergraduate Research Experience (CURE) in which students will learn modern laboratory skills, conduct authentic research, and effectively communicate research findings orally and in writing. Students will develop ownership of their projects, gain confidence in their ability to conduct research, and will grow to see themselves as true members of the broader scientific community. Prereq or Coreq: BIOL 214 or BIOL 215.

BIOL 223. Vertebrate Biology. 3 Units.
A survey of vertebrates from jawless fishes to mammals. Functional morphology, physiology, behavior and ecology as they relate to the groups' relationships with their environment. Evolution of organ systems. Two lectures and one laboratory per week. The laboratory will involve a study of the detailed anatomy of the shark and cat used as representative vertebrates. Students are expected to spend at least three hours of unscheduled laboratory each week. This course fulfills a laboratory requirement for the biology major. Prereq: Undergraduate Student or Requisites Not Met permission.

BIOL 225. Evolution. 3 Units.
Multidisciplinary study of the course and processes of organic evolution provides a broad understanding of the evolution of structural and functional diversity, the relationships among organisms and their environments, and the phylogenetic relationships among major groups of organisms. Topics include the genetic basis of micro- and macro-evolutionary change, the concept of adaptation, natural selection, population dynamics, theories of species formation, principles of phylogenetic inference, biogeography, evolutionary rates, evolutionary convergence, homology, Darwinian medicine, and conceptual and philosophic issues in evolutionary theory. Offered as ANTH 225, BIOL 225, EEPS 225, HSTY 225, and PHIL 225.

BIOL 240. Personalized Medicine. 3 Units.
The emphasis of clinical practice is slowly shifting from one-disease and one-treatment-fits-all to more personalized care based on molecular markers of disease risk, disease subtype, drug effectiveness, and adverse drug reactions. This course, designed for non-biology majors, will introduce how the developments in gene sequencing, genetic markers, and stem cells can be applied for predictive testing and personalized therapies. Core concepts to be covered include the principles of genetics including the inheritance of traits determined by single genes and by multiple genes, the assignment of risk to particular genetic constitutions, and the nature and use of stem cells. The emergence of private companies as resources for the performance of the tests, and how the general public will be able to interpret their own data (with or without the access to genetic counselors), will also be covered. The course will include hands-on laboratory experiences of DNA manipulation and detection using the polymerase chain reaction and gel electrophoresis. The ethical, legal, and social issues associated with personal genetic testing will also be covered. This course does not count towards any Biology degree, nor towards the Biology minor. Prereq: Undergraduate Student or Requisites Not Met permission.

BIOL 300. Dynamics of Biological Systems: A Quantitative Introduction to Biology. 3 Units.
This course will introduce students to dynamic biological phenomena, from the molecular to the population level, and models of these dynamical phenomena. It will describe a biological system, discuss how to model its dynamics, and experimentally evaluate the resulting models. Topics will include molecular dynamics of biological molecules, kinetics of cell metabolism and the cell cycle, biophysics of excitability, scaling laws for biological systems, biomechanics, and population dynamics. Mathematical tools for the analysis of dynamic biological processes will also be presented. Students will manipulate and analyze simulations of biological processes, and learn to formulate and analyze their own models. This course satisfies a laboratory requirement for the biology major. Offered as BIOL 300 and EBME 300.

BIOL 301. Biotechnology Laboratory: Genes and Genetic Engineering. 3 Units.
Laboratory training in recombinant DNA techniques. Basic microbiology, growth, and manipulation of bacteriophage, bacteria and yeast. Students isolate and characterize DNA, construct recombinant DNA molecules, and reintroduce them into eukaryotic cells (yeast, plant, animal) to assess their viability and function. Two laboratories per week. This course satisfies a laboratory requirement of the B.A. in Biology. This course satisfies an additional laboratory requirement of the B.S. in Biology. Offered as BIOL 301 and BIOL 401. Prereq: Undergraduate Student and BIOL 215 or Requisites Not Met permission.

BIOL 302. Human Learning and the Brain. 3 Units.
This course focuses on the question, “How does my brain learn and how can its learning best be facilitated?” Each student is required to develop a comprehensive theory about personal learning. These theories will take the form of a major paper which will be expanded and modified throughout the semester. Readings and class discussions will focus on the following topics: learning and education systems, major structures of the brain and their role in learning, neuronal wiring of the brain and how learning changes it, the emotional brain and its essential role in learning, language and the brain, the role of images in learning, memory and learning (and related pathologies, such as PTSD). Students are expected to incorporate information on these topics into their personal theory of learning. In so doing, students are expected to articulate meaningful questions, skillfully employ research and apply their own knowledge to address such questions, produce clear, precise academic prose to explicate their ideas, and provide relevant and constructive criticism during class discussions. Offered as BIOL 302 and COGS 322. Counts as SAGES Departmental Seminar. Prereq: Undergraduate Student or Requisites Not Met Permission.
BIOL 303. From Blackbox to Toolbox: How Molecular Biology Moves Forward. 3 Units.
The pioneers of modern biology knew very little about the internal workings of the cell, and they had access to only a very limited set of very low-resolution tools. Yet clean experimental design and careful analysis let them ask and answer fundamental biological questions and enabled the development of better tools to use in the next time around. In just seven decades, biologists have built a toolbox that offers astonishing precision and power, but the logic of biological experimentation hasn’t changed. In this course, we will study that underlying logic, and what it lets us do. We will read key papers spanning the development of modern biology, from the most basic working-out of the Central Dogma to recent advances. We will pay particular attention to how well the authors used the tools available, and how successfully they accounted for their shortcomings—if indeed they did. The emphasis of the course will be on classroom discussion. In lieu of exams, students will (1) write brief responses to weekly in-class prompts for understanding, (2) write in-depth proposals for a molecular biology research project, and (3) present their proposals orally to the class. These assignments are designed to check that students are keeping up with weekly discussions and synthesizing what they have learned into a deeper understanding of how we develop questions and construct arguments in biological research. This course is offered as a SAGES departmental seminar and fulfills the Cell and Molecular breadth requirement of the B.A. and B.S. in Biology. Counts as SAGES Departmental Seminar. Prereq: Undergraduate Student and BIOL 215 or Requisites Not Met permission.

BIOL 304. Fitting Models to Data: Maximum Likelihood Methods and Model Selection. 3 Units.
This course will introduce students to maximum likelihood methods for fitting models to data and to ways of deciding which model is best supported by the data (model selection). Along the way, students will learn some basic tenets of probability and develop competency in R, a commonly used statistical package. Examples will be drawn from ecology, epidemiology, and potentially other areas of biology. The second half of the course is devoted to in-class projects, and students are encouraged to bring their own data. Offered as BIOL 304 and BIOL 404. Prereq: (Undergraduate Student and MATH 121 and MATH 122) or (Undergraduate Student and MATH 125 and MATH 126) or Requisites Not Met permission.

BIOL 305. Herpetology. 3 Units.
Amphibians and reptiles exhibit tremendous diversity in development, physiology, anatomy, behavior and ecology. As a result, amphibians and reptiles have served as model organisms for research in many different fields of biology. This course will cover many aspects of amphibian and reptile biology, including anatomy, evolution, geographical distribution, physiological adaptations to their environment, reproductive strategies, moisture, temperature, and food-relationships, sensory mechanisms, predator-prey relationships, communication (vocal, chemical, behavioral), population biology, and the effects of venomous snake bite. The graduate version of the course requires a research project and term paper. This course satisfies the Organismal breadth requirement of the B.A. and B.S. in Biology. Offered as BIOL 305 and BIOL 405. Prereq: Undergraduate Student and BIOL 214 or Requisites Not Met permission.

BIOL 305L. Herpetology Lab. 2 Units.
This course will combine field and laboratory sessions to investigate the diversity and biology of reptiles and amphibians. Topics covered will include identification and classification, field research techniques, experimental design and statistical analysis, safety handling of live individuals and working with museum specimens. Laboratory sessions will include trips to the Squire Valleyeue Farm, and may also include trips at the Cleveland Museum of Natural History and the Cleveland Metroparks Zoo. This course satisfies a laboratory requirement of the B.A. in Biology. This course satisfies an additional laboratory requirement of the B.S. in Biology. Prereq or Coreq: BIOL 305.

BIOL 306. Mathematical Analysis of Biological Models. 3 Units.
This course focuses on the mathematical methods used to analyze biological models, with examples drawn largely from ecology but also from epidemiology, developmental biology, and other areas. Mathematical topics include equilibrium and stability in discrete and continuous time, some aspects of transient dynamics, and reaction-diffusion equations (steady state, diffusive instabilities, and traveling waves). Biological topics include several “classic” models, such as the Lotka-Volterra model, the Ricker model, and Michaelis-Menten/type II/saturating responses. The emphasis is on approximations that lead to analytic solutions, not numerical analysis. An important aspect of this course is translating between verbal and mathematical descriptions: the goal is not just to solve mathematical problems but to extract biological meaning from the answers we find. Offered as BIOL 306 and MATH 376. Prereq: Undergraduate Student and (BIOL 300 or MATH 224 or MATH 228) or Requisites Not Met permission.

BIOL 307. Evolutionary Biology of the Invertebrates. 3 Units.
Important events in the evolution of invertebrate life, as well as structure, function, and phylogeny of major invertebrate groups.

BIOL 309. Biology Field Studies. 3 Units.
Intensive investigation of living organisms in a natural environment. Location of the field site may vary with each course offering, and may be either domestic or international. Topics covered include logistics, biodiversity, and current ecological, environmental, and social issues surrounding the specific ecosystem being studied. Time at the field site will be spent listening to resident lecturers, receiving guided tours, observing and identifying wild organisms in their natural habitat, and conducting a research project. The undergraduate version requires students to plan and conduct a group research project and present results independently. The graduate version requires students to plan, conduct, and present an independent research project. Instructor consent required to register. This course will fulfill a laboratory requirement of the B.A. in Biology. This course will fulfill an additional laboratory requirement of the B.S. in Biology. Course may be repeated for credit up to two times if traveling to a new destination. Offered as BIOL 309 and BIOL 409. Prereq: BIOL 216.

BIOL 310. Field Studies in Evolutionary Ecology. 3 Units.
The field of Evolutionary Ecology examines how the interactions between organisms and their environments evolve. In this field-based course, students will conduct a variety of experimental and observational field studies aimed at addressing key concepts in Evolutionary Ecology. Students will gain experience in study design and data collection in natural populations, data analysis, and the writing and presentation of scientific results. This course satisfies a laboratory requirement of a B.A. in Biology. This course satisfies an additional laboratory requirement of a B.S. in Biology. Prereq: BIOL 214.
BIOL 311A. Survey of Bioinformatics: Technologies in Bioinformatics. 1 Unit.
SYBB 311A/411A is a 5-week course that introduces students to the high-throughput technologies used to collect data for bioinformatics research in the fields of genomics, proteomics, and metabolomics. In particular, we will focus on mass spectrometer-based proteomics, DNA and RNA sequencing, genotyping, protein microarrays, and mass spectrometry-based metabolomics. This is a lecture-based course that relies heavily on out-of-class readings. Graduate students will be expected to write a report and give an oral presentation at the end of the course. SYBB 311A/411A is part of the SYBB survey series which is composed of the following course sequence: (1) Technologies in Bioinformatics, (2) Data Integration in Bioinformatics, (3) Translational Bioinformatics, and (4) Programming for Bioinformatics. Each standalone section of this course series introduces students to an aspect of a bioinformatics project - from data collection (SYBB 311A/411A), to data integration (SYBB 311B/411B), to research applications (SYBB 311C/411C), with a fourth module (SYBB 311D/411D) introducing basic programming skills. Graduate students have the option of enrolling in all four courses or choosing the individual modules most relevant to their background and goals with the exception of SYBB 411D, which must be taken with SYBB 411A. Offered as SYBB 311A, BIOL 311A and SYBB 411A. Prereq: BIOL 214 and BIOL 215. Coreq: BIOL 311B and BIOL 311C.

BIOL 311B. Survey of Bioinformatics: Data Integration in Bioinformatics. 1 Unit.
SYBB 311B/411B is a five-week course that surveys the conceptual models and tools used to analyze and interpret data collected by high-throughput technologies, providing an entry point for students new to the field of bioinformatics. The knowledge structures that we will cover include: biomedical ontologies, signaling pathways, and interaction networks. We will also cover tools for genome exploration and analysis. The SYBB survey series is composed of the following course sequence: (1) Technologies in Bioinformatics, (2) Data Integration in Bioinformatics, (3) Translational Bioinformatics, and (4) Programming for Bioinformatics. Each standalone section of this course series introduces students to an aspect of a bioinformatics project - from data collection (SYBB 311A/411A), to data integration (SYBB 311B/411B), to research applications (SYBB 311C/411C), with a fourth module (SYBB 311D/411D) introducing basic programming skills. Graduate students have the option of enrolling in all four courses or choosing the individual modules most relevant to their background and goals with the exception of SYBB 411D, which must be taken with SYBB 411A. Offered as SYBB 311B, BIOL 311B, and SYBB 411B. Prereq: BIOL 214 and BIOL 215. Coreq: BIOL 311A and BIOL 311C.

BIOL 311C. Survey of Bioinformatics: Translational Bioinformatics. 1 Unit.
SYBB 311C/411C is a longitudinal course that introduces students to the latest applications of bioinformatics, with a focus on translational research. Topics include: `omic drug discovery, pharmacogenomics, microbiome analysis, and genomic medicine. The focus of this course is on illustrating how bioinformatic technologies can be paired with data integration tools for various applications in medicine. The course is organized as a weekly journal club, with instructors leading the discussion of recent literature in the field of bioinformatics. Students will be expected to complete readings beforehand; students will also work in teams to write weekly reports reviewing journal articles in the field. The SYBB survey series is composed of the following course sequence: (1) Technologies in Bioinformatics, (2) Data Integration in Bioinformatics, (3) Translational Bioinformatics, and (4) Programming for Bioinformatics. Each standalone section of this course series introduces students to an aspect of a bioinformatics project - from data collection (SYBB 311A/411A), to data integration (SYBB 311B/411B), to research applications (SYBB 311C/411C), with a fourth module (SYBB 311D/411D) introducing basic programming. Graduate students have the option of enrolling in all four courses or choosing the individual modules most relevant to their background and goals with the exception of SYBB 411D, which must be taken with SYBB 411A. Offered as SYBB 311C, BIOL 311C and SYBB 411C. Prereq: BIOL 214 and BIOL 215. Coreq: BIOL 311A and BIOL 311B.

BIOL 312. Introductory Plant Biology. 3 Units.
This course will provide an overview of plant biology. Topics covered will include: (1) Plant structure, function and development from the cellular level to the whole plant (2) plant diversity, evolution of the bacteria, fungi, algae, bryophytes and vascular plants; (3) adaptations to their environment, plant-animal interactions, and human uses of plants. Prereq: (Undergraduate student and BIOL 215) or Requisite Not Met permission.

BIOL 314. Taming the Tree of Life: Phylogenetic Comparative Methods-from Concept to Practical Application. 3 Units.
"Nothing in biology makes sense except in the light of evolution" – Dobzhansky Biologists have long been fascinated by the diversity of life. Why are there so many species? Why are some of them similar and others divergent? How has evolution shaped ecological interactions, such as disease-host dynamics? The "tree of life" describes phylogenetic hypotheses for evolutionary history among species, and modern phylogenetic comparative methods allow us to incorporate the tree of life into statistical analyses. This course will introduce phylogenetic comparative methods, why they are needed to answer many biological questions, how they are conducted, and how they can be used to evaluate hypotheses. These methods can be used for any group of organisms, from humans and their diseases, to plants, animals, or fungi. These methods also can be used to address a broad suite of questions in biology, including biomedical, ecological, evolutionary, developmental, and neuromechanical questions. For example, issues of public health can be more deeply addressed using these tools. Students may bring their own data sets, or may use existing data sets, and will develop an independent research project using these tools. Undergraduates will present a poster at a public poster fair, as part of the requirements for the SAGES capstone. No prior experience with the R statistics language is necessary for this course. BIOL314 fulfills the requirements for an undergraduate capstone in biology. Offered as BIOL 314 and BIOL 414. Counts as SAGES Senior Capstone. Prereq: (Undergraduate student with at least Junior standing and BIOL 214) or Requisite Not Met permission.
BIOL 315. Quantitative Biology Laboratory. 3 Units.
This course will apply a range of quantitative techniques to explore structure-function relations in biological systems. Using a case study approach, students will explore causes of impairments of normal function, will assemble diverse sets of information into a database format for the analysis of causes of impairment, will analyze the data with appropriate statistical and other quantitative tools, and be able to communicate their results to both technical and non-technical audiences. The course has one lecture and one lab per week. Students will be required to maintain a journal of course activities and demonstrate mastery of quantitative tools and statistical techniques. Graduate students will have a final project that applies these techniques to a problem of their choice. Offered as BIOL 315 and BIOL 415. Prereq: (Undergraduate Student and BIOL 214) or Requisites Not Met permission.

BIOL 316. Fundamental Immunology. 4 Units.
Introductory immunology providing an overview of the immune system, including activation, effector mechanisms, and regulation. Topics include antigen-antibody reactions, immunologically important cell surface receptors, cell-cell interactions, cell-mediated immunity, innate versus adaptive immunity, cytokines, and basic molecular biology and signal transduction in B and T lymphocytes, and immunopathology. Three weekly lectures emphasize experimental findings leading to the concepts of modern immunology. An additional recitation hour is required to integrate the core material with experimental data and known immune mediated diseases. Five mandatory 90 minute group problem sets per semester will be administered outside of lecture and recitation meeting times. Graduate students will be graded separately from undergraduates, and 22 percent of the grade will be based on a critical analysis of a recently published, landmark scientific article. Offered as BIOL 316, BIOL 416, CLBY 416, PATH 316 and PATH 416. Prereq: BIOL 215 and 215L.

BIOL 318. Introductory Entomology. 4 Units.
The goal of this course is to discover that, for the most part, insects are not aliens from another planet. Class meetings will alternate; with some structured as lectures, while others are laboratory exercises. Sometimes we will meet at the Cleveland Museum of Natural History, or in the field to collect and observe insects. The 50 minute discussion meeting once a week will serve to address questions from both lectures and lab exercises. The students will be required to make a small but comprehensive insect collection. Early in the semester we will focus on collecting the insects, and later, when insects are gone for the winter, we will work to identify the specimens collected earlier. Students will be graded based on exams, class participation and their insect collections. This course satisfies either the Organismal breadth requirement of the B.A. and B.S. in Biology, or the laboratory requirement of the B.A. in Biology, or an additional laboratory requirement of the B.S. in Biology. Offered as BIOL 318 and BIOL 418. Prereq: (Undergraduate Student and BIOL 214 and BIOL 215 and BIOL 216) or Requisites Not Met permission.

BIOL 319. Applied Probability and Stochastic Processes for Biology. 3 Units.
Applications of probability and stochastic processes to biological systems. Mathematical topics will include: introduction to discrete and continuous probability spaces (including numerical generation of pseudo random samples from specified probability distributions), Markov processes in discrete and continuous time with discrete and continuous sample spaces, point processes including homogeneous and inhomogeneous Poisson processes and Markov chains on graphs, and diffusion processes including Brownian motion and the Ornstein-Uhlenbeck process. Biological topics will be determined by the interests of the students and the instructor. Likely topics include: stochastic ion channels, molecular motors and stochastic ratchets, actin and tubulin polymerization, random walk models for neural spike trains, bacterial chemotaxis, signaling and genetic regulatory networks, and stochastic predator-prey dynamics. The emphasis will be on practical simulation and analysis of stochastic phenomena in biological systems. Numerical methods will be developed using a combination of MATLAB, the R statistical package, MCell, and/or URDME, at the discretion of the instructor. Student projects will comprise a major part of the course. Offered as BIOL 319, ECSE 319, MATH 319, SYBB 319, BIOL 419, EBME 419, MATH 419, PHOL 419, and SYBB 419. Prereq: MATH 224 or MATH 223 and BIOL 300 or BIOL 306 and MATH 201 or MATH 307 or consent of instructor.

BIOL 321. Design and Analysis of Biological Experiments. 3 Units.
In this laboratory course, students will learn how to use a computer programming language (MATLAB) to design, execute, and analyze biological experiments. The course will begin with basic programming and continue to data output and acquisition, image analysis, and statistics. Students who are interested in carrying out research projects in any lab setting are encouraged to take this course and use the skills acquired to better organize and analyze their experiments. No prior programming knowledge is assumed. This course satisfies a laboratory requirement of the B.A. in biology. This course satisfies a laboratory or quantitative laboratory requirement of the B.S. in biology. Students will complete a final project on a topic of their choice; graduate students will be required to give an oral presentation of this project. Offered as BIOL 321 and BIOL 421. Counts for CAS Quantitative Reasoning Requirement. Prereq: Undergraduate Student and BIOL 216 or Requisites Not Met permission.

BIOL 322. Sensory Biology. 3 Units.
The task of a sensory system is to collect, process, store, and transmit information about the environment. How do sensory systems convert information from the environment into neural information in an animal's brain? This course will explore the ecology, physiology, and behavior of the senses across the animal kingdom. We will cover introductory neurobiology and principles of sensory system organization before delving more deeply into vision, olfaction, audition, mechanosensation, and multi-modal sensory integration. For each sensory modality, we will consider how the sensory system operates and how its operation affects the animal's behavior and ecology. We will also explore the evolution of sensory systems and their specialization for specific behavioral tasks. Students will finish the course with a research project on a topic of their choice; graduate students will present this project to the class. Offered as BIOL 322 and BIOL 422. Prereq: (Undergraduate Student and BIOL 216) or Requisites Not Met permission.
BIOL 324. Introduction to Stem Cell Biology. 3 Units.
This discussion-based course will introduce students to the exciting field of stem cell research. Students will first analyze basic concepts of stem cell biology, including stem cell niche, cell quiescence, asymmetric cell division, cell proliferation and differentiation, and signaling pathways involved in these processes. This first part of the course will focus on invertebrate genetic models for the study of stem cells. In the second part of the course, students will search for primary research papers on vertebrate and human stem cells, and application of stem cell research in regenerative medicine and cancer. Finally, students will have the opportunity to discuss about ethical controversies in the field. Students will rotate in weekly presentations, and will write two papers during the semester. Students will improve skills on searching and reading primary research papers, gain presentation skills, and further their knowledge in related subjects in the fields of cell biology, genetics and developmental biology. This course may be used as a cell/molecular subject area elective for the B.A. and B.S. Biology degrees. Offered as BIOL 324 and BIOL 424. Prereq: Undergraduate Student and (BIOL 325 or BIOL 326 or BIOL 362) or Requisites Not Met permission.

BIOL 325. Cell Biology. 3 Units.
This course will emphasize an understanding of the structure and function of eukaryotic cells from a molecular viewpoint. We will explore cell activities by answering the questions: What are the critical components of specific cellular processes and how are they regulated? An important part of this course will be appreciation of the experimental evidence that supports our current understanding of cell function. To achieve this aim, we will highlight a variety of experimental techniques currently used in research, and students will read papers from the primary literature to supplement the text. Topics will include cell structure, protein structure and function, internal organization of the eukaryotic cell, membrane structure and function, protein sorting, organelle biogenesis, and cytoskeleton structure and function. The course will also cover the life cycles of cells, their interactions with each other and their environment, intracellular signaling and cell death mechanisms. After establishing a detailed understanding of cell biology, we will explore how normal cellular processes go awry, leading to diseases such as cancer. This course fulfills the Cell and Molecular breadth requirement of the B.A. and B.S. in Biology. Prereq: (Undergraduate Student and BIOL 215) or Requisites Not Met permission.

BIOL 326. Genetics. 3 Units.
Transmission genetics, nature of mutation, microbial genetics, somatic cell genetics, recombinant DNA techniques and their application to genetics, human genome mapping, plant breeding, transgenic plants and animals, uniparental inheritance, evolution, and quantitative genetics. Offered as BIOL 326 and BIOL 426. Prereq: (Undergraduate student and BIOL 214) or Requisites Not Met permission.

BIOL 327. Functional Genomics. 3 Units.
In this course, students will learn how to access and use genomics data to address questions in cell biology, development and evolution. The genome of Drosophila melanogaster will serve as a basis for exploring genome structure and learning how to use a variety of available software to identify similar genes in different species, predict protein sequence and functional domains, design primers for PCR, analyze cis-regulatory sequences, access microarray and RNAseq databases, among others. Classes will be in the format of short lectures, short oral presentations made by students and hands-on experimentation using computers. Discussions will be centered in primary research papers that used these tools to address specific biological questions. A final project will consist of a research project formulated by a group of 2-3 students to test a hypothesis formulated by the students using the bioinformatics tools learned in the course. Graduate students will be required to make additional presentations of research papers. They also will have additional questions in exams and a distinct page requirement on written assignments. This course satisfies a laboratory requirement of the B.A. in Biology. This course satisfies a laboratory or quantitative laboratory requirement of the B.S. in Biology. Offered as BIOL 327 and BIOL 427. Prereq: Undergraduate Student and (BIOL 214L and BIOL 326) or Requisites Not Met permission.

BIOL 328. Plant Genomics and Proteomics. 3 Units.
The development of molecular tools has impacted agriculture as much as human health. The application of new techniques to improve food crops, including the development of genetically modified crops, has also become controversial. This course covers the nature of the plant genome and the role of sequenced-based methods in the identification of the genes. The application of the whole suite of modern molecular tools to understand plant growth and development, with specific examples related agronomically important responses to biotic and abiotic stresses, is included. The impact of the enormous amounts of data generated by these methods and their storage and analysis (bioinformatics) is also considered. Finally, the impact on both the developed and developing world of the generation and release of genetically modified food crops will be covered. Recommended preparation: BIOL 326. Offered as BIOL 328 and BIOL 428. Prereq: Undergraduate Student or Requisites Not Met permission.

BIOL 329. Genome Dynamics. 3 Units.
We will examine how the physical architecture of the genome facilitates a dynamic genome ecosystem. Topics will be selected from current research in the field, including: how the three dimensional architecture of chromosomes within the nucleus impacts information storage and retrieval, how biochemical phase separation impacts nucleic acid storage (including RNA), how structural features of chromosomes are critical for function, genome engineering approaches, and the clinical implications of mutations in the 3D nuclear architecture. Course materials will come from the primary research literature, supplemented with appropriate background material. This course fulfills the cell and molecular biology breadth requirement of the BA and BS in Biology. Counts as a SAGES Departmental Seminar. Offered as BIOL 329 and BIOL 429. Counts as SAGES Departmental Seminar. Prereq: Undergraduate Student and BIOL 326 or Requisites Not Met permission.
BIOL 333. The Human Microbiome. 3 Units.
This departmental seminar is designed to reveal how the abundant community of human-associated microorganisms influence human development, physiology, immunity and nutrition. Using a survey of current literature, this discussion-based course will emphasize an understanding of the complexity and dynamics of human/microbiome interactions and the influence of environment, genetics and individual life histories on the microbiome and human health. Grades will be based on participation, written assignments, exams, an oral presentation and a final paper. This class is offered as a SAGES Departmental Seminar and fulfills an Organismal breadth requirement of the BA and BS in Biology. Counts as SAGES Departmental Seminar. Prereq: (Undergraduate Student and BIOL 214 and BIOL 216) or Requisites Not Met permission.

BIOL 336. Aquatic Biology. 3 Units.
Physical, chemical, and biological dynamics of lake ecosystems. Factors governing the distribution, abundance, and diversity of freshwater organisms. This course satisfies the Population Biology/Ecology breadth requirement of the B.A. and B.S. in Biology. Offered as BIOL 336 and BIOL 436. Prereq: Undergraduate Student and BIOL 214 or Requisites Not Met permission.

BIOL 338. Ichthyology. 4 Units.
Biology of fishes. Students will develop fundamental understanding of the evolutionary history and systematics of fishes to provide a context within which they can address aspects of biology including anatomy, physiology (e.g., in species that change sex; osmoregulation in freshwater vs. saltwater), and behavior (e.g., visual, auditory, chemical, electric communication; social structures), ecology, and evolution (e.g., speciation). We will explore the biodiversity of fishes around the world, with emphasis on Ohio species, by examining preserved specimens, observing captive living specimens, and observing, capturing, and identifying wild fishes in their natural habitats. Practical applications will be emphasized, such as aquaculture, fisheries management, and biomedical research. Course will conclude with an analysis of the current global fisheries crisis that has resulted from human activities. There will be many field trips and networking with the Cleveland Metroparks Zoo, the Cleveland Museum of Natural History, and local, state, and federal government agencies. Some classes meet at the Cleveland Museum of Natural History. This course satisfies a laboratory requirement of the B.A. and B.S. in biology. The graduate version of the course requires a research project and term paper. Offered as BIOL 338 and BIOL 438. Prereq: (Undergraduate Student and BIOL 216) or Requisites Not Met permission.

BIOL 339. Aquatic Biology Laboratory. 2 Units.
The physical, chemical, and biological limnology of freshwater ecosystems will be investigated. Emphasis will be on identification of the organisms inhabiting these systems and their ecological interactions with each other. This course will combine both field and laboratory analysis to characterize and compare the major components of these ponds. Students will have the opportunity to design and conduct individual projects. This course satisfies a laboratory requirement of the B.A. in Biology. This course satisfies an additional laboratory requirement of the B.S. in Biology. Prereq or Coreq: Undergraduate Student and BIOL 336 or Requisites Not Met permission.

BIOL 340. Human Physiology. 3 Units.
This course will provide functional correlates to the students’ previous knowledge of human anatomy. Building upon the basic principles covered in BIOL 216 and BIOL 346, the physiology of organs and organ systems of humans, including the musculoskeletal, nervous, cardiovascular, lymphatic, immune, respiratory, digestive, excretory, reproductive, and endocrine systems, will be studied at an advanced level. The contribution of each system to homeostasis will be emphasized. Prereq: (Undergraduate Student and BIOL 346 and BIOL 215 and BIOL 216) or Requisites Not Met permission.

BIOL 341. Basic Biology of Blood and Blood Diseases. 3 Units.
This course incorporates biology, physiology, biochemistry, and pathology to understand how one of the most important tissues in the human body functions: blood. The course will investigate the normal flow of traffic in the body, as well as some of the biological diseases that hinder this flow. It will focus on understanding the basic and fundamental principles as it relates to biological and disease processes of blood. The course will apply scientific reasoning and critical thinking in investigating these processes. Additionally, it will explore the basic understanding of how scientific research in the area of hematology and oncology is conducted and how we apply laboratory discoveries towards treating blood-related disorders. Our focus will center upon examining the molecular mechanisms associated with bone marrow and several blood disorders. Specifically, we will study cancer (leukemia and lymphoma), anemia (sickle cell disease), blood coagulation (hemophilia and thrombosis), and atherosclerosis. Upon completion of this course, students will have gained the knowledge to apply basic biological concepts to larger, complex pathological diseases. This course fulfills the Cell & Molecular Breadth Requirement of the BA and BS in Biology. Prereq: Undergraduate Student and BIOL 214 or Requisites Not Met permission.

BIOL 342. Parasitology. 3 Units.
This course will introduce students to classical and current parasitology. Students will discuss basic principles of parasitology, parasite life cycles, host-parasite interaction, therapeutic and control programs, epidemiology, and ecological and societal considerations. The course will explore diverse classes of parasitic organisms with emphasis on protozoan and helminthic diseases and the parasites’ molecular biology. Group discussion and selected reading will facilitate further integrative learning and appreciation for parasite biology. This course counts as an elective in the cell/molecular biology subject area for the Biology B.A. and B.S. degrees. Offered as BIOL 342 and BIOL 442. Prereq: (Undergraduate Student and BIOL 214, BIOL 215, BIOL 216 and BIOL 326) or Requisites Not Met permission.

BIOL 343. Microbiology. 3 Units.
The physiology, genetics, biochemistry, and diversity of microorganisms. The subject will be approached both as a basic biological science that studies the molecular and biochemical processes of cells and viruses, and as an applied science that examines the involvement of microorganisms in human disease as well as in workings of ecosystems, plant symbioses, and industrial processes. The course is divided into four major areas: bacteria, viruses, medical microbiology, and environmental and applied microbiology. Offered as BIOL 343 and BIOL 443. Prereq: (Undergraduate Student and BIOL 215) or Requisites Not Met permission.
BIOL 344. Laboratory for Microbiology. 3 Units.
Practical microbiology, with an emphasis on bacteria as encountered in a variety of situations. Sterile techniques, principles of identification, staining and microscopy, growth and nutritional characteristics, genetics, enumeration methods, epidemiology, immunological techniques (including ELISA and T cell identification), antibiotics and antibiotic resistance, chemical diagnostic tests, sampling the human environment, and commercial applications. One three hour lab plus one lecture per week. Prereq or Coreq: (Undergraduate Student and BIOL 343) or Requisites Not Met permission.

BIOL 345. Mammal Diversity and Evolution. 4 Units.
This course focuses on the anatomical and taxonomic diversity of mammals in an evolutionary context. The emphasis is on living (extant) mammals, but extinct mammals are also discussed. By the end of the course, students will be able to: (1) describe the key anatomical and physiological features of mammals; (2) name all orders and most families of living mammals; (3) identify a mammal skull to order and family; (4) understand how to create and interpret a phylogenetic tree; (5) appreciate major historical patterns in mammal diversity and biogeography as revealed by the fossil record; (6) read and critique a scientific article dealing with mammal evolution. One weekend field trip to Cleveland Metroparks Zoo; additional individual and group visits to the Cleveland Museum of Natural History. This course satisfies a laboratory requirement for the biology major. Recommended preparation: BIOL 223 Vertebrate Biology, BIOL 225 Evolution, or BIOL 346 Human Anatomy. Offered as ANAT 445 and BIOL 345. Prereq: BIOL 214.

BIOL 346. Human Anatomy. 3 Units.
Gross anatomy of the human body. Two lectures and one laboratory demonstration per week. Prereq: (Undergraduate Student and BIOL 216) or Requisites Not Met permission.

BIOL 351. Principles of Ecology. 3 Units.
This lecture course explores spatial and temporal relationships involving organisms and the environment at individual, population, and community levels. An underlying theme of the course will be neo-Darwinian evolution through natural selection with an emphasis on organismal adaptations to abiotic and biotic environments. Studies and models will illustrate ecological principles, and there will be some emphasis on the applicability of these principles to ecosystem conservation. This course satisfies the Population Biology/Ecology breadth requirement of the B.A. and B.S. in Biology. Students taking the graduate level course will prepare a grant proposal in which hypotheses will be based on some aspect of ecological theory. Offered as BIOL 351 and BIOL 451. Prereq: Undergraduate Student and BIOL 214 or Requisites Not Met permission.

BIOL 351L. Principles of Ecology Laboratory. 2 Units.
Students in this laboratory course will conduct a variety of ecological investigations that are designed to examine relationships involving organisms and the environment at individual, population, and community levels. Descriptive and hypothesis-driven investigations will take place at Case Western Reserve University's Squire Valleyveue Farm, in both field and greenhouse settings. The course is designed to explore as well as test a variety of ecological paradigms. Students taking the graduate level course will prepare a grant proposal in which hypotheses will be based on a select number of lab investigations. This course satisfies a laboratory requirement for biology majors. Offered as BIOL 351L and BIOL 451L. Prereq or Coreq: Undergraduate Student and BIOL 351 or Requisites Not Met permission.

BIOL 352. Ecology and Evolution of Infectious Diseases. 3 Units.
This course explores the effects of infectious diseases on populations of hosts, including humans and other animals. We will use computer models to study how infectious diseases enter and spread through populations, and how factors like physiological and behavioral differences among host individuals, host and pathogen evolution, and the environment affect this spread. Our emphasis will be on understanding and applying quantitative models for studying disease spread and informing policy in public health and conservation. To that end, computer labs are the central component of the course. This course satisfies a laboratory requirement of the B.A. in biology. This course satisfies a laboratory or quantitative laboratory requirement of the B.S. in biology. Offered as BIOL 352 and BIOL 452. Prereq: (Undergraduate Student and BIOL 214 and (MATH 121 or MATH 125) and (MATH 122 or MATH 126)) or Requisites Not Met permission.

BIOL 353. Ecophysiology of Global Change. 3 Units.
Global change is an emerging threat to human health and economic stability. Rapid changes in climate, land use, and prevalence of non-native species generate novel conditions outside the range of typical conditions under which organisms evolved. Already we are witnessing the global redistribution of plants and animals, changes in the timing of critical life cycle events, and in some cases local extinction of populations. This course explores the impacts of global change on biological systems at levels from individuals to ecosystems; among animals, plants and microbes; across ecological to evolutionary timescales; and from local to global spatial scales. Throughout, physiology is emphasized as a core driver of biological responses to global change. Traditional lectures will be accompanied by discussions of primary literature articles. The laboratory component will involve the development of an independent project at the University Farm, and dissemination of results through traditional (e.g. written paper) and new (e.g. podcast) media. This class will fulfill a laboratory requirement of the B.A. in Biology. This class will fulfill an additional laboratory requirement of the B.S. in Biology. Offered as BIOL 353 and BIOL 453. Prereq: (Undergraduate Student and BIOL 214. Prereq or Coreq: BIOL 216) or Requisites Not Met permission.
BIOL 357. Backyard Behavior Capstone. 3 Units.
Interesting animal behavior is all around us. We need not go into a laboratory to observe it, but laboratory tools can help to understand the behaviors that we encounter every day. We interact with animals in our homes, in forests and wilderness areas and even in our own backyards. As pet dogs or cats interact with wild squirrels and birds, they provide insights regarding predation, neuromechanics, and mating behaviors, just to list a few concepts. This course takes advantage of the rich behavior that exists around us to provide a capstone experience for students who have an interest in animal behavior. The course will be open to 10 senior Biology majors who have emphasized the animal behavior and neurobiology courses offered by the Biology department. Each student will have taken at least one advanced course in Animal Behavior, Neurobiology, or Neuroethology. Entry into the course will be by permit, and permits will be issued only after an interview in which each student demonstrates to the instructor a deep interest in animal behavior and underlying neural control systems. Through classroom discussion, viewing of behaviorally-based video shows, and field trips, each student will choose one behavior to investigate in detail over the course of the semester. In order to move beyond casual observation to in-depth analysis, video cameras will be available to the students, as well as computer based motion analysis systems. The class will meet as a group twice weekly. During this formal classroom period, students will discuss behaviors in general and, as the course progresses, the specific topics that each student is investigating. They will present journal articles that are relevant to their topics, a prospectus on their intended study, and ultimately describe their projects outside of class time and will present a poster at a public poster fair. Counts as SAGES Senior Capstone. Prereq: BIOL 305 or BIOL 318 or BIOL 358 or BIOL 373 or BIOL 374.

BIOL 358. Animal Behavior. 4 Units.
Ultimately the success or failure (i.e., life or death) of any individual animal is determined by its behavior. The ability to locate and capture food, avoid being food, acquiring and defending territory, and successfully passing your genes to the next generation, are all dependent on complex interactions between an animal’s design, environment and behavior. This course will be an integrative approach emphasizing experimental studies of animal behavior. You will be introduced to state-of-the-art approaches to the study of animal behavior, including neural and hormonal mechanisms, genetic and developmental mechanisms and ecological and evolutionary approaches. We will learn to critique examples of current scientific papers, and learn how to conduct observations and experiments with real animals. We will feature guest observations by the Curator of Research from the Cleveland MetroParks Zoo and visits to working animal behavior research labs here at CWRU. Group discussions and writing will be emphasized. This course satisfies a laboratory requirement for biology majors. Offered as BIOL 358 and BIOL 458. Prereq: (Undergraduate Student and BIOL 214, BIOL 215 and BIOL 216) or Requisites Not Met Permission.

BIOL 362. Principles of Developmental Biology. 3 Units.
The descriptive and experimental aspects of animal development. Gametogenesis, fertilization, cleavage, morphogenesis, induction, differentiation, organogenesis, growth, and regeneration. Students taking the graduate-level course will prepare an NIH-format research proposal as the required term paper. Offered as BIOL 362, BIOL 462 and ANAT 462. Prereq: Undergraduate Student and (BIOL 216 or (EBME 201 and EBME 202)) or Requisites Not Met Permission.

BIOL 364. Research Methods in Evolutionary Biology. 3 Units.
The process of evolution explains not only how the present diversity of life on earth has formed, but also provides insights into current pressing issues today, including the spread of antibiotic resistance, the causes of geographic variation in genetic diseases, and explanations for modern patterns of extinction risk. Students in Research Methods in Evolutionary Biology will be introduced to several of the major research approaches of evolutionary biology, including methods of measuring natural selection on the phenotypic and genotypic levels, quantifying the rate of evolution, reconstructing evolutionary relationships, and assessing the factors that affect rates of speciation and extinction. The course will consist of a combination of interactive lectures, in-class problem solving and data analysis, and the discussion of peer-reviewed scientific papers. Grades are based on participation in class, discussions and written summaries of published papers, in-class presentations, and two writing assignments. Offered as BIOL 364 and BIOL 464. Counts as SAGES Departmental Seminar. Prereq: (Undergraduate Student and BIOL 214) or Requisites Not Met Permission.

BIOL 365. Evo-Devo:Evolution of Body Plans and Pathologies. 3 Units.
This discussion-based course offers a detailed introduction to Evolutionary Developmental Biology. The field seeks to explain evolutionary events through the mechanisms of Developmental Biology and Medical Genetics. The course is structured into different modules. First we will look at the developmental genetic mechanisms that can cause variation and medical pathologies. Then we focus on how alterations of these mechanisms can generate novel structural changes. We will then examine a few areas of active debate, where Evo-Devo is attempting to solve major problems in evolutionary biology and congenital birth defects. We will conclude with two writing assignments. Students will be required to present, read, and discuss primary literature in each module. This course is offered as a SAGES Departmental Seminar and fulfills a Cell and Molecular breadth requirement of the BA and BS in Biology. Offered as BIOL 365 and BIOL 465. Counts as SAGES Departmental Seminar. Prereq: Undergraduate Student and (BIOL 225 or BIOL 326 or BIOL 362) or Requisites Not Met permission.

BIOL 366. Genes, Embryos and Fossils. 3 Units.
This multidisciplinary seminar course is designed to help students understand fundamental concepts of development and evolution of biological systems. Because scientists communicate their ideas through journal articles, seminars, and in grant proposals, the course will focus upon reading and synthesizing primary literature. In this discussion-based course, students will also learn to effectively present and write on three topics that are at the exciting intersection of genetics, developmental biology, and evolution. Finally, students will be provided with the technical and intellectual skills which are needed to write and present a research proposal and a literature review. Counts as SAGES Departmental Seminar. Prereq: BIOL 225, BIOL 236, BIOL 251, BIOL 362 or BIOL 365.

BIOL 368. Topics in Evolutionary Biology. 3 Units.
The focus for this course on a special topic of interest in evolutionary biology will vary from one offering to the next. Examples of possible topics include theories of speciation, the evolution of language, the evolution of sex, evolution and biodiversity, molecular evolution. ANAT/ ANTH/EEPS/PHIL/PHOL 467/BIOL 468 will require a longer, more sophisticated term paper, and additional class presentation. Offered as ANTH 367, BIOL 368, EEPS 367, PHIL 367, ANAT 467, ANTH 467, BIOL 468, EEPS 467, PHIL 467 and PHOL 467. Prereq: BIOL 225 or equivalent.
BIOL 373. Introduction to Neurobiology. 3 Units.
How nervous systems control behavior. Biophysical, biochemical and molecular biological properties of nerve cells, their organization into circuitry, and their function within networks. Emphasis on quantitative methods for modeling neurons and networks, and on critical analysis of the contemporary technical literature in the neurosciences. Term paper required for graduate students. This course satisfies a lab requirement for the B.A. in Biology, and a Quantitative Laboratory requirements for the B.S. in Biology. Offered as BIOL 373, BIOL 473, and NEUR 473.

BIOL 374. Computational Neuroscience. 3 Units.
Computer simulations and mathematical analysis of neurons and neural circuits, and the computational properties of nervous systems. Students are taught a range of models for neurons and neural circuits, and are asked to implement and explore the computational and dynamic properties of these models. The course introduces students to dynamical systems theory for the analysis of neurons and neural learning, models of brain systems, and their relationship to artificial and neural networks. Term project required. Students enrolled in MATH 478 will make arrangements with the instructor to attend additional lectures and complete additional assignments addressing mathematical topics related to the course. Recommended preparation: MATH 223 and MATH 224 or BIOL 300 and BIOL 306. Offered as BIOL 378, COGS 378, MATH 378, BIOL 478, CSDS 478, EMBE 478, ECSE 478, MATH 478 and NEUR 478.

BIOL 378. Biobotics Team Research. 3 Units.
This course, students will examine how neurobiologists interested in animal behavior study the linkage between neural circuitry and complex behavior. Various vertebrate and invertebrate systems will be considered. Several exercises will be used in this endeavor. Although some lectures will provide background and context on specific neural systems, the emphasis of the course will be on classroom discussion of specific journal articles. In addition, students will each complete a project in which they will observe some animal behavior and generate both behavioral and neurobiological hypotheses related to it. In lieu of examinations, students will complete three written assignments, including a theoretical grant proposal, a one-page Specific Aims paper related to the project, and a final project paper. These assignments are designed to give each student experience in writing biologically-relevant documents. Classroom discussions will help students understand the content and format of each type document. They will also present their projects orally to the entire class. Offered as BIOL 374, BIOL 474 and NEUR 474. Counts as SAGES Departmental Seminar.

BIOL 377. Biorobotics Team Research. 3 Units.
Many exciting research opportunities cross disciplinary lines. To participate in such projects, researchers must operate in multidisciplinary teams. The Biobotics Team Research course offers a unique capstone opportunity for undergraduate students to utilize skills they developed during their undergraduate experience while acquiring new teaming skills. A group of eight students form a research team under the direction of two faculty leaders. Team members are chosen from appropriate majors through interviews with the faculty. They will research a biological mechanism or principle and develop a robotic device that captures the actions of that mechanism. Although each student will cooperate on the team, they each have a specific role, and must develop a final paper that describes the research generated on their aspect of the project. Students meet for one class period per week and two 2-hour lab periods. Initially students brainstorm ideas and identify the project to be pursued. They then acquire biological data and generate robotic designs. Both are further developed during team meetings and reports. Final oral reports and a demonstration of the robotic device occur in week 15. Offered as BIOL 377, EMAE 377, BIOL 467, and EMAE 477. Counts as SAGES Senior Capstone.

BIOL 379. Transformative Animal Models in Modern Biology. 3 Units.
Animal models are extremely important in the study of biology and in modern medicine. They allow us to determine fundamental biological mechanisms and cellular and molecular causes of disease. There is logic to how each animal model has found its place in the menagerie of accepted animal models. Certain animal models allow us to test particular hypotheses that may not be possible to address in other animals. Moreover, some animal models are more relevant than others to studying a particular human disease. This seminar-based course will focus on animal models that either are effective at modeling human disease, approach relevant neurobiological questions, or play a role in translational medicine. The course will focus on mammalian and non-mammalian animal models that are important to biomedical research, including the primate, mouse, zebrafish, and roundworm. Comparisons between popular animal models will be made. This course satisfies the Organismal breadth requirement of the B.A. and B.S. in Biology. Offered as BIOL 379 and BIOL 479. Counts as SAGES Departmental Seminar. Prereq: Undergraduate student and (BIOL 326 or BIOL 373) or Requisites Not Met permission.

BIOL 385. Seminar on Biological Processes in Learning and Cognition. 3 Units.
Students will read and discuss research papers on a range of topics relevant to the biological processes that lead to cognition and learning in humans. Sample topics are: cellular and molecular mechanisms of memory; visual sensory detection of images, movement, and color; role of slow neurotransmitters in synaptic plasticity; cortical distribution of cognitive functions such as working memory, decision making, and image analysis; functions of emotion-structures and their role in cognition; brain structures and mechanisms involved in language creation; others. Some papers will be assigned and others will be selected by students. Discussions will focus on the methods used, the experimental results, and the interpretations of significance. Students will work in groups on a semester project to be presented near the end of the semester. Counts as SAGES Senior Capstone. Prereq: Undergraduate Student and BIOL 302 or Requisites Not Met permission.

BIOL 388. Undergraduate Research. 1 - 3 Units.
Guided laboratory research under the sponsorship of a biology faculty member. May be carried out within the biology department or in associated departments. Appropriate forms must be secured in the biology department office. A written report must be approved by the biology sponsor and submitted to the chairman of the biology department before credit is granted. Only 3 credit-hours may count towards the biology majors or minor. Offered as BIOL 388 and SYBB 388.
BIOL 388S. Undergraduate Research - SAGES Capstone. 3 Units.
Guided laboratory research under the sponsorship of a biology faculty member. May be carried out within the biology department or in associated departments. May be taken only one semester during the student’s academic career. Appropriate forms must be secured in the biology department office. A written report must be approved by the biology sponsor and submitted to the chairman of the biology department before credit is granted. A public presentation is required. Offered as BIOL 388S and SYBB 388S. Counts as SAGES Senior Capstone.

BIOL 389. Selected Topics. 1 - 3 Units.
Individual library research projects completed under the guidance of a biology sponsor. May be carried out within the biology department or in associated departments. Appropriate forms must be secured in the biology department office. A written report must be approved by the biology sponsor and submitted to the chairman of the biology department before credit is granted. Only 3 credit-hours may count towards the biology majors or minor.

BIOL 389S. Selected Topics in Biology--SAGES Capstone. 3 Units.
Individual library research projects under the guidance of a biology sponsor. A major paper must be submitted and approved before credit is awarded. A public presentation is required. Counts as SAGES Senior Capstone.

BIOL 390. Advanced Undergraduate Research. 1 - 3 Units.
Offered on a credit only basis. Students may carry out research in biology or related departments, but a biology sponsor is required. Does not count toward the 30 hours required for a major in biology, but may be counted toward the total number of hours required for graduation. A written report must be submitted to the chairman’s office and approved before credit is granted. Prereq: BIOL 388 or BIOL 388S

BIOL 396. Undergraduate Research in Evolutionary Biology. 3 Units.
Students propose and conduct guided research on an aspect of evolutionary biology. The research will be sponsored and supervised by a member of the CASE faculty or other qualified professional. A written report must be submitted to the Evolutionary Biology Steering Committee before credit is granted. Offered as ANTH 396, BIOL 396, EEPS 396, and PHIL 396.

BIOL 397. Molecular Phylogenetics. 4 Units.
This course is designed to teach the theory and practice of molecular based phylogenetics with attention to evolutionary analysis through lecture, readings, discussion, and a quantitative laboratory section. A comprehensive overview of the history of systematics and morphology based phylogenetics will help familiarize students with the theory, methods, and character analysis frameworks used in current genetic based approaches. A laboratory section of the course will provide working knowledge in designing and carrying out an original phylogenetics project beginning with data procurement to writing a research manuscript. Through readings and discussions of research articles as well as presented content, the relevant course material will be utilized in practice by students analyzing their project data sets. The semester-long research project will take students through the process of building a data set, aligning sequences, reconstructing phylogenies, conducting evolutionary analyses, and interpreting and writing results as a scientific manuscript. In addition, students will orally present their research proposal as well as the final research project. Undergraduate students will work in teams of two on the research project component of the course and independently throughout the other course components (discussions). Graduate students will work independently and have an extra assignment. This course satisfies a laboratory requirement of the B.A. in Biology. This course satisfies a laboratory or quantitative laboratory requirement of the B.S. in Biology. Offered as: BIOL 397 and BIOL 497. Prereq: Undergraduate Student and BIOL 214 and (BIOL 225 or BIOL 364) or Requisites Not Met permission.

BIOL 398. Modern Human Biological Variation. 3 Units.
The objectives of this course are to provide students with an introduction to human biological variation and to understand the variation within an evolutionary framework through lecture, readings, discussion, and labs. We will examine the patterns of morphological and genetic variation in modern human populations and discuss the evolutionary explanations for the observed patterns. In order to do this, we will first build a solid foundation in the scientific method, population genetics, and evolutionary theory before exploring the adaptive significance of the observed variation. A major component of the class will be the discussion of the social and health implications of these patterns of biological variation, particularly in the construction and application of the concept of race and its use in medicine. There are three units to the course. Unit 1 focuses on the fundamentals to understanding biological variation, we will cover basic population genetics, evolution, and the human fossil record. Unit 2 concentrates on surveying modern human biological variation, examining both morphological and genetic traits, and why these variations exist. Unit 3 examines how race is constructed using population-based biological differences, its validity, and the implications for health and medicine. This course fulfills the Population and Ecology breadth requirement of the B.A. and B.S. in Biology. Offered as BIOL 398 and BIOL 498. Prereq: Undergraduate Student and BIOL 214 or Requisites Not Met permission.

BIOL 401. Biotechnology Laboratory: Genes and Genetic Engineering. 3 Units.
Laboratory training in recombinant DNA techniques. Basic microbiology, growth, and manipulation of bacteriophage, bacteria and yeast. Students isolate and characterize DNA, construct recombinant DNA molecules, and reintroduce them into eukaryotic cells (yeast, plant, animal) to assess their viability and function. Two laboratories per week. This course satisfies a laboratory requirement of the B.A. in Biology. This course satisfies an additional laboratory requirement of the B.S. in Biology. Offered as BIOL 301 and BIOL 401.
**BIOL 402. Principles of Neural Science. 3 Units.**
Lecture/discussion course covering concepts in cell and molecular neuroscience, principles of systems neuroscience as demonstrated in the somatosensory system, and fundamentals of the development of the nervous system. This course will prepare students for upper level Neuroscience courses and is also suitable for students in other programs who desire an understanding of neurosciences. Recommended preparation: CBIO 453. Offered as BIOL 402 and NEUR 402.

**BIOL 404. Fitting Models to Data: Maximum Likelihood Methods and Model Selection. 3 Units.**
This course will introduce students to maximum likelihood methods for fitting models to data and to ways of deciding which model is best supported by the data (model selection). Along the way, students will learn some basic tenets of probability and develop competency in R, a commonly used statistical package. Examples will be drawn from ecology, epidemiology, and potentially other areas of biology. The second half of the course is devoted to in-class projects, and students are encouraged to bring their own data. Offered as BIOL 304 and BIOL 404. Prereq: MATH 121 and MATH 122 OR MATH 125 and MATH 126 or consent of instructor.

**BIOL 405. Herpetology. 3 Units.**
Amphibians and reptiles exhibit tremendous diversity in development, physiology, anatomy, behavior and ecology. As a result, amphibians and reptiles have served as model organisms for research in many different fields of biology. This course will cover many aspects of amphibian and reptile biology, including anatomy, evolution, geographical distribution, physiological adaptations to their environment, reproductive strategies, moisture-, temperature-, and food-relations, sensory mechanisms, predator-prey relationships, communication (vocal, chemical, behavioral), population biology, and the effects of venomous snake bite. The graduate version of the course requires a research project and term paper. This course satisfies the Organismal breadth requirement of the B.A. and B.S. in Biology. Offered as BIOL 305 and BIOL 405.

**BIOL 409. Biology Field Studies. 3 Units.**
Intensive investigation of living organisms in a natural environment. Location of the field site may vary with each course offering, and may be either domestic or international. Topics covered include logistics, biodiversity, and current ecological, environmental, and social issues surrounding the specific ecosystem being studied. Time at the field site will be spent listening to resident lecturers, receiving guided tours, observing and identifying wild organisms in their natural habitat, and conducting a research project. The undergraduate version requires students to plan and conduct a group research project and present results independently. The graduate version requires students to plan, conduct, and present an independent research project. Instructor consent required to register. This course will fulfill a laboratory requirement of the B.A. in Biology. This course will fulfill an additional laboratory requirement of the B.S. in Biology. Course may be repeated for credit up to two times if traveling to a new destination. Offered as BIOL 309 and BIOL 409. Prereq: Graduate Standing.

**BIOL 416. Fundamental Immunology. 4 Units.**
Introductory immunology providing an overview of the immune system, including activation, effector mechanisms, and regulation. Topics include antigen-antibody reactions, immunologically important cell surface receptors, cell-cell interactions, cell-mediated immunity, innate versus adaptive immunity, cytokines, and basic molecular biology and signal transduction in B and T lymphocytes, and immunopathology. Three weekly lectures emphasize experimental findings leading to the concepts of modern immunology. An additional recitation hour is required to integrate the core material with experimental data and known immune mediated diseases. Five mandatory 90 minute group problem sets per semester will be administered outside of lecture and recitation meeting times. Graduate students will be graded separately from undergraduates, and 22 percent of the grade will be based on a critical analysis of a recently published, landmark scientific article. Offered as BIOL 316, BIOL 416, CLBY 416, PATH 316 and PATH 416. Prereq: Graduate standing.
BIOL 418. Introductory Entomology. 4 Units.
The goal of this course is to discover that, for the most part, insects are not aliens from another planet. Class meetings will alternate; with some structured as lectures, while others are laboratory exercises. Sometimes we will meet at the Cleveland Museum of Natural History, or in the field to collect and observe insects. The 50 minute discussion meeting once a week will serve to address questions from both lectures and lab exercises. The students will be required to make a small but comprehensive insect collection. Early in the semester we will focus on collecting the insects, and later, when insects are gone for the winter, we will work to identify the specimens collected earlier. Students will be graded based on exams, class participation and their insect collections. This course satisfies either the Organismal breadth requirement of the B.A. and B.S. in Biology, or the laboratory requirement of the B.A. in Biology, or an additional laboratory requirement of the B.S. in Biology. Offered as BIOL 318 and BIOL 418. Prereq: BIOL 214, and BIOL 215, and BIOL 216.

BIOL 419. Applied Probability and Stochastic Processes for Biology. 3 Units.
Applications of probability and stochastic processes to biological systems. Mathematical topics will include: introduction to discrete and continuous probability spaces (including numerical generation of pseudo random samples from specified probability distributions), Markov processes in discrete and continuous time with discrete and continuous sample spaces, point processes including homogeneous and inhomogeneous Poisson processes and Markov chains on graphs, and diffusion processes including Brownian motion and the Ornstein-Uhlenbeck process. Biological topics will be determined by the interests of the students and the instructor. Likely topics include: stochastic ion channels, molecular motors and stochastic ratchets, actin and tubulin polymerization, random walk models for neural spike trains, bacterial chemotaxis, signaling and genetic regulatory networks, and stochastic predator-prey dynamics. The emphasis will be on practical simulation and analysis of stochastic phenomena in biological systems. Numerical methods will be developed using a combination of MATLAB, the R statistical package, MCell, and/or URDME, at the discretion of the instructor. Student projects will comprise a major part of the course. Offered as BIOL 319, ECSE 319, MATH 319, SYBB 319, BIOL 419, EBME 419, MATH 419, PHOL 419, and SYBB 419.

BIOL 421. Design and Analysis of Biological Experiments. 3 Units.
In this laboratory course, students will learn how to use a computer programming language (MATLAB) to design, execute, and analyze biological experiments. The course will begin with basic programming and continue to data output and acquisition, image analysis, and statistics. Students who are interested in carrying out research projects in any lab setting are encouraged to take this course and use the skills acquired to better organize and analyze their experiments. No prior programming knowledge is assumed. This course satisfies a laboratory requirement of the B.A. in biology. This course satisfies a laboratory or quantitative laboratory requirement of the B.S. in biology. Students will complete a final project on a topic of their choice; graduate students will be required to give an oral presentation of this project. Offered as BIOL 321 and BIOL 421. Counts for CAS Quantitative Reasoning Requirement. Prereq: Graduate standing.

BIOL 422. Sensory Biology. 3 Units.
The task of a sensory system is to collect, process, store, and transmit information about the environment. How do sensory systems convert information from the environment into neural information in an animal’s brain? This course will explore the ecology, physiology, and behavior of the senses across the animal kingdom. We will cover introductory neurobiology and principles of sensory system organization before delving more deeply into vision, olfaction, audition, mechanosensation, and multi-modal sensory integration. For each sensory modality, we will consider how the sensory system operates and how its operation affects the animal’s behavior and ecology. We will also explore the evolution of sensory systems and their specialization for specific behavioral tasks. Students will finish the course with a research project on a topic of their choice; graduate students will present this project to the class. Offered as BIOL 322 and BIOL 422. Prereq: Graduate standing.

BIOL 424. Introduction to Stem Cell Biology. 3 Units.
This discussion-based course will introduce students to the exciting field of stem cell research. Students will first analyze basic concepts of stem cell biology, including stem cell niche, cell quiescence, asymmetric cell division, cell proliferation and differentiation, and signaling pathways involved in these processes. This first part of the course will focus on invertebrate genetic models for the study of stem cells. In the second part of the course, students will search for primary research papers on vertebrate and human stem cells, and application of stem cell research in regenerative medicine and cancer. Finally, students will have the opportunity to discuss about ethical controversies in the field. Students will rotate in weekly presentations, and will write two papers during the semester. Students will improve skills on searching and reading primary research papers, gain presentation skills, and further their knowledge in related subjects in the fields of cell biology, genetics and developmental biology. This course may be used as a cell/molecular subject area elective for the B.A. and B.S. Biology degrees. Offered as BIOL 324 and BIOL 424. Prereq: Graduate standing.

BIOL 426. Genetics. 3 Units.
Transmission genetics, nature of mutation, microbial genetics, somatic cell genetics, recombinant DNA techniques and their application to genetics, human genome mapping, plant breeding, transgenic plants and animals, uniparental inheritance, evolution, and quantitative genetics. Offered as BIOL 326 and BIOL 426.

BIOL 427. Functional Genomics. 3 Units.
In this course, students will learn how to access and use genomics data to address questions in cell biology, development and evolution. The genome of Drosophila melanogaster will serve as a basis for exploring genome structure and learning how to use a variety of available software to identify similar genes in different species, predict protein sequence and functional domains, design primers for PCR, analyze cis-regulatory sequences, access microarray and RNAseq databases, among others. Classes will be in the format of short lectures, short oral presentations made by students and hands-on experimentation using computers. Discussions will be centered in primary research papers that used these tools to address specific biological questions. A final project will consist of a research project formulated by a group of 2-3 students to test a hypothesis formulated by the students using the bioinformatics tools learned in the course. Graduate students will be required to make additional presentations of research papers. They also will have additional questions in exams and a distinct page requirement on written assignments. This course satisfies a laboratory requirement of the B.A. in Biology. This course satisfies a laboratory or quantitative laboratory requirement of the B.S. in Biology. Offered as BIOL 327 and BIOL 427. Prereq: Graduate standing.
BIOL 428. Plant Genomics and Proteomics. 3 Units.
The development of molecular tools has impacted agriculture as much as human health. The application of new techniques to improve food crops, including the development of genetically modified crops, has also become controversial. This course covers the nature of the plant genome and the role of sequenced-based methods in the identification of the genes. The application of the whole suite of modern molecular tools to understand plant growth and development, with specific examples related agronomically important responses to biotic and abiotic stresses, is included. The impact of the enormous amounts of data generated by these methods and their storage and analysis (bioinformatics) is also considered. Finally, the impact on both the developed and developing world of the generation and release of genetically modified food crops will be covered. Recommended preparation: BIOL 326. Offered as BIOL 328 and BIOL 428.

BIOL 429. Genome Dynamics. 3 Units.
We will examine how the physical architecture of the genome facilitates a dynamic genome ecosystem. Topics will be selected from current research in the field, including: how the three dimensional architecture of chromosomes within the nucleus impacts information storage and retrieval, how biochemical phase separation impacts nucleic acid storage (including RNA), how structural features of chromosomes are critical for function, genome engineering approaches, and the clinical implications of mutations in the 3D nuclear architecture. Course materials will come from the primary research literature, supplemented with appropriate background material. This course fulfills the cell and molecular biology breadth requirement of the BA and BS in Biology. Counts as a SAGES Departmental Seminar. Offered as BIOL 329 and BIOL 429. Counts as SAGES Departmental Seminar.

BIOL 431. Statistical Methods I. 3 Units.
Application of statistical techniques with particular emphasis on problems in the biomedical sciences. Basic probability theory, random variables, and distribution functions. Point and interval estimation, regression, and correlation. Problems whose solution involves using packaged statistical programs. First part of year-long sequence. Offered as ANAT 431, BIOL 431, CRSP 431, PQHS 431 and MPHP 431.

BIOL 432. Statistical Methods II. 3 Units.
Methods of analysis of variance, regression and analysis of quantitative data. Emphasis on computer solution of problems drawn from the biomedical sciences. Design of experiments, power of tests, and adequacy of models. Offered as BIOL 432, PQHS 432, CRSP 432 and MPHP 432. Prereq: PQHS/EPBI 431 or equivalent.

BIOL 436. Aquatic Biology. 3 Units.
Physical, chemical, and biological dynamics of lake ecosystems. Factors governing the distribution, abundance, and diversity of freshwater organisms. This course satisfies the Population Biology/Ecology breadth requirement of the B.A. and B.S. in Biology. Offered as BIOL 336 and BIOL 436.

BIOL 438. Ichthyology. 4 Units.
Biology of fishes. Students will develop fundamental understanding of the evolutionary history and systematics of fishes to provide a context within which they can address aspects of biology including anatomy, physiology (e.g., in species that change sex; osmoregulation in freshwater vs. saltwater), and behavior (e.g., visual, auditory, chemical, electric communication; social structures), ecology, and evolution (e.g., speciation). We will explore the biodiversity of fishes around the world, with emphasis on Ohio species, by examining preserved specimens, observing captive living specimens, and observing, capturing, and identifying wild fishes in their natural habitats. Practical applications will be emphasized, such as aquaculture, fisheries management, and biomedical research. Course will conclude with an analysis of the current global fisheries crisis that has resulted from human activities. There will be many field trips and networking with the Cleveland Metroparks Zoo, the Cleveland Museum of Natural History, and local, state, and federal government agencies. Some classes meet at the Cleveland Museum of Natural History. This course satisfies a laboratory requirement of the B.A. and B.S. in biology. The graduate version of the course requires a research project and term paper. Offered as BIOL 338 and BIOL 438. Prereq: Graduate Standing.

BIOL 442. Parasitology. 3 Units.
This course will introduce students to classical and current parasitology. Students will discuss basic principles of parasitology, parasite life cycles, host-parasite interaction, therapeutic and control programs, epidemiology, and ecological and societal considerations. The course will explore diverse classes of parasitic organisms with emphasis on protozoan and helminthic diseases and the parasites' molecular biology. Group discussion and selected reading will facilitate further integrative learning and appreciation for parasite biology. This course counts as an elective in the cell/molecular biology subject area for the Biology B.A. and B.S. degrees. Offered as BIOL 342 and BIOL 442. Prereq: Graduate standing and consent of instructor.

BIOL 443. Microbiology. 3 Units.
The physiology, genetics, biochemistry, and diversity of microorganisms. The subject will be approached both as a basic biological science that studies the molecular and biochemical processes of cells and viruses, and as an applied science that examines the involvement of microorganisms in human disease as well as in workings of ecosystems, plant symbioses, and industrial processes. The course is divided into four major areas: bacteria, viruses, medical microbiology, and environmental and applied microbiology. Offered as BIOL 343 and BIOL 443.

BIOL 451. Principles of Ecology. 3 Units.
This lecture course explores spatial and temporal relationships involving organisms and the environment at individual, population, and community levels. An underlying theme of the course will be neo-Darwinian evolution through natural selection with an emphasis on organismal adaptations to abiotic and biotic environments. Studies and models will illustrate ecological principles, and there will be some emphasis on the applicability of these principles to ecosystem conservation. This course satisfies the Population Biology/Ecology breadth requirement of the B.A. and B.S. in Biology. Students taking the graduate level course will prepare a grant proposal in which hypotheses will be based on some aspect of ecological theory. Offered as BIOL 351 and BIOL 451.
BIOL 451L. Principles of Ecology Laboratory. 2 Units.
Students in this laboratory course will conduct a variety of ecological investigations that are designed to examine relationships involving organisms and the environment at individual, population, and community levels. Descriptive and hypothesis-driven investigations will take place at Case Western Reserve University's Squire Valleeve Farm, in both field and greenhouse settings. The course is designed to explore as well as test a variety of ecological paradigms. Students taking the graduate level course will prepare a grant proposal in which hypotheses will be based on a select number of lab investigations. This course satisfies a laboratory requirement for biology majors. Offered as BIOL 351L and BIOL 451L.

BIOL 452. Ecology and Evolution of Infectious Diseases. 3 Units.
This course explores the effects of infectious diseases on populations of hosts, including humans and other animals. We will use computer models to study how infectious diseases enter and spread through populations, and how factors like physiological and behavioral differences among host individuals, host and pathogen evolution, and the environment affect this spread. Our emphasis will be on understanding and applying quantitative models for studying disease spread and informing policy in public health and conservation. To that end, computer labs are the central component of the course. This course satisfies a laboratory requirement of the B.A. in biology. This course satisfies a laboratory or quantitative laboratory requirement of the B.S. in biology. Offered as BIOL 352 and BIOL 452. Prereq: Graduate standing.

BIOL 453. Ecophysiology of Global Change. 3 Units.
Global change is an emerging threat to human health and economic stability. Rapid changes in climate, land use, and prevalence of non-native species generate novel conditions outside the range of typical conditions under which organisms evolved. Already we are witnessing the global redistribution of plants and animals, changes in the timing of critical life cycle events, and in some cases local extinction of populations. This course explores the impacts of global change on biological systems at levels from individuals to ecosystems; among animals, plants and microbes; across ecological to evolutionary timescales; and from local to global spatial scales. Throughout, physiology is emphasized as a core driver of biological responses to global change. Traditional lectures will be accompanied by discussions of primary literature articles. The laboratory component will involve the development of an independent project at the University Farm, and dissemination of results through traditional (e.g. written paper) and new (e.g. podcast) media. This class will fulfill a laboratory requirement of the B.A. in Biology. This class will fulfill an additional laboratory requirement of the B.S. in Biology. Offered as BIOL 353 and BIOL 453. Prereq: Graduate Standing.

BIOL 457. Conversations on Protein Structure and Function. 2 Units.
The goal of this course is to supplement the short and basic presentation of Proteins in C3MB by lectures and discussions for students with backgrounds in physical-chemical sciences or students who have a good basic background in protein science. The course presents an overview of Protein structure/function. Following an introduction to the principles of protein structure, the physical basis of protein folding and stability, and a brief overview of structural and bioinformatics approaches to protein analysis is presented. Typically two lecture/discussion style presentations are followed by a student lead journal club on recent high profile papers. The way the Journal club is done is that one student presents a paper (background and figures in powerpoint slides) while presentation of the main figures is shared between the class. Papers and Figures will be assigned by instructor. Typically two papers will be presented per session. Offered as PHOL 456 and BIOL 457.

BIOL 458. Animal Behavior. 4 Units.
Ultimately the success or failure (i.e., life or death) of any individual animal is determined by its behavior. The ability to locate and capture food, avoid being food, acquiring and defending territory, and successfully passing your genes to the next generation, are all dependent on complex interactions between an animal's design, environment and behavior. This course will be an integrative approach emphasizing experimental studies of animal behavior. You will be introduced to state-of-the-art approaches to the study of animal behavior, including neural and hormonal mechanisms, genetic and developmental mechanisms and ecological and evolutionary approaches. We will learn to critique examples of current scientific papers, and learn how to conduct observations and experiments with real animals. We will feature guest appearances by the Curator of Research from the Cleveland MetroParks Zoo and visits to working animal behavior research labs here at CWRU. Group discussions and writing will be emphasized. This course satisfies a laboratory requirement for biology majors. Offered as BIOL 358 and BIOL 458.

BIOL 462. Principles of Developmental Biology. 3 Units.
The descriptive and experimental aspects of animal development. Gametogenesis, fertilization, cleavage, morphogenesis, induction, differentiation, organogenesis, growth, and regeneration. Students taking the graduate-level course will prepare an NIH-format research proposal as the required term paper. Offered as BIOL 362, BIOL 462 and ANAT 462.

BIOL 464. Research Methods in Evolutionary Biology. 3 Units.
The process of evolution explains not only how the present diversity of life on earth has formed, but also provides insights into current pressing issues today, including the spread of antibiotic resistance, the causes of geographic variation in genetic diseases, and explanations for modern patterns of extinction risk. Students in Research Methods in Evolutionary Biology will be introduced to several of the major research approaches of evolutionary biology, including methods of measuring natural selection on the phenotypic and genotypic levels, quantifying the rate of evolution, reconstructing evolutionary relationships, and assessing the factors that affect rates of speciation and extinction. The course will consist of a combination of interactive lectures, in-class problem solving and data analysis, and the discussion of peer-reviewed scientific papers. Grades are based on participation in class, discussions and written summaries of published papers, in-class presentations, and two writing assignments. Offered as BIOL 364 and BIOL 464. Counts as SAGES Departmental Seminar. Prereq: BIOL 214, BIOL 216, BIOL 251.

BIOL 465. Evo-Devo:Evolution of Body Plans and Pathologies. 3 Units.
This discussion-based course offers a detailed introduction to Evolutionary Developmental Biology. The field seeks to explain evolutionary events through the mechanisms of Developmental Biology and Medical Genetics. The course is structured into different modules. First we will look at the developmental genetic mechanisms that can cause variation and medical pathologies. Then we focus on how alterations of these mechanisms can generate novel structural changes. We will then examine a few areas of active debate, where Evo-Devo is attempting to solve major problems in evolutionary biology and congenital birth defects. We will conclude with two writing assignments. Students will be required to present, read, and discuss primary literature in each module. This course is offered as a SAGES Departmental Seminar and fulfills a Cell and Molecular breadth requirement of the BA and BS in Biology. Offered as BIOL 365 and BIOL 465. Counts as SAGES Departmental Seminar.
BIOL 467. Biorobotics Team Research. 3 Units.
Many exciting research opportunities cross disciplinary lines. To participate in such projects, researchers must operate in multi-disciplinary teams. The Biorobotics Team Research course offers a unique capstone opportunity for undergraduate students to utilize skills they developed during their undergraduate experience while acquiring new teaming skills. A group of eight students form a research team under the direction of two faculty leaders. Team members are chosen from appropriate majors through interviews with the faculty. They will research a biological mechanism or principle and develop a robotic device that captures the actions of that mechanism. Although each student will cooperate on the team, each has a specific role, and must develop a final paper that describes the research generated on their aspect of the project. Students meet for one class period per week and two 2-hour lab periods. Initially students brainstorm ideas and identify the project to be pursued. They then acquire biological data and generate robotic designs. Both are further developed during team meetings and reports. Final oral reports and a demonstration of the robotic device occur in week 15. Offered as BIOL 377, EMAE 377, BIOL 467, and EMAE 477. Counts as SAGES Senior Capstone.

BIOL 468. Topics in Evolutionary Biology. 3 Units.
The focus for this course on a special topic of interest in evolutionary biology will vary from one offering to the next. Examples of possible topics include theories of speciation, the evolution of language, the evolution of sex, evolution and biodiversity, molecular evolution. ANAT/ANTH/EEPS/PHIL/PHOL 467/BIOL 468 will require a longer, more sophisticated term paper, and additional class presentation. Offered as ANTH 367, BIOL 368, EEPS 367, PHIL 367, ANAT 467, ANTH 467, BIOL 468, EEPS 467, PHIL 467 and PHOL 467.

BIOL 471. Foundations of Advanced Ecology. 3 Units.
Advanced ecology, including discussion of the classic literature, in-depth study of key terms and concepts, applications of these foundational ideas to the modern literature, and current and future directions in the field. Intended for graduate students who have already taken undergraduate biology (BIOL 351/451 or equivalent). Prereq: Graduate standing.

BIOL 472. Foundations of Advanced Evolution. 3 Units.
Advanced evolutionary biology, including discussion of the classic literature, in-depth study of key terms and concepts, applications of these foundational ideas to the modern literature, and current and future directions in the field. Intended for graduate students who have already taken undergraduate evolution. Prereq: Graduate standing.

BIOL 473. Introduction to Neurobiology. 3 Units.
How nervous systems control behavior. Biophysical, biochemical and molecular biological properties of nerve cells, their organization into circuitry, and their function within networks. Emphasis on quantitative methods for modeling neurons and networks, and on critical analysis of the contemporary technical literature in the neurosciences. Term paper required for graduate students. This course satisfies a lab requirement for the B.A. in Biology, and a Quantitative Laboratory requirements for the B.S. in Biology. Offered as BIOL 373, BIOL 473, and NEUR 473.

BIOL 474. Neurobiology of Behavior. 3 Units.
In this course, students will examine how neurobiologists interested in animal behavior study the linkage between neural circuitry and complex behavior. Various vertebrate and invertebrate systems will be considered. Several exercises will be used in this endeavor. Although some lectures will provide background and context on specific neural systems, the emphasis of the course will be on classroom discussion of specific journal articles. In addition, students will each complete a project in which they will observe some animal behavior and generate both behavioral and neurobiological hypotheses related to it. In lieu of examinations, students will complete three written assignments, including a theoretical grant proposal, a one-page Specific Aims paper related to the project, and a final project paper. These assignments are designed to give each student experience in writing biologically-relevant documents. Classroom discussions will help students understand the content and format of each type document. They will also present their projects orally to the entire class. Offered as BIOL 374, BIOL 474 and NEUR 474. Counts as SAGES Departmental Seminar.

BIOL 478. Computational Neuroscience. 3 Units.
Computer simulations and mathematical analysis of neurons and neural circuits, and the computational properties of nervous systems. Students are taught a range of models for neurons and neural circuits, and are asked to implement and explore the computational and dynamic properties of these models. The course introduces students to dynamical systems theory for the analysis of neurons and neural learning, models of brain systems, and their relationship to artificial and neural networks. Term project required. Students enrolled in MATH 478 will make arrangements with the instructor to attend additional lectures and complete additional assignments addressing mathematical topics related to the course. Recommended preparation: MATH 223 and MATH 224 or BIOL 300 and BIOL 306. Offered as BIOL 378, COGS 378, MATH 378, BIOL 478, CSDS 478, EBME 478, ECSE 478, MATH 478 and NEUR 478.

BIOL 479. Transformative Animal Models in Modern Biology. 3 Units.
Animal models are extremely important in the study of biology and in modern medicine. They allow us to determine fundamental biological mechanisms and cellular and molecular causes of disease. There is logic to how each animal model has found its place in the menagerie of accepted animal models. Certain animal models allow us to test particular hypotheses that may not be possible to address in other animals. Moreover, some animal models are more relevant than others to studying a particular human disease. This seminar-based course will focus on animal models that either are effective at modeling human disease, approach relevant neurobiological questions, or play a role in translational medicine. The course will focus on mammalian and non-mammalian animal models that are important to biomedical research, including the primate, mouse, zebrafish, and roundworm. Comparisons between popular animal models will be made. This course satisfies the Organismal breadth requirement of the B.A. and B.S. in Biology. Offered as BIOL 379 and BIOL 479. Counts as SAGES Departmental Seminar. Prereq: Graduate Standing.
BIOL 480. Physiology of Organ Systems. 4 Units.
Our intent is to expand the course from the current 3 hours per week (1.5 hour on Monday and Wednesday) to 4 hours per week (1.5 hours on Monday and Wednesday plus 1 hour on Friday). Muscle structure and function, Myasthenia gravis and Sarcopenia; Central Nervous System, (Synaptic Transmission, Sensory System, Autonomic Nervous System, CNS circuits, Motor System, Neurodegenerative Diseases, Paraplegia and Nerve Compression); Cardiovascular Physiology (Regulation of Pressure and flow; Circulation, Cardiac Cycle, Electrophysiology, Cardiac Function, Control of Cardiovascular function, Hypertension); Hemorrgagy, Cardiac Hypertrophy and Fibrillation; Respiration Physiology (Gas Transport and Exchange, Control of Breathing, Acid/base regulation, Cor Pulmonaris and Cystic Fibrosis, Sleeping apnea and Emphysema); Renal Physiology (Glomerular Filtration, Tubular Function/transport, Glomerulonephritis, Tubulopathies); Gastro-Intestinal Physiology (Gastric motility, gastric function, pancreas and bile function, digestion and absorption, Liver Physiology; Pancreatitis, Liver Disease and cirrhosis); Endocrine Physiology (Thyroid, Adrenal glands, endocrine pancreas, Parathyroid, calcium sensing receptor, Cushing and diabetes, Reproductive hormones, eclampsia); Integrative Physiology (Response to exercise, fasting and feeding, aging). For all the classes, the students will receive a series of learning objectives by the instructor to help the students address and focus their attention to the key aspects of the organ physiology (and physioapthology). The evaluation of the students will continue to be based upon the students’ participation in class (60% of the grade) complemented by a mid-term and a final exam (each one accounting for 20% of the final grade). Offered as BIOL 480 and PHOL 480.

BIOL 491. Contemporary Biology and Biotechnology for Innovation I. 3 Units.
The first half of a two-semester sequence providing an understanding of biology as a basis for successfully launching new high-tech ventures. The course will examine physical limitations to present technologies and the use of biology to identify potential opportunities for new venture creation. The course will provide experience in using biology in both identification of incremental improvements and as the basis for alternative technologies. Case studies will be used to illustrate recent commercially successful (and unsuccessful) biotechnology-based venture creation and will illustrate characteristics for success.

BIOL 492. Contemporary Biology and Biotechnology for Innovation II. 3 Units.
Continuation of BIOL 491 with an emphasis on current and prospective opportunities for Biotechnology Entrepreneurship. Longer term opportunities for Biotechnology Entrepreneurship in emerging areas including (but not limited to) applications of DNA sequence information in medicine and agriculture; energy and the environment; biologically-inspired robots. Recommended preparation: BIOL 491 or consent of department.

BIOL 495. Introduction to Graduate School in the Biological Sciences. 1 Unit.
This course will help incoming Biology MS and Ph.D. students navigate their way through graduate school and participate in the scientific process. Students in the Biology graduate program will be strongly encouraged to take this course in their first year. This will be a skill-based course that will become part of their academic toolbox. In addition, there will be sessions to offer general tips for life in graduate school. Prerequisite: Graduate Standing.

BIOL 497. Molecular Phylogenetics. 4 Units.
This course is designed to teach the theory and practice of molecular based phylogenetics with attention to evolutionary analysis through lecture, readings, discussion, and a quantitative laboratory section. A comprehensive overview of the history of systematics and morphology based phylogenetics will help familiarize students with the theory, methods, and character analysis frameworks used in current genetic based approaches. A laboratory section of the course will provide working knowledge in designing and carrying out an original phylogenetics project beginning with data procurement to writing a research manuscript. Through readings and discussions of research articles as well as presented content, the relevant course material will be utilized in practice by students analyzing their project data sets. The semester-long research project will take students through the process of building a data set, aligning sequences, reconstructing phylogenies, conducting evolutionary analyses, and interpreting and writing results as a scientific manuscript. In addition, students will orally present their research proposal as well as the final research project. Undergraduate students will work in teams of two on the research project component of the course and independently throughout the other course components (discussions). Graduate students will work independently and have an extra assignment. This course satisfies a laboratory requirement of the B.A. in Biology. This course satisfies a laboratory or quantitative laboratory requirement of the B.S. in Biology. Offered as: BIOL 397 and BIOL 497. Prerequisite: Graduate Standing.

BIOL 498. Modern Human Biological Variation. 3 Units.
The objectives of this course are to provide students with an introduction to human biological variation and to understand the variation within an evolutionary framework through lecture, readings, discussion, and labs. We will examine the patterns of morphological and genetic variation in modern human populations and discuss the evolutionary explanations for the observed patterns. In order to do this, we will first build a solid foundation in the scientific method, population genetics, and evolutionary theory before exploring the adaptive significance of the observed variation. A major component of the class will be the discussion of the social and health implications of these patterns of biological variation, particularly in the construction and application of the concept of race and its use in medicine. There are three units to the course. Unit 1 focuses on the fundamentals to understanding biological variation, we will cover basic population genetics, evolution, and the human fossil record. Unit 2 concentrates on surveying modern human biological variation, examining both morphological and genetic traits, and why these variations exist. Unit 3 examines how race is constructed using population-based biological differences, its validity, and the implications for health and medicine. This course fulfills the Population and Ecology breadth requirement of the B.A. and B.S. in Biology. Offered as BIOL 398 and BIOL 498. Prerequisite: Graduate Standing.

BIOL 549. Mathematical Life Sciences Seminar. 1 - 3 Units.
Continuing seminar on areas of current interest in the applications of mathematics to the life sciences. Allows graduate and advanced undergraduate students to become involved in research. Topics will reflect interests and expertise of the faculty and may include topics in mathematical biology, computational neuroscience, mathematical modeling of biological systems, models of infectious diseases, computational cell biology, mathematical ecology and mathematical biomedicine broadly construed. May be taken more than once for credit.
BIOL 599. Advanced Independent Study for Graduate Students. 1 - 3 Units.
Independent study of advanced topics in biology under the supervision of a biology faculty member. Registration requires submission of a proposal for a project or study and approval of the department.

BIOL 601. Research. 1 - 9 Units.

BIOL 651. Thesis M.S.. 1 - 9 Units.
(Credit as arranged.)

BIOL 701. Dissertation Ph.D.. 1 - 9 Units.
(Credit as arranged.) Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

Department of Chemistry

212 Clapp Hall
chemistry.case.edu (http://chemistry.case.edu)
Phone: 216.368.3622; Fax: 216.368.3006
Gregory P. Tochtrop, Department Chair
gregory.tochtrop@case.edu

The Department of Chemistry is the largest department representing the chemical sciences at Case Western Reserve University. It consists of 19 faculty members, 15 associated faculty, about 5 postdoctoral associates, approximately 60 graduate students, and over 100 undergraduate students majoring in chemistry. The department offers undergraduate and graduate degree programs leading to the Bachelor of Arts, Bachelor of Science, Master of Science, and Doctor of Philosophy.

The general focus of chemistry is on (1) understanding the basic properties of matter, (2) employing this knowledge in the design, synthesis, and characterization of materials with novel and useful properties, and (3) using chemical perspectives and tools to better understand biological systems. The various degree programs strive to develop all aspects of the student's chemical knowledge through a broad range of lecture and laboratory courses.

Chemical research is an integral part of the department's activities: over $3 million of federal, state, and private research support flows into the department each year. State-of-the-art research facilities are available to both graduate and undergraduate students. Undergraduates are encouraged to participate in research projects with individual faculty members in order to expand their hands-on training, problem-solving skills, and understanding of the scientific method as applied in chemical research. These research projects typically involve interchange and collaboration across all levels of experience and may also involve scientists from other departments and institutions.

Chemistry is often referred to as "the central science" because of its key role in interdisciplinary studies. Correspondingly, a degree in chemistry affords a broad range of employment opportunities. Chemists can direct their talents to specialized problems of applied research, or they can choose to delve into fundamental investigations. A degree in chemistry can cover the spectrum of chemical specialties, from biochemistry to interstellar chemistry. The degree also provides valuable preparation for other professions, such as medicine, dentistry, and law.

The American Chemical Society (http://www.acs.org), with more than 160,000 members, is the major professional society in the United States for practicing chemists. Both undergraduate and graduate students may join the society.

Facilities

The department's facilities for experimental and theoretical research are modern and extensive. They include diverse major instruments for use by faculty and students, as well as specialized equipment serving individual research groups. Shared instrumentation includes 400- and 500-MHz NMR spectrometers and ultrafast laser systems in both the Center for Chemical Dynamics and the newly established Ultrafast Laser Facility.

Other departmental instrumentation includes equipment for laser Raman spectroscopy, GC-MS and LC-MS/MS mass spectrometers, calorimeters, stopped-flow kinetics instrumentation, a circular dichroism spectrometer, an analytical ultracentrifuge, and equipment for electrochemical measurements. Access to very high-field NMR instrumentation is available on campus at the Cleveland Center for Membrane Structural Biology (CCMSB), which is equipped with numerous 500- to 900-MHz NMR spectrometers for solution and solid-state measurements. The chemistry department's computers are part of the campus-wide fiber optic communications network operated by Information Technology Services, and the entire University Circle area offers wireless access. In addition to the full complement of software, Internet, and library database services offered by the university, connections to off-site databases, such as SciFinder and Ohio Supercomputer Center, are available to departmental users.

The department uses some of the foremost equipment available in high-resolution nuclear magnetic resonance spectroscopy and in tunable laser spectroscopy. Work on various aspects of chemistry as studied by these techniques is recognized throughout the world.

Primary Faculty

Gregory P. Tochtrop, PhD
(Washington University Medical School)
Professor and Chair
Biochemistry, biophysical chemistry, chemical biology, medicinal chemistry, organic chemistry, bioorganic chemistry, synthesis

Clemens Burda, PhD
(University of Basel, Switzerland)
Chemical Professor
Photochemistry, materials, physical chemistry, nanochemistry, bio- and energy applications, biophysical and biomedical science and engineering, spectroscopy

Carlos E. Crespo-Hernández, PhD
(University of Puerto Rico)
Professor; Associate Dean for Research
Analytical chemistry, biophysical chemistry, energy, photochemistry, physical chemistry, chemical dynamics and kinetics, computational chemistry, environmental chemistry, time-resolved spectroscopy

Thomas G. Gray, PhD
(Harvard University)
Professor
Inorganic, Organometallic, Materials, and Computational Chemistry

Irene Lee, PhD
(Pennsylvania State University)
Professor
Biochemistry, medicinal chemistry, bioorganic chemistry
Fu-Sen Liang, PhD  
(The Scripps Research Institute)  
Associate Professor  
Bioorganic chemistry

Drew A. Meyer, PhD  
(Stanford University)  
John Teagle Professorial Fellow in Chemistry; Senior Instructor  
Physical chemistry, inorganic chemistry, X-ray spectroscopy, chemical education

Shane M. Parker, PhD  
(Northwestern University)  
Frank Hovorka Assistant Professor of Chemistry  
Computational and theoretical chemistry

John D. Protasiewicz, PhD  
(Cornell University)  
Hurlbut Professor of Chemistry  
Inorganic chemistry, materials and energy, organometallic chemistry, photochemistry, catalysis, computational chemistry, crystallography, electrochemistry, green chemistry, main group chemistry, molecular electronics, nanotechnology, OLEDs, optoelectronics, physical organic chemistry, polymers, solar energy, solid-state chemistry, spectroscopy, supramolecular chemistry, synthesis

Robert G. Salomon, PhD  
(University of Wisconsin, Madison)  
Charles Frederic Mabery Professor of Research in Chemistry  
Biochemistry, chemical biology, medicinal chemistry, organic chemistry, bioorganic chemistry, cellular biology, molecular biology, natural products, pharmacology, synthesis

Anna C. Samia, PhD  
(Georgia Institute of Technology)  
Associate Professor  
Analytical chemistry, inorganic chemistry, materials and energy, bioinorganic chemistry, functional nanomaterials, nanotheranostics

Geneviève Sauvé, PhD  
(California Institute of Technology)  
Professor  
Materials and energy, organic chemistry, physical chemistry, functional polymers, nanoscale morphology, organic electronics, solar energy conversion, structure-property relationships

Daniel A. Scherson, PhD  
(University of California, Davis)  
Frank Hovorka Professor of Chemistry  
Analytical chemistry, materials, physical chemistry, photochemistry, electrochemistry

Rekha R. Srinivasan, PhD  
(Case Western Reserve University)  
Senior Instructor  
Analytical chemistry, biophysical chemistry, organic chemistry, chemical education

Blanton S. Tolbert, PhD  
(University of Rochester)  
Rudolph and Susan Rense Professor of Chemistry  
Biochemistry, biophysical chemistry, structural biology

Michael G. Zagorski, PhD  
(Case Western Reserve University)  
Professor  
Biochemistry, biophysical chemistry, chemical biology, organic chemistry, beer brewing, bioorganic chemistry, drug delivery, NMR, structural biology

Lecturers

Krista Cunningham, PhD  
(The Ohio State University)  
Full-time Lecturer  
Organic chemistry, chemical education

Benjamin Sturtz, PhD  
(Case Western Reserve University)  
Full-time Lecturer  
Inorganic Chemistry

Research Faculty

Mikhail D. Linetsky, PhD  
(Academy of Science of Ukraine)  
Research Professor  
Biochemistry, chemical biology, protein chemistry, post-translational protein modification, proteomics

Secondary Faculty

Paul Carey, PhD  
(University of Sussex, UK)  
Professor, Department of Biochemistry  
Biochemistry, biophysical chemistry, microscopy/imaging, spectroscopy

Chris Dealwis, PhD  
Associate Professor, Department of Pharmacology  
Biochemistry, biophysics, enzyme catalysis, pharmacology, proteins

Thomas Gerken, PhD  
(Case Western Reserve University)  
Professor, Division of Pediatric Pulmonology  
Biochemistry, biophysical chemistry, chemical biology, glycosylation, protein chemistry, protein structure

Burcu Gurkan, PhD  
(University of Notre Dame)  
Assistant Professor, Chemical Engineering  
Chemical Engineering

Thomas Kelley, PhD  
(University of Notre Dame)  
Associate Professor, Division of Pediatric Pulmonology  
Biochemistry, medicinal chemistry, cellular biology, pharmacology

Lydia Kisley, PhD  
(Rice University)  
Assistant Professor, Department of Physics  
Experimental biophysics, soft condensed matter physics, microscopy, interfacial/surface science, nanoscience, physical chemistry/chemical physics, signal processing, image analysis
Witold K. Surewicz, PhD
(University of Lodz, Poland)
Professor, Department of Physiology and Biophysics
Biochemistry, biophysical chemistry, neurochemistry, spectroscopy

Yanming Wang, PhD
(Federal Institute of Technology, Zürich, Switzerland)
Associate Professor, Department of Radiology
Organic synthesis, molecular probes for in vivo imaging

Gary E. Wnek, PhD
(University of Massachusetts, Amherst)
The Joseph F. Toot, Jr., Professor of Engineering Professor, Macromolecular Science & Engineering
Polymeric biomaterials for drug delivery and regenerative medicine; nano- and micro-fiber fabrication; bio-mimicking approaches for polymer flammability mitigation; polymer packaging systems design; polyelectrolyte gels and elastomers; physiologically-mimicking macromolecular constructs with attention to primitive motile and irritable systems

Lei Zhu, PhD
(University of Akron)
Associate Professor, Department of Macromolecular Science & Engineering
Polymer structure and morphology, polymers for energy storage, nanocomposites, polymers for drug delivery

Emeritus Faculty
Alfred B. Anderson, PhD
(Johns Hopkins University)
Emeritus Professor
Materials, physical chemistry, electrocatalysis, interfacial phenomena, catalysis, theoretical chemistry

Mary D. Barkley, PhD
(University of California, San Diego)
Emeritus Professor and M. Roger Clapp University Professor of Arts and Sciences
Analytical chemistry, biochemistry, biophysical chemistry, medicinal chemistry, photochemistry, physical chemistry, theoretical chemistry

Malcolm E. Kenney, PhD
(Cornell University)
Emeritus Professor and Hurlbut Professor of Chemistry
Biochemistry, inorganic chemistry, materials and energy, organometallic chemistry, bioinorganic chemistry, computational chemistry, drug delivery, dyes and pigments, medicinal chemistry, nanotechnology, organosilicon chemistry, photochemistry, photodynamic therapy, polymers

Barry Miller, PhD
(Massachusetts Institute of Technology)
Frank Hovorka Professor Emeritus of Chemistry
Physical chemistry, electrochemistry

Anthony J. Pearson, PhD
(University of Aston, Birmingham, England)
Rudolph and Susan Rense Professor Emeritus of Chemistry
Organic chemistry, organometallic chemistry, catalysis, natural products, synthesis

Terry Swift, PhD
Professor Emeritus of Chemistry
Analytical chemistry

Fred L. Urbach, PhD
(Michigan State University)
Professor Emeritus of Chemistry
Analytical chemistry, biochemistry, inorganic chemistry, bioinorganic chemistry, catalysis

Majors
The Department of Chemistry offers three curricula for undergraduate majors, leading to a Bachelor of Science (BS) degree in chemistry, Bachelor of Arts (BA) degree in chemistry, or Bachelor of Arts (BA) degree in chemical biology.

Bachelor of Science in Chemistry
The BS program in chemistry is designed for students who seek professional careers in the chemical sciences and is certified by the American Chemical Society. The BS curriculum provides a rigorous background in chemistry, yet offers considerable flexibility in the senior year in the choice of electives, allowing BS majors to pursue areas of chemistry of particular interest to them in greater depth. At least three units of research (CHEM 397 / CHEM 398) are required, and up to nine units of research may be credited toward the degree.

Total Units Required for Graduation: 120
### Chemistry BS - Required Chemistry Courses

#### First Year

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Chemistry I (CHEM 105)</td>
<td>3</td>
<td></td>
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<tr>
<td>Principles of Chemistry Laboratory (CHEM 113)</td>
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<td>Principles of Chemistry II (CHEM 106)</td>
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#### Second Year

<table>
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<th>Spring</th>
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<td>Quantitative Analysis Laboratory (CHEM 304)</td>
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<td>Foundations of Analytical Chemistry (CHEM 310)</td>
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<td>Organic Chemistry I (CHEM 323)</td>
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<td>Inorganic Chemistry I (CHEM 311)</td>
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<td>Laboratory Methods in Organic Chemistry (CHEM 322)</td>
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<td>Organic Chemistry II (CHEM 324)</td>
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#### Third Year

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<tr>
<td>Laboratory Methods in Inorganic Chemistry (CHEM 331)</td>
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<td>Physical Chemistry I (CHEM 335)</td>
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<tr>
<td>Laboratory Methods in Physical Chemistry (CHEM 332)</td>
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<tr>
<td>Physical Chemistry II (CHEM 336)</td>
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<tr>
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#### Fourth Year

<table>
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<tbody>
<tr>
<td>Research Requirement:</td>
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<tr>
<td>Undergraduate Research (CHEM 397) or Undergraduate Research/Senior Capstone Project (CHEM 398)</td>
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<td><strong>3 - 6</strong></td>
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<tr>
<td>Biochemistry Requirement (one of the following):</td>
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<tr>
<td>Introductory Biochemistry I (CHEM 328) (spring, 3 units)</td>
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<tr>
<td>Biochemistry II: Living Systems (CHEM 329) (fall, 3 units)</td>
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<tr>
<td>Introduction to Biochemistry: From Molecules To Medical Science (BIOC 307) (4 units)</td>
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<tr>
<td>Chemistry Elective (300-level, see text below)</td>
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</tr>
<tr>
<td>Technical Electives (see text below)</td>
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<tr>
<td><strong>Year Total:</strong></td>
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</table>

**Total Units in Sequence:** 55-59

### Chemistry BS - Additional Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>MATH 121</td>
<td>Calculus for Science and Engineering I</td>
<td>4</td>
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<tr>
<td>MATH 122</td>
<td>Calculus for Science and Engineering II</td>
<td>4</td>
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### Chemistry BS - Additional Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>MATH 223</td>
<td>Calculus for Science and Engineering III</td>
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<td>or MATH 227</td>
<td>Calculus III</td>
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<tr>
<td>One of the following:</td>
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<tr>
<td>MATH 224</td>
<td>Elementary Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 228</td>
<td>Differential Equations</td>
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<tr>
<td>STAT 312</td>
<td>Basic Statistics for Engineering and Science</td>
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<tr>
<td>PHYS 121</td>
<td>General Physics I - Mechanics</td>
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<tr>
<td>or PHYS 123</td>
<td>Physics and Frontiers I - Mechanics</td>
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</tr>
<tr>
<td>PHYS 122</td>
<td>General Physics II - Electricity and Magnetism</td>
<td>4</td>
</tr>
<tr>
<td>or PHYS 124</td>
<td>Physics and Frontiers II - Electricity and Magnetism</td>
<td></td>
</tr>
<tr>
<td>PHYS 221</td>
<td>Introduction to Modern Physics</td>
<td>3</td>
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</tbody>
</table>

**Total Units:** 25

The chemistry elective may be any chemistry department course at the 300 level or above which is not part of the "core set," or selected courses with a strong chemistry content at the 300 level or above from other science departments. Only three units of CHEM 397 may be applied to a chemistry elective.

The technical electives may be chosen more widely from any of the physical sciences, math, or engineering courses. An additional six units of CHEM 397 may be taken as technical electives. Further additional units of CHEM 397 may be taken as free electives. Students may wish to group their electives into "tracks" of specialization in order to tailor their degree to a particular area of chemistry.

BS majors who plan to go on to graduate study may elect to take advanced courses in:

#### Inorganic Chemistry

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 412</td>
<td>Advanced Inorganic Chemistry I</td>
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</table>

#### Organic Chemistry

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>CHEM 421</td>
<td>Advanced Organic Chemistry I</td>
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<tr>
<td>CHEM 422</td>
<td>Advanced Organic Chemistry II</td>
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<td>CHEM 435</td>
<td>Synthetic Methods in Organic Chemistry</td>
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#### Physical Chemistry

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CHEM 406</td>
<td>Chemical Kinetics</td>
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<tr>
<td>CHEM 407</td>
<td>Chemical Thermodynamics</td>
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</tr>
<tr>
<td>CHEM 446</td>
<td>Quantum Mechanics I</td>
<td></td>
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</table>

Students can also elect to take other graduate offerings. Interdisciplinary strengths can be achieved by selecting technical electives in biochemistry, biomedical engineering, chemical engineering, macromolecular science, and materials science as well as in biology; earth, environmental, and planetary sciences; mathematics, applied mathematics, and statistics; and physics.

### Bachelor of Arts in Chemistry

The BA program in chemistry is intended for pre-professional students who plan careers in medicine, dentistry, veterinary medicine, pharmacy, or in other fields for which a baccalaureate degree in chemistry provides
appropriate training. BA majors may supplement their required courses with additional chemistry courses or may utilize the curriculum’s flexibility to develop an interdisciplinary program of their choice. Many chemistry BA majors participate in undergraduate research within the Department of Chemistry (CHEM 397 / CHEM 398) or in other science departments, including those in the medical school.

**Total Units Required for Graduation: 120**

### Chemistry BA - Required Chemistry Courses

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles of Chemistry I (CHEM 105)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Principles of Chemistry Laboratory (CHEM 113)</td>
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<tr>
<td>Principles of Chemistry II (CHEM 106)</td>
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<tr>
<td>Second Year</td>
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<td></td>
</tr>
<tr>
<td>Introductory Organic Chemistry Laboratory I (CHEM 233) (see below*)</td>
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<td>Introductory Organic Chemistry Laboratory II (CHEM 234) (see below*)</td>
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<td>Introductory Organic Chemistry (CHEM 223) or Organic Chemistry I (CHEM 323)</td>
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</tr>
<tr>
<td>Introductory Biochemistry Laboratory I (CHEM 306)</td>
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<tr>
<td>Introductory Physical Chemistry I (CHEM 301) or Physical Chemistry I (CHEM 335)</td>
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<td>Third Year</td>
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<tr>
<td>Organic Chemistry I (CHEM 323) or CHEM 223 and CHEM 244</td>
<td>3-6</td>
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<tr>
<td>Introductory Organic Chemistry Laboratory I (CHEM 233) (see below*) or Laboratory Methods in Organic Chemistry (CHEM 322)</td>
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<tr>
<td>Introductory Physical Chemistry I (CHEM 301) or Physical Chemistry I (CHEM 335)</td>
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<tr>
<td>Introductory Physical Chemistry Laboratory (CHEM 305)</td>
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<td>Year Total:</td>
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<td>Fourth Year</td>
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<td>Electives</td>
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<td>Year Total:</td>
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<tr>
<td>Total Units in Sequence:</td>
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</tbody>
</table>

* CHEM 322 is offered in spring only, and may be substituted in place of both CHEM 233 and CHEM 234.

### Chemistry BA - Additional Required Courses

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>PHYS 115</td>
<td>Introductory Physics I</td>
<td>4</td>
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<tr>
<td>or PHYS 121</td>
<td>General Physics I - Mechanics</td>
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<tr>
<td>PHYS 116</td>
<td>Introductory Physics II</td>
<td>4</td>
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<tr>
<td>or PHYS 122</td>
<td>General Physics II - Electricity and Magnetism</td>
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</tr>
<tr>
<td>MATH 125</td>
<td>Math and Calculus Applications for Life, Managerial, and Social Sci I</td>
<td>4</td>
</tr>
<tr>
<td>or MATH 121</td>
<td>Calculus for Science and Engineering I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 126</td>
<td>Math and Calculus Applications for Life, Managerial, and Social Sci II</td>
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<td>or MATH 122</td>
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</table>

### Bachelor of Arts in Chemical Biology

The BA program in chemical biology is intended for pre-professional students who plan careers in medicine, dentistry, veterinary medicine, pharmacy, or for individuals seeking careers that utilize chemistry to solve problems affecting living systems. A key component of the major is the flexibility imparted by fewer required courses and the integration of six credit hours of technical electives. Many chemical biology BA majors participate in undergraduate research within the Department of Chemistry (CHEM 397 / CHEM 398) or in other science departments, including those in the medical school.

**Total Units Required for Graduation: 120**

### Chemical Biology BA - Required Chemistry Courses

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
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<tr>
<td>Principles of Chemistry I (CHEM 105)</td>
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<td>Principles of Chemistry II (CHEM 106)</td>
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<tr>
<td>Introductory Organic Chemistry Laboratory I (CHEM 233) (see below*)</td>
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<td>Introductory Physical Chemistry I (CHEM 301) or Physical Chemistry I (CHEM 335)</td>
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<td>Organic Chemistry I (CHEM 323) or CHEM 223 and CHEM 244</td>
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<tr>
<td>Introductory Physical Chemistry I (CHEM 301) or Physical Chemistry I (CHEM 335)</td>
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* CHEM 322 is offered in spring only, and may be substituted in place of both CHEM 233 and CHEM 234.

### Bachelor of Arts in Chemical Biology - Additional Required Courses

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<thead>
<tr>
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<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>PHYS 115</td>
<td>Introductory Physics I</td>
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<td>or PHYS 121</td>
<td>General Physics I - Mechanics</td>
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<tr>
<td>PHYS 116</td>
<td>Introductory Physics II</td>
<td>4</td>
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<tr>
<td>or PHYS 122</td>
<td>General Physics II - Electricity and Magnetism</td>
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<tr>
<td>MATH 125</td>
<td>Math and Calculus Applications for Life, Managerial, and Social Sci I</td>
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<tr>
<td>or MATH 121</td>
<td>Calculus for Science and Engineering I</td>
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<td>MATH 126</td>
<td>Math and Calculus Applications for Life, Managerial, and Social Sci II</td>
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<td>or MATH 122</td>
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### Bachelor of Arts in Chemical Biology - Technical Electives

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<tbody>
<tr>
<td>Technical Electives (see text below)</td>
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<tr>
<td>Undergraduate Research/Senior Capstone Project (CHEM 398)</td>
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</table>
which involves 36 hours in education and practicum requirements —

which involves 36 hours in education and practicum requirements. However, some medical schools require two semesters of organic lab, so students should plan accordingly.

The technical electives may be chosen more widely from any of the physical sciences, math, or engineering courses. A maximum of six units of CHEM 397 may be taken as technical electives. Further additional units of CHEM 397 may be taken as free electives. Students may wish to group their electives into *tracks* of specialization in order to tailor their degree to a particular area of chemistry.

**Chemical Biology BA - Additional Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
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<tbody>
<tr>
<td>BIOL 214</td>
<td>Genes, Evolution and Ecology</td>
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<td>BIOL 214L</td>
<td>Genes, Evolution and Ecology Lab</td>
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<tr>
<td>BIOL 215</td>
<td>Cells and Proteins</td>
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</tr>
<tr>
<td>BIOL 215L</td>
<td>Cells and Proteins Laboratory</td>
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<td>PHYS 115</td>
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<td>MATH 126</td>
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<tr>
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</table>

**Total Units** 24

*CHEM 322 is offered in spring only, and may be substituted in place of both CHEM 233 and CHEM 234. Only one semester of organic chemistry laboratory is required for our chemical biology BA program. However, some medical schools require two semesters of organic lab, so students should plan accordingly.*

**Chemistry Minor**

Students may complete a minor in chemistry, defined as one year of freshman chemistry (including laboratory); two additional three-unit lecture courses; and two additional laboratory or approved courses. A recommended sequence would include:

**Course List**

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<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
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<tbody>
<tr>
<td>CHEM 105</td>
<td>Principles of Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 106</td>
<td>Principles of Chemistry II</td>
<td>3</td>
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<tr>
<td>CHEM 113</td>
<td>Principles of Chemistry Laboratory</td>
<td>2</td>
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<tr>
<td>CHEM 223</td>
<td>Introductory Organic Chemistry I</td>
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<tr>
<td>or CHEM 323</td>
<td>Organic Chemistry I</td>
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<tr>
<td>CHEM 224</td>
<td>Introductory Organic Chemistry II</td>
<td>3</td>
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<tr>
<td>or CHEM 324</td>
<td>Organic Chemistry II</td>
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</tr>
<tr>
<td>CHEM 233</td>
<td>Introductory Organic Chemistry Laboratory I</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 234</td>
<td>Introductory Organic Chemistry Laboratory II</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Units** 18

Other sequences may be followed after consultation with the Department of Chemistry.

**Graduate Programs**

**Master of Science Programs**

The MS degree in chemistry may be obtained by completing (1) a program that includes the preparation of a master’s thesis, or (2) a program involving only course work. Both programs require a minimum of 30 units, of which up to six units may be for the master’s thesis. Course work for the master’s degree may be taken on a part-time basis, but thesis research can be undertaken only by full-time graduate students. Thus, only the master’s degree without thesis can be earned entirely on a part-time basis.

The Science and Technology Entrepreneurship Program (STEP) is a three- or four-semester professional MS degree offered in chemistry as well as in biotechnology and physics. Students enter the Chemistry Entrepreneurship program with a bachelor’s, master’s, or doctoral degree in a chemistry-related field. The program consists of advanced courses in chemistry, business, and technology innovation and an entrepreneurial project with technical content in an existing company or new venture.

**Doctor of Philosophy Program**

The PhD degree in chemistry is granted to those students who have shown an extensive knowledge of advanced chemistry and the ability to do original research. The program usually requires four years of full-time study after the bachelor’s degree. Besides advanced courses, the program consists of cumulative and oral examinations, seminars and colloquia, and an original research project. At least twelve months must
be spent in residence on campus while fulfilling the PhD thesis research requirement.

Full-time graduate students who maintain satisfactory academic performance while pursuing the PhD degree in chemistry normally receive a stipend for teaching and/or research, which includes full tuition and a monthly amount sufficient to cover living expenses.

Research
The Department of Chemistry is noted for research programs in (1) chemical biology and (2) energy and materials. Projects range from synthetic studies of important bioactive substances, including antibiotics and DNA-binding substances, to detailed examination of the surface properties of materials used in batteries and electrolytic cells. Studies are being performed with molecules as simple as oxygen and as complicated as those which describe the active centers of enzymes or the protein core of insoluble aggregates that deposit in neurodegenerative disease. Efforts are being made to understand the basic chemical properties leading to reactive mediators generated from physiological lipids.

Other research is aimed at developing new drugs for photodynamic therapy and at understanding the mechanism of action of drugs for antiretroviral therapy. The influence of metal ions in modifying reactivity is a common interest of several members of the faculty, as is the development of organometallic compounds for materials and catalysis. Chemical surfaces are being studied, as are various applications of nanoparticles, from cells to the environment. Studies designed to characterize electrode-electrolyte interfaces, the electrochemical properties of new semiconductors, and single-cell microelectrodes are also ongoing. These efforts are complemented by theoretical studies on the interfacial structure and bonding of composite materials.

Case Western Reserve University ranks among the leading universities internationally in its strengths in electrochemistry and has brought these strengths together in the Yeager Center for Electrochemical Studies (YCES) (http://chemistry.case.edu/department/research/yces/). The interdisciplinary nature of electrochemistry involves the interaction of electrochemists in the chemistry and chemical engineering departments with metallurgists, surface physicists, inorganic and organic chemists, polymer membrane chemists, and electrical engineers. Such interactions, lacking on most campuses, are promoted at Case Western Reserve University through YCES. Graduate students in the chemistry department have the opportunity to specialize in electrochemistry in one of the most extensive course and research programs in the United States.

Colloquia and Seminars
The department sponsors a rich program of colloquia and seminars on recent advances in chemical research. Most notable among these is the Frontiers in Chemistry Lecture Series, in which scientists of international distinction lecture on major discoveries and developments in chemistry. In addition, a weekly colloquium series provides lectures by invited speakers in a variety of fields of chemical investigation. Both of these programs are addressed to an audience of faculty, graduate students, and other chemical scientists in the university and the Cleveland area, and are a vital means to broaden current knowledge. Numerous other seminars and meetings are held on a more specialized and informal level. Most individual research groups conduct weekly discussions to evaluate their progress.

Courses
CHEM 105. Principles of Chemistry I. 3 Units.
Atomic structure; thermochemistry; periodicity, bonding and molecular structure; intermolecular forces; properties of solids; liquids, gases and solutions. Recommended preparation: One year of high school chemistry.

CHEM 106. Principles of Chemistry II. 3 Units.
Thermodynamics, chemical equilibrium; acid/base chemistry; oxidation and reduction; kinetics; spectroscopy; introduction to nuclear, organic, inorganic, and polymer chemistry. Prereq: CHEM 105 or CHEM 111.

CHEM 111. Principles of Chemistry for Engineers. 4 Units.
A first course in university chemistry emphasizing chemistry of materials for engineering students. Atomic theory and quantitative relationships; gas laws and kinetic theory; solutions, acid-base properties and pH; thermodynamics and equilibrium; kinetics, catalysis, and mechanisms; molecular structure and bonding. Recommended preparation: One year of high school chemistry.

CHEM 113. Principles of Chemistry Laboratory. 2 Units.
A one semester laboratory based on quantitative chemical measurements. Experiments include analysis, synthesis and characterization, thermochemistry and chemical kinetics. Computer analysis of data is a key part of all experiments. Prereq or Coreq: CHEM 105 or CHEM 106 or CHEM 111 or ENGR 145.

CHEM 119. Concepts for a Molecular View of Biology I. 3 Units.
The first semester of a two-course sequence in elementary inorganic, organic, and biochemistry, intended for nursing students or non-majors. Topics include: atomic theory, the periodic table, chemical bonds, molecular geometry, ideal gas laws, equilibrium and reaction rates, acids and bases, nuclear chemistry, and nomenclature and reactions of organic compounds (including alkyl, aryl, alcohol, carbonyl, and amino compounds). Problems involving numeric computation are emphasized. This course is not open to students with credit for CHEM 105 or CHEM 111.

CHEM 121. Concepts for a Molecular View of Biology II. 3 Units.
The second course of a two-semester sequence in elementary inorganic, organic, and biochemistry, intended for nursing students or non-majors. Topics include: carbohydrates, lipids, proteins, enzymes and enzymes, metabolic pathways and bioenergetics, DNA and RNA, methods of molecular biology, and nutrition. Applications to human physiology and medicine emphasized. This course is not open to students with credit for CHEM 223 or CHEM 323. Prereq: CHEM 119.

CHEM 223. Introductory Organic Chemistry I. 3 Units.
Introductory course for science majors and engineering students. Develops themes of structure and bonding along with elementary reaction mechanisms. Includes treatment of hydrocarbons, alkyl halides, alcohols, and ethers as well as an introduction to spectroscopy. Prereq: CHEM 106 or ENGR 145.

CHEM 224. Introductory Organic Chemistry II. 3 Units.
Continues and extends themes of structure and bonding from CHEM 223 and continues spectroscopy and more complex reaction mechanisms. Includes treatment of aromatic rings, carbonyl compounds, amines, and selected special topics. Prereq: CHEM 223 or CHEM 323.

CHEM 233. Introductory Organic Chemistry Laboratory I. 2 Units.
An introductory organic laboratory course emphasizing microscale operations. Synthesis and purification of organic compounds, isolation of natural products, and systematic identification of organic compounds by physical and chemical methods. Prereq: (CHEM 106 or ENGR 145) and CHEM 113. Prereq or Coreq: CHEM 223 or CHEM 323.
CHEM 234. Introductory Organic Chemistry Laboratory II. 2 Units.
A continuation of CHEM 233, involving multi-step organic synthesis, peptide synthesis, product purification and analysis using sophisticated analytical techniques such as chromatography and magnetic resonance spectroscopy. Prereq: CHEM 233. Prereq or Coreq: CHEM 224

CHEM 290. Chemical Laboratory Methods for Engineers. 3 Units.
Techniques of chemical synthesis, analysis, and characterization. Uses students' backgrounds in general and organic chemistry, but requires no background in chemical laboratory operations. Prereq or Coreq: CHEM 223 or CHEM 323.

CHEM 301. Introductory Physical Chemistry I. 3 Units.
First of a two-semester sequence covering principles and applications of physical chemistry, intended for chemistry and engineering majors and other students having primary interests in biochemical, biological or life-science areas. States and properties of matter, Thermodynamics and its application to chemical and biochemical systems. Chemical equilibrium, Electrochemistry. Recommended preparation: One year of undergraduate physics and calculus, preferably including partial derivatives. Prereq: CHEM 106 or ENGR 145.

CHEM 302. Introductory Physical Chemistry II. 3 Units.
Continuation of CHEM 301. Chemical kinetics and catalysis, Introductory quantum chemistry, Spectroscopy, Statistical thermodynamics. Prereq: CHEM 301 or CHEM 335.

CHEM 304. Quantitative Analysis Laboratory. 2 Units.
A one-semester laboratory course providing practical experience in the analytical process. Focus is on statistical error analysis of measurements, method validation and instrument calibration, and reporting. Basic laboratory skills are developed and evaluated based on accuracy and precision of measurements. Experiments using titration, spectroscopy, electrochemistry, liquid and gas chromatography, and mass spectrometry are conducted. Prereq: (CHEM 106 or ENGR 145) and CHEM 113. Coreq: CHEM 310.

CHEM 305. Introductory Physical Chemistry Laboratory. 3 Units.
A one-semester laboratory course focusing on the principles and quantitative characterization of chemical and biochemical systems. Experiments include chemical equilibrium kinetics, electrochemistry, spectroscopy and the use of computers for the statistical analysis of experimental data. Seminar discussions and disciplinary writing of results. Counts as SAGES Departmental Seminar. Prereq: CHEM 301 and CHEM 304 or CHEM 335. Or Prereq or Coreq: CHEM 302 or CHEM 336.

CHEM 306. Biochemistry Laboratory. 3 Units.
A one semester laboratory and lecture course developed to introduce students to a variety of chemical biology laboratory themes including buffering, identification of amino acids, immunoassay, ligand binding, cellular fractionation, enzyme isolation and purification, proteomics, and enzyme kinetics. Techniques include titration, various forms of chromatography, colorimetric assays, electrophoresis, high performance liquid chromatography and liquid chromatography coupled with tandem mass spectrometry. Recommended preparation: CHEM 328/CHEM 428. Counts as SAGES Departmental Seminar. Prereq: CHEM 233.

CHEM 310. Foundations of Analytical Chemistry. 3 Units.
A one-semester lecture covering classical and modern aspects of the analytical process; analysis requirements, method selection including capabilities and limitations, sampling and sample processing, measurement data statistics for evaluation of precision and accuracy, method validation, and reporting. Fundamental concepts in equilibrium thermodynamics are covered in the context of chemical analysis. Methods based on titration, spectroscopy, electrophoresis, chromatography, and mass spectrometry are emphasized. Prereq: CHEM 106 and CHEM 113. Coreq: CHEM 304.

CHEM 311. Inorganic Chemistry I. 3 Units.
Fundamentals of inorganic chemistry. Topics include molecular structure, molecular shape and symmetry, structure of solids, d-metal complexes, oxidation and reduction, and acids and bases. Prereq or Coreq: CHEM 224 or CHEM 324.

CHEM 314. Innovation and French Science: Past, Present, and Future. 3 Units.
The French scientific enterprise over the past 250 years has been buffeted by politics, war, civil unrest, and economic and societal changes. This study abroad course examines the evolution of science in France in light of these influences, how women have played an outsized role relative to the U.S., and the centrality of the French to humanity’s scientific endeavor over the centuries. Students will visit many important scientific venues, both historical and modern, around Paris and elsewhere in the country. Readings from a variety of sources -- scientific, literary, historical -- and informal meetings with French scientists, engineers, and students will provide a comprehensive portrait of French science and scientific history from a variety of perspectives. The course will be conducted in English, although there is ample opportunity to interact in French if the student desires. The course meets the CAS Global & Cultural Diversity Requirement and may meet breadth requirements in certain programs. Not available for credit to students who have completed FRCH 328/428, PHYS 333, WGST 333, or WLIT 353/453. Offered as CHEM 314, HSTY 314, PHYS 314, and WGST 314. Counts for CAS Global & Cultural Diversity Requirement.

CHEM 316. Frontiers of Inorganic Chemistry. 3 Units.
This course deals with five topics in inorganic chemistry of current interest. The topics are: ways in which inorganic chemistry can increase the quality of the environment, methods by which inorganic chemistry can lead to sustainable processes in a developed industrial society, advances in bioinorganic and medicinal inorganic chemistry of clinical importance, modern inorganic materials with unusual and valuable property sets, and representative industrial inorganic research and production processes. It is to be team taught. Offered as CHEM 316 and CHEM 416.

CHEM 322. Laboratory Methods in Organic Chemistry. 3 Units.
Experimental approach to the synthesis, purification and characterization of organic compounds. Nuclear magnetic resonance (NMR) and infrared (IR) spectroscopies; chromatographic techniques. Prereq: CHEM 304 and CHEM 223 or CHEM 323. Prereq or Coreq: CHEM 224 or CHEM 324.

CHEM 323. Organic Chemistry I. 3 Units.
Relationships between molecular structure and chemical reactivity and development of sophisticated problem-solving skills in the context of organic reaction mechanisms and multi-step synthesis. Homolytic and heterolytic substitution, elimination, oxidation and reduction reactions; topics in stereochemistry and spectroscopy. Recommended for chemistry, biochemistry, and related majors. Prereq: CHEM 106 or ENGR 145.
CHEM 324. Organic Chemistry II. 3 Units.
Continuation of CHEM 323. Introduces the chemistry of carbonyl, aromatic and amino functional groups, and develops the concepts of conjugation and resonance, molecular orbital theory and pericyclic reactions. Prereq: CHEM 223 or CHEM 323.

CHEM 325. Physical Methods for Determining Organic Structure. 3 Units.
Structure determination of organic compounds using mass spectrometry and modern instrumental techniques such as infrared, ultraviolet, visible, and nuclear magnetic resonance spectroscopy. Recommended preparation: Two semesters of undergraduate organic chemistry. Offered as CHEM 325 and CHEM 425.

CHEM 328. Introductory Biochemistry I. 3 Units.

CHEM 329. Biochemistry II: Living Systems. 3 Units.

CHEM 331. Laboratory Methods in Inorganic Chemistry. 3 Units.
Synthesis, separation techniques, physical properties, and analysis. Advanced techniques of chemical synthesis, leading the student to the preparation of interesting inorganic and organometallic compounds. Offered as: CHEM 331 and CHEM 431. Prereq: CHEM 322.

CHEM 332. Laboratory Methods in Physical Chemistry. 3 Units.

CHEM 333. Medicinal Chemistry and Drug Development. 3 Units.
This course provides an overview on how principles in chemistry and biology are integrated to facilitate drug development. Primary emphasis will be placed on the development of organic molecules as drugs and metabolic enzymes as drug targets. Subjects pertinent to the introduction of medicinal chemistry, evaluation of drug efficacies in vitro and in vivo, and drug metabolism will be covered. Offered as CHEM 333 and CHEM 433. Prereq: CHEM 223 or CHEM 323 and BIOL 215. Coreq: CHEM 224 or CHEM 324.

CHEM 335. Physical Chemistry I. 3 Units.
First of a two-semester sequence of physical chemistry for chemistry majors and others with career goals in the physical sciences or engineering. Thermodynamics and its application to chemical systems: First Law, Heat, Work, internal energy, State functions, Thermochemistry, Entropy, 2nd and 3rd law of thermodynamics, Chemical equilibrium, Real Gases, Phase diagrams, ideal and real solutions, Electrolyte solutions, and Electrochemical cells, batteries and fuel cells. Introduction to chemical kinetics. This class is taught using the flipped classroom strategy, where students are expected to learn the basic concepts before class by reading relevant notes and textbook sections, as well as watching videos and answering pre-class questions. In class, students work on exercises and solving problems. Students have ample opportunities to clarify concepts, ask questions, and learn from both peers (in group settings) and the teacher. Recommended preparation: One year each of undergraduate physics and calculus, including partial derivatives. Prereq: CHEM 106 or ENGR 145.

CHEM 336. Physical Chemistry II. 3 Units.

CHEM 340. Solar Energy Conversion. 3 Units.
This is a multidisciplinary course from a chemist’s point of view. This course teaches the background necessary to read and understand the scientific literature on solar energy conversion, and includes some basic device physics, materials chemistry and chemistry. Topics provide an overview of the field and includes: Global energy perspective, principles of photovoltaics, crystalline solar cells, thin-film solar cells, dye-sensitized solar cells, organic solar cells (with emphasis on polymer-based solar cells), photocatalyst cells and artificial photosynthesis for fuel production, and semiconductor nanostructures and quantum dots for solar energy conversion. The course includes three laboratories and a demo using state-of-the-art equipment, as well as presentations of recent research articles by the graduate students. It is recommended that students have experience with thermodynamics. The following CWRU courses would meet this expectation: CHEM 301, CHEM 335, ENGR 225 or PHYS 313. Offered as CHEM 340 and CHEM 440. Prereq: CHEM 106 or ENGR 145.

CHEM 341. Functional Nanomaterials. 3 Units.
This course is designed to introduce important concepts on the fundamental physical and chemical properties of technologically important nanometer scale materials. The course will cover an overview of the scientific principles pertaining to new properties at the nanoscale; synthesis and characterization tools; and existing and emerging applications of nanomaterials. It will center on current research developments on major classes of functional nanomaterials, including plasmonic nanoparticles, quantum dots, nanomagnets, carbon nanotubes, nanocatalysts and hybrid inorganic/organic nanostructures. In addition an emphasis will be placed on understanding the broader societal, economical and environmental impact of the scientific and technological advances brought forward by nanotechnology. Offered as CHEM 341 and CHEM 441.

CHEM 342. Computational Chemistry. 3 Units.
An introduction to computational methods in electronic structure. Molecular mechanics, semiempirical molecular orbital calculations, ab initio, post Hartree-Fock, density-functional theories, and hybrid approaches will be addressed. Continuum solvation calculations will be considered, time permitting. Offered as CHEM 342 and CHEM 442. Prereq: CHEM 223 or CHEM 323.
CHEM 344. The Chemistry and Physics of Energy Storage. 3 Units.
This course will cover both scientific and economic aspects of the operation of energy storage devices currently being considered for both small and large scale applications ranging from portable electronics to the electrical grid. These devices include pumped hydro, flywheel, compressed air, batteries, supercapacitors, thermal conversion, regenerative fuel cells and redox flow cells. Not to be included in this course are energy conversion devices such as photovoltaics and windmills. This course would be of interest to both undergraduate and graduate students with interest in the general area of energy management and will cover the physics and chemistry principles associated with the various modes of storage. Students either individually or in small groups will be expected to prepare a written document at the end of the course that describes and summarizes each mode of storage, including a discussion of all aspects of the technology such as costs of installation and operation, environmental impact, and economic projections. As part of this exercise students will become familiar with the extraordinary resources offered by our library. Offered as CHEM 344 and CHEM 444. Prereq: CHEM 106.

CHEM 348. Chemistry Fermentation Brewing: To Discern the Molecular Basis of Fermentation and Beer Brewing. 3 Units.
This course includes in-depth discussions of the chemistry and procedures underlying either an aspect of the brewing process or a style of beer in order to discern the molecular basis of fermentation and beer brewing. The biochemistry of yeast fermentation and hops, as well as mashing, lautering, boiling, conditioning, filtering, and packaging will be discussed. There is no lab component (such as brewing beer), although field trips to pubs including the Jolly Scholar pub (located on campus) will be part of the course, as well as invited speakers who have set up local microbreweries. Each student will be expected to have basic background knowledge of chemistry, such as material taught in standard first year General Chemistry courses. Offered as CHEM 348 and CHEM 448. Prereq: CHEM 106 or ENGR 145.

CHEM 350. Modern Molecular Spectroscopy: Study of the Interactions Between Light and Matter. 3 Units.
This course is aimed to provide a modern treatment of molecular spectroscopy for physical chemists and for other related areas of interest. At the same time, it will attempt to serve the more generally interested science and engineering student to learn about the many interactions that light undergoes with matter. Offered as CHEM 350 and CHEM 450. Prereq: CHEM 302 or CHEM 310 or CHEM 336.

CHEM 395. Chemistry Colloquium Series. 1 Unit.
Course content provided by Thursday chemistry department colloquia (or Frontiers in Chemistry lectures). Discussion sessions review previous lectures and lay foundation for forthcoming lectures.

CHEM 397. Undergraduate Research. 1 - 6 Units.
Independent research project within a research group in the chemistry department or, by petition, within a research group in another Case department. Arrangements should be made with the faculty member selected. Open to all chemistry majors and other qualified students; required for Honors in Chemistry. A written report is required each semester.

CHEM 398. Undergraduate Research/Senior Capstone Project. 3 - 6 Units.
Independent research project within a research group in the chemistry department or, by petition, within a research group in another Case department. Arrangements should be made by consultation with the faculty member selected and the Senior Capstone Committee of the chemistry department. Open to all chemistry majors and other qualified students. Satisfies the research requirement for Honors in Chemistry. A written report and public oral presentations are required. Counts as SAGES Senior Capstone.

CHEM 406. Chemical Kinetics. 3 Units.
Theory and characterization of chemical rate processes. Recommended preparation: Two semesters of undergraduate physical chemistry.

CHEM 407. Chemical Thermodynamics. 3 Units.
Thermodynamics and statistical thermodynamics and their application to chemical problems. Recommended preparation: Two semesters of undergraduate physical chemistry.

CHEM 412. Advanced Inorganic Chemistry I. 3 Units.
Chemistry of inorganic systems. Spectroscopy, magnetism, and stereochemistry of transition metal compounds. Recommended preparation: One semester of undergraduate inorganic chemistry and two semesters of undergraduate physical chemistry.

CHEM 414. Organometallic Reactions and Structures. 3 Units.
Bonding, structure, and mechanistic aspects of organometallic chemistry and the relevance of organometallic species to chemical catalysis. Recommended preparation: One semester of undergraduate inorganic chemistry.

CHEM 416. Frontiers of Inorganic Chemistry. 3 Units.
This course deals with five topics in inorganic chemistry of current interest. The topics are: ways in which inorganic chemistry can increase the quality of the environment, methods by which inorganic chemistry can lead to sustainable processes in a developed industrial society, advances in bioinorganic and medicinal inorganic chemistry of clinical importance, modern inorganic materials with unusual and valuable property sets, and representative industrial inorganic research and production processes. It is to be team taught. Offered as CHEM 316 and CHEM 416.

CHEM 421. Advanced Organic Chemistry I. 3 Units.

CHEM 422. Advanced Organic Chemistry II. 3 Units.

CHEM 425. Physical Methods for Determining Organic Structure. 3 Units.
Structure determination of organic compounds using mass spectrometry and modern instrumental techniques such as infrared, ultraviolet, visible, and nuclear magnetic resonance spectroscopy. Recommended preparation: Two semesters of undergraduate organic chemistry. Offered as CHEM 325 and CHEM 425.
CHEM 428. Introductory Biochemistry I. 3 Units.

CHEM 429. Biochemistry II: Living Systems. 3 Units.

CHEM 431. Laboratory Methods in Inorganic Chemistry. 3 Units.
Synthesis, separation techniques, physical properties, and analysis. Advanced techniques of chemical synthesis, leading the student to the preparation of interesting inorganic and organometallic compounds. Offered as: CHEM 331 and CHEM 431. Prereq: CHEM 322

CHEM 433. Medicinal Chemistry and Drug Development. 3 Units.
This course provides an overview on how principles in chemistry and biology are integrated to facilitate drug development. Primary emphasis will be placed on the development of organic molecules as drugs and metabolic enzymes as drug targets. Subjects pertinent to the introduction of medicinal chemistry, evaluation of drug efficacies in vitro and in vivo, and drug metabolism will be covered. Offered as CHEM 333 and CHEM 433.

CHEM 435. Synthetic Methods in Organic Chemistry. 3 Units.

CHEM 436. Complex Molecular Synthesis. 3 Units.
An advanced organic chemistry course providing students with an in-depth examination of the art of total synthesis drawing from both classical and recent examples. Recommended preparation: Two semesters of undergraduate organic chemistry.

CHEM 438. Bioorganic and Environmental Photochemistry. 3 Units.
This discusses the fundamental principles of molecular and supramolecular photochemistry. In particular, the fundamental paradigms of light absorption by molecules and the photochemical and photophysical mechanisms by which molecules dispose of the excess energy after light absorption will be described. The goal is to develop paradigms for understanding experimental and theoretical aspects of molecular photophysics relevant to bioorganic, supramolecular, and environmental photochemistry, as well as to other light-induced processes such as photosynthesis, photocatalysis, and photovoltaics. The paradigms for determining photochemical mechanisms, the theory of the fundamental photochemical primary processes, and examples of important photochemical primary processes will be reviewed. Selected experimental techniques and theoretical methods used to probe the dynamics of electronic excited states in molecules and their photoreactivity will be presented. Advanced photochemical applications for understanding the electronic relaxation pathways and photochemistry of selected families of bioorganic molecules and environmental pollutants in natural waters will be discussed. Recommended Preparation: Chemical Kinetics (CHEM 406 or equivalent) and Elementary Differential Equations (MATH 224 or equivalent). Prereq: CHEM 336 and MATH 124.

CHEM 440. Solar Energy Conversion. 3 Units.
This is a multidisciplinary course from a chemist's point of view. This course teaches the background necessary to read and understand the scientific literature on solar energy conversion, and includes some basic device physics, materials chemistry and chemistry. Topics provide an overview of the field and includes: Global energy perspective, principles of photovoltaics, crystalline solar cells, thin-film solar cells, dye-sensitized solar cells, organic solar cells (with emphasis on polymer-based solar cells), photoelectrochemical cells and artificial photosynthesis for fuel production, and semiconductor nanostructures and quantum dots for solar energy conversion. The course includes three laboratories and a demo using state-of-the-art equipment, as well as presentations of recent research articles by the graduate students. It is recommended that students have experience with thermodynamics. The following CWRU courses would meet this expectation: CHEM 301, CHEM 335, ENGR 225 or PHYS 313. Offered as CHEM 340 and CHEM 440.

CHEM 441. Functional Nanomaterials. 3 Units.
This course is designed to introduce important concepts on the fundamental physical and chemical properties of technologically important nanometer scale materials. The course will cover an overview of the scientific principles pertaining to new properties at the nanoscale; synthesis and characterization tools; and existing and emerging applications of nanomaterials. It will center on current research developments on major classes of functional nanomaterials, including plasmonic nanoparticles, quantum dots, nanomagnets, carbon nanotubes, nanocatalysts and hybrid inorganic/organic nanostructures. In addition an emphasis will be placed on understanding the broader societal, economical and environmental impact of the scientific and technological advances brought forward by nanotechnology. Offered as CHEM 341 and CHEM 441.

CHEM 442. Computational Chemistry. 3 Units.
An introduction to computational methods in electronic structure. Molecular mechanics, semiempirical molecular orbital calculations, ab initio, post Hartree-Fock, density-functional theories, and hybrid approaches will be addressed. Continuum solvation calculations will be considered, time permitting. Offered as CHEM 342 and CHEM 442. Prereq: CHEM 223 or CHEM 323.
CHEM 444. The Chemistry and Physics of Energy Storage. 3 Units.
This course will cover both scientific and economic aspects of the operation of energy storage devices currently being considered for both small and large scale applications ranging from portable electronics to the electrical grid. These devices include pumped hydro, flywheel, compressed air, batteries, supercapacitors, thermal conversion, regenerative fuel cells and redox flow cells. Not to be included in this course are energy conversion devices such as photovoltaics and windmills. This course would be of interest to both undergraduate and graduate students with interest in the general area of energy management and will cover the physics and chemistry principles associated with the various modes of storage. Students either individually or in small groups will be expected to prepare a written document at the end of the course that describes and summarizes each mode of storage, including a discussion of all aspects of the technology such as costs of installation and operation, environmental impact, and economic projections. As part of this exercise students will become familiar with the extraordinary resources offered by our library. Offered as CHEM 344 and CHEM 444. Prereq: CHEM 106.

CHEM 445. Electrochemistry I. 3 Units.
Electrochemical properties and processes of electrode/electrolyte interfaces. Fundamental background for work in corrosion, electrodeposition, industrial electrolysis, electro-organic synthesis, batteries, fuel cells, and photoelectrochemical energy conversion. Recommended preparation: One semester of undergraduate physical chemistry.

CHEM 446. Quantum Mechanics I. 3 Units.
Introduction of quantization, measurement and the Schrodinger equation; angular momentum and states of molecules. Perturbation theory, spectroscopy and chemical bonding. Variational theory and calculations of molecular properties. Recommended preparation: Two semesters of undergraduate physical chemistry. Offered as CHEM 335 and CHEM 446.

CHEM 448. Chemistry Fermentation Brewing: To Discern the Molecular Basis of Fermentation and Beer Brewing. 3 Units.
This course includes in-depth discussions of the chemistry and procedures underlying either an aspect of the brewing process or a style of beer in order to discern the molecular basis of fermentation and beer brewing. The biochemistry of yeast fermentation and hops, as well as mashing, lautering, boiling, conditioning, filtering, and packaging will be discussed. There is no lab component (such as brewing beer), although field trips to pubs including the Jolly-Scholar pub (located on campus) will be part of the course, as well as invited speakers who have set up local microbreweries. Each student will be expected to have basic background knowledge of chemistry, such as material taught in standard first year General Chemistry courses. Offered as CHEM 348 and CHEM 448. Prereq: CHEM 106 or ENGR 145.

CHEM 450. Modern Molecular Spectroscopy: Study of the Interactions Between Light and Matter. 3 Units.
This course is aimed to provide a modern treatment of molecular spectroscopy for physical chemists and for other related areas of interest. At the same time, it will attempt to serve the more generally interested science and engineering student to learn about the many interactions that light undergoes with matter. Offered as CHEM 350 and CHEM 450. Prereq: CHEM 446.

CHEM 455. Protein Biophysics. 3 Units.
This course focuses on in-depth understanding of the molecular biophysics of proteins. Structural, thermodynamic and kinetic aspects of protein function and structure-function relationships will be considered at the advanced conceptual level. The application of these theoretical frameworks will be illustrated with examples from the literature and integration of biophysical knowledge with description at the cellular and systems level. The format consists of lectures, problem sets, and student presentations. A special emphasis will be placed on discussion of original publications. Offered as BIOL 475, CHEM 475, PHOL 475, PHRM 475, and NEUR 475.

CHEM 506. Special Topics in Physical Chemistry. 1 - 6 Units.
(Credit as arranged.) Lectures on advanced topics in physical chemistry presented by staff or visiting lecturers. Course title, content, and credit change from year to year.

CHEM 507. Special Readings in Chemistry. 1 - 6 Units.
Detailed study of a special topic in chemistry under the guidance of a faculty member.

CHEM 508. Special Readings in Chemistry. 1 - 6 Units.
Detailed study of a special topic in chemistry under the guidance of a faculty member.

CHEM 601. Research. 1 - 18 Units.
(Credit as arranged.) Special research in an area of chemistry under the guidance of a faculty member.

CHEM 605. Chemistry Colloquium Series. 0 Unit.
Course content provided by Thursday chemistry department colloquia (or Frontiers in Chemistry lectures). Discussion sessions review previous lectures and lay foundation for forthcoming lectures.

CHEM 651. Thesis M.S.. 1 - 18 Units.
(Credit as arranged.)

CHEM 701. Dissertation Ph.D.. 1 - 9 Units.
(Credit as arranged.) Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

Childhood Studies Program

615 Crawford Hall
schubert.case.edu/education/childhood-studies-minor/ (http://schubert.case.edu/education/childhood-studies-minor/)
Phone: 216.368.0540
Anastasia Dimitropoulos, Director, Schubert Center for Child Studies
axd116@case.edu

The Childhood Studies Program is an educational opportunity for undergraduate students interested in a wide array of issues concerning children and the experience of childhood. This interdisciplinary minor focuses on the life stages of infancy through adolescence and enables students to pursue interests in parenting, child development, gender, the life course, and the place of children in society and culture.

For students interested in exploring historical and contemporary U.S. policy and how it impacts children, young people, and families, the program offers a unique curriculum through the Child Policy Pathway. This specialization begins with CHST 301 Public Policy in Child Development, a foundational course that introduces students to central public policy issues, basic principles of policy research, policy analysis, research-informed policy development, and advocacy. The Pathway also offers an experiential learning course on policy-making that includes a trip to Washington, D.C., and an externship at a local organization—a
hands-on opportunity to work directly with professionals who design and implement policies that impact the lives of children and their families.

Policy areas of focus include:

- Child poverty and family economic asset-building
- Educational disparities and student supports
- Physical, mental, and social determinants of health
- Child welfare and well-being
- Legal systems and juvenile justice

While the Childhood Studies Program and minor are situated in the College of Arts and Sciences, children and childhood are a focus of research and teaching in units throughout the university, including the School of Medicine; the Jack, Joseph and Morton Mandel School of Applied Social Sciences; the School of Law; the School of Dental Medicine; and the Frances Payne Bolton School of Nursing.

The Childhood Studies Program is associated with the Schubert Center for Child Studies, which bridges research, practice, policy, and education for the well-being of children and adolescents. The Center sponsors research, lectures, and programs on children and childhood and provides opportunities for student involvement in research, education, and policy.

Program Advisors

Gabriella Celeste, JD
Adjunct Assistant Professor, Department of Anthropology; Policy Director, Schubert Center for Child Studies; Co-Director and Minor Advisor, Childhood Studies Program

Anastasia Dimitropoulos, PhD
Associate Professor, Department of Psychological Sciences; Director, Schubert Center for Child Studies; Co-Director and Minor Advisor, Childhood Studies Program

Jill E. Korbin, PhD
Lucy Adams Leffingwell Professor, Department of Anthropology; Senior Advisor, Schubert Center for Child Studies; Co-Director and Minor Advisor, Childhood Studies Program

Sonia Minnes, PhD
Professor, Jack, Joseph and Morton Mandel School of Applied Social Sciences; Research Director, Schubert Center for Child Studies

Elizabeth Short, PhD
Professor, Department of Psychological Sciences; Co-Director and Minor Advisor, Childhood Studies Program

Undergraduate Program

Minor

The undergraduate minor in Childhood Studies is built on a foundation in the social sciences. It is also suited, however, to students interested in exploring childhood from the perspectives of the natural sciences, the humanities, or the arts. The minor requires a minimum of 15 hours of course work; the courses must be taken in at least two different departments.

The courses listed below are accepted toward the minor. Other courses may be accepted with approval from the program advisors.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 306</td>
<td>The Anthropology of Childhood and the Family</td>
<td>3</td>
</tr>
<tr>
<td>CHST 301/</td>
<td>Public Policy in Child Development</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 305/</td>
<td>Experiential Learning in Child Policy</td>
<td>3</td>
</tr>
<tr>
<td>POSC 382A</td>
<td>Child Policy Externship</td>
<td>3</td>
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<tr>
<td>CHST/ANTH/</td>
<td>Child Policy Externship and Capstone</td>
<td>3</td>
</tr>
<tr>
<td>PSCL 398C</td>
<td>Independent Study</td>
<td>1-6</td>
</tr>
<tr>
<td>COSI 313</td>
<td>Language Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 304</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 369</td>
<td>Children's Literature</td>
<td>3</td>
</tr>
<tr>
<td>HSTY 387</td>
<td>Growing Up in America: 1607 - 2000</td>
<td>3</td>
</tr>
<tr>
<td>MUED 391</td>
<td>Music in Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>NTRN 328</td>
<td>Child Nutrition, Development and Health</td>
<td>3</td>
</tr>
<tr>
<td>NURS 315</td>
<td>Parents and Neonates in Health and Illness</td>
<td>4.5</td>
</tr>
<tr>
<td>NURS 316</td>
<td>Child Health Nursing</td>
<td>4.5</td>
</tr>
<tr>
<td>PSCL 230</td>
<td>Child Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSCL 329</td>
<td>Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>PSCL 334C</td>
<td>Seminar and Practicum: Hospitalized Children</td>
<td>3</td>
</tr>
<tr>
<td>PSCL 335C</td>
<td>Seminar and Practicum: Hospitalized Child</td>
<td>3</td>
</tr>
<tr>
<td>PSCL 344</td>
<td>Developmental Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>PSCL 379</td>
<td>Neurodevelopmental Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>PSCL 397</td>
<td>Independent Study</td>
<td>1-3</td>
</tr>
<tr>
<td>SASS 315</td>
<td>Adoption Practice and Policy</td>
<td>3</td>
</tr>
<tr>
<td>SASS 355</td>
<td>Drugs and Youth</td>
<td>3</td>
</tr>
<tr>
<td>SASS 368</td>
<td>Whatever it Takes: Creating Paths Out of Poverty</td>
<td>3</td>
</tr>
<tr>
<td>SASS 375D</td>
<td>International Travel &amp; Study Abroad: Child Welfare and Guatemala</td>
<td>3</td>
</tr>
<tr>
<td>SASS 390</td>
<td>Independent Study for Undergraduates</td>
<td>1-3</td>
</tr>
<tr>
<td>SOCI 320</td>
<td>Delinquency and Juvenile Justice</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 361</td>
<td>The Life Course</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 375</td>
<td>Independent Study</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Independent studies or one-time course offerings approved by the program advisors are also accepted toward the minor.

* No more than four hours of practicum experience can count toward the minor.

**NOTE:** Students may count up to six of the hours they complete for the Childhood Studies minor toward a major in another field. If they are pursuing more than one major, they may count up to six hours toward each one.
Courses

CHST 301. Public Policy in Child Development. 3 Units.
This course introduces students to issues in public policy that impact children and families. Local, state, and federal child policy will be considered, and topics will include, for example, policies related to child poverty, education, child welfare, juvenile justice, and children's physical and mental health. Students will learn how policy is developed, how research informs policy and vice versa, and a framework for analyzing social policy. Recommended preparation: One social sciences course or consent. Offered as ANTH 305, ANTH 405, CHST 301, CHST 401, and POSC 382A.

CHST 302. Experiential Learning in Child Policy. 3 Units.
Focus on state and federal legislative policy impacting children, youth, and families. Course includes an experiential learning component at the state or federal level and a travel experience to either Columbus, OH or Washington, DC to learn firsthand how policy is formed. Students may take this course twice for credit. Offered as ANTH 307 and CHST 302.

CHST 398. Child Policy Externship. 3 Units.
Externships offered through CHST 398/ANTH 308 give students an opportunity to work directly with professionals who design and implement policies that impact the lives of children and their families. Agencies involved are active in areas such as public health, including behavioral health, education, juvenile justice, childcare and/or child welfare. Students apply for the externships, and selected students are placed in local public or nonprofit agencies with a policy focus. Each student develops an individualized learning plan in consultation with the Childhood Studies Program faculty and the supervisor in the agency. CHST 398/ANTH 308 is a 3 credit-hour course and may be taken twice for a total of 6 credit hours. Offered as CHST 398 and ANTH 308. Prereq: CHST 301.

CHST 398C. Child Policy Externship and Capstone. 3 Units.
Externships offered through CHST/ANTH/PSCL 398C give students an opportunity to work directly with professionals who design and implement policies that impact the lives of children and their families. Agencies involved are active in areas such as public health, including behavioral health, education, juvenile justice, childcare and/or child welfare. Students apply for the externships, and selected students are placed in local public or nonprofit agencies with a policy focus. Each student develops an individualized learning plan in consultation with the Childhood Studies Program faculty and the supervisor in the agency. Offered as CHST 398C, ANTH 398C, and PSCL 398C. Counts as SAGES Senior Capstone. Prereq: CHST 301.

CHST 399. Independent Study. 1 - 6 Units.
Students propose topics for independent reading and research.

CHST 401. Public Policy in Child Development. 3 Units.
This course introduces students to issues in public policy that impact children and families. Local, state, and federal child policy will be considered, and topics will include, for example, policies related to child poverty, education, child welfare, juvenile justice, and children's physical and mental health. Students will learn how policy is developed, how research informs policy and vice versa, and a framework for analyzing social policy. Recommended preparation: One social sciences course or consent. Offered as ANTH 305, ANTH 405, CHST 301, CHST 401, and POSC 382A.

Department of Classics

Mather House
http://classics.case.edu
Phone: 216.368.2348; Fax: 216.368.4681
The core of the Classics major is the study of the languages and literatures of ancient Greece and Rome and the societies that spoke Greek and Latin until the end of the ancient world (usually taken as the 5th century of the Common Era). The major uniquely offers exposure to a range of approaches: literary, philological, historical, archaeological, art historical, philosophical, and anthropological. In addition, we now offer several courses on the Ancient Near East and Egypt for a wider perspective on the ancient world.

**Major Concentrations**

There are two separate concentrations in the Classics major. **Philology** (Concentration A) is devoted to ancient languages and their associated literatures in the original languages (Greek, Latin, or Greek and Latin). **Classical Civilization** (Concentration B) focuses on ancient history, literature in translation, and archaeology. Please note that for Concentration B, students must complete study of either Greek or Latin to at least the intermediate level.

Each track requires 10 courses (30 hours), and at least two of these courses must be at the 300 level. For students who elect to complete their junior and senior year SAGES requirements in Classics, two additional courses (6 hours) are required, CLSC 320 Alexander the Great: Materials and Methods and CLSC 381 Classics Senior Capstone. (CLSC 320 may count as one of the Classics 300-level courses, provided the student takes his or her junior SAGES requirements outside of classics.)

In the **Philology Concentration** (A), students can earn one of three degrees: BA in Classics: Greek; BA in Classics: Latin; or BA in Classics: Greek and Latin. Students in Concentration A are required to take CLSC 231 Athens to Alexandria: The World of Ancient Greece and CLSC 232 Gods and Gladiators: The World of Ancient Rome, then any combination of eight GREK or LATN courses, at least two of which (6 hours) must be at the 300-level. To receive the BA in Classics: Greek and Latin, students must complete at least one year of their second language.

In the **Classical Civilization Concentration** (B), students are required to take CLSC 231 Athens to Alexandria: The World of Ancient Greece and CLSC 232 Gods and Gladiators: The World of Ancient Rome; at least one 200-level or higher GREK or LATN course (for most students, this will mean taking GREK or LATN 101, 102, and 201); and any combination of GREK, LATN, or CLSC courses to bring their course total to 10 (30 hours), at least two of which must be at the 300 level.

**Study in Related Fields**

Each student completing the Classics major is strongly advised to choose a related minor, selected in consultation with and approved by the departmental advisor, in such closely related fields as Ancient Near East and Egypt, anthropology, art history, philosophy, comparative literature, history, theater, or English.

**Departmental Honors**

Departmental honors are given to students who earn the grade of A for their senior dissertation in CLSC 382 Senior Honors Thesis and maintain a GPA in the major of 3.5.

**The Minor**

Our minors in Classics, Greek, and Latin are designed to acquaint the student with aspects of the ancient civilizations of Greece and Rome or the Greek and Latin languages by means of 5 courses (15 credit hours).

There are three separate concentrations for the classics minor. The minor in **Classical Civilization** (Concentration A) focuses on ancient history, literature (in translation or in the original languages), and archaeology. The minor in **Greek** (Concentration B) is devoted to the ancient Greek
language and its associated literature in the original language, as well as Greek civilization and history. The minor in Latin (Concentration C) is devoted to the Latin language and its associated literature in the original language, as well as Roman civilization and history.

Minor Concentrations
In the Classical Civilization Concentration (A), students are required to take CLSC 231 Athens to Alexandria: The World of Ancient Greece and CLSC 232 Gods and Gladiators: The World of Ancient Rome, then any combination of three other CLSC, GREK, or LATN courses, at least one of which (3 hours) must be at the 300 level.

In the Greek Concentration (B), students are required to take CLSC 231 Athens to Alexandria: The World of Ancient Greece and four other GREK courses, at least one of which must be at the 300 level.

In the Latin Concentration (C), students are required to take CLSC 232 Gods and Gladiators: The World of Ancient Rome and four other LATN courses, at least one of which must be at the 300 level.

Students can also design their own minor with a course of study in the Ancient Near East and Egypt that requires 5 courses, at least one of which must be at the 300 level.

Graduate Programs
The MA programs in Classical Studies and in Classical and Medieval Studies teach students to critically analyze texts and material culture by using various theoretical approaches. They also stress ethical use of sources and material artifacts, which requires providing proper citations and obtaining permission to publish.

The programs offer a broad selection of courses categorized by era (Archaic, Classical, Hellenistic, Republican, Imperial, and Medieval) and genre (epic, tragedy, comedy, history, satire, elegiac) as well as material culture courses in art history, archaeology, and epigraphy.

Curriculum Requirements
Students are to maintain a GPA of 3.0 or higher throughout the programs. Full-time students should complete their degrees within two years, part-time students within five years.

MA in Classical Studies
Required Courses
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLSC 420</td>
<td>Alexander the Great: Materials and Methods</td>
<td>3</td>
</tr>
<tr>
<td>CLSC 651</td>
<td>Thesis M.A.</td>
<td>1 - 6</td>
</tr>
</tbody>
</table>

Elective Courses
6 credit hours (2 courses) of Classics courses at the 400-level
15 credit hours (5 courses) of any combination of Greek or Latin at the 400-level

Thesis
Students are required to write a substantial (at least 12,000-13,000 words or approximately 50 pages), carefully argued, original piece of scholarship that is critically documented with both primary and secondary sources on a topic in Classics, under the direction of a faculty advisor. They are also required to give an oral presentation and defense. As the culminating learning experience, the thesis gives students an opportunity to demonstrate expertise in their chosen area of research.

MA in Classical Studies: Medieval Track
Required Courses
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLSC 420</td>
<td>Alexander the Great: Materials and Methods</td>
<td>3</td>
</tr>
<tr>
<td>CLSC 651</td>
<td>Thesis M.A.</td>
<td>1 - 6</td>
</tr>
</tbody>
</table>

Elective Courses
15 credit hours (five courses) of any combination of Greek and Latin courses, one of which must be LATN 409 Medieval Latin
6 credit hours (2 courses) on any subject in Medieval Studies at the 400-level and above

Thesis
Students must write a substantial (at least 12,000-13,000 words or approximately 50 pages), carefully argued, original piece of scholarship that is carefully documented with primary and secondary sources on a topic in Medieval Studies, under the direction of a faculty advisor. They are also required to give an oral presentation and defense.

How to Apply
Interested individuals can apply to the programs through the School of Graduate Studies (https://case.edu/gradstudies/) and are admitted under Plan A (Master’s Thesis).

Application Requirements
- Transcripts
- GPA: 3.5 or higher recommended
- 2 years of college-level Greek or Latin
- GRE scores
- Two letters of recommendation
- Statement of purpose

Application Deadlines
For fall semester enrollment: May 1
For spring semester enrollment: November 1 (for applicants seeking both admission and financial aid)

Graduate Certificate Program/Post-Baccalaureate
The purpose of a graduate certificate program in Classics, known in our wider discipline as a post-baccalaureate certificate—or “post-bac” for short—is to prepare students who started “late” with Greek and Latin (i.e., after high school) for graduate work in classics and related fields such as philosophy, art history, and medieval studies. As a rule, such students need to solidify their language skills and gain experience in reading large quantities of Greek and/or Latin at an advanced speed. Students planning graduate study will have a way to prepare themselves without impossible pressures and time constraints. It takes many years of patient study to master Greek and Latin; one must devote hours to the project every single day. Few people are able to progress satisfactorily in ancient languages on their own, without instruction and without peers.
Our one-year program provides a bridge to full-fledged graduate study, although some individuals may choose to pursue our certificate simply as a means of enriching their lives.

We give post-bac students training in Greek and Latin, and the guidance they need to gain admittance into MA and PhD programs in classics and other humanities disciplines. Here at CWRU, our post-bac students regularly interact not only with our advanced undergraduate Classics majors but also with graduate students in history, English, and art history, among other fields. This blending furnishes them with useful perspectives on the realities of doctoral studies in the humanities.

**AKKD Courses**

**AKKD 101. Beginning Akkadian I. 3 Units.**
This course is the first of a sequence of two courses intended to cover the fundamentals of Akkadian grammar and a large number of the most common cuneiform signs encountered. A sample of texts (tablets) from the most important genres of cuneiform literature will be read. Counts for CAS Global & Cultural Diversity Requirement.

**AKKD 102. Beginning Akkadian II. 3 Units.**
This course, the second in a two-semester sequence, completes the introduction to the grammar of Akkadian and the most common cuneiform signs. Via grammar and exercises, we will continue to familiarize ourselves with some of the more important genres of Akkadian writing as well as the history and culture of Mesopotamian civilization. Counts for CAS Global & Cultural Diversity Requirement. Prereq: AKKD 101.

**AKKD 205. Readings from the Epic of Gilgamesh. 3 Units.**
In this course, we will read the entire Standard Babylonian recension of the Epic of Gilgamesh, considered the first great work of literature, from the original Akkadian text. While the primary goal of the course will be to become proficient readers of Akkadian, we will take some excursus on topics such as Babylonian religion, whether Gilgamesh was a historical figure or not, how the text was put together, and its possible influence on later heroic traditions such as the Greco-Roman. Offered as AKKD 205, AKKD 405, WLIT 205 and WLIT 405. Counts for CAS Global & Cultural Diversity Requirement. Prereq: AKKD 101 and AKKD 102.

**AKKD 395. Advanced Topics in Akkadian Literature. 3 Units.**
Directed readings in selected Akkadian texts in the cuneiform script either of the Old Babylonian or the Neo-Assyrian periods to serve the individual interests and needs of students (texts may be drawn from a variety of text genres: mythological, historical, scientific, medical, correspondence, religious, etc.). Offered as AKKD 395, AKKD 495, WLIT 395 and WLIT 495. Counts for CAS Global & Cultural Diversity Requirement. Prereq: AKKD 101 and AKKD 102.

**ANE Courses**

**ANE 107. Introduction to the Ancient Near East and Egypt. 3 Units.**
This is an introduction to the history and culture of the Ancient Near East and Egypt, a land spanning from modern Iraq to Egypt that was home to the earliest known societies in written history. In this course we will learn about the relatively recent discoveries of these ancient civilizations, the first deciphering of their scripts, about the political, social, and cultural history of the peoples who gave rise to the Babylonian, Assyrian, and Egyptian empires (besides other Levantine and Anatolian powers and smaller nations such as Israel). Various aspects of the literary/scientific production of these societies will also be discussed, while reflecting upon their cultural legacy. Offered as ANEE 107 and HSTY 107. Counts for CAS Global & Cultural Diversity Requirement.

**ANE 194. Catapults and Cavalry: Warfare in the Ancient Mediterranean. 3 Units.**
This course examines the development of warfare in the ancient Mediterranean, including the debated origins of war in prehistory, the rise of the great armies of Assyria and Egypt, the heyday of hoplite infantry in Greece, Alexander the Great’s vast conquests, and the domination of the Mediterranean by the legions of the Roman Empire. Using written, visual, and archaeological evidence from the ancient Near East, Egypt, Greece, and Rome, we will focus on three main topics: 1) warfare and ancient Mediterranean geopolitics; 2) warfare and innovation, including developments in strategy, tactics, and technology; and 3) the perception and experience of ancient Mediterranean warfare, including social, literary, and artistic responses to violent, interstate conflict. Class sessions will consist primarily of lecture with regular discussion of assigned readings. For the final project, students may either write a traditional research paper or complete a creative project such as building a working scale model of a catapult, reconstructing a historic battle in a video game platform, or creating an educational website or short documentary. All readings are in English. Offered as ANEE 194, CLSC 194, and HSTY 194. Counts for CAS Global & Cultural Diversity Requirement.

**ANE 210. Ancient Near Eastern and Egyptian Literature. 3 Units.**
This course offers a broad survey of Ancient Near Eastern and Egyptian literature. We will explore the rich heritage of narrative and mythological compositions through which the Mesopotamians and Egyptians tried to explain the natural phenomena, the religious beliefs and the history of the world around them. Examples of this include myths of creation, stories about gods, the great Flood, the Epic of Gilgamesh, the story of Sinuhe and many others. Other genre of literature will be explored such as the most ancient Legal Codes in history, Pyramid Texts, Wisdom Literature and Proverbs, Love Poetry and Humoristic compositions. Finally, some time will be devoted to the relation of these literatures with the texts that were composed in the Levant, where the alphabet was envisioned, and with the Bible, which grew within this Near Eastern context. All the texts will be read in English translation. Offered as ANEE 210 and CLSC 210.
ANEE 229. Introduction to Egyptology. 3 Units.
Have you marveled at how the pyramids were built? Ever wanted to read the Book of the Dead? Or were you always fascinated by mummies, expansive temples and Egyptian gods and goddesses? This course will cover all these topics, and many more, through an exploration of the writings, art, and architecture of the ancient Egyptians. In addition to examining the archaeological remains of Egyptian civilization, the course will incorporate an introduction to translation of hieroglyphs—the written form of the ancient Egyptian language.

ANEE 315. Art and Architecture of Ancient Egypt and Mesopotamia. 3 Units.
The golden mask of Tutankhamun, the imposing Ishtar Gate, delicately carved ivories, and expertly chiseled stone sculpture; the art and architecture of Ancient Egypt and Mesopotamia are some of the most captivating examples of visual culture from the ancient world. This course will emphasize the examination of art and architecture of Egypt and Mesopotamia in context, focusing on material from prehistory through the 6th century BC. We will explore the deep connection between art, religion, and the worldview of Ancient Egypt and Mesopotamia, in addition to the meaning and audience for art, the principles which guided art production, trends in media and themes over time, and the relationship of writing and art. We will also consider the interaction between Egyptian and Mesopotamian art, museums and the modern artistic and political landscapes. Offered as ATEE 315, ATEE 415, ARTH 315 and ARTH 415.

ANEE 320. Gods and Demons in the Ancient Near East and Egypt. 3 Units.
The roots of many modern religious, literary, social, and political notions reach deep into the fertile soil of Ancient Near Eastern and Egyptian cultures, which developed as early as the fourth millennium BCE and flourished until the Hellenistic period. In this course we will examine various components of the religious, divinatory and magical systems of these cultures, and reflect upon their relationship with the stories that are found in the Hebrew Bible. We will learn (through a critical analysis of a selection of ancient texts) about ancient Mesopotamian and Egyptian deities, demons, myths, and magical rituals. We will also explore notions of creation, cosmic order, the human condition, death, afterlife, divine favor, and a wide variety of beliefs that, while often contradictory to modern ways of thinking, combined into unified religious systems. Offered as ATEE 320, RLGN 320 and RLGN 420.

ANEE 337. Ancient Medicine. 3 Units.
This course offers a general survey of the history of medicine from its origins in pre-historical times to Galen (2nd c. CE) with a view to gaining a better understanding of the path that eventually lead to modern medical practice. The various medical systems considered, including the ancient Babylonian, Egyptian, Jewish, Chinese, Ayurvedic, Greek and Roman traditions, will be examined through the study of primary and secondary sources, while key conceptual developments and practices are identified within their cultural and social context. Special issues, such as epidemics, women's medicine, and surgery, are also explored and discussed. Offered as ATEE 337, CLSC 337, CLSC 437, HSTY 337, and HSTY 437. Counts for CAS Global & Cultural Diversity Requirement.

ANEE 415. Art and Architecture of Ancient Egypt and Mesopotamia. 3 Units.
The golden mask of Tutankhamun, the imposing Ishtar Gate, delicately carved ivories, and expertly chiseled stone sculpture; the art and architecture of Ancient Egypt and Mesopotamia are some of the most captivating examples of visual culture from the ancient world. This course will emphasize the examination of art and architecture of Egypt and Mesopotamia in context, focusing on material from prehistory through the 6th century BC. We will explore the deep connection between art, religion, and the worldview of Ancient Egypt and Mesopotamia, in addition to the meaning and audience for art, the principles which guided art production, trends in media and themes over time, and the relationship of writing and art. We will also consider the interaction between Egyptian and Mesopotamian art, museums and the modern artistic and political landscapes. Offered as ATEE 315, ATEE 415, ARTH 315 and ARTH 415.

ANEE 444. Archaeology of the Ancient Mediterranean. 3 Units.
This course examines the ancient Mediterranean through the material cultures of Egypt, Greece and Rome. Each of these great civilizations will be individually explored, but also examined within a broader historical context. Particular focus will be placed on the social, political and economic ideas that were exchanged across the Mediterranean Sea and the influence this interconnectivity had on eastern Mediterranean societies. Offered as ATEE 344, ATEE 444, ANTH 344, ANTH 444, ARTH 344, ARTH 444, CLSC 344 and CLSC 444.

CLSC Courses

CLSC 102. Introduction to Byzantine History, 500-1500. 3 Units.
Development of the Byzantine empire from the emperor Constantine's conversion to Christianity and founding of the eastern capital at Constantinople to the fall of Constantinople to Turkish forces in 1453. Offered as CLSC 102 and HSTY 102. Counts for CAS Global & Cultural Diversity Requirement.

CLSC 193. The Ancient World. 3 Units.
Ancient Western history from the origins of civilization in Mesopotamia to the dissolution of the Roman Empire in the West. Offered as CLSC 193 and HSTY 193. Counts for CAS Global & Cultural Diversity Requirement.

CLSC 194. Catapults and Cavalry: Warfare in the Ancient Mediterranean. 3 Units.
This course examines the development of warfare in the ancient Mediterranean, including the debated origins of war in prehistory, the rise of the great armies of Assyria and Egypt, the heyday of hoplite infantry in Greece, Alexander the Great's vast conquests, and the domination of the Mediterranean by the legions of the Roman Empire. Using written, visual, and archaeological evidence from the ancient Near East, Egypt, Greece, and Rome, we will focus on three main topics: 1) warfare and ancient Mediterranean geopolitics; 2) warfare and innovation, including developments in strategy, tactics, and technology; and 3) the perception and experience of ancient Mediterranean warfare, including social, literary, and artistic responses to violent, interstate conflict. Class sessions will consist primarily of lecture with regular discussion of assigned readings. For the final project, students may either write a traditional research paper or complete a creative project such as building a working scale model of a catapult, reconstructing a historic battle in a video game platform, or creating an educational website or short documentary. All readings are in English. Offered as ATEE 194, CLSC 194, and HSTY 194. Counts for CAS Global & Cultural Diversity Requirement.
CLSC 199. Athens: In Search of Socrates. 3 Units.
Students selected for their strong background or interest in Greek Civilization spend Spring Break in Athens, Greece (thanks to a collaboration between CWRU's Department of Classics and the Athens Centre). They follow an intensive seven-day itinerary of travel, visiting major monuments and museums including the Acropolis, Delphi, Epidaurus, and Aegina. Two class sessions of instruction in modern Greek help them to interact with people they meet; but the overwhelming emphasis lies on Classical Athens, the historical-cultural setting for the emergence of Western moral philosophy. The focus of this mini-course is on the figure of Socrates and the agenda of moral philosophy that the Athenian sage established. Readings from Plato, Aristophanes, and Aristotle. Via the Socratic method, students will also study Aristotle's Ethics and test the applicability of that foundational text to their own lives. Counts for CAS Global & Cultural Diversity Requirement.

CLSC 202. Classical Mythology. 3 Units.

CLSC 203. Gods and Heroes in Greek Literature. 3 Units.
This course examines major works of Greek literature and sets them in their historical and cultural context. Constant themes are war, wandering, tyranny, freedom, community, family, and the role of men and women within the household and the ancient city-state. Parallels with modern life and politics will be explored. Lectures and discussions. Offered as CLSC 203 and WLIT 203. Counts for CAS Global & Cultural Diversity Requirement.

CLSC 204. Heroes and Hustlers in Roman Literature. 3 Units.
This course constitutes the second half of a sequence on Classical literature. Its main themes are heroism vs. self-promotion, love vs. lust, and the struggle between democracy and tyranny. These topics are traced in a variety of literary genres from the period of the Roman republic well into the empire. Parallels with modern life and politics will be drawn. Offered as CLSC 204 and WLIT 204. Counts for CAS Global & Cultural Diversity Requirement.

CLSC 206. Ancient and Medieval Spain: Prehistory to 1492. 3 Units.
This course focuses on the history of the Iberian peninsula from before the Roman conquest from the Iberians, Greek, and Carthaginian settlements, through Roman, Visigothic, and Muslim rule to the conquest of Ferdinand and Isabella of the last non-Christian territory on the peninsula in 1492. The issues of conquest, frontier, cultural diversity, and change, tolerance, and intolerance will be examined. Offered as CLSC 206 and HSTY 206. Counts for CAS Global & Cultural Diversity Requirement.

CLSC 224. Sword and Sandal: The Classics in Film. 3 Units.
Gladiator. Alexander. The 300. Contemporary society's continuing fascination with putting the ancient world on the big screen is undeniable; and yet the causes underlying this phenomenon are not quite so readily apparent. In this course we will watch and discuss a number of movies about the ancient world, running the gamut from Hollywood classics such as Ben-Hur and Spartacus to more recent treatments (the aforementioned 300 and Gladiator, for starters), and from the mainstream and conventional (Clash of the Titans, Disney's Hercules) to the far-out and avant-garde (Fellini's Satyricon, anyone?). As we do so we'll learn quite a bit about the art and economics of film, on one hand, and the ancient world, on the other. And yet what we'll keep coming back to are the big questions: what does our fascination with the ancient Mediterranean tell us about ourselves as a society? Why do such movies get made, and what kinds of agendas do they serve? To what extent can we recapture the past accurately? And if we can't, are we doomed to just endlessly projecting our own concerns and desires onto a screen, and dressing them in togas? No knowledge of ancient languages is required for this course. Offered as CLSC 224 and WLIT 224.

CLSC 226. Greek and Roman Sculpture. 3 Units.
This survey course explores the history of sculpture in ancient Greece and Rome, from the Mycenaean period through the reign of Constantine (A.D. 306-337). Students learn how to analyze works of sculpture in terms of form, function, and iconography. Particular emphasis is placed on situating sculptures within the changing historical, cultural, political, and religious contexts of the classical world, including the Greek city-state, the Hellenistic kingdoms that followed Alexander the Great, the Roman Republic, and the Roman Empire. Students will study a variety of sculptures—such as statues, reliefs, and carved gems—from across the Greek and Roman worlds. As we study sculptures from the classical world, we will consider questions of design, patronage, artistic agency, viewer reception, and cultural identity. We will also consider the cultural interaction between ancient Greece and Rome and what impact this had on the production and appearance of sculpture. Offered as ARTH 226 and CLSC 226. Counts for CAS Global & Cultural Diversity Requirement.

CLSC 231. Athens to Alexandria: The World of Ancient Greece. 3 Units.
This course constitutes the first half of a year-long sequence on classical civilization. It examines the enduring significance of the Greeks studied through their history, literature, art, and philosophy. Lectures and discussion. (For the second course in the sequence, see CLSC 232 and HSTY 232.) Offered as CLSC 231 and HSTY 231. Counts for CAS Global & Cultural Diversity Requirement.

CLSC 232. Gods and Gladiators: The World of Ancient Rome. 3 Units.
The enduring significance of the Romans studied through their history, literature, art, and philosophy. Lectures and discussion. Offered as CLSC 232 and HSTY 232. Counts for CAS Global & Cultural Diversity Requirement.

CLSC 295. Medical Terminology. 3 Units.
A self-paced, computer-assisted course on the classical foundations (etymology) of modern English as well as the basic principles on which roots, prefixes, and suffixes combine to give precise meanings to composite words, which is then applied toward learning medical, biomedical and scientific terminology.

CLSC 301. Ancient Philosophy. 3 Units.
Western philosophy from the early Greeks to the Skeptics. Emphasis on the pre-Socratics, Plato and Aristotle. Recommended preparation: PHIL 101 and consent of department. Offered as CLSC 301 and PHIL 301.
CLSC 302. Ancient Greece: Archaic, Classical, and Hellenistic Periods. 3 Units.
The rise of Hellenic thought and institutions from the eighth to the third centuries B.C., the rise of the polis, the evolution of democracy at Athens, the crises of the Persian and Peloponnesian Wars, fifth-century historiography, the growth of individualism, and the revival of monarchy in the Hellenistic period. Offered as CLSC 302 and HSTY 302. Counts for CAS Global & Cultural Diversity Requirement.

CLSC 304. Ancient Rome: Republic and Empire. 3 Units.
Growth and development of the Roman state from the unification of Italy in the early third century B.C. to the establishment of the oriental despotism under Diocletian and Constantine. The growth of empire in the Punic Wars, the uncertain steps toward an eastern hegemony, the crisis in the Republic from the Gracchi to Caesar, the new regime of Augustus, the transformation of the leadership class in the early Empire, and the increasing dominance of the military over the civil structure. Offered as CLSC 304 and HSTY 304. Counts for CAS Global & Cultural Diversity Requirement.

CLSC 312. Women in the Ancient World. 3 Units.
The course offers a chronological survey of women’s lives in Greece, Hellenistic Egypt, and Rome. It focuses on primary sources as well as scholarly interpretations of the ancient record with a view to defining the construction of gender and sexuality according to the Greco-Roman model. Additionally, the course aims to demonstrate how various methodological approaches have yielded significant insights into our own perception of sex and gender. Specific topics include matriarchy and patriarchy; the antagonism between male and female in myth; the legal, social, economic, and political status of women; the ancient family; women’s role in religion and cult; ancient theories of medicine regarding women; pederasty and homosexuality. Offered as CLSC 312 and WGST 312. Counts for CAS Global & Cultural Diversity Requirement.

CLSC 318. Archaeological & Epigraphical Field School. 3 Units.
This interdisciplinary course takes place in situ in the Mediterranean and will be attached to an active archaeological project. Students will learn the methodological principles of archaeological and epigraphical fieldwork by participating in activities such as surveying, excavation, museum work, geophysical survey, artifact analysis, and other scientific techniques. In addition to work in the field and museum, students will receive an introduction to the history Greco-Roman culture through visits to major archaeological sites in the region. Examples of active archaeological projects may vary, depending on the year. Offered as CLSC 318 and CLSC 418.

CLSC 319. Greek Tragedy: Plays and Performance in Ancient Athens. 3 Units.
This course provides students the opportunity to read a significant number of ancient Greek tragedies in modern English translations. We read, study, and discuss selected works by Aeschylus, Sophocles, and Euripides, as well as selected criticism, ancient and modern, of these plays. All semester we read the plays as literature composed for performance. We study literary elements within the plays and theatrical possibilities inherent in the texts. As we read the plays, we pay close attention to the historical context and look for what each play can tell us about myth, religion, ethics, and society in ancient Athens. Finally, we give attention to the way these tragic dramas and the theater in which they were performed have continued to inspire literature and theater for thousands of years. Lectures provide historical background on the playwrights, the plays, the mythic and historical background, and possible interpretation of the texts as literature and as performance pieces. Students discuss the plays that they read in class. The course has three examinations and a final project that includes writing an essay and staging a monologue or scene from one of the tragedies. Offered as CLSC 319, CLSC 419, THTR 319, THTR 419, WLIT 319, and WLIT 419. Counts for CAS Global & Cultural Diversity Requirement.

CLSC 320. Alexander the Great: Materials and Methods. 3 Units.
This course is the Classics Departmental Seminar in the SAGES sequence (normally taken in the Spring semester of a major’s Junior year), though it can also be taken for regular credit in Classics or History by both undergraduate and graduate students. The seminar offers students a firm grounding in the discipline of Classics with an emphasis on the diverse materials (particularly primary source material), methods and approaches that can be brought to bear on the study of Greco-Roman antiquity. Students will read and discuss the ancient sources and contemporary scholarship on the enigmatic Alexander the Great drawn from various fields of classics, including history, archaeology, art history, philosophy, gender studies, epigraphy, numismatics, and the reception of Alexander. Based upon this, they will then write a research paper that employs conventions found in the field of Classics. Much of this training, however, will also be transferable to other fields and periods. Because the scope of the seminar moves (along with Alexander himself) beyond Europe and examines the historical foundations of the antagonism between East and West, this course qualifies as a Global and Cultural Diversity course. Offered as CLSC 320, CLSC 420, HSTY 320 and HSTY 420. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.
CLSC 322. Theater in Ancient Rome. 3 Units.
This course is designed as a continuation of and companion to CLSC/THTR/WLIT 319/419 Greek Tragedy: Plays and Performance in Ancient Athens, although it may be taken without having taken, or before having taken, that course. Students in Theater in Ancient Rome will read a significant number of ancient Roman plays in modern English translation and study non-literary theatrical entertainment of the Roman Republic and Empire, that may include mime and pantomime, gladiatorial shows, political speeches, courtroom drama, and various other spectacles. The dramatic texts that we shall study include the fragments of early Latin drama, selected comedies by Plautus and Terence, and the tragedies of Seneca. We shall also consider Greek and Roman literature that comments on Roman theatrical practices. These works will be read for their literary merits and theatrical possibilities, while at the same time examining them for what they can tell us about Roman civilization. Similarly, when studying the non-literary theatrical works we shall examine historical and theatrical context including archaeological evidence from theaters and amphitheaters and material remains (masks, depictions of actors and gladiators on vases, terra cotta lamps, mosaics, etc.). Finally, while the majority of the course focuses on drama originally written in Latin and theatrical entertainments performed in ancient Rome, the course may include a brief survey of selected post-classical works indebted to the tradition of Roman drama and theater. Authors that may be studied include Hrotsvitha, Marlowe, Shakespeare, Racine, Molière, and the legacy of Roman drama and theater in contemporary stage and cinema such as Sondheim’s A Funny Thing Happened on the Way to the Forum. Thus a secondary concern will be to consider how and in what ways the legacy of Roman drama and theater has continued to shape the dramatic arts since antiquity. Offered as CLSC 322, CLSC 422, THTR 322, THTR 422, WLIT 322, and WLIT 422. Counts for CAS Global & Cultural Diversity Requirement.

CLSC 325. Art at the Crossroads of Religion: Polytheistic, Christian, and Islamic Art in Antiquity. 3 Units.
People often single out the reign of Constantine (A.D. 306-337) as the point in history when Rome transformed from a polytheistic empire to a Christian empire. This course questions the strict divide between the categories of "pagan" and "Christian" in Rome in the imperial period and beyond. Through a close examination of the artistic and architectural record, students will come to understand that this dichotomy is a modern invention; for people living in the Roman Empire, religious identities were extraordinarily fluid. Indeed, traditional polytheistic religion and Christianity remained closely intertwined for centuries after Constantine "Christianized" the Empire. Moreover, religious pluralism had been a fundamental part of Roman culture since the founding of ancient Rome. We will survey a range of material culture, including public statuary, sarcophagi, silver hordes, and temples and churches. We will also examine sites such as the border city of Dura-Europos in Syria to explore how religious identities in the Roman Empire (including Judaism, early Christianity, and so-called mystery cults) intertwined even when Rome was still supposedly a "pagan" Empire. The course pays particular attention to the art and architecture produced under Constantine, whom people today often remember as Rome’s first Christian emperor but who represents, in fact, a complex amalgam of polytheistic and monotheistic practices and identities. We will also explore how Christian art slowly but ultimately became the predominant visual culture in the Roman Empire. Finally, we will examine how Early Islamic art and architecture exploited the Greco-Roman visual tradition to the ends of this new religion. Offered as ARTH 325, ARTH 425 and CLSC 325. Counts for CAS Global & Cultural Diversity Requirement.

CLSC 326. Rome on Site: The Archaeology of the Eternal City. 3 Units.
This course offers the opportunity to examine firsthand Roman remains spanning 500 years of the city's history. For three weeks we will explore all sections of Rome and discover how different spheres of Roman life, such as religion, politics, leisure, and death, combined to shape one of the most renowned cityscapes of the ancient Mediterranean world. The course constitutes a mix of museum and site visits to expose us to the artifacts that help us interpret the Roman world, including art and other types of material culture, and the monumental architecture dominating much of Rome to this day. We will also explore important sites outside of the city, including Rome's remarkably well-preserved port at Ostia, the Emperor Hadrian's magnificent villa at Tivoli, and an optional visit to Pompeii and Herculaneum during an extended weekend. Some of the questions we will be asking when visiting the sites include: How did the expansion of the Roman Empire influence the stylistic repertoires of the capital's artists and architects? How did the changing political environment shape the topography of the city from Republic to Empire? How can we read political messages and propaganda in the ancient structures? How did (and does) Rome live among, use, and reuse ancient remains? Students will be expected to be active participants in the daily tours. All students will be presenting on various structures as we come to them (topics to be assigned in advance of the trip). Graduate students are responsible for leading a day tour (with my assistance) - to create the itinerary and develop the thematic framework. Grades will be based on participation on site, presentations, and a paper. Offered as CLSC 326 and CLSC 426. Counts for CAS Global & Cultural Diversity Requirement.

CLSC 329. Marvels of Rome: Monuments and Their Decoration in the Roman Empire. 3 Units.
This course examines some of the most famous monuments of the Roman Empire, including Nero’s Golden House, the Colosseum, the Pantheon, Hadrian’s Villa at Tivoli, and the lavish villa of Piazza Armerina in Sicily. We will study each monument in depth, delving into the architecture, paintings, sculptures, mosaics, and social functions of each monument. Students will learn how to analyze artistic and archaeological evidence, ancient textual evidence (poems, prose, and inscriptions), and secondary scholarship to reconstruct the visual appearances and historical and cultural contexts of the monuments in questions. Throughout the course, students will gain a new appreciation and deeper understanding of some of the most iconic buildings of the classical tradition. Offered as ARTH 329, ARTH 429, and CLSC 329. Counts for CAS Global & Cultural Diversity Requirement.

CLSC 333. Greek and Roman Painting. 3 Units.
Greek vase painting, Etruscan tomb painting and Roman wall painting. The development of monumental painting in antiquity. Offered as ARTH 333, CLSC 333, and ARTH 433.
CLSC 336. Representations of War in Ancient Rome. 3 Units.
Few societies in history have been as militaristic as ancient Rome—
or as proud of their warrior culture. This course examines the many
ways that Romans constructed and contested their conceptions of war
from the founding of the Roman Republic in 509 B.C.E. to the reign of
Constantine (306-337 C.E.). Why did Romans choose to represent war in
certain ways, and how did these artistic representations shape Romans’
military values? What can the visual record tell us about how different
groups (soldiers, women, slaves) experienced war in the Roman world?
We will explore major public monuments in the city of Rome (including
triumphal arches and the Colosseum) and private objects (such as
silver drinking vessels) to observe how Roman militarism pervaded
different walks of life. We will also examine monuments on the edges
of Rome’s empire, such as the towering trophies in modern France
and Romania, to explore how works of art and architecture mediated
the relationship between Romans and the peoples they conquered.
Students will be encouraged to think about how art and architecture
contributed to the construction of militarism as a chief Roman value,
but also about how visual representations provided an important means
to debate the value of Rome’s military efforts, to subvert Rome’s rigidly
hierarchical social order, and to grapple with what it meant to “be Roman”
as wars transformed Rome from a small city in Italy to a massive, pan-
Mediterranean empire. After exploring Romans’ conceptions of war
and victory, students also may ask whether the common comparison
between the Roman Empire and modern America is appropriate. Offered
as ARTH 336, ARTH 436, CLSC 336 and CLSC 436. Counts for CAS Global
& Cultural Diversity Requirement.

CLSC 337. Ancient Medicine. 3 Units.
This course offers a general survey of the history of medicine from
its origins in pre-historical times to Galen (2nd c. CE) with a view to
gaining a better understanding of the path that eventually lead to modern
medical practice. The various medical systems considered, including
the ancient Babylonian, Egyptian, Jewish, Chinese, Ayurvedic, Greek and
Roman traditions, will be examined through the study of primary and
secondary sources, while key conceptual developments and practices
are identified within their cultural and social context. Special issues, such as
epidemics, women’s medicine, and surgery, are also explored and
discussed. Offered as ANEE 337, CLSC 337, CLSC 437, HSTY 337, and

CLSC 344. Archaeology of the Ancient Mediterranean. 3 Units.
This course examines the ancient Mediterranean through the material
cultures of Egypt, Greece and Rome. Each of these great civilizations
will be individually explored, but also examined within a broader historical
context. Particular focus will be placed on the social, political and
economic ideas that were exchanged across the Mediterranean Sea
and the influence this interconnectivity had on eastern Mediterranean
societies. Offered as ANEE 344, ANEE 444, ANTH 344, ANTH 444,
ARTH 344, ARTH 444, CLSC 344 and CLSC 444.

CLSC 381. Classics Senior Capstone. 3 Units.
The capstone is the final requirement of the SAGES program and
is normally taken in the fall semester of senior year. It involves an
independent study paper resulting from exploration of a topic chosen
in consultation with the student’s capstone advisor, who will regularly
review progress on the project. In the capstone students employ,
integrate, and demonstrate analytical, rhetorical, and practical skills
developed and honed through the SAGES curriculum as well as their
major or minor studies. The Capstone Project has both a written
and an oral component: oral presentation and argumentation will be
stressed. The product of the capstone may take different forms: there
will always be a written component, but other forms of expression are
also encouraged, such as a webpage or poster for a poster session. As
for the kind of project that might be done: students interested in literature
might work on an annotated translation of a classical text; archaeology
students might produce a virtual exhibit centered on a specific site or
problem. Counts as SAGES Senior Capstone. Prereq: CLSC 231 and
CLSC 232, plus courses prescribed for each track of the major.

CLSC 382. Senior Honors Thesis. 3 Units.
A course of independent study and research culminating in the
preparation of a thesis on a topic approved by the supervising faculty
member. Enrollment in this course must be approved by the Chair of the
Department. Prereq: CLSC 381.

CLSC 395. Directed Readings. 1 - 3 Units.
Readings in English on a topic of interest to the student and acceptable
to the instructor. Designed and completed under the supervision of the
instructor with whom the student wishes to work.

CLSC 418. Archaeological & Epigraphical Field School. 3 Units.
This interdisciplinary course takes place in situ in the Mediterranean
and will be attached to an active archaeological project. Students will
learn the methodological principles of archaeological and epigraphical
fieldwork by participating in activities such as surveying, excavation,
museum work, geophysical survey, artifact analysis, and other scientific
techniques. In addition to work in the field and museum, students will
receive an introduction to the history Greco-Roman culture through
visits to major archaeological sites in the region. Examples of active
archaeological projects may vary, depending on the year. Offered as
CLSC 318 and CLSC 418.

CLSC 419. Greek Tragedy: Plays and Performance in Ancient Athens. 3
Units.
This course provides students the opportunity to read a significant
number of ancient Greek tragedies in modern English translations.
We read, study, and discuss selected works by Aeschylus, Sophocles,
and Euripides, as well as selected criticism, ancient and modern, of
these plays. All semester we read the plays as literature composed for
performance. We study literary elements within the plays and theatrical
possibilities inherent in the texts. As we read the plays, we pay close
attention to the historical context and look for what each play can tell
us about myth, religion, ethics, and society in ancient Athens. Finally,
we give attention to the way these tragic dramas and the theater in
which they were performed have continued to inspire literature and
theater for thousands of years. Lectures provide historical background
on the playwrights, the plays, the mythic and historical background, and
possible interpretation of the texts as literature and as performance
pieces. Students discuss the plays that they read in class. The course
has three examinations and a final project that includes writing an essay
and staging a monologue or scene from one of the tragedies. Offered
as CLSC 319, CLSC 419, THTR 319, THTR 419, WLIT 319, and WLIT 419.
Counts for CAS Global & Cultural Diversity Requirement.
CLSC 420. Alexander the Great: Materials and Methods. 3 Units.
This course is the Classics Departmental Seminar in the SAGES sequence (normally taken in the Spring semester of a major’s Junior year), though it can also be taken for regular credit in Classics or History by both undergraduate and graduate students. The seminar offers students a firm grounding in the discipline of Classics with an emphasis on the diverse materials (particularly primary source material), methods and approaches that can be brought to bear on the study of Greco-Roman antiquity. Students will read and discuss the ancient sources and contemporary scholarship on the enigmatic Alexander the Great drawn from various fields of classics, including history, archaeology, art history, philosophy, gender studies, epigraphy, numismatics, and the reception of Alexander. Based upon this, they will then write a research paper that employs conventions found in the field of Classics. Much of this training, however, will also be transferable to other fields and periods. Because the scope of the seminar moves (along with Alexander himself) beyond Europe and examines the historical foundations of the antagonism between East and West, this course qualifies as a Global and Cultural Diversity course. Offered as CLSC 320, CLSC 420, HSTY 320 and HSTY 420. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

CLSC 422. Theater in Ancient Rome. 3 Units.
This course is designed as a continuation of and companion to CLSC/THTR/WLIT 319/419 Greek Tragedy: Plays and Performance in Ancient Athens, although it may be taken without having taken, or before having taken, that course. Students in Theater in Ancient Rome will read a significant number of ancient Roman plays in modern English translation and study non-literary theatrical entertainment of the Roman Republic and Empire, that may include mime and pantomime, gladiatorial shows, political speeches, courtroom drama, and various other spectacles. The dramatic texts that we shall study include the fragments of early Latin drama, selected comedies by Plautus and Terence, and the tragedies of Seneca. We shall also consider Greek and Roman literature that comments on Roman theatrical practices. These works will be read for their literary merits and theatrical possibilities, while at the same time examining them for what they can tell us about Roman civilization. Similarly, when studying the non-literary theatrical works we shall examine historical and theatrical context including archaeological evidence from theaters and amphitheaters and material remains (face masks, depictions of actors and gladiators on vases, terra cotta lamps, mosaics, etc.). Finally, while the majority of the course focuses on drama originally written in Latin and theatrical entertainments performed in ancient Rome, the course may include a brief survey of selected post-classical works indebted to the tradition of Roman drama and theater. Authors that may be studied include Hrotsvitha, Marlowe, Shakespeare, Racine, Molière, and the legacy of Roman drama and theater in contemporary stage and cinema such as Sondheim’s A Funny Thing Happened on the Way to the Forum. Thus a secondary concern will be to consider how and in what ways the legacy of Roman drama and theater has continued to shape the dramatic arts since antiquity. Offered as CLSC 322, CLSC 422, THTR 322, THTR 422, WLIT 322, and WLIT 422. Counts for CAS Global & Cultural Diversity Requirement.

CLSC 426. Rome on Site: The Archaeology of the Eternal City. 3 Units.
This course offers the opportunity to examine firsthand Roman remains spanning 500 years of the city’s history. For three weeks we will explore all sections of Rome and discover how different spheres of Roman life, such as religion, politics, leisure, and death, combined to shape one of the most renowned cityscapes of the ancient Mediterranean world. The course constitutes a mix of museum and site visits to expose us to the artifacts that help us interpret the Roman world, including art and other types of material culture, and the monumental architecture dominating much of Rome to this day. We will also explore important sites outside of the city, including Rome’s remarkably well-preserved port at Ostia, the Emperor Hadrian’s magnificent villa at Tivoli, and an optional visit to Pompeii and Herculaneum during an extended weekend. Some of the questions we will be asking when visiting the sites include: How did the expansion of the Roman Empire influence the stylistic repertoires of the capital’s artists and architects? How did the changing political environment shape the topography of the city from Republic to Empire? How can we read political messages and propaganda in the ancient structures? How did (and does) Rome live among, use, and reuse ancient remains? Students will be expected to be active participants in the daily tours. All students will be presenting on various structures as we come to them (topics to be assigned in advance of the trip). Graduate students are responsible for leading a day tour (with my assistance) - to create the itinerary and develop the thematic framework. Grades will be based on participation on site, presentations, and a paper. Offered as CLSC 326 and CLSC 426. Counts for CAS Global & Cultural Diversity Requirement.

CLSC 436. Representations of War in Ancient Rome. 3 Units.
Few societies in history have been as militaristic as ancient Rome--or as proud of their warrior culture. This course examines the many ways that Romans constructed and contested their conceptions of war from the founding of the Roman Republic in 509 B.C.E. to the reign of Constantine (306-337 C.E.). Why did Romans choose to represent war in certain ways, and how did these artistic representations shape Romans’ military values? What can the visual record tell us about how different groups (soldiers, women, slaves) experienced war in the Roman world? We will explore major public monuments in the city of Rome (including triumphal arches and the Colosseum) and private objects (such as silver drinking vessels) to observe how Roman militarism pervaded different walks of life. We will also examine monuments on the edges of Rome’s empire, such as the towering trophies in modern France and Romania, to explore how works of art and architecture mediated the relationship between Romans and the peoples they conquered. Students will be encouraged to think about how art and architecture contributed to the construction of militarism as a chief Roman value, but also about how visual representations provided an important means to debate the value of Rome’s military efforts, to subvert Rome’s rigidly hierarchical social order, and to grapple with what it meant to “be Roman” as wars transformed Rome from a small city in Italy to a massive, pan-Mediterranean empire. After exploring Romans’ conceptions of war and victory, students also may ask whether the common comparison between the Roman Empire and modern America is appropriate. Offered as ARTH 336, ARTH 436, CLSC 336 and CLSC 436. Counts for CAS Global & Cultural Diversity Requirement.
CLSC 437. Ancient Medicine. 3 Units.
This course offers a general survey of the history of medicine from its origins in pre-historical times to Galen (2nd c. CE) with a view to gaining a better understanding of the path that eventually lead to modern medical practice. The various medical systems considered, including the ancient Babylonian, Egyptian, Jewish, Chinese, Ayurvedic, Greek and Roman traditions, will be examined through the study of primary and secondary sources, while key conceptual developments and practices are identified within their cultural and social context. Special issues, such as epidemics, women's medicine, and surgery, are also explored and discussed. Offered as ANEE 337, CLSC 337, CLSC 437, HSTY 337, and HSTY 437. Counts for CAS Global & Cultural Diversity Requirement.

CLSC 444. Archaeology of the Ancient Mediterranean. 3 Units.
This course examines the ancient Mediterranean through the material cultures of Egypt, Greece and Rome. Each of these great civilizations will be individually explored, but also examined within a broader historical context. Particular focus will be placed on the social, political and economic ideas that were exchanged across the Mediterranean Sea and the influence this interconnectivity had on eastern Mediterranean societies. Offered as ANEE 344, ANEE 444, ANTH 344, ANTH 444, ARTH 344, ARTH 444, CLSC 344 and CLSC 444.

CLSC 481. Special Studies. 1 - 6 Units.
Subject matter varies according to need.

CLSC 492. Graduate Certificate Thesis. 3 Units.
This course will be focused on the independent writing of a substantial term paper under the supervision of an advisor. It is required for the completion of the Graduate Certificate.

CLSC 493. Graduate Certificate Presentation. 1 Unit.
This course will involve the presentation of the term paper completed and refined during CLSC 492. Prereq: CLSC 492.

CLSC 651. Thesis M.A. 1 - 6 Units.
Limited to M.A. candidates actively engaged in the research and writing of their theses. Credit as arranged.

GREK Courses

GREK 101. Elementary Greek I. 3 Units.
Beginning course in Greek language, covering grammar (forms and syntax) and the reading of elementary selections from ancient sources. Makes a start toward reading Greek authors.

GREK 102. Elementary Greek II. 3 Units.
Beginning course in Greek language, covering grammar (forms and syntax) and the reading of elementary selections from ancient sources. Makes a start toward reading Greek authors. Prereq: GREK 101 or equivalent.

GREK 201. Greek Prose Authors. 3 Units.
Readings from authors such as Plato, Lysias, Xenophon, and Herodotus. Offered as GREK 201, GREK 401, WLIT 201 and WLIT 401.

GREK 202. Introduction to Greek Poetry. 3 Units.
Primarily readings from Homer, Hesiod, and Theocritus. Selections from Greek lyric may be introduced at the instructor’s discretion. Offered as GREK 202, GREK 402, WLIT 202, and WLIT 402. Prereq: GREK 102 or equivalent.

GREK 305. Readings in Ancient Philosophy: Plato. 3 Units.
Reading and interpretation of selected dialogues by Plato or other philosophical works. Offered as GREK 305 and GREK 405. Prereq: GREK 202 or equivalent.

GREK 306. Tragedy. 3 Units.
Reading and interpretation of selected plays of Aeschylus, Euripides, and Sophocles. Offered as GREK 309, GREK 406, WLIT 306, and WLIT 406. Prereq: 200-level GREK or equivalent.

GREK 307. History. 3 Units.
Extensive reading in Thucydides’ History of the Peloponnesian War, especially Books VI and VII, the expedition against Syracuse. Offered as GREK 307, GREK 407, WLIT 307 and WLIT 407. Prereq: GREK 202 or equivalent.

GREK 308. Comedy. 3 Units.
Origin, ambiance, and development of Greek Old Comedy and persisting characteristics of the genre. Translation of selected plays from Greek into English. Offered as GREK 309, GREK 408, WLIT 318, and WLIT 418. Prereq: 200-level GREK or equivalent.

GREK 311. Homer. 3 Units.
Reading and translation of extensive selections from the Odyssey. Introduction to epic meter, to Homeric Greek, and to the poet’s style. Consideration of evidences of oral composition and discussion of the heroic tradition. Offered as GREK 311, GREK 411, WLIT 311 and WLIT 411. Prereq: 200-level GREK or equivalent.

GREK 370. Greek Prose Composition. 3 Units.
This course introduces students to the principles and practice of composing continuous passages of Greek prose. It is designed to review and to strengthen students’ command of Attic forms while becoming more aware of the ways Greek syntax was employed to express thought. Via practice at writing Greek prose, the ultimate goal is for the students to become more proficient and sensitive readers of ancient Greek. Offered as GREK 370, GREK 470, WLIT 370 and WLIT 470. Prereq: 200-level GREK or equivalent.

GREK 380. Advanced Topics in Greek Literature. 3 Units.
Study and discussion of important authors, works, and topics not covered regularly. Content will reflect particular interests of students and faculty and timeliness of the topics. Offered as GREK 380 and GREK 480. Prereq: 200-level GREK or equivalent.

GREK 395. Directed Readings. 1 - 3 Units.
Readings in Greek of authors selected to serve the individual interests and needs of undergraduate students. Each program planned and completed under the supervision of the instructor with whom the student wishes to work. Offered as GREK 395 and GREK 495.

GREK 401. Greek Prose Authors. 3 Units.
Readings from authors such as Plato, Lysias, Xenophon, and Herodotus. Offered as GREK 201, GREK 401, WLIT 201 and WLIT 401.

GREK 402. Introduction to Greek Poetry. 3 Units.
Primarily readings from Homer, Hesiod, and Theocritus. Selections from Greek lyric may be introduced at the instructor’s discretion. Offered as GREK 202, GREK 402, WLIT 202, and WLIT 402.

GREK 405. Readings in Ancient Philosophy: Plato. 3 Units.
Reading and interpretation of selected dialogues by Plato or other philosophical works. Offered as GREK 305 and GREK 405.

GREK 406. Tragedy. 3 Units.
Reading and interpretation of selected plays of Aeschylus, Euripides, and Sophocles. Offered as GREK 306, GREK 406, WLIT 306, and WLIT 406.

GREK 407. History. 3 Units.
Extensive reading in Thucydides’ History of the Peloponnesian War, especially Books VI and VII, the expedition against Syracuse. Offered as GREK 307, GREK 407, WLIT 307 and WLIT 407.
Grek 408. Comedy. 3 Units.
Origin, ambiance, and development of Greek Old Comedy and persisting characteristics of the genre. Translation of selected plays from Greek into English. Offered as GREK 308, GREK 408, WLIT 318, and WLIT 418.

GREK 411. Homer. 3 Units.
Reading and translation of extensive selections from the Odyssey. Introduction to epic meter, to Homeric Greek, and to the poet’s style. Consideration of evidences of oral composition and discussion of the heroic tradition. Offered as GREK 311, GREK 411, WLIT 311 and WLIT 411.

GREK 470. Greek Prose Composition. 3 Units.
This course introduces students to the principles and practice of composing continuous passages of Greek prose. It is designed to review and to strengthen students’ command of Attic forms while becoming more aware of the ways Greek syntax was employed to express thought. Via practice at writing Greek prose, the ultimate goal is for the students to become more proficient and sensitive readers of ancient Greek. Offered as GREK 370, GREK 470, WLIT 370 and WLIT 470.

GREK 480. Advanced Topics in Greek Literature. 3 Units.
Study and discussion of important authors, works, and topics not covered regularly. Content will reflect particular interests of students and faculty and timeliness of the topics. Offered as GREK 380 and GREK 480.

GREK 495. Directed Readings. 1 - 3 Units.
Readings in Greek of authors selected to serve the individual interests and needs of undergraduate students. Each program planned and completed under the supervision of the instructor with whom the student wishes to work. Offered as GREK 395 and GREK 495.

LATN Courses

LATN 101. Elementary Latin I. 3 Units.
An introduction to the elements of Latin: pronunciation, forms, syntax, vocabulary, and reading.

LATN 102. Elementary Latin II. 3 Units.
An introduction to the elements of Latin: pronunciation, forms, syntax, vocabulary, and reading. Prereq: LATN 101 or equivalent.

LATN 201. Latin Prose Authors. 3 Units.
Reading and discussion of such prose authors as Cicero, Caesar, Livy or Pliny. Offered as LATN 201, LATN 401, WLIT 241 and WLIT 441. Prereq: LATN 102 or equivalent.

LATN 202. Vergil. 3 Units.
Primarily readings from The Aeneid; selections from Vergil’s other work may be introduced at instructor’s discretion. Recommended preparation: LATN 201 or equivalent. Offered as LATN 202, LATN 402, WLIT 232 and WLIT 432.

LATN 305. Literature of the Republic. 3 Units.
A reading course in prose and poetry of the Roman Republic. Extensive selections from Cicero and Catullus, and one comedy of Terence. Offered as LATN 305, LATN 405, WLIT 334, and WLIT 434. Prereq: 200-level LATN or equivalent.

LATN 307. Livy. 3 Units.
Readings in Books I and XXI, with other selections from this major Augustan historian. Offered as LATN 307, LATN 407, WLIT 347, and WLIT 447. Prereq: 200-level LATN or equivalent.

LATN 308. Horace: Odes and Epodes. 3 Units.
Readings and discussion of extensive selections from the poetry of Horace; consideration of Horace as exemplifying the spirit of the Augustan Age. Offered as LATN 308, LATN 408, WLIT 348, and WLIT 448. Prereq: 200-level LATN or equivalent.

LATN 309. Medieval Latin. 3 Units.
Reading and interpretation of Latin texts from the Middle Ages. Material selected according to the needs and interests of students. Offered as LATN 309, LATN 409, WLIT 349, and WLIT 449. Prereq: 200-level LATN or equivalent.

LATN 351. Latin Didactic Literature. 3 Units.
Readings from didactic poetry such as Lucretius and Vergil’s Georgics. Parodies like Ovid’s Ars Amatoria or prose treatises may also be introduced. Offered as LATN 351, LATN 451, WLIT 351, and WLIT 451. Prereq: 200-level LATN or equivalent.

LATN 352. History. 3 Units.
Works of the Roman historian Cornelius Tacitus; his Annals I-VI dealing with his portrait of Emperor Tiberius and the Empire after the death of Augustus. Offered as LATN 352, LATN 452, WLIT 352, and WLIT 452. Prereq: 200-level LATN or equivalent.

LATN 354. Drama. 3 Units.
Reading of at least one play each by Plautus and Terence. Attention to the history of Latin and Greek New Comedy, and the contrasting styles of the two authors. Offered as LATN 354, LATN 454, WLIT 354, and WLIT 454. Prereq: 200-level LATN or equivalent.

LATN 355. The Roman Novel. 3 Units.
Readings from the two surviving Roman novels, Petronius’ Satyricon and Apuleius’ Metamorphoses or Golden Ass. There will also be discussion of the major themes and approaches to the Roman novel. Recommended preparation: LATN 200-level course or equivalent. Offered as LATN 355 and LATN 455.

LATN 356. Elegiac Poetry. 3 Units.
In this course we shall translate and interpret selected elegies by Catullus, Tibullus, Propertius, and Ovid. We will also devote considerable class time to the reading and in-depth analysis of the major secondary literature, starting with the introductory pieces in the newest companions published by Brill and Cambridge, and moving on to fundamental articles and perhaps even a full scholarly monograph. Offered as LATN 356, LATN 456, WLIT 336, and WLIT 436. Prereq: 200-level LATN or equivalent.

LATN 380. Advanced Topics in Latin Literature. 3 Units.
Study and discussion of important authors, works, and topics not covered regularly. Content will reflect particular interests of students and faculty and timeliness of topics. Offered as LATN 380 and LATN 480. Prereq: 200-level LATN or equivalent.

LATN 395. Directed Readings. 1 - 3 Units.
Directed readings in Latin of authors selected to serve the individual interests and needs of undergraduate students. Each program planned and completed under the supervision of the instructor with whom the student wishes to work. Offered as LATN 395 and LATN 495.

LATN 401. Latin Prose Authors. 3 Units.
Reading and discussion of such prose authors as Cicero, Caesar, Livy or Pliny. Offered as LATN 401, WLIT 241 and WLIT 441. Prereq: LATN 402 or equivalent.

LATN 402. Vergil. 3 Units.
Primarily readings from The Aeneid; selections from Vergil’s other work may be introduced at instructor’s discretion. Recommended preparation: LATN 201 or equivalent. Offered as LATN 202, LATN 402, WLIT 232 and WLIT 432.

LATN 405. Literature of the Republic. 3 Units.
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Reading and interpretation of Latin texts from the Middle Ages. Material
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LATN 451. Latin Didactic Literature. 3 Units.
Readings from didactic poetry such as Lucretius and Vergil’s Georgics.
Parodies like Ovid’s Ars Amatoria or prose treatises may also be
introduced. Offered as LATN 351, LATN 451, WLIT 351, and WLIT 451.

LATN 452. History. 3 Units.
Works of the Roman historian Cornelius Tacitus; his Annals I-VI dealing
with his portrait of Emperor Tiberius and the Empire after the death of
Augustus. Offered as LATN 352, LATN 452, WLIT 352, and WLIT 452.

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Reading of at least one play each by Plautus and Terence. Attention to
the history of Latin and Greek New Comedy, and the contrasting styles
of the two authors. Offered as LATN 354, LATN 454, WLIT 354, and
WLIT 454.

LATN 455. The Roman Novel. 3 Units.
Readings from the two surviving Roman novels, Petronius’ Satyricon and
Apuleius’ Metamorphoses or Golden Ass. There will also be discussion of
the major themes and approaches to the Roman novel. Recommended
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In this course we shall translate and interpret selected elegies by
Catullus, Tibullus, Propertius, and Ovid. We will also devote considerable
class time to the reading and in-depth analysis of the major secondary
literature, starting with the introductory pieces in the newest companions
published by Brill and Cambridge, and moving on to fundamental articles
and perhaps even a full scholarly monograph. Offered as LATN 356,
LATN 456, WLIT 356, and WLIT 436.

LATN 480. Advanced Topics in Latin Literature. 3 Units.
Study and discussion of important authors, works, and topics not covered
regularly. Content will reflect particular interests of students and faculty
and timeliness of topics. Offered as LATN 380 and LATN 480.

LATN 495. Directed Readings. 1 - 3 Units.
Directed readings in Latin of authors selected to serve the individual
interests and needs of undergraduate students. Each program planned
and completed under the supervision of the instructor with whom the
student wishes to work. Offered as LATN 395 and LATN 495.

Department of Cognitive Science
617C Crawford Hall
www.case.edu/artsci/cogs (http://www.case.edu/artsci/cogs/)
Phone: 216.368.4753
Todd Oakley, Department Chair
todd.oakley@case.edu

Cognitive science is the scientific study of the mind in a transdisciplinary
framework. The Department of Cognitive Science at Case Western
Reserve University is specifically dedicated to the study of human
higher cognition, including language, gesture, advanced social cognition,
mathematical invention, scientific discovery, art, religion, morality, music,
literature, advanced tool use and advanced technology, theater and
dance, fashions of dress, sign systems, creativity, and culture. The
department draws on methods of research in the biological sciences, the
social sciences, and the humanities. Its educational mission is to provide
students with the best possible opportunity to integrate a wide variety of
approaches and apply them to the study of human higher cognition.

The department provides basic training in core disciplines, as well as
in a range of philosophical, evolutionary, linguistic, and computational
issues bearing on cognitive science. It seeks to place cognitive science in
a wider, more ecologically valid context than traditional programs in this
field have typically allowed, so as to broaden our theories of those high-
end cognitive capacities that mark human beings as distinctive.

The department offers an undergraduate major and minor in cognitive
science and a master’s degree in cognitive linguistics. By developing
wide-ranging expertise in at least two or three relevant disciplines, our
students can prepare for a variety of career options. Training in several
disciplines will also provide increased choices for postgraduate study.

Department Faculty
Todd Oakley, PhD
(University of Maryland)
Professor and Chair
Cognitive linguistics; discourse analysis; attention

William E. Deal, PhD
(Harvard University)
Severance Professor in the History of Religion
Cognitive science of religion and ethics; Buddhist theory of mind

Fey Parrill, PhD
(University of Chicago)
Professor
Language and co-speech gesture

Yasuhiro Shirai, PhD
(University of California, Los Angeles)
Professor
First- and second-language acquisition

Vera Tobin, PhD
(University of Maryland)
Associate Professor
Cognitive linguistics, pragmatics, literature; evolution and development

Mark Turner, PhD
(University of California, Berkeley)
Institute Professor
Higher-order cognition and creativity; conceptual integration

Secondary Faculty
Daniela Calvetti, PhD
(University of North Carolina, Chapel Hill)
James Wood Williamson Professor, Department of Mathematics, Applied
Mathematics, and Statistics
In addition to meeting general education requirements, cognitive science majors must complete a minimum of 30 semester hours in cognitive science and approved related course work: 15 hours in the foundation component and 15 hours of elective course work. The foundation courses provide all students with a common basis for further study. They consist of:

### Adjunct Faculty

- **Per Aage Brandt**, Doctorat d'Etat  
  (Sorbonne I, Paris)  
  *Adjunct Professor, Emeritus*

- **Yohannes Haile-Selassie**, PhD  
  (University of California, Berkeley)  
  *Adjunct Professor, Curator and Head of Physical Anthropology, Cleveland Museum of Natural History*

- **Bruce M. Latimer**, PhD  
  (Kent State University)  
  *Adjunct Professor, Cleveland Museum of Natural History*

### Lecturer

- **J. Elliott Casal**, PhD  
  (The Pennsylvania State University)  
  *Postdoctoral Researcher*

### Undergraduate Programs

#### Major

In addition to meeting general education requirements, cognitive science majors must complete a minimum of 30 semester hours in cognitive science and approved related course work: 15 hours in the foundation component and 15 hours of elective course work. The foundation courses provide all students with a common basis for further study. They consist of:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COGS 101</td>
<td>Introduction to Cognitive Science</td>
<td>3</td>
</tr>
<tr>
<td>COGS 102</td>
<td>Introduction to Cognitive Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>COGS 201</td>
<td>Human Cognition in Evolution and Development</td>
<td>3</td>
</tr>
<tr>
<td>COGS 202</td>
<td>Cognition and Culture</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 319</td>
<td>Introduction to Statistical Analysis in the Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>PSCL 282</td>
<td>Quantitative Methods in Psychology</td>
<td></td>
</tr>
<tr>
<td>STAT 201</td>
<td>Basic Statistics for Social and Life Sciences</td>
<td></td>
</tr>
<tr>
<td>Five elective courses (three must be at the 200 or 300 level)</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

Total Units: 30

#### Minor

The minor requires students to take the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COGS 101</td>
<td>Introduction to Cognitive Science</td>
<td>3</td>
</tr>
<tr>
<td>One of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>COGS 102</td>
<td>Introduction to Cognitive Neuroscience</td>
<td></td>
</tr>
<tr>
<td>COGS 201</td>
<td>Human Cognition in Evolution and Development</td>
<td></td>
</tr>
<tr>
<td>COGS 202</td>
<td>Cognition and Culture</td>
<td></td>
</tr>
<tr>
<td>Three COGS courses at the 200 or 300 level</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

Total Units: 15

The minor provides a good basic grounding in cognitive science, and allows students to narrow their exposure to those aspects of the field most relevant to their other academic interests. Individual programs can be developed in consultation with the chair of the department.

### Graduate Program

#### MA in Cognitive Linguistics

“Cognitive linguistics goes beyond the visible structure of language and investigates the considerably more complex backstage operations of cognition that create grammar, conceptualization, discourse, and thought itself. The theoretical insights of cognitive linguistics are based on extensive empirical observation in multiple contexts, and on experimental work in psychology and neuroscience. Results of cognitive linguistics, especially from metaphor theory and conceptual integration theory, have been applied to wide ranges of nonlinguistic phenomena.”


Candidates may apply for admission to the degree program in cognitive linguistics with the purpose of pursuing the MA, or for non-degree status with the purpose of taking courses for credit that can be transferred to other institutions. The MA follows Plan A as described in the School of Graduate Studies (p. 1333) section of this bulletin. Accordingly, it requires 30 credit hours and a written MA thesis.
Courses

COGS 101. Introduction to Cognitive Science. 3 Units.
This course introduces students to the field of cognitive science. Cognitive scientists are interested in the nature of the human mind--basically, we ask how humans think. This is a huge question, and has been addressed in one way or another by pretty much every academic field. Cognitive science tries to unite work from many different fields, including computer science, neuroscience, psychology, linguistics, philosophy, music, art, and literary theory. In this course, you'll get a basic introduction to some of the topics that are central to human cognition, such as intelligence, categorization, language, and creativity. We'll ask what can be gained by taking an integrated, cognitive scientific approach to these topics.

COGS 102. Introduction to Cognitive Neuroscience. 3 Units.
A survey of the fundamental methods, findings, and theories that attempt to understand the human mind from a neuroscientific standpoint. The course provides the student with background knowledge of brain processes underlying such psychological phenomena as consciousness, sensation, perception, thought, language, and voluntary action. Since many fields of neuroscience have contributed to cognitive neuroscience, the approach of this course is cross-disciplinary. It introduces theories and data from clinical and experimental neuropsychology, brain imaging, neuroelectric and neuromagnetic brain activity, the neuroscience of language, and behavioral neuroscience, among other fields.

COGS 201. Human Cognition in Evolution and Development. 3 Units.
COGS 201 covers mind unfolding in time, including the fundamental methods, findings, and theories of human mental phylo- and ontogenesis. It provides the student with background knowledge about the unfolding of cognitive structures and functions over time, in both the deep temporal perspective of evolution (measured across many lifetimes) and the shorter one of development (measured within single lifetimes). The approach of the course is cross-disciplinary, including approaches that come from anthropology, archaeology, philosophy, computing science, comparative psychology, primatology, and comparative linguistics, among others.

COGS 202. Cognition and Culture. 3 Units.
This course studies the human mind in its natural environment: culture. It covers the fundamental methods, findings, and theories that attempt to understand the growth and evolution of cognition from either a social science or humanistic standpoint. It provides the student with background knowledge of theories of human cultural evolution and change, of the relationship between the cognizing individual and larger social-cognitive structures, and of such phenomena as distributed networks, cooperative mental work, and the phenomenology of human experience. Many disciplines have contributed to this knowledge; hence the approach of this course is cross-disciplinary, including ideas from cultural anthropology, literary studies, art and art history, musicology, philosophy, and the history of technology, among others.

COGS 205. Cognition and Design. 3 Units.
Urbanism is design; architecture is design; of course, the aesthetic shaping of artifacts (such as computers, cars, and coffee machines) is design. Configuring surfaces, volumes, and portions of space in special ways, creating and changing formats for things and places that allow cultural practices to unfold while delimiting them, are essential 'designing' endeavors of human civilization and are, necessarily, activities based on the cognitive capacities and constraints of our species. We 'cognize' the human world in terms and frames of 'designed' surroundings. Design is a basic expressive activity, by which we interact with our artificial and natural surroundings and create 'interfaces' between mind and reality, thus upholding and interpretable world. Landscapes and cityscapes, work spaces of all sorts, buildings and parks, exteriors and interiors of homes, factories, institutions, and temples; furniture, artifacts such as machines, tools, weapons, symbolic objects, even the configuration ('building') of our own bodies, are design. An inquiry into cultural cognition, aiming to understand how humans as socio-cultural beings think and feel, therefore needs to explore this dimension of spatial expressivity and to acknowledge it as a constitutive fact of human meaning production; it needs to study the aesthetic and pragmatic, political and historical, philosophical and religious, and simply everyday practical, semiotic aspects of this basic form of human creativity. This course will focus on spatial expressivity--design--in several primary keys and scales, including design for learning; design for verbal and technical communication, interaction, and commerce; design for expressions of authority and deliberation; and design for emotional display.

COGS 206. Theory of Cognitive Linguistics I. 3 Units.
This is the first course in a two-course sequence presenting theory and practice of cognitive linguistics. Offered as COGS 206 and COGS 406.

COGS 215. Words and Mind. 3 Units.
There is something fascinating and special about words. They are the aspect of language that everyone knows about and pays attention to—and every academic discipline with an interest in language has something to say about them! The sheer number of words known by every speaker of any human language is quite vast (and the exact number is a mystery). In this class we will learn about words in all their aspects, and see what the wide weirdness of words can help us understand about the human mind. Subjects covered include the question of what makes a word (is "ouch" a word? "ain't")?); word origins; taboo words; words and memory; word boundaries; and word games, puns, and puzzles.

COGS 272. Morality and Mind. 3 Units.
Recent research in cognitive science challenges ethical perspectives founded on the assumption that rationality is key to moral knowledge or that morality is the product of divine revelation. Bedrock moral concepts like free will, rights, and moral agency also have been questioned. In light of such critiques, how can we best understand moral philosophy and religious ethics? Is ethics primarily informed by nature or by culture? Or is ethics informed by both? This course examines 1) ways in which cognitive science—and related fields such as evolutionary biology—impact traditional moral perspectives, and 2) how the study of moral philosophy and comparative ethics forces reconsideration of broad cognitive science theories about the nature of ethics. The course examines the concept of free will as a case study in applying these interpretive viewpoints. Interdisciplinary readings include literature from moral philosophy, religious ethics, cognitive science, and evolutionary biology. Offered as COGS 272 and RLGN 272.

COGS 301. Special Topics in Cognitive Science. 3 Units.
Special Topics in Cognitive Science. Topics vary. Permission of department is required. Offered as COGS 301 and COGS 401.
COGS 305. Social Cognition and the Brain. 3 Units.
Human beings develop intricate means of presenting themselves to others; of representing others as friends, enemies, or strangers; of making quick assessments of any situation based on the attribution of intentions; of sizing up the Other via symbols and other shibboleths; and of the disposition and ability to empathize and sympathize with the emotional states of others for specific purposes. In recent years, the role of culture and cultural diversity has come to play a significant role in thinking about social cognition and the evolution of sociality. It is likewise an unfortunate fact that many human beings lack many of the means, abilities, and dispositions to connect with one another easily and without extensive and explicit tutelage. Such clinical populations (e.g., autistics, schizophrenics, etc.) are of considerable interest because of their promise as a contrastive model of typicality. This course will focus on these aspects of sociality both at the level of the interpersonal and personal (cognitive and phenomenological) and the sub-personal (neuroscientific). By term’s end, students in this class will develop a deep understanding of several dimensions of social cognition research and its implications for the next generation of cognitive neuroscience. Each student will articulate a research problem and develop a method for investigating it through independent and collaborative means of practicing their research, critical thinking, writing and communication skills. Offered as COGS 305 and COGS 405.

COGS 307. Cog Linguistics Theory II. 3 Units.
This is the second course in a two-course sequence presenting theory and practice of cognitive linguistics. Offered as COGS 307 and COGS 407. Counts as SAGES Departmental Seminar.

COGS 308. Advanced Research Workshop I. 3 Units.
This course is an advanced research workshop for undergraduates and MA students. The workshop involves development of research topics (theoretical or empirical), and working on them with the input of other workshop members to produce final papers. Offered as COGS 308 and COGS 408.

COGS 309. Advanced Research Workshop II. 3 Units.
This course is an advanced research workshop for undergraduates and MA students. The workshop involves development of research topics (theoretical or empirical), and working on them with the input of other workshop members to produce final papers. MA students in cognitive linguistics will typically take this course as the second part of a two-part sequence. Offered as COGS 309 and COGS 409.

COGS 310. Cognitive Science of Religion. 3 Units.
This course introduces theories and methods in the cognitive science of religion. Particular emphasis is placed on applying cognitive scientific concepts and theories to such religious issues as belief in deities, religious ritual, and morality. We examine such topics as the relationship of religious studies to evolution and cognition, cognitive theories or religious ritual, anthropomorphism and religious representation, religion as an evolutionary adaptation, and cognitive semantics and religious language. Course work includes student-led discussions, a research-intensive journal-length essay on a topic chosen in consultation with the Instructor, and presentation of research findings to the class. Course readings are taken from the humanities, the social sciences, and natural sciences. Offered as COGS 310, COGS 410, RLGN 310 and RLGN 410.

COGS 311. Mind and Media. 3 Units.
An introduction to the study of mind and media, including the study of multimodal communication. This course investigates patterns of human cognition that are ancient to human beings and upon which media have converged for powerful, immersive effect. The cognitive processes studied include perception, sensation, imagination, joint attention, narrative conception, simulation, dreaming, identity construction, imaginative play, and implicit learning. Students engage in hands-on media analysis to study how basic human mental operations are used in media to achieve a variety of effects. Students will be given access to a private website of instructions, readings, and materials for the course, and will be introduced to a range of vast, rich, searchable databases of media. Students will have ample opportunity to do research inside such databases. Offered as COGS 311 and COGS 411. Counts as SAGES Departmental Seminar.

COGS 312. Second Language Acquisition I. 3 Units.
This course is an introduction to the growing field of second language acquisition (SLA). SLA seeks to understand the linguistic, psychological and social processes that underlie the learning and use of second language(s). The goal of research is to identify the principles and processes that govern second language learning and use. SLA is approached from three perspectives in the course: 1) as linguistic knowledge; 2) as a cognitive skill; and 3) as a socially and personality-mediated process. Important factors in second language learning will be identified and discussed. These include: age-related differences, the influence of the first language, the role played by innate (universal) principles, the role of memory processes, attitudes, motivation, personality and cognitive styles, and formal versus naturalistic learning contexts. The objective of this course is to survey the principal research in second language acquisition. Students will become familiar with the major research issues through their reading of both primary and secondary sources, as well as through lectures and class discussions. Offered as COGS 312, COGS 412, LING 301 and LING 401.

COGS 314. Second Language Acquisition II: Second Language Acquisition Research and Second Language Teaching. 3 Units.
This course will examine various issues in second language acquisition research that are particularly relevant to foreign language teaching and learning. Topics covered will include: the role of input (listening/reading) vs. output (speaking/writing); implicit vs. explicit learning; negative vs. positive evidence (including the role of error correction); affective factors (motivation, anxiety); individual differences; teachability hypothesis and syllabus construction, program design/evaluation, language testing, among others. The purpose of this course is to survey the principal research in the acquisition of second language that is relevant to second language teaching in a classroom setting, and to obtain the state-of-the-art knowledge of the SLA research literature that is relevant to L2 teaching. The focus is not necessarily on the practical application of the SLA research, although we will not exclude discussion of classroom application. Rather, we critically examine and evaluate SLA research and come up with our own syntheses with respect to various issues. To achieve this goal, we should ask following questions in reading and discussing the relevant literature: 1) What are the main claims that the author(s) make(s)? 2) Are the author’s claims sound? If not why? 3) What further research is needed to answer remaining questions? Students will become familiar with the major research issues through their reading of both primary and secondary sources, as well as through lectures and class discussions. The students are required to complete a term project that addresses the issues treated in the course. Offered as LING 302, LING 402, COGS 314 and COGS 414. Prereq: COGS 301 or requisites not met permission.
COGS 316. Decision-Making. 3 Units.
This course is a topical introduction to decision-making, a major area of cognitive social science, with connections to economics, law, political science, business, policy, and related fields. Topics include game theory and rational calculation, equilibria, kinds of choice, heuristics, the role of affect in decision, framing, bounded rationality, mechanisms of choice such as heuristics, the role of social cognition in choice, concepts of self and other, and computer modeling of choice. The course also includes an introduction to the design of empirical behavioral research. Offered as COGS 316 and COGS 416. Counts as SAGES Departmental Seminar.

COGS 317. Cognitive Diversity. 3 Units.
This course surveys research from cognitive science (psychology, linguistics, neuroscience, etc.) on the ways that different people think differently. We will consider dimensions such as sex, gender, sexual orientation, race/ethnicity, bodily differences, cultural differences, and effects of speaking different languages. Students will choose the last two topics at the end of the semester (Different religions? Different ages? Whatever interests the class!). Offered as COGS 317 and COGS 417. Counts for CAS Global & Cultural Diversity Requirement.

COGS 319. Elements of Surprise. 3 Units.
This course will connect research into the cognitive experiences of surprise and suspense with the ways people can create those experiences for each other—cooperatively and uncooperatively—in everyday interaction and in cultural products like jokes, architecture, music, written narratives, films, and games. Topics include predictions and expectations involved in perceiving and navigating the physical world, cognitive biases, timing in conversation, language processing, attention, perspective-taking, counterfactual thinking, the psychological structure of explanations, and the psychology of "fair play." Offered as COGS 319 and COGS 419.

COGS 322. Human Learning and the Brain. 3 Units.
This course focuses on the question, "How does my brain learn and how can its learning best be facilitated?" Each student is required to develop a comprehensive theory about personal learning. These theories will take the form of a major paper which will be expanded and modified throughout the semester. Readings and class discussions will focus on the following topics: learning and education systems, major structures of the brain and their role in learning, neuronal wiring of the brain and how learning changes it, the emotional brain and its essential role in learning, language and the brain, the role of images in learning, memory and learning (and related pathologies, such as PTSD). Students are expected to incorporate information on these topics into their personal theory of learning. In so doing, students are expected to articulate meaningful questions, skillfully employ research and apply their own knowledge to address such questions, produce clear, precise academic prose to explicate their ideas, and provide relevant and constructive criticism during class discussions. Offered as BIOL 302 and COGS 322. Counts as SAGES Departmental Seminar.

COGS 325. Cognitive Approaches to Literature. 3 Units.
This course approaches literature as a window into language, in which cognition is characterized by the same imaging and imaginary properties as artistic literature. It is an attempt to identify and analyze procedures as aesthetically interesting and generally relevant forms of human thinking, feeling, imagining, fantasizing, and conceptualizing. The course introduces current theories of literature in relation to language and mind, and it presents and discusses practical applications in critical reading and text analysis, using examples from modern literature in the main genres. A student may earn credit for either COGS 325 or COGS 425 but not both. Recommended preparation: COGS 101, COGS 202. Offered as COGS 325 and COGS 425.

COGS 327. Gesture in Cognition and Communication. 3 Units.
Most people never notice that when they are talking, they’re also gesturing. Why do we produce these gestures? What can studying them tell us about the human mind? This course surveys scientific research on gesture, exploring topics such as the role of gesture in communication, cross-cultural differences in gesture, and the relationship between gesture and signed languages. The course will focus on gestures produced with speech, but will cover symbolic and ritualized gesture in the visual arts and in dance. Offered as COGS 327, COGS 427 and MLIT 327. Counts as SAGES Departmental Seminar.

COGS 330. Cognition and Computation. 3 Units.
An introduction to (1) theories of the relationship between cognition and computation; (2) computational models of human cognition (e.g. models of decision-making or concept creation); and (3) computational tools for the study of human cognition. All three dimensions involve data science: theories are tested against archives of brain imaging data; models are derived from and tested against datasets of e.g., financial decisions (markets), legal rulings and findings (juries, judges, courts), legislative actions, and healthcare decisions; computational tools aggregate data and operate upon it analytically, for search, recognition, tagging, machine learning, statistical description, and hypothesis testing. Offered as COGS 330, COGS 430, DSCI 330 and DSCI 430.

COGS 331. Introduction to Applied Linguistics. 3 Units.
This course provides students with answers to the question, "Linguistics? What can you do with that?" We will survey the ways that linguistics has been used (i.e. applied) to solve 'real world' problems. Some of these, like computational linguistics and the teaching of language, are intimately involved in language, even though they do not necessarily concern themselves with linguistic theory. Others, such as language and the law, use linguistics as a tool to do their work. We will be concerned with understanding the various ways that linguistic inquiries have been used or neglected, and also with the implications of applied fields for linguistic theories. Offered as LING 309, LING 409, COGS 331 and COGS 431. Counts for CAS Global & Cultural Diversity Requirement.

COGS 335. Japanese Linguistics. 3 Units.
The purpose of this course is to survey the principal research in Japanese linguistics for students who have basic knowledge of Japanese and are interested in more in-depth treatment of linguistic phenomena (phonetics, phonology, morphology, syntax, semantics, etc.). Lectures and discussions will cover many different aspects of the Japanese language. There is a great deal of analytic studies of the Japanese language done both inside and outside Japan, which will be surveyed in this course. Students will become familiar with the major issues through lectures and class discussions, as well as through their reading of both primary and secondary sources. Both formal and functional approaches to the analysis of Japanese will be examined, and the acquisition of these structures will also be discussed. The course will also be useful for the improvement of students’ Japanese language proficiency. Recommended preparation: JAPN 101 and JAPN 102, or equivalent competence in Japanese. Offered as COGS 335, COGS 435, JAPN 435, LING 335 and LING 435. Counts for CAS Global & Cultural Diversity Requirement.
COGS 348. Buddhism and Cognitive Science. 3 Units.
In 1987, the Dalai Lama initiated a yearly event--Mind and Life Dialogues--to address "critical issues of modern life at the intersection of scientific and contemplative understanding". Dialogue topics included issues related to Buddhist thought and practice, and cognitive science. Others with an interest in the intersection of Buddhism and cognitive science, such as Robert Wright in Why Buddhism is True: The Science and Philosophy of Meditation and Enlightenment (2017), argue that non-supernatural aspects of Buddhism, such as the benefits of mindfulness meditation and the nature of the (non-)self, are affirmed by cognitive science and evolutionary psychology. The notion that at least some aspects of Buddhism are "true" in relation to contemporary cognitive scientific views of mind and brain has attracted considerable attention from both Buddhist practitioners and cognitive scientists. This seminar explores Buddhist and cognitive science perspectives on issues such as embodied cognition, consciousness, mind, self and personal identity, theory of mind, morality, representation, and language. We start with a general overview of Buddhist philosophy, and then turn to specific readings on Buddhist concepts in relation to similar concepts found in the cognitive science literature. For instance, we will explore the Buddhist concept of no permanent self or soul (an-tman). This idea resonates with Daniel Dennett's notion of the "narrow self" and the cognitive neuroscience view that there is no neurological center of self or experience. Although the specific concepts covered will vary in each iteration of this course, readings will always be drawn from both Buddhist primary and secondary readings, and from the cognitive science literature. Offered as COGS 348, COGS 448, RLGN 348 and RLGN 448. Counts for CAS Global & Cultural Diversity Requirement. Prereq: Completion of one COGS or RLGN course or Requisites Not Met permission.

COGS 352. Language, Cognition, and Religion. 3 Units.
This course utilizes theoretical approaches found in cognitive semantics--a branch of cognitive linguistics--to study the conceptual structures and meanings of religious language. Cognitive semantics, guided by the notion that conceptual structures are embodied, examines the relationship between conceptual systems and the construction of meaning. We consider such ideas as conceptual metaphor theory, conceptual blending, image schemas, cross-domain mappings, metonymy, mental spaces, and idealized cognitive models. We apply these ideas to selected Christian, Buddhist, and Chinese religious texts in order to understand ways in which religious language categorizes and conceptualizes the world. We examine both the universality of cognitive linguistic processes and the culturally specific metaphors, conceptual blends, image schemas, and other cognitive operations that particular texts and traditions utilize. Offered as RLGN 352, RLGN 452, COGS 352 and COGS 452. Counts for CAS Global & Cultural Diversity Requirement.

COGS 378. Computational Neuroscience. 3 Units.
Computer simulations and mathematical analysis of neurons and neural circuits, and the computational properties of nervous systems. Students are taught a range of models for neurons and neural circuits, and are asked to implement and explore the computational and dynamic properties of these models. The course introduces students to dynamical systems theory for the analysis of neurons and neural learning, models of brain systems, and their relationship to artificial and neural networks. Term project required. Students enrolled in MATH 478 will make arrangements with the instructor to attend additional lectures and complete additional assignments addressing mathematical topics related to the course. Recommended preparation: MATH 223 and MATH 224 or BIOL 300 and BIOL 306. Offered as BIOL 378, COGS 378, MATH 378, BIOL 478, CSDS 478, EBME 478, ECSE 478, MATH 478 and NEUR 478.

COGS 381. Philosophy and Cognitive Neuroscience. 3 Units.
This course will focus on the various methodologies used in the cognitive neuroscience, and explore their strengths and weaknesses from scientific and philosophical standpoints. We will begin by examining baseline measures (including IQ tests, tasks of cognitive flexibility, verbal and visual memory, causal/sequential thinking and narrative tasks) and their experimental design. Lesion methods will follow, with an eye toward understanding the strength of inferences that can be drawn from such data. The course will also focus on imaging techniques (CAT, PET, SPECT, fMRI, TMS, etc.) as well as measures of electrical activity such as EEG and single-cell recordings. Students will become familiar with many fundamental assumptions necessary for the implementation of each method, and philosophical questions associated with these endeavors and their potential impact on our knowledge and society. Recommend preparation: PHIL 101 or COGS 201. Offered as COGS 381 and PHIL 381.

COGS 390. Introduction to General Semiotics. 3 Units.
Semiotics, the study of meaning and signs conveying meaning, is a central part of cognitive semiotics, or 'high level' cognitive semantics. This discipline is typically taught in departments of linguistics, cognitive science, philosophy, or cultural studies. The domain of semiotics is in fact widely intersecting with other disciplines (general linguistics, philosophy, neuroscience, anthropology, music, literature, architecture, and the arts). Sign theory, text theory, studies of narrative structure, enunciation, natural logic, rhetoric and poetics, speech act forms, are important components in this field.

COGS 391. Introduction to Text Semiotics. 3 Units.
Introduction to Text Semiotics addresses both students of Literature and students in Cognitive Science. Most of the authors included in the reading list extend their linguistic approach towards fields that intersect literature, psychology, philosophy, aesthetics, and anthropology. The scholarly traditions of text analysis and structural theory of meaning, including authors from classical formalism, structuralism, structural semiotics, and new criticism will be connected to cognitive theories of meaning construction in test, discourse, and cultural expressions in general. The focus of this course, taught as a seminar, is on empirical studies, specific text analyses, discourse analyses, speech act analyses, and other studies of speech, writing, and uses of language in cultural contexts. This course thus introduces to a study of literature and cultural expressions based on cognitive science and modern semiotics—the new view that has been coined Cognitive Semiotics. Offered as COGS 391 and WLIT 391.

COGS 397. SAGES Capstone in Cognitive Science. 3 Units.
Supervised original research on a topic in cognitive science, culminating in a public presentation. The research may be in the form of an independent research project, a literature review, or some other form approved by the department. Counts as SAGES Senior Capstone.

This course is for students with special interests and commitments that are not fully addressed in regular courses, and who wish to work independently.

COGS 401. Special Topics in Cognitive Science. 3 Units.
Special Topics in Cognitive Science. Topics vary. Permission of department is required. Offered as COGS 301 and COGS 401.
COGS 405. Social Cognition and the Brain. 3 Units.
Human beings develop intricate means of presenting themselves to others; of representing others as friends, enemies, or strangers; of making quick assessments of any situation based on the attribution of intentions; of sizing up the Other via symbols and other shibboleths; and of the disposition and ability to empathize and sympathize with the emotional states of others for specific purposes. In recent years, the role of culture and cultural diversity has come to play a significant role in thinking about social cognition and the evolution of sociality. It is likewise an unfortunate fact that many human beings lack many of the means, abilities, and dispositions to connect with one another easily and without extensive and explicit tutelage. Such clinical populations (e.g., autistics, schizophrenics, etc.) are of considerable interest because of their promise as a contrastive model of typicality. This course will focus on these aspects of sociality both at the level of the interpersonal and personal (cognitive and phenomenological) and the sub-personal (neuronscientific). By term's end, students in this class will develop a deep understanding of several dimensions of social cognition research and its implications for the next generation of cognitive neuroscience. Each student will articulate a research problem and develop a method for investigating it through independent and collaborative means of practicing their research, critical thinking, writing and communication skills. Offered as COGS 305 and COGS 405.

COGS 406. Theory of Cognitive Linguistics I. 3 Units.
This is the first course in a two-course sequence presenting theory and practice of cognitive linguistics. Offered as COGS 206 and COGS 406.

COGS 407. Cog Linguistics Theory II. 3 Units.
This is the second course in a two-course sequence presenting theory and practice of cognitive linguistics. Offered as COGS 307 and COGS 407. Counts as SAGES Departmental Seminar. Prereq: COGS 406 or consent of instructor.

COGS 408. Advanced Research Workshop I. 3 Units.
This course is an advanced research workshop for undergraduates and MA students. The workshop involves development of research topics (theoretical or empirical), and working on them with the input of other workshop members to produce final papers. Offered as COGS 308 and COGS 408.

COGS 409. Advanced Research Workshop II. 3 Units.
This course is an advanced research workshop for undergraduates and MA students. The workshop involves development of research topics (theoretical or empirical), and working on them with the input of other workshop members to produce final papers. MA students in cognitive linguistics will typically take this course as the second part of a two-part sequence. Offered as COGS 309 and COGS 409.

COGS 410. Cognitive Science of Religion. 3 Units.
This course introduces theories and methods in the cognitive science of religion. Particular emphasis is placed on applying cognitive scientific concepts and theories to such religious issues as belief in deities, religious ritual, and morality. We examine such topics as the relationship of religious studies to evolution and cognition, cognitive theories or religious ritual, anthropomorphism and religious representation, religion as an evolutionary adaptation, and cognitive semantics and religious language. Course work includes student-led discussions, a research-intensive journal-length essay on a topic chosen in consultation with the Instructor, and presentation of research findings to the class. Course readings are taken from the humanities, the social sciences, and natural sciences. Offered as COGS 310, COGS 410, RLGN 310 and RLGN 410.

COGS 411. Mind and Media. 3 Units.
An introduction to the study of mind and media, including the study of multimodal communication. This course investigates patterns of human cognition that are ancient to human beings and upon which media have converged for powerful, immersive effect. The cognitive processes studied include perception, sensation, imagination, joint attention, narrative conception, simulation, dreaming, identity construction, imaginative play, and implicit learning. Students engage in hands-on media analysis to study how basic human mental operations are used in media to achieve a variety of effects. Students will be given access to a private website, readings, and materials for the course, and will be introduced to a range of vast, rich, searchable databases of media. Students will have ample opportunity to do research inside such databases. Offered as COGS 311 and COGS 411. Counts as SAGES Departmental Seminar.

COGS 412. Second Language Acquisition I. 3 Units.
This course is an introduction to the growing field of second language acquisition (SLA). SLA seeks to understand the linguistic, psychological and social processes that underlie the learning and use of second language(s). The goal of research is to identify the principles and processes that govern second language learning and use. SLA is approached from three perspectives in the course: 1) as linguistic knowledge; 2) as a cognitive skill; and 3) as a socially and personality-mediated process. Important factors in second language learning will be identified and discussed. These include: age-related differences, the influence of the first language, the role played by innate (universal) principles, the role of memory processes, attitudes, motivation, personality and cognitive styles, and formal versus naturalistic learning contexts. The objective of this course is to survey the principal research in second language acquisition. Students will become familiar with the major research issues through their reading of both primary and secondary sources, as well as through lectures and class discussions. Offered as COGS 312, COGS 412, LING 301 and LING 401.

COGS 414. Second Language Acquisition II: Second Language Acquisition Research and Second Language Teaching. 3 Units.
This course will examine various issues in second language acquisition research that are particularly relevant to foreign language teaching and learning. Topics covered will include: the role of input (listening/reading) vs. output (speaking/writing); implicit vs. explicit learning; negative vs. positive evidence (including the role of error correction); affective factors (motivation, anxiety); individual differences; teachability hypothesis and syllabus construction, program design/evaluation, language testing, among others. The purpose of this course is to survey the principal research in the acquisition of second language that is relevant to second language teaching in a classroom setting, and to obtain the state-of-the-art knowledge of the SLA research literature that is relevant to L2 teaching. The focus is not necessarily on the practical application of the SLA research, although we will not exclude discussion of classroom application. Rather, we critically examine and evaluate SLA research and come up with our own syntheses with respect to various issues. To achieve this goal, we should ask following questions in reading and discussing the relevant literature: 1) What are the main claims that the author(s) make(s)? 2) Are the author's claims sound? If not why? 3) What further research is needed to answer remaining questions? Students will become familiar with the major research issues through their reading of both primary and secondary sources, as well as through lectures and class discussions. The students are required to complete a term project that addresses the issues treated in the course. Offered as LING 302, LING 402, COGS 314 and COGS 414. Prereq: COGS 401 or requisites not met permission.
COGS 416. Decision-Making. 3 Units.
This course is a topical introduction to decision-making, a major area of cognitive social science, with connections to economics, law, political science, business, policy, and related fields. Topics include game theory and rational calculation, equilibria, kinds of choice, heuristics, the role of affect in decision, framing, bounded rationality, mechanisms of choice such as heuristics, the role of social cognition in choice, concepts of self and other, and computer modeling of choice. The course also includes an introduction to the design of empirical behavioral research. Offered as COGS 316 and COGS 416. Counts as SAGES Departmental Seminar.

COGS 417. Cognitive Diversity. 3 Units.
This course surveys research from cognitive science (psychology, linguistics, neuroscience, etc.) on the ways that different people think differently. We will consider dimensions such as sex, gender, sexual orientation, race/ethnicity, bodily differences, cultural differences, and effects of speaking different languages. Students will choose the last two topics at the end of the semester (Different religions? Different ages? Whatever interests the class!). Offered as COGS 317 and COGS 417. Counts for CAS Global & Cultural Diversity Requirement.

COGS 419. Elements of Surprise. 3 Units.
This course will connect research into the cognitive experiences of surprise and suspense with the ways people can create those experiences for each other—cooperatively and uncooperatively—in everyday interaction and in cultural products like jokes, architecture, music, written narratives, films, and games. Topics include predictions and expectations involved in perceiving and navigating the physical world, cognitive biases, timing in conversation, language processing, attention, perspective-taking, counterfactual thinking, the psychological structure of explanations, and the psychology of "fair play." Offered as COGS 319 and COGS 419.

COGS 425. Cognitive Approaches to Literature. 3 Units.
This course approaches literature as a window into language, in which cognition is characterized by the same imaging and imaginary properties as artistic literature. It is an attempt to identify and analyze procedures as aesthetically interesting and generally relevant forms of human thinking, feeling, imagining, fantasizing, and conceptualizing. The course introduces current theories of literature in relation to language and mind, and it presents and discusses practical applications in critical reading and text analysis, using examples from modern literature in the main genres. A student may earn credit for either COGS 325 or COGS 425 but not both. Recommended preparation: COGS 101, COGS 202. Offered as COGS 325 and COGS 425.

COGS 427. Gesture in Cognition and Communication. 3 Units.
Most people never notice that when they are talking, they’re also gesturing. Why do we produce these gestures? What can studying them tell us about the human mind? This course surveys scientific research on gesture, exploring topics such as the role of gesture in communication, cross-cultural differences in gesture, and the relationship between gesture and signed languages. The course will focus on gestures produced with speech, but will cover symbolic and ritualized gesture in the visual arts and in dance. Offered as COGS 327, COGS 427 and MLIT 327. Counts as SAGES Departmental Seminar.

COGS 430. Cognition and Computation. 3 Units.
An introduction to (1) theories of the relationship between cognition and computation; (2) computational models of human cognition (e.g. models of decision-making or concept creation); and (3) computational tools for the study of human cognition. All three dimensions involve data science: theories are tested against archives of brain imaging data; models are derived from and tested against datasets of e.g., financial decisions (markets), legal rulings and findings (juries, judges, courts), legislative actions, and healthcare decisions; computational tools aggregate data and operate upon it analytically, for search, recognition, tagging, machine learning, statistical description, and hypothesis testing. Offered as COGS 330, COGS 430, DSCI 330 and DSCI 430.

COGS 431. Introduction to Applied Linguistics. 3 Units.
This course provides students with answers to the question, "Linguistics? What can you do with that?" We will survey the ways that linguistics has been used (i.e. applied) to solve 'real world' problems. Some of these, like computational linguistics and the teaching of language, are intimately involved in language, even though they do not necessarily concern themselves with linguistic theory. Others, such as language and the law, use linguistics as a tool to do their work. We will be concerned with understanding the various ways that linguistic inquiries have been used or neglected, and also with the implications of applied fields for linguistic theories. Offered as LING 309, LING 409, COGS 331 and COGS 431. Counts for CAS Global & Cultural Diversity Requirement.

COGS 435. Japanese Linguistics. 3 Units.
The purpose of this course is to survey the principal research in Japanese linguistics for students who have basic knowledge of Japanese and are interested in more in-depth treatment of linguistic phenomena (phonetics, phonology, morphology, syntax, semantics, etc.). Lectures and discussions will cover many different aspects of the Japanese language. There is a great deal of analytic studies of the Japanese language done both inside and outside Japan, which will be surveyed in this course. Students will become familiar with the major issues through lectures and class discussions, as well as through their reading of both primary and secondary sources. Both formal and functional approaches to the analysis of Japanese will be examined, and the acquisition of these structures will also be discussed. The course will also be useful for the improvement of students’ Japanese language proficiency. Recommended preparation: JAPN 101 and JAPN 102, or equivalent competence in Japanese. Offered as COGS 335, COGS 435, JAPN 435, LING 335 and LING 435. Counts for CAS Global & Cultural Diversity Requirement.
COGS 448. Buddhism and Cognitive Science. 3 Units.
In 1987, the Dalai Lama initiated a yearly event–Mind and Life Dialogues–to address “critical issues of modern life at the intersection of scientific and contemplative understanding”. Dialogue topics included issues related to Buddhist thought and practice, and cognitive science. Others with an interest in the intersection of Buddhism and cognitive science, such as Robert Wright in Why Buddhism is True: The Science and Philosophy of Meditation and Enlightenment (2017), argue that non-supernatural aspects of Buddhism, such as the benefits of mindfulness meditation and the nature of the (non-)self, are affirmed by cognitive science and evolutionary psychology. The notion that at least some aspects of Buddhism are “true” in relation to contemporary cognitive scientific views of mind and brain has attracted considerable attention from both Buddhist practitioners and cognitive scientists. This seminar explores Buddhist and cognitive science perspectives on issues such as embodied cognition, consciousness, mind, self and personal identity, theory of mind, morality, representation, and language. We start with a general overview of Buddhist philosophy, and then turn to specific readings on Buddhist concepts in relation to similar concepts found in the cognitive science literature. For instance, we will explore the Buddhist concept of no permanent self or soul (an-tman). This idea resonates with Daniel Dennett’s notion of the “narrative self” and the cognitive neuroscience view that there is no neurological center of self or experience. Although the specific concepts covered will vary in each iteration of this course, readings will always be drawn from both Buddhist primary and secondary readings, and from the cognitive science literature. Offered as COGS 348, COGS 448, RLGN 348 and RLGN 448. Counts for CAS Global & Cultural Diversity Requirement. Prereq: Completion of one COGS or RLGN course or Requisites Not Met permission.

COGS 452. Language, Cognition, and Religion. 3 Units.
This course utilizes theoretical approaches found in cognitive semantics—a branch of cognitive linguistics—to study the conceptual structures and meanings of religious language. Cognitive semantics, guided by the notion that conceptual structures are embodied, examines the relationship between conceptual systems and the construction of meaning. We consider such ideas as conceptual metaphor theory, conceptual blending, Image schemas, cross-domain mappings, metonymy, mental spaces, and idealized cognitive models. We apply these ideas to selected Christian, Buddhist, and Chinese religious texts in order to understand ways in which religious language categorizes and conceptualizes the world. We examine both the universality of cognitive linguistic processes and the culturally specific metaphors, conceptual blends, image schemas, and other cognitive operations that particular texts and traditions utilize. Offered as RLGN 352, RLGN 452, COGS 352 and COGS 452. Counts for CAS Global & Cultural Diversity Requirement.

COGS 499. Independent Studies. 1 - 3 Units.
This course is a face-to-face seminar between students and instructor, aiming at letting and helping the students independently develop original research on well-defined topics in the field of cognitive linguistics. Themes can vary within the wide area of cognition and culture.

COGS 651. Thesis M.A.. 1 - 6 Units.
Conduct independent research and writing in Cognitive Linguistics under the guidance of a faculty adviser from Cognitive Science. The precise requirements of the course are to be determined by the faculty advisor. Prereq: COGS 406 and COGS 407 and COGS 408. Coreq: COGS 409.

Department of Dance

Mather Dance Center
http://dance.case.edu/
Phone: 216.368.1491; Fax: 216.368.6936
Karen Potter, Department Chair
karen.potter@case.edu

The Department of Dance offers education and participation in many aspects of dance, with course offerings in modern dance and ballet technique, choreography, kinesiology, history, production and more. Students have the opportunity to perform on stage as well as to serve on the technical crews in dance concerts. The high ratio of faculty to students ensures that students will be able to work closely with highly skilled professionals. The department treats all performances as educational experiences and welcomes the participation of all students, particularly in Mather Dance Collective (MaDaCol), regardless of their academic majors and career goals.

Graduates of the dance program are currently employed as modern dance company members (regionally and nationally), company directors/choreographers, and dance production managers, and as teachers, program directors, and administrators in colleges and universities. Others have transitioned into such disciplines as physical therapy and massage therapies.

Department Faculty

Karen Potter, MFA
(Case Western Reserve University)
Professor and Chair
Contemporary dance technique; choreography; pedagogy

Gary Galbraith, MFA
(Case Western Reserve University)
Professor; Artistic Director, Mather Dance Ensemble
Contemporary dance technique; choreography; dance wellness; production and technology

Undergraduate Programs

Major
Degree requirements for the major in dance, Bachelor of Arts degree, are as follows:

Technique Core (all but 103 and 160 are repeatable for credit as advised and/or desired) 21

Modern Techniques: By advisement and placement, select from among the 3-credit and floating credit classes below (15 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 103</td>
<td>First-Year Contemporary Dance Technique I</td>
</tr>
<tr>
<td>DANC 104</td>
<td>First-Year Contemporary Dance Technique II</td>
</tr>
<tr>
<td>DANC 203</td>
<td>Second-Year Contemporary Dance Technique I</td>
</tr>
<tr>
<td>DANC 204</td>
<td>Second-Year Contemporary Dance Technique II</td>
</tr>
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</table>
Department of Dance

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>DANC 303</td>
<td>Thrid-Year Contemporary Dance Technique I</td>
</tr>
<tr>
<td>DANC 304</td>
<td>Third-Year Contemporary Dance Technique II</td>
</tr>
<tr>
<td>DANC 317</td>
<td>Advanced Contemporary Dance Technique I</td>
</tr>
<tr>
<td>DANC 318</td>
<td>Advanced Contemporary Dance Technique II</td>
</tr>
<tr>
<td>DANC 403</td>
<td>Fourth-Year Contemporary Dance Technique I</td>
</tr>
<tr>
<td>DANC 404</td>
<td>Fourth-Year Contemporary Dance Technique II</td>
</tr>
<tr>
<td>DANC 417</td>
<td>Advanced Contemporary Dance Technique I</td>
</tr>
<tr>
<td>DANC 418</td>
<td>Advanced Contemporary Dance Technique II</td>
</tr>
</tbody>
</table>

Ballet Techniques: By advisement and placement, select from among the 3-credit and floating credit classes listed below (6 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>DANC 160</td>
<td>Introduction to Ballet Technique I</td>
</tr>
<tr>
<td>DANC 161</td>
<td>Introduction to Ballet Technique II</td>
</tr>
<tr>
<td>DANC 260</td>
<td>Second-Year Ballet Technique I</td>
</tr>
<tr>
<td>DANC 261</td>
<td>Second-Year Ballet Technique II</td>
</tr>
<tr>
<td>DANC 360</td>
<td>Ballet Technique for Contemporary Dance Students I</td>
</tr>
<tr>
<td>DANC 361</td>
<td>Ballet Technique for Contemporary Dance Students II</td>
</tr>
<tr>
<td>DANC 460</td>
<td>Ballet Technique for Contemporary Dance Students I</td>
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<tr>
<td>DANC 461</td>
<td>Ballet Technique for Contemporary Dance Students II</td>
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</tbody>
</table>

Core Theory and Creative Research Requirements 9

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 355</td>
<td>History of Modern Dance</td>
</tr>
</tbody>
</table>

Select two from among:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>DANC 121</td>
<td>Dance in Culture - Ethnic Forms</td>
</tr>
<tr>
<td>DANC 122</td>
<td>Dance in Culture - Theatrical Forms</td>
</tr>
<tr>
<td>DANC 314</td>
<td>The Craft of Choreography</td>
</tr>
<tr>
<td>DANC 345</td>
<td>Kinesiology for Dance and Sport Performance</td>
</tr>
</tbody>
</table>

Additional Core Requirements (choose 3 from below): 9

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>DANC 121</td>
<td>Dance in Culture - Ethnic Forms</td>
</tr>
<tr>
<td>DANC 122</td>
<td>Dance in Culture - Theatrical Forms</td>
</tr>
<tr>
<td>DANC 237</td>
<td>Religion and Dance in South Asia</td>
</tr>
<tr>
<td>DANC 315</td>
<td>Choreography and Music</td>
</tr>
<tr>
<td>DANC 324</td>
<td>Dance Production Resources</td>
</tr>
<tr>
<td>DANC 335</td>
<td>Contemporary Dance Pedagogy</td>
</tr>
<tr>
<td>DANC 345</td>
<td>Kinesiology for Dance and Sport Performance</td>
</tr>
<tr>
<td>DANC 346</td>
<td>Topics in Dance Medicine, Science, and Wellness</td>
</tr>
<tr>
<td>DANC 396</td>
<td>SAGES Senior Capstone in Dance</td>
</tr>
</tbody>
</table>

Additional Performance/Physical Requirements 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 385</td>
<td>Production Practicum (repeatable for credit)</td>
</tr>
</tbody>
</table>

Total Units 41

Departmental Honors

All majors are encouraged to apply for DANC 397 Honors Studies I and DANC 398 Honors Studies II in their final year. This adds 6 hours to the total.

Minor

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 103</td>
<td>First-Year Contemporary Dance Technique I</td>
</tr>
<tr>
<td>DANC 104</td>
<td>First-Year Contemporary Dance Technique II</td>
</tr>
<tr>
<td>DANC 203</td>
<td>Second-Year Contemporary Dance Technique I</td>
</tr>
<tr>
<td>DANC 204</td>
<td>Second-Year Contemporary Dance Technique II</td>
</tr>
</tbody>
</table>

Two of the following*: (6) 6

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 160</td>
<td>Introduction to Ballet Technique I</td>
</tr>
<tr>
<td>DANC 161</td>
<td>Introduction to Ballet Technique II</td>
</tr>
<tr>
<td>DANC 260</td>
<td>Second-Year Ballet Technique I</td>
</tr>
<tr>
<td>DANC 261</td>
<td>Second-Year Ballet Technique II</td>
</tr>
<tr>
<td>DANC 303</td>
<td>Third-Year Contemporary Dance Technique I</td>
</tr>
<tr>
<td>DANC 304</td>
<td>Third-Year Contemporary Dance Technique II</td>
</tr>
<tr>
<td>DANC 360</td>
<td>Ballet Technique for Contemporary Dance Students I</td>
</tr>
<tr>
<td>DANC 361</td>
<td>Ballet Technique for Contemporary Dance Students II</td>
</tr>
</tbody>
</table>

Additional requirements: (one time)

DANC 385 Production Practicum 0

* Other classes may be substituted by advisement

Total Units 18

Graduate Programs

Master of Arts

Although the graduate dance program is geared toward the Master of Fine Arts degree (see below), all graduate students begin in the MA program. Advancement to the MFA program occurs upon faculty recommendation to the Dean of Graduate Studies in the third semester. The course work for the MA may be similar to that for the Master of Fine Arts, enhanced by related studies in theater and other departments. The candidate’s program of study will be designed by the primary dance faculty. The School of Graduate Studies and the Department of Dance, in accordance with the Ohio Department of Education, requires a minimum grade point average of 3.0.

MA candidates must complete a minimum of 30 hours, following a program similar to that suggested below. The principal faculty advisor may suggest modifications.

Technique Classes: 12

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 417 &amp; DANC 418</td>
<td>Advanced Contemporary Dance Technique I and Advanced Contemporary Dance Technique II</td>
</tr>
</tbody>
</table>
Requirements for the MFA degree include:

1. A minimum of 60 semester hours of graduate work beyond the bachelor’s degree
2. A cumulative grade point average of 3.0 for all course work on the graduate level
3. Completion of the course requirements for the MFA Thesis Portfolio
4. Successful completion of the third year in performance in the Mather Dance Center mainstage season

Specific requirements for the MFA degree are as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance Technique</td>
<td>18</td>
</tr>
<tr>
<td>Choreography</td>
<td>12</td>
</tr>
<tr>
<td>Production Resources</td>
<td>4</td>
</tr>
<tr>
<td>Contemporary Dance History</td>
<td>3</td>
</tr>
<tr>
<td>Kinesiology, Pedagogy, Dance Wellness, MUDE 501</td>
<td>12</td>
</tr>
<tr>
<td>Dance Center mainstage season</td>
<td>6</td>
</tr>
<tr>
<td>Total Units</td>
<td>60</td>
</tr>
</tbody>
</table>

**Courses**

**DANC 103. First-Year Contemporary Dance Technique I. 3 Units.**

Introduction to contemporary dance technique, through active participation, to serve individual development of basic movement principles, locomotor and axial skills and dance vocabulary, all in relation to time, space and dynamics and with a broad spectrum of applications, including dance, music, sports and theater. Explorations and investigations, both practical and cognitive, are designed to lay an introductory foundation for participating in and appreciating and understanding creative expressions.

**DANC 104. First-Year Contemporary Dance Techniques II. 3 Units.**

Continuation of DANC 103. Prereq: DANC 103.

**DANC 121. Dance in Culture - Ethnic Forms. 3 Units.**

A lecture class designed to introduce dance as an art form and the many roles it plays in a variety of cultures. Focus will be on ethnic forms and primal cultures. Counts for CAS Global & Cultural Diversity Requirement.

**DANC 122. Dance in Culture - Theatrical Forms. 3 Units.**

Introduction to an historical and cultural overview of many different theatrical forms of dance from various cultures specifically selected to encompass geographic diversity and represent different periods in history. Basic craft elements of the structures of theatrical dance will be introduced to provide a foundation for viewing dance and developing a personal aesthetic. Counts for CAS Global & Cultural Diversity Requirement.

**DANC 160. Introduction to Ballet Technique I. 3 Units.**

This introductory-level course offers the beginning ballet student the basic tenets and principles of ballet technique. Classwork will involve strong emphasis on proper alignment of the body, dynamic timings, and a command of ballet terminology.

**DANC 161. Introduction to Ballet Technique II. 3 Units.**

Continuation of DANC 160. Prereq: DANC 160 or consent of department.
DANC 203. Second-Year Contemporary Dance Technique I. 3 Units.
Building upon the movement foundations explored in first-year contemporary dance courses, this course introduces the formalities of dance technique as a contemporary American art form with continued and progressive refinement and development of basic movement principles, locomotor and axial skills and dance vocabulary, all in relation to time, space and dynamics and with a broad spectrum of applications, including dance, music, sports and theater. Prereq: DANC 103 and DANC 104.

DANC 204. Second-Year Contemporary Dance Technique II. 3 Units.
Continuation of DANC 203. Prereq: DANC 203.

DANC 237. Religion and Dance in South Asia. 3 Units.
This is an experimental interdisciplinary course in religion, dance, and South Asian studies. We will explore the performance of religion in bharata natyam, one storytelling dance form from South Asia. This dance style draws upon Hindu devotional (bhakti) allegories of sacred and profane love in its choreography. Lover and beloved, as the ideal relationship between God and the human, becomes the model for the performed relationship between heroes and heroines (nayaka-nayaki) danced on stages and, more recently, Bollywood screens. To this end we will examine primary and secondary sources on bharata natyam and aesthetic theory/classical dramatics. We will also observe dance performances in the greater Cleveland area. Offered as RLGN 237 and DANC 237.

DANC 260. Second-Year Ballet Technique I. 3 Units.
In-depth exploration of principles and foundations of ballet technique as preparation for the specialized training needs of dancers. Prereq: DANC 161.

DANC 261. Second-Year Ballet Technique II. 3 Units.
Continuation of DANC 260. Prereq: DANC 260 or consent of department.

DANC 303. Thrid-Year Contemporary Dance Technique I. 3 Units.
For the dance major and upper level non-major. Formalities of dance technique as a contemporary American art form serve as the basis of the aesthetic and technical challenges explored in the course. Prereq: DANC 204.

DANC 304. Third-Year Contemporary Dance Technique II. 3 Units.
Continuation of DANC 303. Recommended preparation: DANC 303 or consent of department.

DANC 314. The Craft of Choreography. 3 Units.
An in-depth investigation of choreographic craft elements is presented through lecture, practical involvement and specified studies. Emphasized are tools to discover primary movement vocabulary, development of vocabulary through permutative investigations and the co-ordination of movement vocabulary into phrases, structural units, and larger sections. Offered as DANC 314 and DANC 414. Prereq: DANC 303 and DANC 304.

DANC 315. Choreography and Music. 3 Units.
Combining craft resources with emphasis on use of music. Music selections, historically categorized, are chosen for the purpose of analyzing metric and structural characteristics in accord with which choreography will be created. Offered as DANC 315 and DANC 415. Prereq: DANC 314 or requisite not met permission.

DANC 317. Advanced Contemporary Dance Technique I. 1 - 3 Units.
Emphasis on performing skills enlarged to include rehearsal and performance of full repertory works. Adaptability, versatility, and fidelity to choreographic intention stressed. Offered as DANC 317 and DANC 417. Prereq: DANC 304
DANC 396. SAGES Senior Capstone in Dance. 3 Units.
This capstone course, the final requirement of the SAGES program, is limited to students majoring in Dance. As it is not required of the major, enrollment will be based on the recommendation of the student's major advisor. Projects may focus on creative or scholarly research, both of which require a written component that culminates in a formal presentation. Creative projects are only available to students who have successfully completed DANC 314, DANC 315, and DANC 324, who have also consistently excelled in their upper-level contemporary technique classes, and who have been recommended by the faculty of the Department of Dance to undertake a creative project versus a scholarly project. Except in approved situations, all capstone projects are supervised by a faculty person in the Department of Dance. Counts as SAGES Senior Capstone. Prereq: DANC 203, DANC 204, DANC 303, DANC 304, DANC 314 and DANC 355.

DANC 397. Honors Studies I. 3 Units.
Individual projects in dance.

DANC 398. Honors Studies II. 3 Units.
Individual projects in dance.

DANC 399. Independent Study in Dance. 1 - 3 Units.
Independent research and project work in areas of dance and pedagogy.

DANC 403. Fourth-Year Contemporary Dance Technique I. 1 - 3 Units.
A logical progression of contemporary technique, this class is designed for the upper level dance major and graduate student in dance to further develop technical acumen with emphasis on aesthetic and physical challenges. Prereq: DANC 303.

DANC 404. Fourth-Year Contemporary Dance Technique II. 1 - 3 Units.
Continuation of DANC 403. Prereq: DANC 403.

DANC 414. The Craft of Choreography. 3 Units.
An in-depth investigation of choreographic craft elements is presented through lecture, practical involvement and specified studies. Emphasized are tools to discover primary movement vocabulary, development of vocabulary through permutative investigations and the co-ordering of movement vocabulary into phrases, structural units, and larger sections. Offered as DANC 314 and DANC 414.

DANC 415. Choreography and Music. 3 Units.
Combining craft resources with emphasis on use of music. Music selections, historically categorized, are chosen for the purpose of analyzing metric and structural characteristics in accord with which choreography will be created. Offered as DANC 315 and DANC 415. Prereq: DANC 414.

DANC 416. Choreography and Theatrical Elements. 3 Units.
Use of properties, costumes, and scenic elements in both "first- and second-function" (Northrop) or "literal" and "abstract" applications challenge the functional and aesthetic appropriateness of conjoined choices. Dance structures fully developed under supervision. Successful results may be programmed for performance and tested for applicability to the Production sequence. Prereq: DANC 414.

DANC 417. Advanced Contemporary Dance Technique I. 1 - 3 Units.
Emphasis on performing skills enlarged to include rehearsal and performance of full repertory works. Adaptability, versatility, and fidelity to choreographic intention stressed. Offered as DANC 317 and DANC 417. Prereq: DANC 404.

DANC 418. Advanced Contemporary Dance Technique II. 1 - 3 Units.
Continuation of DANC 317/417. Offered as DANC 318 and DANC 418. Prereq: DANC 417.

DANC 424. Dance Production Resources. 3 Units.
An examination of dance production resources such as costumes construction, lighting design, and management. Exercises include design, construction, and implementation to emphasize practical applications. Offered as DANC 324 and DANC 424.

DANC 426. Advanced Topics in Choreography. 3 Units.
Introduction and investigation of advanced topics in choreography including but not limited to dance and technology, directing ensemble dance, and dance and the narrative. This course work is explored in the format of in-studio practicum and lecture, discussion, and peer and instructor review of student generated work. Structured studies will be developed under instructor supervision; students will be required to dedicate time and energy in the studio outside of class meetings to develop choreography studies for in-class presentation and review. Prereq: DANC 414 and DANC 415 and DANC 416.

DANC 445. Kinesiology for Dance. 3 Units.
Seminar and laboratory for assessment of kinesiological and biomechanical principles as related to dance. Assessment of current research will be implemented to affect cross-training protocols.

DANC 446. Topics in Dance Medicine, Science, and Wellness. 1 - 3 Units.
Review and application of continually emerging information from the fields of Dance Medicine and Science that impacts general dancer health and the care and prevention and treatment of dance specific injuries. Participation in the Dancer Wellness Program is encouraged to facilitate continued application of principles developed in DANC 345. Offered as DANC 346 and DANC 446.

DANC 447. Dancer Wellness Research. 1 - 6 Units.
This course is designed to promote research interests for those students who have had an introduction to the field of Dancer Wellness through their other coursework and/or participation in the Dancer Wellness Program annual screening and summary profiles. Prereq: DANC 446.

DANC 455. History of Modern Dance. 3 Units.
Origin and development of modern dance in its historical context.

DANC 460. Ballet Technique for Contemporary Dance Students I. 1 - 3 Units.
Ballet Technique for Dancers will focus on developing the ballet skills required of the contemporary dancer. The technical level of the class will range from intermediate to advanced where applicable in barre work as well as center. Offered as DANC 360 and DANC 460.

DANC 461. Ballet Technique for Contemporary Dance Students II. 1 - 3 Units.
Ballet Technique for Dancers will focus on developing the ballet skills required of the contemporary dancer. The technical level of the class will range from intermediate to advanced where applicable in barre work as well as center. Offered as DANC 361 and DANC 461. Prereq: DANC 460.

DANC 485. Rehearsal, Performance and Production. 1 - 6 Units.
(See DANC 385.)

DANC 505. Music Resources for Contemporary Dance. 1 - 3 Units.
Resources in the various periods and styles of music for the dancer/choreographer. Study of the choreographic use of music.

DANC 509. Introduction to Performance Theory. 1 - 3 Units.
This independent study oriented course is designed to acquaint the dance student with the major theoretical writings and practices of performance theory. Areas of exploration may include anthropological, mythological, psychological, and cultural sources of art, performance, and the creative impulse.
DANC 535. Contemporary Dance Pedagogy. 3 Units.
The study and investigation of the approaches and methods of teaching
contemporary dance. Detailed study is made of kinesthetic, oral, and
creative factors in teaching dance. Opportunity to assist and teach under
supervision. Offered as DANC 335 and DANC 535.

DANC 601. Special Projects. 1 - 3 Units.
(Credit as arranged.)

DANC 610. Professional Internship. 1 - 4 Units.
Involvement in intensive internships with professional dance companies,
private studios, festivals, workshops or clinics to bridge the academic and
professional lives. Internships may be scheduled for varying lengths of
time.

DANC 640. M.F.A. Thesis Production I. 3 Units.
Preproduction conception in area of specialization researched and
documented under appointed adviseemnt, in accord with production
syllabus, and subcommittee approval.

DANC 641. M.F.A. Thesis Production II. 3 Units.
Production implementation, post production evaluation/defense, and
advisory assessment.

DANC 644. M.A. Project. 1 - 12 Units.
Research and development of a Master of Arts project in Dance.

Department of Earth, Environmental, and Planetary Sciences

112 A. W. Smith Building
http://eeps.case.edu/
Phone: 216.368.3690; Fax: 216.368.3691
Steven A. Hauck, II, Department Chair
steven.hauck@case.edu

The earth, environmental, and planetary sciences encompass a wide
range of inquiries into the physical, chemical, and biological processes
that shape the earth and the planets. Application of these inquiries to
understanding a planet’s evolution through time is a unique attribute of
general geological investigations. Knowledge of the past and present reveals the
constraints of our environment and serves as a guide for the future.

In recent years, significant advances have been made in the
understanding of Earth’s interior, the nature of surface and near-surface
processes, the history of the Earth’s climate, the ecology of living and
ancient organisms, and the comparative geology of other planets.
Geological knowledge is fundamental to resource conservation, land use
planning and other environmental concerns.

Department faculty have active research programs to investigate planet
formation and evolution, and Earth and environmental history. The
department offers degree programs leading to the Bachelor of Arts (BA)
and Bachelor of Science (BS) in geological sciences, BA in environmental
gogy, BA in environmental studies, Master of Science (MS), and Doctor
of Philosophy (PhD). The Environmental Studies Program (p. 360) is
described elsewhere in this bulletin.

Department Faculty

Steven A. Hauck, II, PhD
(Washington University in St. Louis)
Professor and Chair
Geodynamics

Ralph P. Harvey, PhD
(University of Pittsburgh)
Professor
Planetary geology

Peter L. McCall, PhD, JD
(Yale University)
Professor; Director, Environmental Studies Program
Benthic ecology; paleoecology

Beverly Z. Saylor, PhD
(Massachusetts Institute of Technology)
Professor
Sedimentary geology

James A. Van Orman, PhD
(Massachusetts Institute of Technology)
Professor
Geochemistry

Peter J. Whiting, PhD
(University of California, Berkeley)
Professor; Associate Dean, College of Arts and Sciences
Geomorphology; surface water hydrology; environmental geology

Adjunct Faculty

Mulugeta Alene Araya, PhD
(University of Turin/University of Genoa)
Adjunct Associate Professor
Structural geology

Jeffrey Balcerski, PhD
(Case Western Reserve University)
Adjunct Assistant Professor

Andrew Dombard, PhD
(Washington University in St. Louis)
Adjunct Associate Professor; University of Illinois-Chicago
Planetary geophysics

Joseph Hannibal, PhD
(Kent State University)
Adjunct Associate Professor; Cleveland Museum of Natural History
Invertebrate paleontology

Nathan Jacobson, PhD
(University of California)
Adjunct Associate Professor

Zhicheng Jing, PhD
(Yale University)
Adjunct Associate Professor

Elham Mohsenian, PhD
(University of Leoben)
Adjunct Assistant Professor

Anne Willem Omta, PhD
(Vrije Universiteit)
Adjunct Assistant Professor
Undergraduate Programs

Majors

Students in Earth, Environmental, and Planetary Sciences obtain a solid background in basic science and mathematics as well as intensive training in the major. In addition, because of the wide variety of ways in which geologic knowledge can be applied, all students are encouraged to take electives in subjects appropriate to their personal objectives, which may range from the engineering applications of geology to the socioeconomic and legal systems bearing on environmental issues. The undergraduate programs stress practical experience and fieldwork as well as classroom study. The environmental geology major combines courses in geological sciences with courses in basic and applied sciences to provide students with an understanding of environmental problems, with employable skills, and with a background for graduate study or professional school.

All students participate in a three-semester Senior Project sequence in which they propose a research project, conduct the research, write a thesis, and present it to the department.

Geological Sciences Major (BA)

Required courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEPS 101</td>
<td>The Earth and Planets</td>
<td>3</td>
</tr>
<tr>
<td>EEPS 110</td>
<td>Physical Geology</td>
<td>3</td>
</tr>
<tr>
<td>EEPS 115</td>
<td>Introduction to Oceanography</td>
<td>1</td>
</tr>
<tr>
<td>EEPS 210</td>
<td>Earth History: Time, Tectonics, Climate, and Life</td>
<td>3</td>
</tr>
<tr>
<td>EEPS 301</td>
<td>Stratigraphy and Sedimentation</td>
<td>3</td>
</tr>
<tr>
<td>EEPS 315</td>
<td>Structural Geology and Geodynamics</td>
<td>3</td>
</tr>
<tr>
<td>EEPS 317</td>
<td>Introduction to Field Methods</td>
<td>3</td>
</tr>
<tr>
<td>EEPS 341</td>
<td>Mineralogy</td>
<td>4</td>
</tr>
<tr>
<td>EEPS 344</td>
<td>Igneous and Metamorphic Petrology</td>
<td>4</td>
</tr>
<tr>
<td>EEPS 360</td>
<td>Summer Field Camp</td>
<td>6</td>
</tr>
<tr>
<td>EEPS 390</td>
<td>Introduction to Geological Research</td>
<td>3</td>
</tr>
<tr>
<td>EEPS 391</td>
<td>Senior Project</td>
<td>2</td>
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<tr>
<td>EEPS 392</td>
<td>Professional Presentation</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Nine hours of approved electives (at least two of these courses must be at the 200 level or higher)</td>
<td>9</td>
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Additional Required Courses

<table>
<thead>
<tr>
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<th>Title</th>
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<tr>
<td>CHEM 105</td>
<td>Principles of Chemistry I</td>
<td>3</td>
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<tr>
<td>CHEM 106</td>
<td>Principles of Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 113</td>
<td>Principles of Chemistry Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>MATH 125</td>
<td>Math and Calculus Applications for Life, Managerial, and Social Sci I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 126</td>
<td>Math and Calculus Applications for Life, Managerial, and Social Sci II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 121</td>
<td>Calculus for Science and Engineering I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 122</td>
<td>Calculus for Science and Engineering II</td>
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<tr>
<td>MATH 124</td>
<td>Calculus II</td>
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<tr>
<td>PHYS 115</td>
<td>Introductory Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 121</td>
<td>General Physics I - Mechanics</td>
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</tr>
<tr>
<td>PHYS 123</td>
<td>Physics and Frontiers I - Mechanics</td>
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<td>PHYS 116</td>
<td>Introductory Physics II</td>
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</tr>
<tr>
<td>PHYS 122</td>
<td>General Physics II - Electricity and Magnetism</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 124</td>
<td>Physics and Frontiers II - Electricity and Magnetism</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Units 70

EEPS 360 Summer Field Camp provides comprehensive field training in the summer between the junior and senior years (this course necessitates transfer credit, which must be approved by the department).

Geological Sciences Major (BS)

Required courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEPS 101</td>
<td>The Earth and Planets</td>
<td>3</td>
</tr>
<tr>
<td>EEPS 110</td>
<td>Physical Geology</td>
<td>3</td>
</tr>
<tr>
<td>EEPS 115</td>
<td>Introduction to Oceanography</td>
<td>1</td>
</tr>
<tr>
<td>EEPS 210</td>
<td>Earth History: Time, Tectonics, Climate, and Life</td>
<td>3</td>
</tr>
<tr>
<td>EEPS 301</td>
<td>Stratigraphy and Sedimentation</td>
<td>3</td>
</tr>
</tbody>
</table>
### EEPS 315
**Structural Geology and Geodynamics**
3

### EEPS 317
**Introduction to Field Methods**
3

### EEPS 341
**Mineralogy**
4

### EEPS 344
**Igneous and Metamorphic Petrology**
4

### EEPS 360
**Summer Field Camp**
6

### EEPS 390
**Introduction to Geological Research**
3

### EEPS 391
**Senior Project**
2

### EEPS 392
**Professional Presentation**
2

Twenty-one hours of approved electives (at least two of these courses must be at the 200 level or higher)
21

### Additional Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 105</td>
<td>Principles of Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 106</td>
<td>Principles of Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 113</td>
<td>Principles of Chemistry Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>ENGR 131</td>
<td>Elementary Computer Programming</td>
<td>3</td>
</tr>
<tr>
<td>MATH 121</td>
<td>Calculus for Science and Engineering I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 122</td>
<td>Calculus for Science and Engineering II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 121</td>
<td>General Physics I - Mechanics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 122</td>
<td>General Physics II - Mechanics and Magnetism</td>
<td>4</td>
</tr>
</tbody>
</table>

One of ENGR 225/225b, CHEM 301, CHEM 335, or PHYS 221

Two semesters upper-level MATH or STAT

Two additional semesters math/science/engr

### Environmental Geology Major

Required courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEPS 110</td>
<td>Physical Geology</td>
<td>3</td>
</tr>
<tr>
<td>EEPS 119</td>
<td>Geology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>EEPS 210</td>
<td>Earth History, Time, Tectonics, Climate, and Life</td>
<td>3</td>
</tr>
<tr>
<td>EEPS 220</td>
<td>Environmental Geology</td>
<td>3</td>
</tr>
<tr>
<td>EEPS 303</td>
<td>Environmental Law</td>
<td>3</td>
</tr>
<tr>
<td>or EEPS 202</td>
<td>Global Environmental Problems</td>
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<tr>
<td>EEPS 305</td>
<td>Geomorphology and Remote Sensing</td>
<td>3</td>
</tr>
<tr>
<td>EEPS 317</td>
<td>Introduction to Field Methods</td>
<td>3</td>
</tr>
<tr>
<td>EEPS 321</td>
<td>Hydrogeology</td>
<td>3</td>
</tr>
<tr>
<td>EEPS 390</td>
<td>Introduction to Geological Research</td>
<td>3</td>
</tr>
<tr>
<td>EEPS 391</td>
<td>Senior Project</td>
<td>2</td>
</tr>
<tr>
<td>EEPS 392</td>
<td>Professional Presentation</td>
<td>2</td>
</tr>
</tbody>
</table>

Nine hours of approved electives (three additional courses at the 200 level or higher which relate to the science or societal implications of environmental concerns. Must be approved by department advisor.)

### Additional Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 114</td>
<td>Principles of Biology</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 105</td>
<td>Principles of Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 106</td>
<td>Principles of Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 113</td>
<td>Principles of Chemistry Laboratory</td>
<td>2</td>
</tr>
</tbody>
</table>

### ESTD 101
**Introduction to Environmental Thinking**
3

### STAT 201
**Basic Statistics for Social and Life Sciences**
3

### MATH 125
**Math and Calculus Applications for Life, Managerial, and Social Sci**
4

or **MATH 121**
**Calculus for Science and Engineering I**

### MATH 126
**Math and Calculus Applications for Life, Managerial, and Social Sci II**
4

or **MATH 122**
**Calculus for Science and Engineering II**

### PHYS 115
**Introductory Physics I**
4

or **PHYS 121**
**General Physics I - Mechanics**

or **PHYS 123**
**Physics and Frontiers I - Mechanics**

### Total Units
67

In the above majors, the student and his or her advisor will design the remainder of the curriculum based on individual interests, in accordance with departmental and college requirements. Through the Integrated Graduate Studies Program (p. 1298), students may earn a bachelor’s and a master’s degree in five years. Special programs, such as interdisciplinary majors, also may be arranged.

### Minor

Students may complete a minor in geological sciences by taking at least 15 hours of course work.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>EEPS 119</td>
<td>Geology Laboratory</td>
<td>1</td>
</tr>
</tbody>
</table>

Up to three of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEPS 101</td>
<td>The Earth and Planets</td>
<td></td>
</tr>
<tr>
<td>EEPS 110</td>
<td>Physical Geology</td>
<td></td>
</tr>
<tr>
<td>EEPS 115</td>
<td>Introduction to Oceanography</td>
<td></td>
</tr>
<tr>
<td>EEPS 117</td>
<td>Weather and Climate</td>
<td></td>
</tr>
</tbody>
</table>

Upper-level EEPS courses to bring total departmental credits to at least 15

### Total Units
15

### Graduate Programs

The Department of Earth, Environmental, and Planetary Sciences offers the following degree programs:

- Geological Sciences MS
- Geological Sciences PhD

Both programs are flexible so as to meet the needs of the individual student. General areas of study include benthic ecology, biostratigraphy and paleontology, environmental and urban geology, geomorphology, limnology, paleoclimatology, petrology, sedimentary geochemistry, sedimentation and stratigraphy, stable isotope studies, meteoritics, planetary materials, geodynamics of planetary interiors, and planetary geology.

More specific information is available from the departmental office, the departmental webpage (https://eeps.case.edu/), and the Office of Admission of the School of Graduate Studies (https://case.edu/gradstudies/prospective-students/admissions-information/).
Geological Sciences MS

Background Required of Entering Students
The coursework background of all incoming graduate students is evaluated at the time of admission. If deficiencies are deemed to exist in some areas, admission may be contingent upon completion of background courses. After arrival, the coursework background of each incoming graduate student will be reviewed by the student’s advisor to determine whether background deficiencies exist for their planned program of study. A student whose background is deemed deficient will, in consultation with their faculty advisor, determine which courses shall be taken to alleviate the deficiencies. Background deficiencies will normally be made up in the first year of graduate study. Some remedial coursework may not count toward graduate credit.

Advisor
Each incoming graduate student will be assigned an advisor from the faculty of the department. The assignment will be based on the background and interests of the student. The advisor may be changed with the approval of the student’s Graduate Committee. The student should meet with their advisor before registration for the first semester of study in order to outline an initial program of studies for the Geological Sciences MS degree. Additional meetings with the advisor should take place before the student registers for subsequent semesters, and from time to time, to review and update this program and discuss the student's progress.

The Graduate School requires that each student file an official Program of Study with the Office of Graduate Studies before they can receive a degree. Normally, this document is submitted during the second semester, subject to later revisions as conditions necessitate.

Graduate Committee Progress Reports
In addition to the regular, continuous contact the student has with their advisor, the student will receive an annual review of their progress from their Graduate Committee. These progress reports will be based on coursework performance and Graduate Committee discussions with the faculty advisor.

MS Requirements
Students must satisfy the university requirements stipulated in the General Bulletin as well as the departmental requirements described below. A minimum of 30 hours of credit beyond the bachelor's degree is required for the MS, and the student must spend at least one year in full-time residence at CWRU. Full-time graduate study consists of 12 semester hours, or 9-10 semester hours where the student has contractual assistantship obligations to the department.

Every graduate student must register once for EEPS 490, a three-credit course. As part of EEPS 490, the student will develop skills in preparing a research project and writing a research grant proposal. Registration for this course is typically in the spring of the first year of the program.

All graduate students are expected to regularly attend Earth, Environmental, and Planetary Sciences Seminars.

The university requires that students maintain a cumulative grade-point average of at least 2.75 for all courses; the department requires a 3.0 cumulative average for Earth, Environmental, and Planetary Sciences courses. Courses below the 300 level may not be counted for degree credit. With the approval of the Graduate Committee, a maximum of 6 hours of graduate-level credit may be transferred from another university. Transfer credit will not be given for courses used for degree credit by the student elsewhere. A student will be terminated for any of the following reasons:

- A grade of F in any Earth, Environmental, and Planetary Sciences course
- More than one grade of C or lower in Earth, Environmental, and Planetary Sciences courses
- More than one grade of F in a non-Earth, Environmental, and Planetary Sciences course
- A grade of I that is not converted within one calendar year

Any 300-level Earth, Environmental, and Planetary Sciences course in which a grade of C or below is obtained will not be counted toward the degree requirements. No course in which a grade of D or below is earned will be counted toward the degree requirements.

Students can complete degree requirements for a Geological Sciences MS under one of two tracks: thesis-focused or project-focused.

Thesis-focused MS
During the second semester, the student will present their thesis prospectus. This will usually be done at a seminar open to the department and will typically follow the work in EEPS 490. The seminar consists of a discussion of the project and the general field in which it lies in order to determine the preparedness and capabilities of the student and the practicability of the project.

A thesis describing original and independent research by the student is required for the MS degree under the thesis-focused track. In preparing the thesis, the student will have the guidance of one or more advisors, and the thesis should be submitted with their approval. Approval of the format of the thesis must be obtained from the Graduate Office at least one month before graduation (see “Instruction for the Preparation of Theses and Dissertations,” available on request in the Office of Graduate Studies). The thesis must be orally defended before the project committee in an examination which is open to the public. The defense must be taken at least one week before the granting of the degree. In practice, a longer period of time should be allowed so that the student can incorporate any corrections suggested at the defense.

Project-focused MS
This requires a comprehensive oral examination involving knowledge of the principles of a student's area of study. This examination is usually given in the final semester. The examination will be given by a committee consisting of the student’s advisor and at least two other faculty members selected by the advisor. The examination is open to other faculty members who may ask questions but have no vote in the grading. One question will be given to the student by the examining committee, not more than seven days nor less than two days prior to the examination. This question will be conceptual in nature and will test the student's ability to reason and find a method of solution for a particular problem. The examination will begin with a discussion of this question. A unanimous vote of the committee is required to pass the examination. If two-thirds of the members vote to recommend passing, the committee may then consider passing the student contingent upon the fulfillment of other conditions. A unanimous vote is required for the stipulation of specific conditions.

If the examination is not passed, the student may retake it after a successful petition to the Graduate Committee, but re-examination must be before the end of the first month of the next semester. No examinations will be given later than the last day of classes. A student
who fails re-examination or is denied re-examination is terminated from the Geological Sciences MS program.

Geological Sciences PhD

The mission of the graduate program in Earth, Environmental, and Planetary Sciences at Case Western Reserve University is to train the coming generations of professional earth, environmental, and planetary scientists. Professional scientists in these disciplines work in a wide range of environments, including, but not limited to, colleges and universities; commercial and nonprofit research laboratories; mining, energy, and environmental consulting industries; local, state, and federal regulatory agencies; federal research laboratories; and museums.

Research opportunities in the graduate program are available in field and observational, experimental, and theoretically based disciplines. These include benthic ecology, surface processes, soil erosion, sediment transport, stratigraphy, geologic sequestration of carbon, geochemistry, meteorites, planetary materials, planetary geology and geophysics, and high-pressure mineral physics and chemistry. Faculty and students conduct field research on five continents, perform experiments at world-class facilities such as the Advanced Photon Source at Argonne National Laboratory, the Cleveland Museum of Natural History, and the NASA Glenn Research Center, and participate in a NASA spacecraft mission.

For students who wish to be admitted to the PhD program, a bachelor's degree in the earth, environmental, or planetary sciences or a related technical field is expected.

The program of research within the Department of Earth, Environmental, and Planetary Sciences addresses state and regional needs by providing students with training in technical research and technical communication skills, promoting an engaged scientific community and fostering a scientifically informed public through outreach and educational activities. Technical skills in the earth, environmental, and planetary sciences are crucial for fostering a workforce capable of addressing needs in natural resource utilization, management, and regulation.

Background Required of Entering Students

The coursework background of all incoming graduate students is evaluated at the time of admission. If deficiencies are deemed to exist in some areas, admission may be contingent upon completion of background courses. After arrival, the coursework background of each incoming graduate student will be reviewed by the student’s advisor to determine whether background deficiencies exist for their planned program of study. A student whose background is deemed deficient will, in consultation with their faculty advisor, determine which courses shall be taken to alleviate the deficiencies. Background deficiencies will normally be made up in the first year of graduate study. Some remedial coursework may not count toward graduate credit.

Advisor

Each incoming graduate student will be assigned an advisor from the faculty of the department. The assignment will be based on the background and interests of the student. The advisor may be changed with the approval of the Graduate Committee. The student should meet with their advisor before registration for the first semester of study in order to outline an initial program of study for the PhD degree. Additional meetings with the advisor should take place before the student registers for subsequent semesters, and from time to time, to review and update this program and discuss the student’s progress.

On passing the PhD candidacy examination, the student selects a faculty member who agrees to be their dissertation advisor. Upon notification of the Graduate Committee, the dissertation advisor assumes the advisory responsibilities formerly held by the faculty advisor and, in addition, supervises the student’s dissertation research. The dissertation advisor, in consultation with the Graduate Committee, selects two additional faculty to form the student’s Advisory Committee.

The Graduate School requires that each student file an official Program of Study with the Office of Graduate Studies before they can receive a degree. Normally this document is submitted during the second semester, subject to later revisions as conditions necessitate.

Graduate Committee Progress Reports

In addition to the regular, continuous contact the student has with the dissertation advisor, the student must call a meeting of the Advisory Committee once each semester to report and discuss their progress on the dissertation. No later than two weeks following this meeting, the Advisory Committee must submit a written report on the student’s progress to the Graduate Committee. The Graduate Committee in turn will send a report to the student, evaluating their progress, before the beginning of the next semester. A student who has not yet been admitted to candidacy will be sent a progress report from the Graduate Committee after each fall semester on the basis of their coursework performance and the Graduate Committee’s discussion with the faculty advisor.

PhD Requirements

The student must satisfy the university requirements stipulated in the General Bulletin as well as the departmental requirements described below. The formal fulfillment of residency requires continuous registration in at least six consecutive academic terms (fall, spring and/or summer). Full-time graduate study consists of 12 semester hours, or 9-10 semester hours if the student has contractual assistantship obligations to the department. It is a university requirement that the PhD be completed within five consecutive calendar years, including leaves of absence, from the initial registration in EEPS 701 Dissertation Ph.D.

A student without a master’s degree will devote at least 36 hours during the first two years to a program approved by the advisor and submitted to the Graduate Committee. For a student already holding a master’s degree, at least 18 hours will be devoted to a one-year program approved by the Graduate Committee. The objective of the program is to broaden the student’s knowledge at an advanced level in a manner consistent with their interests.

Every graduate student must register once for EEPS 490, a three-credit course. As part of EEPS 490 the student will develop skills in preparing a research project and writing a research grant proposal. Registration for this course is typically in the spring of the first year of the program.

All graduate students are expected to regularly attend Earth, Environmental, and Planetary Sciences Seminars.

The university requires a minimum grade-point average of 2.50 after 12 semester hours, 2.75 after 21 semester hours, and 3.00 for graduation; the department requires a 3.0 average for Earth, Environmental, and Planetary Sciences courses. Courses below the 300 level may not be counted for degree credit. With the approval of the Graduate Committee, a maximum of 6 hours of graduate-level credit may be transferred from another university. Transfer credit will not be given for courses used for degree credit by the student elsewhere. A student will be terminated for any of the following reasons:
Part 1: The Written Proposition

Two weeks before the oral presentation of the proposition, the student will submit to each member of the Earth, Environmental, and Planetary Sciences faculty, to each member of the Examining Committee, and to the department office (for file) a paper of about 8-10 pages, introducing and discussing the proposition. The format of the written presentation should be similar to that of an article submitted for publication in Geology or Science. The paper must be graded by each faculty examiner prior to the oral examination.

Part 2: The Comprehensive Examination

The oral examination usually will be no longer than 3 hours in length. It is initiated by a 20-minute formal presentation of the proposition by the candidate. Then the candidate is expected to answer questions about the proposition and its relation to the general field(s) in which it lies. Initially, the questions are centered on the proposition. The candidate may expect to be asked questions of an increasingly general nature as questioning proceeds.

Grading

Grades are assigned to the written proposition and the oral proposition by averaging the numerical grades assigned by each member of the Examining Committee. A grade of 85 is a passing grade for each of these two parts of the examination.

The student will have passed the comprehensive examination part if no grades of F are received, and if the average grade for all four sections is 85 or higher.

All three parts of the examination must be passed. If a student does not pass one or more parts of the examination, the Examining Committee will recommend whether the student should retake those parts of the examination which were failed, or should proceed to the MS degree. A student is not required to retake any of the three parts of the examination which they have passed. In the case of the comprehensive examination, no section which has been passed needs to be retaken. Portions of the examination that are retaken will generally be retaken within a month and in no case later than the end of the semester following the initial examination.

Acceptance as a PhD Candidate

Upon passing the candidacy examination, the department will formally accept the student as a PhD candidate. The student must subsequently register for a minimum of 1 hour of Dissertation Ph.D. (EEPS 701) in each succeeding semester. Prior to admission to candidacy, a student may register for 1 but not more than 3 hours of EEPS 701, and must maintain continuous registration in EEPS 701. See the General Bulletin for further details about dissertation registration.

Dissertation Prospectus

The prospectus is a written two-page document, with references, describing the student’s proposed dissertation research. It is submitted to the Advisory Committee early in the semester following admission to candidacy. The prospectus is also presented orally as a seminar open to the entire department. Announcement of the seminar and distribution of the written prospectus to all department faculty and graduate students are to take place two weeks ahead of time. The prospectus is not an examination of the student, but rather an examination of the suitability and feasibility of the dissertation project. After the seminar, the Advisory Committee will discuss with the student the suitability of the project and the adequacy of the student’s preparation for it.

Dissertation

A dissertation describing original and independent research by the candidate is required for the PhD degree. Not less than one academic year or its equivalent will be devoted to the dissertation research. In preparing the dissertation, the student will have the guidance of one or
Department of Earth, Environmental, and Planetary Sciences

more advisors, and it will not usually be submitted without their approval. Approval of the format of the dissertation must be obtained from the Office of Graduate Studies at least one month before graduation.

Defense of Dissertation
The dissertation must be successfully defended in an oral examination before a faculty committee. The dissertation defense is open to the public. The examination committee is appointed by the Dean of Graduate Studies on recommendation by the department chair no later than three weeks before the date of the examination. The examining committee consists of not fewer than four university faculty, with at least one member from outside the department. The student must provide each member of the committee a copy of his/her completed dissertation at least 10 days prior to the examination. The defense must be taken at least one week before the granting of the degree. In practice, a longer period of time should be allowed so that the student can incorporate required revisions as a result of the defense. Major changes can be required. Check the General Bulletin for further university-wide regulations about the dissertation defense.

Time Requirements
Students who obtain financial assistance from the department must make satisfactory progress toward fulfilling the degree requirements in order to qualify for continued support. Normally, support will not be provided for more than eight semesters of graduate work.

Exceptions
Requests for exceptions must be submitted by petition to the Graduate Committee.

Courses
EEPS 101. The Earth and Planets. 3 Units.  
An examination of the geological processes that have shaped the planets and moons of the inner solar system, focusing on those with relevance to our own planet Earth. Following an introduction to the fundamentals of planetary geology, lectures and exercises will explore how the inner planets (the asteroids, Mercury, Venus, Earth, the Moon, and Mars) exhibit the effects of planetary differentiation, impact cratering, volcanic activity, tectonics, climate, and interactions with life.

EEPS 110. Physical Geology. 3 Units.  
Introduction to geologic processes and materials that shape the world we live in. Hydrologic cycle and evolution of landscapes. Earthquakes, volcanoes, plate tectonics, and geologic resources. Students desiring laboratory experience should enroll in EEPS 119 concurrently.

EEPS 115. Introduction to Oceanography. 3 Units.  
The sciences of oceanography. Physical, chemical, biologic, and geologic features and processes of the oceans. Differences and similarities between the oceans and large lakes including the Great Lakes. Required: Sunday field trip.

EEPS 117. Weather and Climate. 3 Units.  
Introduction to the study of weather and climate. Covers the basics of meteorology, climate zones, the hydrologic cycle, and weather prediction. Lectures address timely topics including greenhouse warming, past global climates, and recent advances in meteorology.

EEPS 119. Geology Laboratory. 1 Unit.  
Principles and techniques common to the geological sciences including rock and mineral identification, map interpretation, land form analysis, application of geological information to engineering works, and more. One three-hour laboratory or field trip weekly. Recommended preparation: EEPS 110.

EEPS 201. Formation and Evolution of a Habitable Planet. 3 Units.  
This course will provide an introduction to the formation and evolution of Earth with an emphasis on how our habitable planet has originated, developed, and sustained conditions suitable for life from a planetary science perspective. Topics include the Big Bang and formation of elements, formation of minerals and organic molecules, formation of the Solar System and planets, formation and differentiation of Earth’s interior, plate tectonics and internal circulation, interactions between interior, atmosphere, and oceans, climate regulation, co-evolution of life and planet, and habitability of other planets in the Solar System and in the universe.

EEPS 202. Global Environmental Problems. 3 Units.  
Global Environmental Problems is a course designed to provide students with an understanding of, and an appreciation for, human-influenced environmental changes that are global in scope. Accordingly, much of the material will focus on the nature and structure of natural global systems, how and where in those systems human influences occur, and will delve deeply into a few particular problems and solutions of current interest, such as population growth, climate change, ozone depletion, and fisheries, from a variety of viewpoints. Offered as ESTD 202 and EEPS 202.

EEPS 205. Climate Change Science and Society. 3 Units.  
This course provides a synoptic, multi-disciplinary understanding of the past, present, and future of anthropogenic climate change by integrating three distinct fields: the earth and environmental sciences, biology and ecology, and history. What is changing in the global climate? Why? How do we know? What should we expect in the future? What can be done? No single discipline can answer these questions fully, and by organizing the course around these big questions, we will demonstrate how different disciplines each contribute essential answers. Course covers diverse sources of evidence for climate change in the past and present, the core mechanisms of climate change at different timescales and their consequences, the impact of climate change on human history and history of the discovery of climate change, climate models and ecological forecasts, the modern politics and diplomacy of climate, climate communication, and multiple paths forward for the earth’s physical, ecological, and social systems. Offered as BIOL 205, EEPS 205, and HSTY 205.

EEPS 210. Earth History: Time, Tectonics, Climate, and Life. 3 Units.  
The discovery and measurement of deep time, tectonic cycles, and geochronological cycles. The origin of life, major fossil groups and their consequences, the impact of climate change on human history and history of the discovery of climate change, climate models and ecological forecasts, the modern politics and diplomacy of climate, climate communication, and multiple paths forward for the earth’s physical, ecological, and social systems. Offered as BIOL 205, EEPS 205, and HSTY 205.

EEPS 215. Climate Crises in Earth History. 3 Units.  
The past century has seen three great revolutions in our understanding of how the earth works: a revolution our understanding of geologic time, construction of the tectonic cycle that creates continents and oceans, and most recently, the ability to trace using isotopes global geochemical cycles. One of these, the carbon cycle, is intimately tied to climate change. We now know there have been a handful of climate crises in earth history—at least five—during which the planet experienced large scale changes in a short time, and we live now in the midst of another. We will examine the large-scale workings of the earth system, how the carbon cycle interacts with climate on time scales from millions of years to millennia to decades, and get an accessible overview of what we know about ongoing climate change and its current and future impacts. No prior knowledge of geology is assumed, and the course is suitable for non-majors, though we will encounter a few equations, some graphs, and some very simple computer models.
EEPS 220. Environmental Geology. 3 Units.

EEPS 225. Evolution. 3 Units.
Multidisciplinary study of the course and processes of organic evolution provides a broad understanding of the evolution of structural and functional diversity, the relationships among organisms and their environments, and the phylogenetic relationships among major groups of organisms. Topics include the genetic basis of micro- and macro-evolutionary change, the concept of adaptation, natural selection, population dynamics, theories of species formation, principles of phylogenetic inference, biogeography, evolutionary rates, evolutionary convergence, homology, Darwinian medicine, and conceptual and philosophic issues in evolutionary theory. Offered as ANTH 225, BIOL 225, EEPS 225, HSTY 225, and PHIL 225.

EEPS 260. Introduction to Climate Change: Physics, Forecasts, and Strategies. 3 Units.
This is a one-semester introduction to the physical processes that determine Earth's past, present, and future climate. The course focuses on quantitatively understanding the human impact on climate, including the historical development of steadily more sophisticated physical models, and ever more complete data. Particular emphasis will be placed on understanding climate change projections, as well as the ethical, political, economic, and communications challenges associated with various strategies going forward. The course is appropriate for all majors. Offered as EEPS 260 and PHYS 260.

EEPS 301. Stratigraphy and Sedimentation. 3 Units.
Formation, distribution, and composition of sediments and sedimentary rocks. Modern depositional environments and their ancient analogues; principles of stratigraphic and biostratigraphic correlation. Two lectures and one laboratory per week. Offered as EEPS 301 and EEPS 401.

EEPS 303. Environmental Law. 3 Units.
Introduction to treatment of environmental issues in legal proceedings. Sources of environmental law, legal procedure, common law remedies (tort law and human health, nuisance, contract law), statutes and regulations, endangered species, public lands, toxics regulation, nuclear power, coal. The course employs the case method of reading and recitation of appellate judicial opinions. We read both classic cases in environmental law as well as current controversies. Offered as ESTD 303 and EEPS 303.

EEPS 305. Geomorphology and Remote Sensing. 3 Units.
Recognition and interpretation of land forms and their significance in revealing present and past geologic processes. Introduction to acquisition and analysis of data through aerial photography and satellite imagery. Two lectures and one laboratory weekly. Recommended preparation: EEPS 110 and EEPS 119. Offered as EEPS 305 and EEPS 405.

EEPS 307. Evolutionary Biology and Paleobiology of Invertebrates. 3 Units.
Important events in the evolution of invertebrate life; structure, function, and phylogeny of major invertebrate groups.

EEPS 315. Structural Geology and Geodynamics. 3 Units.
Theoretical analysis of deformation in earth materials, with illustrations of deformatinal styles in various tectonic settings and the dynamics of the Earth's interior. Recommended preparation: EEPS 110. Offered as EEPS 315 and EEPS 415.

EEPS 317. Introduction to Field Methods. 3 Units.
Practice in field procedures, recognition and testing of hypotheses in the field, field mapping and analysis of sedimentary, igneous, and metamorphic rocks in deformed and tectonically active settings. Weekly meeting plus spring break field trip. Students required to pay partial cost of meals, lodging, and travel. Offered as EEPS 317 and EEPS 417. Prereq: EEPS 119.

EEPS 321. Hydrogeology. 3 Units.
Basic and applied concepts pertaining to the occurrence and movement of groundwater. Definitions, basic equations, applications to a variety of geologic settings, wells. Requires one Saturday field trip to make field measurements, collect and analyze data, and prepare a report. Offered as EEPS 321 and EEPS 421.

EEPS 330. Geophysical Field Methods and Laboratory. 4 Units.
Use of seismic refraction and reflection, gravity, electrical, magnetic, and electromagnetic methods to infer the earth's structure and composition. Application of inverse theory to estimate model parameters. Requires students to make field measurements, analyze data, and prepare a report. Includes several required Saturday field trips. Offered as EEPS 330 and EEPS 430.

EEPS 336. Aquatic Chemistry. 4 Units.
Chemical equilibria occurring in natural waters. Quantitative methods of describing acid-base, metal ion/ligand, precipitation/dissolution, and oxidation/reduction reactions. Geochemical cycling of trace metals and nutrients. Offered as EEPS 336 and EEPS 436.

EEPS 340. Earth and Planetary Interiors. 3 Units.
Quantitative introduction to the composition, structure, dynamics, and evolution of Earth and other planets using principles of geophysics and geochemistry. Planetary formation and differentiation, composition and structure of Earth and planets, heat generation and heat flow, mantle convection and plate tectonics, planetary magnetism and core dynamics, chemical evolution of Earth and planets, extrasolar planets and super Earths. This course will be offered to both undergraduate students and graduates. In addition to the requirements for undergraduate students, graduate students will be asked to work on a small course project relevant to the subject of the course and submit a term paper based on this project by the end of semester. Offered as EEPS 340 and EEPS 440. Prereq: MATH 122 or MATH 126.

EEPS 341. Mineralogy. 4 Units.
Crystallography, hand specimen mineralogy and petrology, principles of crystal structure and crystal chemistry, elementarygeochemistry and phase diagrams, and an introduction to the petrographic microscope. Three lectures and one three-hour laboratory weekly. Prereq: EEPS 119.

EEPS 344. Igneous and Metamorphic Petrology. 4 Units.
Composition, classification, and genesis of igneous and metamorphic rocks, emphasizing physical and chemical principles governing their origin. Laboratory study of rocks in thin section. Two lectures and two three-hour laboratories weekly. Prereq: EEPS 341.

EEPS 345. Planetary Materials. 1 - 3 Units.
An introduction to the materials that make up the solid matter of the solar system. Student presentations will review our current understanding of accessible primitive materials such as meteorites, cosmic dust, lunar and ancient terrestrial rocks, and their relationship to modern natural materials and solar system processes. Offered as EEPS 345 and EEPS 445.

EEPS 349. Geological Problems. 1 - 3 Units.
Special work arranged according to the qualifications of the student.
EEPS 350. Geochemistry. 3 Units.
Introduction to geochemistry. Properties of the elements, elemental and isotopic fractionation, element transport, geochemical systems, geochronology, mineral reactions, the solid Earth, Earth in the solar system. A quantitative approach to modeling geochemical processes will be emphasized throughout. Offered as EEPS 350 and EEPS 450.

EEPS 352. Biogeochemistry. 3 Units.
This course is intended for upper-level undergraduate and graduate students and will focus on global environmental changes and the intersections between biology, geology, chemistry and environmental sciences. Throughout the semester students will explore the cycling of biologically important elements (carbon, nitrogen, phosphorus) in order to understand their role in shaping ecosystem processes and in the development of life on Earth. In the first half of the class, students will explore the biological/chemical processes that shape the past, present and future Earth System. In the second half of the course, students will investigate inter-related nature of these processes/reactions in regulating global biogeochemical cycles. Topics to be covered in this class include the origin of the Earth, elements and life, the Gaia Hypothesis; Geochemical tools to study Earth processes; biological and chemical processes occurring on Earth’s surface; Global Climate/Environmental Change. Recommended Preparation: (CHEM 105 or CHEM 111) and CHEM 106 or ENGR 145. Offered as EEPS 352 and EEPS 452.

EEPS 360. Summer Field Camp. 6 Units.
Six-week course in geologic field methods and mapping. Not offered at CWRU; must be taken at another college or university. Credits will be transferred.

EEPS 367. Topics in Evolutionary Biology. 3 Units.
The focus for this course on a special topic of interest in evolutionary biology will vary from one offering to the next. Examples of possible topics include theories of speciation, the evolution of language, the evolution of sex, evolution and biodiversity, molecular evolution. ANAT/ANTH/EEPS/PHIL/PHOL 467/BIOL 468 will require a longer, more sophisticated term paper, and additional class presentation. Offered as ANTH 367, BIOL 368, EEPS 367, PHIL 367, ANTH 467, BIOL 468, BIOL 467, EEPS 467, PHIL 467 and PHOL 467. Prereq: EEPS 225 or equivalent.

EEPS 390. Introduction to Geological Research. 3 Units.
Examination of factors in the selection, design, and conduct of research projects and in the analysis and interpretation of research results. Consideration of ethical issues in scientific research. Development of a written research proposal and oral presentation of proposed research. Consultations with department faculty in development of research proposal. Research initiation. Offered as EEPS 390 and EEPS 490. Counts as SAGES Departmental Seminar.

EEPS 391. Senior Project. 2 Units.
Research project required of all department majors, based on formal project proposals presented to department faculty. Proposals may be submitted prior to the semester in which EEPS 391 is taken. Grading based on project progress presentation that will include a statement of the problem, a literature review, a description of their field/lab work and presentation of their data collected to date. This course is the first of a 2 semester Senior Capstone (EEPS 391, 392) sequence. Recommended preparation: EEPS 390. Counts as SAGES Senior Capstone.

EEPS 392. Professional Presentation. 2 Units.
Preparation and presentation of final written and oral reports on individual Senior Projects. Class meetings focus on group discussion of problem areas in analysis and interpretation of project results, and in styles of writing poster and oral presentation as demonstrated by practice examples. This course is the second in a two-course (EEPS 391, 392) Senior Capstone sequence. Counts as SAGES Senior Capstone. Prereq: EEPS 390 and EEPS 391. Or Coreq: EEPS 390.

EEPS 396. Undergraduate Research in Evolutionary Biology. 3 Units.
Students propose and conduct guided research on an aspect of evolutionary biology. The research will be sponsored and supervised by a member of the CASE faculty or other qualified professional. A written report must be submitted to the Evolutionary Biology Steering Committee before credit is granted. Offered as ANTH 396, BIOL 396, EEPS 396, and PHIL 396.

EEPS 401. Stratigraphy and Sedimentation. 3 Units.
Formation, distribution, and composition of sediments and sedimentary rocks. Modern depositional environments and their ancient analogues; principles of stratigraphic and biostratigraphic correlation. Two lectures and one laboratory per week. Offered as EEPS 301 and EEPS 401.

EEPS 405. Geomorphology and Remote Sensing. 3 Units.
Recognition and interpretation of land forms and their significance in revealing present and past geologic processes. Introduction to acquisition and analysis of data through aerial photography and satellite imagery. Two lectures and one laboratory weekly. Recommended preparation: EEPS 110 and EEPS 119. Offered as EEPS 305 and EEPS 405.

EEPS 415. Structural Geology and Geodynamics. 3 Units.
Theoretical analysis of deformation in earth materials, with illustrations of deformaional styles in various tectonic settings and the dynamics of the Earth's interior. Recommended preparation: EEPS 110. Offered as EEPS 315 and EEPS 415.

EEPS 417. Introduction to Field Methods. 3 Units.
Practice in field procedures, recognition and testing of hypotheses in the field, field mapping and analysis of sedimentary, igneous, and metamorphic rocks in deformed and tectonically active settings. Weekly meeting plus spring break field trip. Students required to pay partial cost of meals, lodging, and travel. Offered as EEPS 317 and EEPS 417.

EEPS 421. Hydrogeology. 3 Units.
Basic and applied concepts pertaining to the occurrence and movement of groundwater. Definitions, basic equations, applications to a variety of geologic settings, wells. Requires one Saturday field trip to make field measurements, collect and analyze data, and prepare a report. Offered as EEPS 321 and EEPS 421.

EEPS 430. Geophysical Field Methods and Laboratory. 4 Units.
Use of seismic refraction and reflection, gravity, electrical, magnetic, and electromagnetic methods to infer the earth's structure and composition. Application of inverse theory to estimate model parameters. Requires students to make field measurements, analyze data, and prepare a report. Includes several required Saturday field trips. Offered as EEPS 330 and EEPS 430.

EEPS 436. Aquatic Chemistry. 4 Units.
Chemical equilibria occurring in natural waters. Quantitative methods of describing acid-base, metal ion/ligand, precipitation/dissolution, and oxidation/reduction reactions. Geochemical cycling of trace metals and nutrients. Offered as EEPS 336 and EEPS 436.
EEPS 437. Chemistry of Natural Waters. 3 Units.
Advanced topics in aquatic chemistry. Thermodynamics models for ion/ligand speciation in natural waters; origin and composition of seawater, chemical and mineralogical sequence during evaporation, chemical weathering, groundwater and river water chemistry, chemical cycling and a global mass balances; perturbations on natural systems by man. Predictive capabilities of box models.

EEPS 440. Earth and Planetary Interiors. 3 Units.
Quantitative introduction to the composition, structure, dynamics, and evolution of Earth and other planets using principles of geophysics and geochemistry. Planetary formation and differentiation, composition and structure of Earth and planets, heat generation and heat flow, mantle convection and plate tectonics, planetary magnetism and core dynamics, chemical evolution of Earth and planets, extrasolar planets and super Earths. This course will be offered to both undergraduate students and graduates. In addition to the requirements for undergraduate students, graduate students will be asked to work on a small course project relevant to the subject of the course and submit a term paper based on this project by the end of semester. Offered as EEPS 340 and EEPS 440. Prereq: MATH 122 or MATH 126.

EEPS 445. Planetary Materials. 1 - 3 Units.
An introduction to the materials that make up the solid matter of the solar system. Student presentations will review our current understanding of accessible primitive materials such as meteorites, cosmic dust, lunar and ancient terrestrial rocks, and their relationship to modern natural materials and solar system processes. Offered as EEPS 345 and EEPS 445.

EEPS 450. Geochemistry. 3 Units.
Introduction to geochemistry. Properties of the elements, elemental and isotopic fractionation, element transport, geochemical systems, geochronology, mineral reactions, the solid Earth, Earth in the solar system. A quantitative approach to modeling geochemical processes will be emphasized throughout. Offered as EEPS 350 and EEPS 450.

EEPS 452. Biogeochemistry. 3 Units.
This course is intended for upper-level undergraduate and graduate students and will focus on global environmental changes and the intersections between biology, geology, chemistry and environmental sciences. Throughout the semester students will explore the cycling of biologically important elements (carbon, nitrogen, phosphorus) in order to understand their role in shaping ecosystem processes and in the development of life on Earth. In the first half of the class, students will explore the biological/chemical processes that shape the past, present and future Earth System. In the second half of the course, students will investigate inter-related nature of these processes/reactions in regulating global biogeochemical cycles. Topics to be covered in this class include the origin of the Earth, elements and life; the Gaia Hypothesis; Geochemical tools to study Earth processes; biological and chemical processes occurring on Earth's surface; Global Climate/Environmental Change. Recommended Preparation: (CHEM 105 or CHEM 111) and (CHEM 106 or ENGR 145). Offered as EEPS 352 and EEPS 452.

EEPS 467. Topics in Evolutionary Biology. 3 Units.
The focus for this course on a special topic of interest in evolutionary biology will vary from one offering to the next. Examples of possible topics include theories of speciation, the evolution of language, the evolution of sex, evolution and biodiversity, molecular evolution. ANAT/ANTH/EEPS/PHIL/PHOL 467/Biol 468 will require a longer, more sophisticated term paper, and additional class presentation. Offered as ANTH 367, BIOL 368, EEPS 367, PHIL 367, ANAT 467, ANTH 467, BIOL 468, EEPS 467, PHIL 467 and PHOL 467.

EEPS 490. Introduction to Geological Research. 3 Units.
Examination of factors in the selection, design, and conduct of research projects and in the analysis and interpretation of research results. Consideration of ethical issues in scientific research. Development of a written research proposal and oral presentation of proposed research. Consultations with department faculty in development of research proposal. Research initiation. Offered as EEPS 390 and EEPS 490. Counts as SAGES Departmental Seminar.

EEPS 506. Seminar in Geophysics. 1 - 3 Units.
Selected topics in geophysics: advanced research issues, classical papers, current state of the field, advanced techniques. Course content will vary depending on interests of students and faculty.

EEPS 509. Seminar: Graduate Research. 1 Unit.

EEPS 511. Special Readings in Geology. 1 - 6 Units.
Detailed study of a selected topic in geology under the guidance of a faculty member.

EEPS 512. Special Readings in Geology. 1 - 6 Units.
Detailed study of a selected topic in geology under the guidance of a faculty member.

EEPS 601. Special Problems and Research. 1 - 18 Units.
(Credit as arranged.)

EEPS 651. Thesis M.S.. 1 - 18 Units.
(Credit as arranged.)

EEPS 701. Dissertation Ph.D.. 1 - 9 Units.
(Credit as arranged.) Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

Department of Economics

The College of Arts and Sciences awards the Bachelor of Arts degree in economics. The required courses for the major and minor are offered by the Department of Economics in the Weatherhead School of Management (p. 1112).

Bachelor of Arts (BA) in Economics

The BA in Economics is a 120-credit-hour, structured program in which students learn to analyze problems of resource allocation and decision making and to understand the influence of these factors on economies and societies.

Our highly regarded major attracts some of the best students on campus. Students have the opportunity to assist Weatherhead faculty in their research activities and to participate in independent research projects.

Bachelor of Arts (BA) in Economics concentration in Quantitative Methods

This major option (120-hours) emphasizes mathematical and empirical methods in economics, including development of strong quantitative and programming skills. The Quantitative Methods concentration is especially recommended for students who are highly interested in research and advanced study in Economics.
General Degree Requirements

Students are required to complete the Arts and Sciences General Education Requirements (p. ...).

Students who desire a Secondary Major in Economics should consult with a Weatherhead academic advisor.

Major Requirements: Economics

MATH 121  Calculus for Science and Engineering I  4
or MATH 125  Math and Calculus Applications for Life, Managerial, and Social Sci I
ECON 102  Principles of Microeconomics  3
ECON 103  Principles of Macroeconomics  3
ECON 307  Intermediate Macro Theory  3
ECON 308  Intermediate Micro Theory  3
or ECON 309  Intermediate Micro Theory: Calculus-Based
OPRE 207  Statistics for Business and Management Science I  3
or STAT 243  Statistical Theory with Application I
or STAT 312  Basic Statistics for Engineering and Science
or STAT 312R  Basic Statistics for Engineering and Science Using R Programming
ECON 326  Econometrics (Ideally, Econometrics should be taken by the junior year to enrich understanding of upper-level elective courses and to enable engagement in more sophisticated economic analysis.)  4
Elective courses (a minimum of five additional economics courses at the 200 or 300 level). ECON 398 Honors Research II does not count toward fulfilling this requirement.  15

Total Units  38

Major Requirements: Economics concentration in Quantitative Methods

The Quantitative Methods concentration includes the requirements above, AND the following additional or alternative requirements:

MATH 122  Calculus for Science and Engineering II  4
or MATH 126  Math and Calculus Applications for Life, Managerial, and Social Sci II
ECON 309  Intermediate Micro Theory: Calculus-Based  3
Quantitative Methods - Any three of the following:
ECON 216  Data Visualization in R  3
ECON 327  Advanced Econometrics  3
ECON 329  Game Theory: The Economics of Thinking Strategically  3
ECON 364  Economic Analysis of Business Strategies  3
ECON 380  Computational Economics  3
Electives 9 units - At least 3 must be in economics at 200-level or 300-level, and at least 3 must be from non-economics electives menu below:

**NOTE: ECON 395 and ECON 398 do not count towards electives (See information below on SAGES Senior Capstone).**

SAGES Senior Capstone: Economics

The basic Economics major does not require a capstone as part of the major. However, students need to complete a capstone as part of the SAGES requirement. The Economics Department offers the following courses for a capstone.

ECON 398  Honors Research II  3
ECON 395  Senior Capstone in Economics  3
ECON 399  Individual Readings and Research (upon approval of Senior Capstone Coordinator)  3-6

For more information, contact Teresa Kabat (teresa.kabat@case.edu), department administrator, at 216.368.4110.
The Department of English offers courses of study leading to the Bachelor of Arts, Master of Arts, and Doctor of Philosophy degrees. Included among the department's offerings are literary and cultural studies, linguistics, film, journalism and new media, creative writing, rhetoric, and professional writing.

Combining the intellectual resources of a major research university with a scale and set of values more typical of a liberal arts college, the department emphasizes class discussion, individual conferences or tutorials, and other opportunities for students and faculty to work closely together. Likewise, the curriculum is deliberately flexible to respond to student needs and interests and to encourage close cooperation with the faculty in planning a course of study.

A major in English prepares students for various sorts of careers. Three paths are common:

- English leads readily to careers that put a premium on writing skills and on the ability to analyze complex human situations. In addition to the fields that have often been of first interest to English majors (writing and publishing, journalism, advertising, the film industry, public relations, and teaching), significant opportunities exist in the corporate world, in government, and in nonprofit organizations such as those devoted to social service, the environment, or the arts.
- The BA in English is usually essential to anyone expecting to do graduate work in English or to pursue a career as a teacher or a scholar in the field.
- The BA in English traditionally has been an important stepping stone to success in professional school, and many of our English majors choose this path. A significant number go on to law school, many to medical or business school, and some to nursing, journalism, social work, or library school, as well as directly into the business world.

Facilities

The main office is located in Guilford House, where regular public talks, department events, and classes are held. In Bellflower Hall, Writers House augments the English Department's mission through public lectures, workshops, community projects, and the Writing Resource Center. In addition to manuscript and rare-book holdings in the Special Collections Division, Kelvin Smith Library has strengths in Renaissance literature; 18th-, 19th-, and 20th-century English literature; and American literature. The library also houses an outstanding collection of several thousand films and other audiovisual materials, supported in part by English department endowment funds. In Strosacker Auditorium, the Film Society maintains facilities capable of projecting 35 mm and 16 mm films. In the library's Freedman Center for Digital Scholarship, students have access to video cameras, state-of-the-art digital editing software, and stations where they can view audiovisual materials from the library collection.

For further details about our programs, see our website at https://english.case.edu/

Chair

Georgia J. Cowart, PhD
(Rutgers University)
Professor and Interim Chair
17th and 18th centuries; music, the arts, and politics

Department Faculty

Michael Clune, PhD
(Johns Hopkins University)
Samuel B. and Virginia C. Knight Professor of Humanities; Director of Graduate Studies
American literature; literature and philosophy; poetry

Gusztav Demeter, PhD
(Oklahoma State University)
Instructor; Coordinator of ESL Writing
Teaching English as a second language; applied linguistics; cognitive linguistics; discourse analysis

Kimberly Emmons, PhD
(University of Washington)
Oviatt Professor of English; Associate Professor; Director of Composition
Rhetoric; composition; gender and language; medical humanities

Christopher Flint, PhD
(University of Pennsylvania)
Professor
18th-century English literature; print culture

Mary Grimm, MA
(Cleveland State University)
Associate Professor; Director, Writers House
Creative writing (fiction); contemporary literature; graphic novels

Megan Swihart Jewell, PhD
(Duquesne University)
Senior Instructor
American literature; writing studies; poetics

Kurt Koenigsberger, PhD
(Vanderbilt University)
Associate Professor
19th- and 20th-century British literature; postcolonial literature

William H. Marling, PhD
(University of California, Santa Barbara)
Professor
American and world literature; modernism; popular culture; the detective novel; translation studies; anarchist theory

Erika Mae Olbricht, PhD
(University of New Hampshire)
Senior Instructor; SAGES Instructional Coordinator
16th- and 17th-century British literature and theatre; landscape studies

John M. Orlock, MFA
(Pennsylvania State University)
Professor
British and American drama; narrative theory; playwriting; screenwriting
Department of English

Martha Wilson Schaffer, JD, PhD
(Bowling Green State University)
Senior Instructor; Associate Director of Composition
Rhetoric; composition; writing assessment

James Sheeler, MA
(University of Colorado)
Shirley Wormser Professor of Journalism and Media Writing; Director of Undergraduate Studies; Associate Chair
Journalism

Robert Spadoni, PhD
(University of Chicago)
Associate Professor
Film studies

Thrity Umrigar, PhD
(Kent State University)
Distinguished University Professor
Creative writing (fiction and memoir); journalism; African American literature

Maggie Vinter, PhD
(Johns Hopkins University)
Associate Professor
16th- and 17th-century British literature; drama

Lecturer
Gabrielle Parkin, PhD
(University of Delaware)
Interim Director of the Writing Resource Center
Late medieval English literature; material culture studies

Undergraduate Programs

Major
The major in English includes two tracks. The primary track consists of at least 30 semester hours in English above the 100 level (including 15 hours at the 300 level or above). The required courses are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 300</td>
<td>English Literature to 1800</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 302</td>
<td>English Literature since 1800</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 308</td>
<td>American Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 380</td>
<td>Departmental Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Choose one of the following:</td>
<td></td>
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</tr>
<tr>
<td>ENGL 310</td>
<td>History of the English Language</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 312</td>
<td>Chaucer</td>
<td></td>
</tr>
<tr>
<td>ENGL 320</td>
<td>Renaissance Literature</td>
<td></td>
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<tr>
<td>ENGL 323</td>
<td>Milton</td>
<td></td>
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<tr>
<td>ENGL 324</td>
<td>Shakespeare: Histories and Tragedies</td>
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</tr>
<tr>
<td>ENGL 325</td>
<td>Shakespeare: Comedies and Romances</td>
<td></td>
</tr>
<tr>
<td>ENGL 327</td>
<td>Eighteenth-Century Literature</td>
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</tbody>
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ENGL 328   Studies in the Eighteenth Century
ENGL 329   English Literature, 1780-1837
Fifteen additional hours of English courses, at least 3 of which must be at the 300 level

In addition, students submit an English major portfolio as described on our website.

Because of the flexibility of departmental requirements and the variety of career paths to which the major may lead, all students should confer frequently and closely with advisors. No courses outside the department are required for the major (although a language course or equivalent proficiency is necessary for the honors track—see below), but the department recommends courses in comparative literature, history, philosophy, history and criticism of the fine arts, theater, and literature in other languages. Students planning to go to graduate school are reminded of the importance of foreign language study.

Departmental Honors
To qualify for honors, English majors must maintain a minimum GPA of 3.75 in English courses taken for honors and follow a track consisting of at least 36 hours above the 100 level, including: (a) the general requirements for the major (see above); (b) ENGL 387 Literary and Critical Theory; (c) at least 18 hours of approved electives in literary and cultural studies; and (d) one of the following:

- a course in a foreign language taught in the elected language at or above the 200 level,
- a course either in linguistics or in the history of the English language (the latter, however, cannot count for the general pre-1800 requirement and for honors track language substitution), or
- demonstrated fluency in a foreign language.

To be eligible for departmental honors, students must also complete their capstone requirement in a designated capstone course in English.

The department also offers other specialized options which follow.

Major with a Concentration in Film
The film concentration requires that 9 of the 30 credits for the English major be approved film courses.

These 9 credits must include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 367</td>
<td>Introduction to Film (no prerequisites)</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 368</td>
<td>Topics in Film (no prerequisites; the course may be repeated for credit and may count for up to 6 credits of the concentration)</td>
<td>3-6</td>
</tr>
<tr>
<td>ENGL 368C</td>
<td>Topics in Film Capstone</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 316</td>
<td>Screenwriting</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 309</td>
<td>Immersion Journalism/Multimedia Storytelling</td>
<td>3</td>
</tr>
</tbody>
</table>

Or an approved elective course* (up to 3 credits of the concentration) 3
Teacher Licensure in Integrated Language Arts

The English department offers a special option for undergraduate students who wish to pursue an English major and a career in teaching. The Adolescent to Young Adult (AYA) Teacher Education Program in Integrated Language Arts prepares CWRU students to receive an Ohio Teaching License for grades 7-12. Students declare a second major in education—which involves 36 hours in education and practicum requirements—and complete a planned sequence of English content course work within the context of an English major. The program is designed to offer several unique features not found in other programs and to place students in mentored teaching situations throughout their teacher preparation career. This small, rigorous program is designed to capitalize on the strengths of CWRU’s English department, its Teacher Licensure Program, and the relationships the university has built with area schools.

The subject area requirements for teacher licensure (33 credit hours) are as follows:

**ENGL 204** Introduction to Journalism 3
**ENGL 300** English Literature to 1800 3
**ENGL 302** English Literature since 1800 3
**ENGL 308** American Literature 3
**ENGL 310** History of the English Language 3
**ENGL 324** Shakespeare: Histories and Tragedies 3
or **ENGL 325** Shakespeare: Comedies and Romances
**ENGL 368** Topics in Film 3
**ENGL 380** Departmental Seminar 3
One of the following: 3
**ENGL 301** Linguistic Analysis
or **ENGL 379** Topics in Language Studies
or **COSI 313** Language Development
Two of the following: 6
**ENGL 270** Introduction to Gender Studies
**ENGL 363H** African-American Literature
**ENGL 365E** The Immigrant Experience
**ENGL 365N** Topics in African-American Literature
**ENGL 365Q** Post-Colonial Literature

Recommended electives:
**ENGL 203** Introduction to Creative Writing
**ENGL 213** Introduction to Fiction Writing
**ENGL 214** Introduction to Poetry Writing
**ENGL 303** Intermediate Writing Workshop: Fiction
**ENGL 304** Intermediate Writing Workshop: Poetry
**ENGL 392** Classroom Teaching

Integrated Graduate Studies

The Department of English participates in the Integrated Graduate Studies Program (p. 1298), which makes it possible to complete both a BA and an MA in English in about five years of full-time study. The department particularly recommends the program to qualified students who are interested in seeking admission to highly competitive professional schools or PhD programs. Interested students should note the general requirements and the admission procedures elsewhere in this bulletin.

Minor in English

The minor in English consists of at least 15 hours above the 100 level. Students who wish to minor in English arrange their sequence of courses in consultation with the department advisor. They should also keep in mind that the flexibility of the department's requirements often makes it possible to take English as a second major.

Minor in Film Studies

Like the minor in English, the minor in Film Studies requires 15 hours:

**ENGL 367** Introduction to Film (no prerequisites) 3

The remaining 12 credits can consist of a combination of the following:

**ENGL 368** Topics in Film (no prerequisites; the course may be repeated for credit and may count for up to 12 credits of the minor) 3-12
**ENGL 368C** Topics in Film Capstone (up to 3 credits) 3
**ENGL 316** Screenwriting (up to 3 credits) 3
**ENGL 309** Immersion Journalism/Multimedia Storytelling 3
An approved elective course** (up to 6 credits) 0-6

** Courses that have counted as electives toward the film minor include: Latin American Cinema, Black Religion & Film, The Hollywood Musical, Topics in German Cinema, Film Music, Jewish Image in Popular Culture, French Cinema, James Bond & Popular Culture, Classics in Film, Bollywood & Social Justice, Video Production, and Folklore & Myth in Japanese Film.

Minor in Creative Writing

The minor in creative writing requires 15 credit hours. Students will take courses in two genres—poetry and fiction—and will be required to have an intro/intermediate sequence in one of those genres (e.g., ENGL 213 Introduction to Fiction Writing and ENGL 303 Intermediate Writing Workshop: Fiction).

Requirements:

15 credit hours, which includes the following:

- 9 credit hours in creative writing courses (at least 6 hours in one genre)
- 6 credit hours in literature classes. Students should take two 300-level classes; at least one of these classes should match their dominant genre. These courses may be in other disciplines if cross-listed with English (e.g., World Literature). Up to six credits may count toward either the English major or another minor (but not both).
In addition, students submit a creative writing portfolio.

Graduate Programs

The Department of English offers programs in American and English literature and language leading to the following degrees:

- Master of Arts in English
- Doctor of Philosophy in English

At either the MA or PhD level, students may elect a concentration in Writing History and Theory or a practicum in Creative Writing.

Admissions

Candidates for graduate work in English should present an undergraduate major in English or a minimum of 18 semester hours of English (or its equivalent) beyond the freshman level. In some cases, students will be required to make up deficiencies without graduate credit. The department requires all candidates for admission to submit their scores on the aptitude sections of the Graduate Record Examination. Candidates are also required to submit a writing sample, consisting of at least 15 pages of academic writing.

A maximum of six semester hours of transfer credit will be accepted from another institution and applied toward the MA, provided they were earned in graduate-level courses, with the approval of the department and the dean of graduate studies. (PhD transfer credit is normally not granted.) Such courses must have been taken within five years of matriculation at Case Western Reserve University and passed with grades of B or better.

Graduate Assistantships

New and continuing graduate students are normally supported with graduate assistanceships providing tuition remission and a living stipend. Assistantships are awarded by the Dean on the recommendation of the department. All graduate assistants are required to take university- and department-level teacher training courses in their first semester of work at the university.

Teaching is viewed as an essential part of the education of graduate students aspiring to academic posts, and is required of all students working under assistantships. The department provides opportunities for graduate assistants to gain teaching experience in a variety of courses and in the Writing Resource Center.

English MA

Students initially admitted to the English MA degree complete 30 hours of coursework and a written examination. Students take three courses in the first semester and two per semester for the balance of the degree. All MA students take ENGL 400 Rhetoric and Teaching of Writing; and ENGL 487 Literary and Critical Theory (or an equivalent course in theory). Beginning in Fall 2018, students will complete three semesters of a one-credit-hour seminar tied to the Department Colloquium. Students must also take at least one and no more than four from each of the following areas:

1. British Literature to 1800
2. British Literature since 1800
3. American Literature
4. Other departmental offerings at the 400- or 500-levels, including linguistics, rhetoric, critical theory, film, and creative writing. (Note that some of these courses are by permission of the instructor.)

Master's Non-Thesis Option

In normal circumstances, students take the MA Comprehensive Examination over the course of their second year of study. Part I is a 90-minute oral examination covering a set reading list; Part II involves the revision of a course paper and the submission of a portfolio.

MA Reading List (https://english.case.edu/ma-reading-list/)

Master's Thesis Option

In exceptional cases, students may be able to write a Master's thesis. Students pursuing the Thesis Option complete 24 hours of coursework and write a thesis over the course of the second year that reflects 6 credits of writing and research. While there is no comprehensive examination for students pursuing the Thesis Option, students must nevertheless earn a unanimous “pass” on the thesis and the thesis defense from a supervisory committee.

English PhD

Students admitted to the PhD after completing an MA must complete 24 hours of coursework. All PhD students must complete ENGL 506 Professional Writing: Theory and Practice; and ENGL 487 Literary and Critical Theory (or another theory course). Those who have not completed the equivalent of ENGL 400 Rhetoric and Teaching of Writing in the course of MA work must complete that essential training as soon as possible. There are no distribution requirements for doctoral coursework.

PhD students complete a minimum of 18 credits of dissertation research in addition to a Qualifying Examination. Doctoral students admitted with prior MA degrees typically take the Qualifying Examination in the spring semester of their second year. Working with an advisory committee, students prepare a list of approximately 75 works in two or three areas of concentration. They also prepare four research questions in these areas, from which the committee will select two for submission after a 72-hour period. (Examination answers to all four questions may be drafted in advance of the 72-hour period between receipt of the assignment of questions and the submission of the completed exam.) The written exam is followed by an oral examination. Both portions of the Qualifying Examination must be passed in order for students to Advance to Candidacy.

All doctoral students must demonstrate proficiency in at least one foreign language, normally by completing an upper-division (200-level) undergraduate course in the language at CWRU with a grade of “B” or better. Non-native speakers of English are exempt from this requirement; students who have completed a minor or major in a foreign language in the course of undergraduate study, or who have completed a comparable foreign language requirement as part of prior graduate study, may petition to have the prior work satisfy the language requirement.

No later than the semester following successful completion of Qualifying Exams, a dissertation prospectus must be accepted by the dissertation committee. The student should complete and defend the dissertation within six semesters following the acceptance of the prospectus.

Writing History and Theory (WHiT) Project Emphasis

English Graduate students at the PhD level can elect to focus their research in Writing History and Theory (WHiT) as part of their degree program. Students pursuing a WHiT doctoral research emphasis work closely with faculty to ensure that their work fulfills the aims of the WHiT Rationale. WHiT students select courses, define exam areas and build reading lists, and design dissertation projects that represent scholarly
interventions in the history, theory, and practice of writing in all of its aspects.

**WHiT Rationale:** The Writing History and Theory (WHiT) doctoral emphasis addresses writing in all of its aspects, including its material bases—its diverse technologies, sites, and economies; its conventions, forms, and pedagogies; and its practices and uses, both contemporary and historical. Students who pursue this emphasis investigate a variety of writing practices, historicizing them in sophisticated ways and relating them to dominant strands in literary, cultural, and rhetorical theory. WHiT projects emphasize the relationships among texts and the larger social, economic, and political contexts in which they are produced and circulated, exploring, for instance, the legal infrastructure of creative production; the origins, uses, and revisions of generic forms; the remediation of texts; and the material practices of invention, dissemination, and display.

The WHiT research emphasis prepares doctoral students for an academic job market that calls on them to teach in a number of areas (composition, literature, linguistics, technical writing) and demonstrate familiarity with digital forms of scholarship. It also anticipates alternative academic and non-academic markets in which graduates will profit from a broad and deep understanding of the history and theory of writing practices.

**Creative Writing Coursework Practicum**
The creative writing coursework practicum addresses not only the production of creative writing but also its contemporary theory, history, and pedagogy. English PhD students who pursue this practicum will be able to focus on their own creative work in the context of two or more advanced workshop courses, explore the connections between that work and contemporary scholarship, and prepare to teach creative writing at the college and university levels. Their selected courses will ideally be a mixture of practicum and focused literary scholarship that provide a wide range of marketable skills, preparing them for an academic job market that calls on them to teach in more than one area.

**Courses**

**ENGL 145. Utopia, Dystopia, and Scientific Modernity Sixteenth-Century to the Present. 3 Units.**
A utopia is a dream of a better world; a dystopia is a nightmare of a worse one. Both are fantasies. Yet both respond to the very real technological, political and cultural conditions in which they are written. This multidisciplinary course uses utopian and dystopian literature from the sixteenth century to the present to investigate the rise of scientific modernity and the responses it provoked. Starting with Thomas More's Utopia, and ending with Octavia Butler's The Parable of the Sower and a contemporary film, students will read important utopian and dystopian works of fiction and connect them to themes that run through the history of science: the relationship between knowledge and power; the impact of new technologies; voyages of exploration and exploitation; industrialization and forms of production; ideas of gender, race, and class; nuclear power; genetics; and climate change. We encourage students to ask what led to these specific critiques or ideas, and why? What limits or determines the boundaries of the possible or the desirable to each author? And how might these still be relevant today? Offered as ENGL 145 and HSTY 145. Counts for CAS Global & Cultural Diversity Requirement.

**ENGL 146. Tools, Not Rules: English Grammar for Writers. 3 Units.**
This course provides an introduction to English grammar in context for academic writers. It focuses on the study of language in use, including parts of speech, sentence grammar, paragraph structure, and text cohesion. This course is specifically designed for multilingual students, but native speakers of English may take the course with the approval of the instructor.

**ENGL 147. Writing Across Disciplines. 3 Units.**
In this course, students will develop their genre knowledge and metacognitive skills to prepare for the advanced writing, reading, and research tasks required in upper-level writing and disciplinary courses across the university. Through individual and group inquiry, students will analyze and discuss the conventions of academic genres to understand the textual and linguistic features and disciplinary expectations of each form of writing. Then, students will apply these generic conventions through the production and revision of writing within each genre. Throughout the semester, students will engage in workshops and discussions that foster skills in the areas of seminar participation, collaboration, rhetorical awareness, and critical thinking. This course is specifically designed for non-native speakers of English, but native speakers may take the course with the approval of the instructor.

**ENGL 148. Introduction to Composition. 3 Units.**
Practice and training in various modes and genres of writing. Undergraduate CIM students placed into ENGL 148 must complete the course with a grade of C or higher in order to enroll in ENGL 150.

**ENGL 149. Emerging Writers Studio. 3 Units.**
Introduction to the academic writing process in an intensive seminar and workshop environment. Course includes training and practice in prewriting, drafting, revising and editing.

**ENGL 150. Expository Writing. 3 Units.**
Substantial training and practice in academic writing.
ENGL 155. Introduction to Rhetoric and Public Speaking. 3 Units.
This course will focus on the theories of rhetoric, the work of developing and preparing a speech and on the art and skill of delivering various kinds of oral presentations. The assignments will: a) Introduce students to the traditions, theories and core principles of public speaking, from Aristotle’s Rhetoric to Cicero to Kenneth Burke. b) Engage them in the five-part "canon of rhetoric" for developing speeches. c) Give them opportunities to develop and deliver several different types of classic speeches, both as a speaker and as a speechwriter.

ENGL 180. Writing Tutorial. 1 Unit.
Substantial scheduled tutorial work in writing.

ENGL 181. Academic Skills Tutorial. 1 Unit.
Substantial tutorial work on academic skills such as: reading and vocabulary development, academic interactions and resources, critical thinking, time management, and/or study strategies. Students may work individually with instructor or in small groups. The course may be repeated, but only one semester-hour will count towards the degree.

ENGL 183. Academic Writing Studio. 1 Unit.
Practice and training in various aspects of academic writing in a small group workshop environment. Please note: only one semester hour of ENGL 183 will count toward a degree, but the course may be repeated.

ENGL 186. Writing Workshop for Researchers. 2 Units.
Individualized writing workshop/tutorial for graduate students, faculty, and staff. Includes small group workshops and individualized instruction in genres and forms of academic and research writing.

ENGL 200. Literature in English. 3 Units.
This course introduces students to the reading of literature in the English language. Through close attention to the practice of reading, students are invited to consider some of the characteristic forms and functions imaginative literature has taken, together with some of the changes that have taken place in what and how readers read.

ENGL 203. Introduction to Creative Writing. 3 Units.
A course exploring basic issues and techniques of writing narrative prose and verse through exercises, analysis, and experiment. For students who wish to try their abilities across a spectrum of genres.

ENGL 204. Introduction to Journalism. 3 Units.
Students will learn the basics of reporting and writing news stories, but also the traditions behind the craft and the evolving role of journalism in society. Instruction will include interviewing skills, fact-checking, word choice and story structure—all framed by guidance on making ethically sound decisions. Assignments could include stories from a variety of beats (business, entertainment, government, science), along with deadline stories and breaking news Web updates, profiles and obituaries.

ENGL 213. Introduction to Fiction Writing. 3 Units.
A beginning workshop in fiction writing, introducing such concepts as voice, point of view, plot, characterization, dialogue, description, and the like. May include discussion of literary examples, both classic and contemporary, along with student work.

ENGL 214. Introduction to Poetry Writing. 3 Units.
A beginning workshop, focusing on such elements of poetry as verse-form, syntax, figures, sound, tone. May include discussion of literary examples as well as student work.

ENGL 217A. Business and Professional Writing. 3 Units.
An introduction to professional communication in theory and practice. Special attention paid to audience analysis, persuasive techniques in written and oral communication, document design strategies, and ethical communication practices. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGL 217B. Writing for the Health Professions. 3 Units.
This course offers practice and training in the professional and technical writing skills common to health professions (e.g., medicine, nursing, dentistry). Attention will be paid to the writing processes of drafting, revising, and editing. Typical assignments include: letters, resumes, personal essays, professional communication genres (e.g., email, reports, patient charts, and histories), and scholarly genres (e.g., abstracts, articles, and reviews). Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGL 257A. The Novel. 3 Units.
Introductory readings in the novel. May be organized chronologically or thematically. Some attention to the novel as a historically situated genre.

ENGL 257B. Poetry. 3 Units.
Introductory readings in poetry. May be organized chronologically or thematically. Attention to the formal qualities of poetry in relation to meaning, expressivity, etc.

ENGL 270. Introduction to Gender Studies. 3 Units.
This course introduces women and men students to the methods and concepts of gender studies, women’s studies, and feminist theory. An interdisciplinary course, it covers approaches used in literary criticism, history, philosophy, political science, sociology, anthropology, psychology, film studies, cultural studies, art history, and religion. It is the required introductory course for students taking the women’s and gender studies major. Offered as ENGL 270, HSTY 270, PHIL 270, RLGN 270, SOCI 201, and WGST 201. Counts for CAS Global & Cultural Diversity Requirement. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGL 285. Special Topics Seminar. 3 Units.
Seminars on special topics in literature or language. Maximum of 3 credits.

ENGL 290. Masterpieces of Continental Fiction. 3 Units.
Major works of fiction from the 19th century and earlier. Offered as ENGL 290 and WLIT 290.

ENGL 300. English Literature to 1800. 3 Units.
A survey of major British authors from Chaucer to Milton and Dryden. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGL 301. Linguistic Analysis. 3 Units.
Analysis of modern English from various theoretical perspectives: structural, generative, discourse analytical, sociolinguistic, psycholinguistic, and cognitive linguistic. Some attention to the major dialects of American English. Offered as ENGL 301 and ENGL 401. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGL 302. English Literature since 1800. 3 Units.
A survey of major British authors from Wordsworth to the present. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGL 303. Intermediate Writing Workshop: Fiction. 3 Units.
Continues developing the concepts and practice of the introductory courses, with reading, writing, and discussion of fiction in various forms, including the short story, the novella and the novel. Maximum 6 credits. Offered as ENGL 303 and ENGL 303C. Prereq: ENGL 203 or ENGL 213.
ENGL 303C. Intermediate Fiction Capstone. 3 Units.
This Capstone course continues developing the concepts and practice of the introductory courses, with reading, writing, and discussion of fiction in various forms, including the short story, the novella and the novel. Offered as ENGL 303 and ENGL 303C. Students taking this course for their SAGES Capstone will not be repeating material they covered in ENGL 303. Students registering for ENGL 303C will be required to develop and complete a Capstone project, which will include a minimum of two short stories (or an alternative writing project developed in conjunction with the instructor) and a critical introduction to the project. Capstone students will also make a public presentation of their work. Offered as ENGL 303 and ENGL 303C. Counts as SAGES Senior Capstone. Prereq: (ENGL 203 or 213), ENGL 303 and ENGL 380.

ENGL 304. Intermediate Writing Workshop: Poetry. 3 Units.
Continues developing the concepts and practice of the introductory courses, with emphasis on experiment and revision as well as consideration of poetic genres through examples from established poets. Maximum 6 credits. Offered as ENGL 304 and ENGL 304C. Prereq: ENGL 203 or ENGL 214.

ENGL 304C. Poetry Writing Capstone. 3 Units.
This Capstone course continues developing the concepts and practice of the introductory courses, with emphasis on experiment and revision as well as consideration of poetic genres through examples from established poets. Offered as ENGL 304 and ENGL 304C. There will be a midterm presentation and a Capstone poetry project. Students taking this course for their SAGES Capstone will not be repeating material they covered in ENGL 304. They will be required to complete 25 pages of creative writing and 15 pages of critical writing and attend some separate meetings to discuss their progress on the Capstone project. Capstone students will also be required to present reports on their research projects at a public Capstone presentation at the end of the semester. Offered as ENGL 304 and ENGL 304C. Counts as SAGES Senior Capstone. Prereq: (ENGL 214 or 203), ENGL 304 and ENGL 380.

ENGL 305. Playwriting. 3 Units.
Theory and practice of dramatic writing, in the context of examples, classic and contemporary. Recommended preparation: ENGL 203 or ENGL 213 or ENGL 214 or ENGL 303 or ENGL 304. Offered as ENGL 305, THTR 312 and THTR 412.

ENGL 306. Intermediate Writing Workshop: Creative Non-Fiction. 3 Units.
A writing workshop that focuses on non-fiction. Students will study and write narrative journalism, the memoir, and the personal essay. Maximum 6 credits. Prereq: ENGL 203 or ENGL 213 or ENGL 214.

ENGL 307. Feature/Magazine Writing. 3 Units.
Continues developing the concepts and practices of the introductory course, with emphasis on feature writing for magazines (print and online), story structure, fact-checking, reporting techniques and freelancing. A student may not receive credit for both ENGL 307 and ENGL 307C. Offered as ENGL 307 and ENGL 307C. Prereq: ENGL 204 or instructor approval.

ENGL 307C. Feature/Magazine Writing Capstone. 3 Units.
This Capstone course continues developing the concepts and practices of the introductory course, with emphasis on feature writing for magazines (print and online), story structure, fact-checking, reporting techniques and freelancing. Students registering for 307C will be required to develop and complete a Capstone project in the wider field of study covered by the course and to make a public presentation of this project. The Capstone version of the class (307C) will expand the requirements to include a student-conceived magazine-length feature story independently overseen by the instructor, along with a reflective essay, pitch letter to a magazine, and oral presentation. A student may not receive credit for both ENGL 307 and ENGL 307C. Offered as ENGL 307 and ENGL 307C. Counts as SAGES Senior Capstone. Prereq: ENGL 204 and ENGL 380 or requisites not met permission.

ENGL 308. American Literature. 3 Units.
A survey of major American authors from the Puritans to the present. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGL 309. Immersion Journalism/Multimedia Storytelling. 3 Units.
Students will spend the bulk of the semester documenting lives and stories from a local nursing home through audio slideshows and video projects. A student may not receive credit for both ENGL 309 and ENGL 309C. Offered as ENGL 309 and ENGL 309C. Prereq: ENGL 204 or instructor approval.

ENGL 309C. Multimedia Storytelling Capstone. 3 Units.
This Capstone course will require that students spend the bulk of the semester documenting lives and stories from a local nursing home through audio slideshows and video projects. Students who register for 309C to fulfill their SAGES Capstone requirement will individually plan, shoot and edit a 7-10 minute documentary, compose a 15 page reflective essay, and complete an oral presentation. A student may not receive credit for both ENGL 309 and ENGL 309C. Offered as ENGL 309 and ENGL 309C. Counts as SAGES Senior Capstone. Prereq: ENGL 204 and ENGL 380 or requisites not met permission.

ENGL 310. History of the English Language. 3 Units.
An introductory course covering the major periods of English language development: Old, Middle, and Modern. Students will examine both the linguistic forms and the cultures in which the forms were used. Offered as ENGL 310 and ENGL 410. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGL 312. Chaucer. 3 Units.
An introduction to the work of Geoffrey Chaucer, with emphasis on "The Canterbury Tales." A student may not receive credit for both ENGL 312 and ENGL 312C. Offered as ENGL 312 and ENGL 312C. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGL 312C. Chaucer Capstone. 3 Units.
This capstone course is an introduction to the work of Geoffrey Chaucer, with emphasis on "The Canterbury Tales." Students registering for 312C will be required to develop and complete a Capstone project in the wider field of study covered by the course and to make a public presentation of this project. A student may not receive credit for both ENGL 312 and ENGL 312C. Offered as ENGL 312 and ENGL 312C. Counts as SAGES Senior Capstone. Prereq: ENGL 380 and (ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS).
ENGL 314. Advanced Playwriting. 3 Units.
Theory and practice of dramatic writing with special focus on the craft of writing a full-length play. Offered as ENGL 314, THTR 314 and THTR 414. Prereq: ENGL 305 or THTR 312.

ENGL 316. Screenwriting. 3 Units.
A critical exploration of the craft of writing for film, in which reading and practicum assignments will culminate in the student submitting an original full-length screenplay. Offered as ENGL 316, THTR 316 and THTR 416. Prereq: THTR 316 or ENGL 305 or THTR 412.

ENGL 320. Renaissance Literature. 3 Units.
Aspects of English Renaissance literature and its contexts from 1500-1620. Genres studied might include poetry, drama, prose fiction, expository and polemic writing, or some works from Continental Europe. Writers such as Spenser, Marlowe, Robert Browning, Shakespeare, Donne. Maximum 6 credits. Offered as ENGL 320 and ENGL 420. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGL 323. Milton. 3 Units.
Poetry and selected prose, including the careful study of "Paradise Lost." Offered as ENGL 323 and ENGL 423. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGL 324. Shakespeare: Histories and Tragedies. 3 Units.
Close reading of a selection of Shakespeare's tragedies and history plays (e.g., "Richard the Third," "Julius Caesar," "Hamlet," "King Lear"). Topics of discussion may include Renaissance drama as a social institution, the nature of tragedy, historical and political contexts of Shakespeare's plays, and the state and its服役, theatrical conventions. Assessment may include opportunities for performance. A student may not receive credit for both ENGL 324 and ENGL 324C. Offered as ENGL 324, ENGL 324C, ENGL 424, and THTR 334. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGL 324C. Shakespeare: Histories and Tragedies Capstone. 3 Units.
Close reading of a selection of Shakespeare's tragedies and history plays (e.g., "Richard the Third," "Julius Caesar," "Hamlet," "King Lear"). Topics of discussion may include Renaissance drama as a social institution, the nature of tragedy, historical and political contexts of Shakespeare's plays, and the state and its服役, theatrical conventions. Assessment may include opportunities for performance. Students registering for 324C will be required to develop and complete a Capstone project in the wider field of study covered by the course and to make a public presentation of this project. A student who has previously taken ENGL 324 may receive credit for ENGL 324C only if the themes/topics are different. Offered as ENGL 324, ENGL 324C, and ENGL 424. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGL 325. Shakespeare: Comedies and Romances. 3 Units.
Close reading of selected plays of Shakespeare in the genres of comedy and romance (e.g., "The Merchant of Venice," "Twelfth Night," "Measure for Measure," "The Tempest"). Topics of discussion may include issues of sexual desire, gender roles, marriage, the family, genre conventions. Assessment may include opportunities for performance. A student may not receive credit for both ENGL 325 and ENGL 325C. Offered as ENGL 325, ENGL 325C, ENGL 425, and THTR 335. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGL 325C. Shakespeare: Comedies/Romances Capstone. 3 Units.
Close reading of selected plays of Shakespeare in the genres of comedy and romance (e.g., "The Merchant of Venice," "Twelfth Night," "Measure for Measure," "The Tempest"). Topics of discussion may include issues of sexual desire, gender roles, marriage, the family, genre conventions. Assessment may include opportunities for performance. Students registering for 325C will be required to develop and complete a Capstone project in the wider field of study covered by the course and to make a public presentation of this project. A student may not receive credit for both ENGL 325 and ENGL 325C. Offered as ENGL 325, ENGL 325C, ENGL 425, and THTR 335. Counts as SAGES Senior Capstone. Prereq: ENGL 380 and (ENGL 310 or ENGL 312 or ENGL 320 or ENGL 323 or ENGL 324 or ENGL 327 or ENGL 328 or ENGL 329).

ENGL 327. Eighteenth-Century Literature. 3 Units.
Survey of a variety of writings from or relevant to the eighteenth century. Writers discussed may include Dryden, Behn, Defoe, Pope, Swift, Gay, Fielding, Richardson, Burney, Wollstonecraft and others working in drama, lyric and epic poetry, biography and autobiography, political and philosophical writings and prose fiction. Thematic approaches may include: satire, journalism and literature, the rise of the novel. Maximum 6 credits. Offered as ENGL 327 and ENGL 427. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGL 328. Studies in the Eighteenth Century. 3 Units.
This course examines selected topics in the English literary culture of the eighteenth century, a culture which extended to the Americas and other English colonies. Literary writings will be examined in relation to other aspects of the century's culture, which may include visual arts, marital institutions, the printing industry, property law, medicine, and other topics. Maximum 6 credits. Offered as ENGL 328, ENGL 328C and ENGL 428. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGL 328C. Studies in 18th Century Capstone. 3 Units.
This Capstone course examines selected topics in the English literary culture of the eighteenth century, a culture which extended to the Americas and other English colonies. Literary writings will be examined in relation to other aspects of the century's culture, which may include visual arts, marital institutions, the printing industry, property law, medicine, and other topics. Students registering for 328C will be required to develop and complete a Capstone project in the wider field of study covered by the course and to make a public presentation of this project. A student who has previously taken ENGL 328 may receive credit for ENGL 328C only if the themes/topics are different. Offered as ENGL 328, ENGL 328C and ENGL 428. Counts as SAGES Senior Capstone. Prereq: ENGL 380 and (ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS).

ENGL 329. English Literature, 1780-1837. 3 Units.
Aspects of English literature and its contexts in the early 19th century. Genres might include poetry, prose fiction, and philosophical writing, literary theory of the period. Writers such as Wordsworth, Coleridge, Blake, Austen, Byron, the Shelleys. Maximum 6 credits. Offered as ENGL 329 and ENGL 429. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.
ENGL 330. Victorian Literature. 3 Units.  
Aspects of English literature and its contexts during the reign of Queen Victoria. Genres studied might include poetry, prose fiction, political and philosophical writing. Writers such as the Brontes, Gaskell, Dickens, Eliot, Hardy, Tennson, the Brownings, Arnold, Carlyle, Ruskin, Gosse, Swinburne, and Hopkins. Maximum 6 credits. Offered as ENGL 330, ENGL 330C and ENGL 430. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSSC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGL 330C. Victorian Literature Capstone. 3 Units.  
This Capstone course studies aspects of English literature and its contexts during the reign of Queen Victoria. Genres studied might include poetry, prose fiction, political and philosophical writing. Writers such as the Brontes, Gaskell, Dickens, Eliot, Hardy, Tennson, the Brownings, Arnold, Carlyle, Ruskin, Gosse, Swinburne, and Hopkins. Students registering for 330C will be required to develop and complete a Capstone project in the wider field of study covered by the course and to make a public presentation of this project. A student who has previously taken ENGL 330 may receive credit for ENGL 330C only if the themes/topics are different. Offered as ENGL 330, ENGL 330C and ENGL 430. Counts as SAGES Senior Capstone. Prereq: ENGL 380 and (ENGL 150 or passing letter grade in a 100 level first year seminar in FSSC, FSNA, FSSO, FSSY, FSTS, or FSCS).

ENGL 331. Studies in the Nineteenth-Century. 3 Units.  
Individual topics in English literary culture of the 19th century. Topics might be thematic or formal, such as literature and science; medicine; labor; sexuality; Empire; literature and other arts; Gothic fiction; decadence. Maximum 6 credits. Offered as ENGL 331, ENGL 331C and ENGL 431. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSSC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGL 331C. Studies in the Nineteenth Century Capstone. 3 Units.  
This Capstone course studies individual topics in English literary culture of the 19th century. Topics might be thematic or formal, such as literature and science; medicine; labor; sexuality; Empire; literature and other arts; Gothic fiction; decadence. Students registering for 331C will be required to develop and complete a Capstone project in the wider field of study covered by the course and to make a public presentation of this project. A student who has previously taken ENGL 331 may receive credit for ENGL 331C only if the themes/topics are different. Offered as ENGL 331, ENGL 331C and ENGL 431. Counts as SAGES Senior Capstone. Prereq: ENGL 380 and (ENGL 150 or passing letter grade in a 100 level first year seminar in FSSC, FSNA, FSSO, FSSY, FSTS, or FSCS).

ENGL 332. Twentieth-Century British Literature. 3 Units.  
Aspects of British literature (broadly interpreted) and its contexts during the 20th century. Genres studied might include poetry, fiction, and drama. Such writers as Joyce, Woolf, Conrad, Ford, Lawrence, Mansfield, Shaw, Beckett, Stoppard, Yeats, Edward or Dylan Thomas, Stevie Smith, Bowen, Spark. Maximum 6 credits. Offered as ENGL 332 and ENGL 432. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSSC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGL 333. Studies in the Twentieth and Twenty-first Centuries. 3 Units.  
Individual topics in twentieth- and twenty-first century literary culture. Particular issues and topics may cross national boundaries and genre lines as well as exploring political, psychological, and social themes, such as movements, comparative studies across the arts, literature and war, literature and occultism. Maximum 6 credits. Offered as ENGL 333 and ENGL 433. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSSC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGL 334. Rhetoric of Science and Medicine. 3 Units.  
This course explores the roles language and rhetoric play in constructing, communicating, and understanding science and medicine. It surveys current and historical debates, theories, research, and textual conventions of scientific and medical discourse. May be taught with a specific focus, such as scientific controversies, concepts of health and illness, visualizations of science, the body in medicine, and the history of scientific writing. A student may not receive credit for both ENGL 341 and ENGL 341C. Offered as: ENGL 341, ENGL 341C, and ENGL 441. Prereq: ENGL 150 or letter grade in SAGES First Seminar.

ENGL 341C. Rhetoric of Science & Medicine Capstone. 3 Units.  
This course explores the roles language and rhetoric play in constructing, communicating, and understanding science and medicine. It surveys current and historical debates, theories, research, and textual conventions of scientific and medical discourse. May be taught with a specific focus, such as scientific controversies, concepts of health and illness, visualizations of science, the body in medicine, and the history of scientific writing. Students registering for 341C will be required to develop and complete a Capstone project in the wider field of study covered by the course and to make a public presentation of this project. A student may not receive credit for both ENGL 341 and ENGL 341C. Offered as ENGL 341, ENGL 341C and ENGL 441. Counts as SAGES Senior Capstone. Prereq: ENGL 380 and (ENGL 150 or passing letter grade in a 100 level first year seminar in FSSC, FSNA, FSSO, FSSY, FSTS, or FSCS).

ENGL 343. Language and Gender. 3 Units.  
This course introduces students to the study of language and gender by exploring historical and theoretical trends, methods, and research findings on the ways gender, sexuality, language, and discourse interact with and even shape each other. Topics may include "grammatical" versus "biological" gender, feminine escritura, the women and language debate, speech acts and queer performativity, nonsexist language policy, discourses of gender and sexuality, feminist stylistics, and LGBT sociolinguistics. Offered as ENGL 343, ENGL 443, and WGST 343. Counts for CAS Global & Cultural Diversity Requirement. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSSC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGL 345. Topics in LGBT Studies. 3 Units.  
This course will focus on selected topics in the study of LGBT literature, film, theory, and culture. Individual courses may focus on such topics as queer theory, LGBT literature, queer cinema, gay and lesbian poetry, LGBT graphic novels, the AIDS memoir, AIDS/Gay Drama, and queer rhetoric and protest. Maximum 6 credits. Offered as ENGL 345, ENGL 445 and WGST 345. Counts for CAS Global & Cultural Diversity Requirement. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSSC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGL 345C. Topics in LGBT Studies Capstone. 3 Units.  
This Capstone course will focus on selected topics in the study of LGBT literature, film, theory, and culture. Individual courses may focus on such topics as queer theory, LGBT literature, queer cinema, gay and lesbian poetry, LGBT graphic novels, the AIDS memoir, AIDS/Gay Drama, and queer rhetoric and protest. Maximum 6 credits. Offered as ENGL 345C only if the themes/topics are different. Counts as SAGES Senior Capstone. Counts for CAS Global & Cultural Diversity Requirement. Prereq: ENGL 380 and (ENGL 150 or passing letter grade in a 100 level first year seminar in FSSC, FSNA, FSSO, FSSY, FSTS, or FSCS).
ENGL 353. Major Writers. 3 Units.
Close and detailed study of the work of one or two writers: development, social and aesthetic contexts, reception, interpretation, significance. Maximum 6 credits. Offered as ENGL 353 and ENGL 453. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGL 356. American Literature Before 1865. 3 Units.
Aspects of American literature and its contexts from the colonial period through the end of the Civil War. Writers such as Bradstreet, Taylor, Franklin, Poe, Stowe, Alcott, Melville, Hawthorne, Emerson, Douglass. Maximum 6 credits. Offered as ENGL 356 and ENGL 456. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGL 358. American Literature 1914-1960. 3 Units.
Aspects of American literature and its contexts from the First World War to the Cold War. Genres studied might include fiction, poetry, drama, polemics. Writers such as T.S. Eliot, Pound, Stevens, Moore, W.C. Williams, Dos Passos, West, Fitzgerald, Hemingway, Cather, Faulkner, Barnes, Miller, T. Williams, O'Neill. Maximum 6 credits. Offered as ENGL 358 and ENGL 458. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGL 358C. American Literature, 1914-1960 Capstone. 3 Units.
This Capstone course presents aspects of American literature and its contexts from the First World War to the Cold War. Genres studied might include fiction, poetry, drama, polemics. Writers such as T.S. Eliot, Pound, Stevens, Moore, W.C. Williams, Dos Passos, West, Fitzgerald, Hemingway, Cather, Faulkner, Barnes, Miller, T. Williams, O'Neill. Students registering for 358C will be required to develop and complete a Capstone project in the wider field of study covered by the course and to make a public presentation of this project. A student who has previously taken ENGL 358 may receive credit for ENGL 358C only if the themes/topics are different. Counts as SAGES Senior Capstone. Offered as ENGL 358E, ENGL 358EC, ETHS 358E, WLIT 358E, and WLIT 458E. Counts as SAGES Senior Capstone. Counts for CAS Global & Cultural Diversity Requirement. Prereq: ENGL 380 and (ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS).

ENGL 359. Studies in Contemporary American Literature. 3 Units.
Individual topics in literary culture since the 1960s. Topics may include the Beats, literature of the Vietnam war, post-modern fiction, contemporary poetry, the documentary novel. Maximum 6 credits. Offered as ENGL 359 and ENGL 459. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGL 360. Studies in American Literature. 3 Units.
Individual topics in American literary culture such as regionalism, realism, impressionism, literature and popular culture, transcendentalism, the lyric, proletariat literature, the legacy of the Civil War. Maximum 6 credits. Offered as ENGL 360 and ENGL 460. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGL 363H. African-American Literature. 3 Units.
A historical approach to African-American literature. Such writers as Wheatley, Equiano, Douglass, Jacobs, DuBois, Hurston, Hughes, Wright, Baldwin, Ellison, Morrison. Topics covered may include slave narratives, African-American autobiography, the Harlem Renaissance, the Black Aesthetic, literature of protest and assimilation. Maximum 6 credits. Offered as AFST 363H, ENGL 363H, ETHS 363H, WLIT 363H, ENGL 463H, and WLIT 463H. Counts for CAS Global & Cultural Diversity Requirement. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGL 363E. The Immigrant Experience. 3 Units.
Study of fictional and/or autobiographical narrative by authors whose families have experienced immigration to the U.S. Among the ethnic groups represented are Asian-American, Jewish-American, Hispanic-American. May include several ethnic groups or focus on a single one. Attention is paid to historical and social aspects of immigration and ethnicity. Maximum 6 credits. Offered as ENGL 363E, ENGL 363EC, ENGL 463E, WLIT 363E and WLIT 463E. Counts for CAS Global & Cultural Diversity Requirement. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGL 365E. The Immigrant Experience Capstone. 3 Units.
Study of fictional and/or autobiographical narrative by authors whose families have experienced immigration to the U.S. Among the ethnic groups represented are Asian-American, Jewish-American, Hispanic-American. May include several ethnic groups or focus on a single one. Attention is paid to historical and social aspects of immigration and ethnicity. Students registering for 365EC will be required to develop and complete a Capstone project in the wider field of study covered by the course and to make a public presentation of this project. A student who has previously taken ENGL 358 may receive credit for ENGL 358C only if the themes/topics are different. Counts as SAGES Senior Capstone. Offered as ENGL 358E, ENGL 358EC, ENGL 458E, WLIT 358E and WLIT 465E. Counts as SAGES Senior Capstone. Counts for CAS Global & Cultural Diversity Requirement. Prereq: ENGL 380 and (ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS).

ENGL 365N. Topics in African-American Literature. 3 Units.
Selected topics and writers from nineteenth, twentieth, and twenty-first century African-American literature. May focus on a genre, a single author or a group of authors, a theme or themes. Maximum 6 credits. Offered as AFST 365N, ENGL 365N, ETHS 365N, WLIT 365N, ENGL 465N, and WLIT 465N. Counts for CAS Global & Cultural Diversity Requirement. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGL 365NC. Topics in African American Literature Capstone. 3 Units.
Selected topics and writers from nineteenth, twentieth, and twenty-first century African-American literature. May focus on a genre, a single author or a group of authors, a theme or themes. Students registering for 365NC will be required to develop and complete a Capstone project in the wider field of study covered by the course and to make a public presentation of this project. A student who has previously taken ENGL 358, ENGL 358N, or WLIT 358N may receive credit for ENGL 365NC only if the themes/topics are different. Offered as ENGL 358N, ENGL 465N, ETHS 358N, WLIT 358N, WLIT 465N, and WLIT 465N. Counts for CAS Global & Cultural Diversity Requirement. Prereq: ENGL 380 and (ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS).

ENGL 365Q. Post-Colonial Literature. 3 Units.
Readings in national and regional literatures from former European colonies such as Australia and African countries. Maximum 6 credits. Offered as AFST 365Q, ENGL 365Q, ETHS 365Q, WLIT 365Q, ENGL 465Q, and WLIT 465Q. Counts for CAS Global & Cultural Diversity Requirement. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGL 365Q. Post-Colonial Literature. 3 Units.
Readings in national and regional literatures from former European colonies such as Australia and African countries. Maximum 6 credits. Offered as AFST 365Q, ENGL 365Q, ETHS 365Q, WLIT 365Q, ENGL 465Q, and WLIT 465Q. Counts for CAS Global & Cultural Diversity Requirement. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.
ENGL 365QC. Post-Colonial Literature-Capstone. 3 Units.
Readings in national and regional literature of former Anglophone European colonies. Students may receive credit both for ENGL 365Q and for ENGL 365QC when course topics differ between the offerings. Offered as ENGL 365Q, ENGL 365QC, ETHS 365Q, WLIT 365Q, ENGL 465Q, and WLIT 465Q. Counts as SAGES Senior Capstone. Counts for CAS Global & Cultural Diversity Requirement. Prereq: ENGL 380 and a declared major in English.

ENGL 366G. Minority Literatures. 3 Units.
A course dealing with literature produced by ethnic and racial minority groups within the U.S. Individual offerings may include works from several groups studied comparatively, or focus on a single group, such as Native Americans, Chicanos/Chicanas, Asian-Americans, Caribbean-Americans. African-American works may also be included. May cover the entire history of the U.S. or shorter periods. Maximum 6 credits. Offered as ENGL 366G, WLIT 366G, ENGL 466G, and WLIT 466G. Counts for CAS Global & Cultural Diversity Requirement. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGL 367. Introduction to Film. 3 Units.
An introduction to the art of film. Each week we’ll take an element of film form (editing, cinematography, sound, and so on) and ask how filmmakers work with this element to produce effects. Most weeks we’ll also screen a whole film and discuss it in light of the week’s focus. Films screened will include masterworks of the silent era, foreign films, Hollywood studio-era classics, and more recent cinema. This course has no prerequisites and welcomes first year students. Offered as ENGL 367 and ENGL 467.

ENGL 368. Topics in Film. 3 Units.
Individual topics include Horror Films, Storytelling & Cinema, Science Fiction Films, Films of Alfred Hitchcock, American Cinema & Culture, History of Cinema, and many others. This course has no prerequisites and welcomes first year students. Other than the number of credits from one department a student can apply toward graduating, there is no limit to the number of times Topics in Film can be taken. A student who has previously taken ENGL 368C may receive credit for ENGL 368 only if the themes/topics are different. Offered as ENGL 368, ENGL 468, WLIT 368, and WLIT 468.

ENGL 368C. Topics in Film Capstone. 3 Units.
Individual topics include Horror Films, Storytelling & Cinema, Science Fiction Films, Films of Alfred Hitchcock, American Cinema & Culture, History of Cinema, and many others. Students registering for ENGL 368C will be required to develop and complete a Capstone project in the wider field of study covered by the course and to make a public presentation of this project. Students must be a declared English Major with Concentration in Film or both English Major and Film Minor. Permission of instructor must be received prior to the last day of classes the previous semester. A student who has previously taken ENGL 368C may receive credit for ENGL 368 only if the themes/topics are different. Counts as SAGES Senior Capstone. Counts as SAGES Senior Capstone. Prereq: ENGL 380 and (ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS).

ENGL 369. Children's Literature. 3 Units.
Individual topics in 19th-, 20th-, and 21st-century children's literature. Topics may focus on narrative and thematic developments in the genre, historical contexts, literary influences, or adaptations of children’s literature into film and other media. Offered as ENGL 369 and ENGL 469. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGL 370. Comics and the Graphic Novel. 3 Units.
Selected topics in the study and analysis of comics and the graphic novel. Topics may include historical contexts of the genre, visual rhetoric, thematic developments, influence of literature, adaptations into film. A student may not receive credit for both ENGL 370 and ENGL 370C. Offered as ENGL 370, ENGL 370C, and ENGL 470. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGL 370C. Comics and the Graphic Novel Capstone. 3 Units.
Selected topics in the study and analysis of comics and the graphic novel. Topics may include historical contexts of the genre, visual rhetoric, thematic developments, influence of literature, adaptations into film. Students registering for 370C will be required to develop and complete a Capstone project in the wider field of study covered by the course and to make a public presentation of this project. A student may not receive credit for both ENGL 370 and ENGL 370C. Offered as ENGL 370, ENGL 370C, and ENGL 470. Counts as SAGES Senior Capstone. Prereq: ENGL 380 and (ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS).

ENGL 371. Topics in Women's and Gender Studies. 3 Units.
Individual topics and issues in women's studies relating to writing by and about women, such as feminist theory and criticism; the politics of gender and sexuality; women in popular culture; women in the writing business. Maximum 6 credits. Offered as ENGL 371 and ENGL 471. Counts for CAS Global & Cultural Diversity Requirement. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGL 372. Studies in the Novel. 3 Units.
Selected topics in the history and formal development of the novel, such as detective novels; science fiction; epistolary novels; the rise of the novel; the stream of consciousness novel; the Bildungsroman in English. Maximum 6 credits. Offered as ENGL 372 and ENGL 472. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGL 372C. Studies in the Novel Capstone. 3 Units.
This Capstone course studies selected topics in the history and formal development of the novel, such as detective novels; science fiction; epistolary novels; the rise of the novel; the stream of consciousness novel; the Bildungsroman in English. Students registering for 372C will be required to develop and complete a Capstone project in the wider field of study covered by the course and to make a public presentation of this project. A student who has previously taken ENGL 372 may receive credit for ENGL 372C only if the themes/topics are different. Counts as SAGES Senior Capstone. Prereq: ENGL 380 and (ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS).

ENGL 373. American Women's Poetry. 3 Units.
This course surveys American women's poetry from the seventeenth century to the present. We will read a range of poetry illustrating the roles of women poets in the development of the nation's literary, cultural, and social history. We will pay close attention to how women poets use traditional and innovative poetic forms to represent lived experiences and to engage the political realities of their varying historical moments. Offered as ENGL 373, ENGL 473, and WGST 374. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.
ENGL 374. Internship in Journalism. 3 - 6 Units.
Students work as interns at area newspapers, magazines, trade publications, radio or television and meet as a class to share their experiences as interns and to focus on editorial issues—reporting, writing, fact-checking, editing—that are a part of any journalistic enterprise. Students are responsible for pre-arranging their internship prior to the semester they intend to take the class but can expect guidance from the instructor in this regard. Recommended preparation: ENGL 204 or permission of the department.

ENGL 376. Studies in Genre. 3 Units.
Topics in literary genres, such as comedy, biography and autobiography, satire, allegory, the short story, the apologue, narrative poetry. May cross over the prose/poetry boundary. Maximum 6 credits. Prereq: ENGL 376 and ENGL 476. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGL 378. Topics in Visual and New Media Studies. 3 Units.
This course will focus on selected topics in the study of visual rhetoric and/or new media, including theoretical, critical, and historical issues raised by texts and media platforms that communicate largely through visual means or through the interaction of visual and verbal modes. Possible syllabi may focus on topics such as visual rhetoric; new media story-telling; historical perspectives on visual rhetoric and/or new media; concentrations on a particular genre (for instance, the graphic novel, video games, etc.); visual narrative; theories of new media; etc. Offered as ENGL 378 and ENGL 478. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGL 379. Topics in Language Studies. 3 Units.
Aspects of contemporary language studies. Topics might include history/theories of rhetoric, discourse studies, cognitive linguistics, metaphor, language acquisition, stylistics. Maximum 9 credits. Offered as ENGL 379 and ENGL 479. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGL 380. Departmental Seminar. 3 Units.
A topical course, emphasizing disciplinary forms of writing. Required of all English majors, preferable in the junior year; also fulfills a SAGES requirement. Counts as SAGES Departmental Seminar. Prereq: ENGL 300.

ENGL 385. Special Topics in Literature. 3 Units.
Close study of a theme or aspect of literature not covered by traditional generic or period rubrics, such as "spatial imagination," "semiotics of fashion in literature," "epistemology." Maximum 9 credits. Offered as ENGL 385 and ENGL 485. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGL 386. Studies in Literature and Culture. 3 Units.
Boundary-crossing study of the relations between literary and other aspects of a particular culture or society, including theoretical and critical issues raised by such study. For example, literature and medicine, law and literature, gay and lesbian literature, Asian/Western literary relations, emotion in literature, philosophy and literature, literature and music. Maximum 9 credits. Offered as ENGL 386 and ENGL 486. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGL 387. Literary and Critical Theory. 3 Units.
A survey of major schools and texts of literary and critical theory. May be historically or thematically organized. Maximum 6 credits. Offered as ENGL 387, WLIT 387, ENGL 487, and WLIT 487. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGL 390. Independent Study and Creative Projects. 1 - 3 Units.
Up to three semester hours of independent study may be taken in a single semester. Must have prior approval of faculty member directing the project. Projects may be critical or creative in nature.

ENGL 392. Classroom Teaching. 3 Units.
For undergraduate students who assist in the teaching of ENGL 150, 180, or 181. Interested students should check with the director of composition (for ENGL 150, 180, 181) before the beginning of the semester in which they wish to participate. May be repeated only once; not more than three semester hours in ENGL 392 may be counted toward the major. May also include up to three semester hours of supervised peer tutoring at the University Writing Center.

ENGL 398. Professional Communication for Engineers. 2 Units.
A writing course for Engineering students only, covering academic and professional genres of written and oral communication. Taken in conjunction with Engineering 398, English 398 constitutes an approved SAGES Departmental Seminar. Counts as SAGES Departmental Seminar. Prereq or Coreq: ENGR 398. Prereq: 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGL 400. Rhetoric and Teaching of Writing. 3 Units.
Classical and modern theories of rhetoric; their application in the classroom. Required of graduate assistants and tutors who have had no prior experience in the teaching of composition. Prereq: Graduate standing.

ENGL 401. Linguistic Analysis. 3 Units.
Analysis of modern English from various theoretical perspectives: structural, generative, discourse analytical, sociolinguistic, psycholinguistic, and cognitive linguistic. Some attention to the major dialects of American English. Offered as ENGL 301 and ENGL 401. Prereq: Graduate standing.

ENGL 404. Academic Reading and Critical Thinking. 3 Units.
In this class, graduate students develop strategies to process texts in their discipline more quickly, efficiently, and accurately, while at the same time reading more analytically and critically. Participants expand their vocabulary for both speaking and reading fluency.

ENGL 405. Academic Writing and Grammar. 3 Units.
The course is designed to develop the academic reading and writing skills necessary for graduate study in the United States. Graduate students will learn how to understand, summarize, respond to, and integrate graduate-level texts (from academic journals, high-quality journalism, professional websites, and textbooks). In addition, the course provides a comprehensive review of the essential grammar for research writing.

ENGL 406. Advanced Creative Writing. 3 Units.
Workshop for serious undergraduate and graduate writers. Offered alternate years; alternates between poetry and fiction. Admission requires review of writing sample by faculty. Maximum 6 credits. Prereq: Graduate standing.

ENGL 410. History of the English Language. 3 Units.
An introductory course covering the major periods of English language development: Old, Middle, and Modern. Students will examine both the linguistic forms and the cultures in which the forms were used. Offered as ENGL 310 and ENGL 410. Prereq: Graduate standing.
ENGL 414. Advanced Academic Communication and Presentation. 3 Units.
In this course, graduate students develop the interactive speaking skills needed to participate effectively in seminar-style discussions and other formal group situations. In addition, the class focuses on the skills international graduate students need to organize and deliver presentations for academic and professional audiences. This class will reinforce and expand on oral communication strategies students learned in the previous semester.

ENGL 415. Academic Research and Writing. 3 Units.
The course focuses on the skills graduate students need to write research papers. This class will reinforce reading strategies students learned in the previous semester and graduate students will learn to organize ideas, synthesize material from written and other sources, and develop organizational and rhetorical skills appropriate to their discipline. Students will also learn to use reflection and self-assessment to become more independent and competent writers. This class will reinforce and expand on writing strategies students learned in the previous semester. Activities include small group work, analysis of academic texts, writing in a variety of academic genres, revising and editing, and tutorial sessions.

ENGL 420. Renaissance Literature. 3 Units.
Aspects of English Renaissance literature and its contexts from 1500-ca. 1620. Genres studied might include poetry, drama, prose fiction, expository and polemic writing, or some works from Continental Europe. Writers such as Skelton, More, Erasmus, Wyatt, Sidney, Spenser, Marlowe, Lanier, Wroth, Shakespeare, Donne. Maximum 6 credits. Offered as ENGL 320 and ENGL 420. Prereq: Graduate standing.

ENGL 423. Milton. 3 Units.
Poetry and selected prose, including the careful study of "Paradise Lost." Offered as ENGL 323 and ENGL 423. Prereq: Graduate standing.

ENGL 424. Shakespeare: Histories and Tragedies. 3 Units.
Close reading of a selection of Shakespeare's tragedies and history plays (e.g., "Richard the Third," "Julius Caesar," "Hamlet," "King Lear"). Topics of discussion may include Renaissance drama as a social institution, the nature of tragedy, national history, gender roles, sexual politics, the state and its opponents, theatrical conventions. Assessment may include opportunities for performance. A student may not receive credit for both ENGL 324 and ENGL 324C. Offered as ENGL 324, ENGL 324C, ENGL 424, and THTR 334. Prereq: Graduate standing.

ENGL 425. Shakespeare: Comedies and Romances. 3 Units.
Close reading of selected plays of Shakespeare in the genres of comedy and romance (e.g., "The Merchant of Venice," "Twelfth Night," "Measure for Measure," "The Tempest"). Topics of discussion may include issues of sexual desire, gender roles, marriage, the family, genre conventions. Assessment may include opportunities for performance. A student may not receive credit for both ENGL 325 and ENGL 325C. Offered as ENGL 325, ENGL 325C, ENGL 425, and THTR 335. Prereq: Graduate standing.

ENGL 427. Eighteenth-Century Literature. 3 Units.
Survey of a variety of writings from or relevant to the eighteenth century. Writers discussed may include Dryden, Behn, Defoe, Pope, Swift, Gay, Fielding, Richardson, Burney, Wollstonecraft and others working in drama, lyric and epic poetry, biography and autobiography, political and philosophical writings and prose fiction. Thematic approaches may include: satire, journalism and literature, the rise of the novel. Maximum 6 credits. Offered as ENGL 327 and ENGL 427. Prereq: Graduate standing or permission of instructor.

ENGL 428. Studies in the Eighteenth Century. 3 Units.
This course examines selected topics in the English literary culture of the eighteenth century, a culture which extended to the Americas and to other English colonies. Literary writings will be examined in relation to other aspects of the century's culture, which may include visual arts, marital institutions, the printing industry, property law, medicine, and other topics. Maximum 6 credits. Offered as ENGL 328, ENGL 328C and ENGL 428. Prereq: Graduate standing.

ENGL 429. English Literature, 1780-1837. 3 Units.
Aspects of English literature and its contexts in the early 19th century. Genres might include poetry, prose fiction, political and philosophical writing, literary theory of the period. Writers such as Wordsworth, Coleridge, Blake, Austen, Byron, the Shelleys. Maximum 6 credits. Offered as ENGL 329 and ENGL 429. Prereq: Graduate standing.

ENGL 430. Victorian Literature. 3 Units.
Aspects of English literature and its contexts during the reign of Queen Victoria. Genres studied might include poetry, prose fiction, political and philosophical writing. Writers such as the Brontes, Gaskell, Dickens, Eliot, Hardy, Tennyson, the Brownings, Arnold, Carlyle, Ruskin, Gosse, Swinburne, and Hopkins. Maximum 6 credits. Offered as ENGL 330, ENGL 330C and ENGL 430. Prereq: Graduate standing or permission of instructor.

ENGL 431. Studies in the Nineteenth-Century. 3 Units.
Individual topics in English literary culture of the 19th century. Topics might be thematic or formal, such as literature and science; medicine; labor; sexuality; Empire; literature and other arts; Gothic fiction; decadence. Maximum 6 credits. Offered as ENGL 331, ENGL 331C and ENGL 431. Prereq: Graduate standing.

ENGL 432. Twentieth-Century British Literature. 3 Units.
Aspects of British literature (broadly interpreted) and its contexts during the 20th century. Genres studied might include poetry, fiction, and drama. Such writers as Joyce, Woolf, Conrad, Ford, Lawrence, Mansfield, Shaw, Beckett, Stoppard, Yeats, Edward or Dylan Thomas, Stevie Smith, Bowen, Spark. Maximum 6 credits. Offered as ENGL 332 and ENGL 432. Prereq: Graduate standing.

ENGL 433. Studies in the Twentieth and Twenty-first Centuries. 3 Units.
Individual topics in twentieth- and twenty-first century literary culture. Particular issues and topics may cross national boundaries and genre lines as well as exploring political, psychological, and social themes, such as movements, comparative studies across the arts, literature and war, literature and occultism. Maximum 6 credits. Offered as ENGL 333 and ENGL 433. Prereq: Graduate standing.

ENGL 441. Rhetoric of Science and Medicine. 3 Units.
This course explores the roles language and rhetoric play in constructing, communicating, and understanding science and medicine. It surveys current and historical debates, theories, research, and textual conventions of scientific and medical discourse. May be taught with a specific focus, such as scientific controversies, concepts of health and illness, visualizations of science, the body in medicine, and the history of scientific writing. A student may not receive credit for both ENGL 341 and ENGL 341C. Offered as: ENGL 341, ENGL 341C, and ENGL 441. Prereq: Graduate standing.
ENGL 443. Language and Gender. 3 Units.
This course introduces students to the study of language and gender by exploring historical and theoretical trends, methods, and research findings on the ways gender, sexuality, language, and discourse interact with and even shape each other. Topics may include "grammatical" versus "biological" gender, feminine escritura, the women and language debate, speech acts and queer performativity, nonsexist language policy, discourses of gender and sexuality, feminist stylistics, and LGBT sociolinguistics. Offered as ENGL 343, ENGL 443, and WGST 343. Counts for CAS Global & Cultural Diversity Requirement. Prereq: Graduate standing.

ENGL 445. Topics in LGBT Studies. 3 Units.
This course will focus on selected topics in the study of LGBT literature, film, theory, and culture. Individual courses may focus on such topics as queer theory, LGBT literature, queer cinema, gay and lesbian poetry, LGBT graphic novels, the AIDS memoir, AIDS/Gay Drama, and queer rhetoric and protest. Maximum 6 credits. Offered as ENGL 345, ENGL 445 and WGST 345. Counts for CAS Global & Cultural Diversity Requirement.

ENGL 453. Major Writers. 3 Units.
Close and detailed study of the work of one or two writers: development, social and aesthetic contexts, reception, interpretation, significance. Maximum 6 credits. Offered as ENGL 353 and ENGL 453. Prereq: Graduate standing.

ENGL 456. American Literature Before 1865. 3 Units.
Aspects of American literature and its contexts from the colonial period through the end of the Civil War. Writers such as Bradstreet, Taylor, Franklin, Poe, Stowe, Alcott, Melville, Hawthorne, Emerson, Douglass. Maximum 6 credits. Offered as ENGL 356 and ENGL 456. Prereq: Graduate standing.

ENGL 458. American Literature 1914-1960. 3 Units.
Aspects of American literature and its contexts from the First World War to the Cold War. Genres studied might include fiction, poetry, drama, polemics. Writers such as T.S. Eliot, Pound, Stevens, Moore, W.C. Williams, Dos Passos, West, Fitzgerald, Hemingway, Cather, Faulkner, Barnes, Miller, T. Williams, O'Neill. Maximum 6 credits. Offered as ENGL 358 and ENGL 458. Prereq: Graduate standing.

ENGL 459. Studies in Contemporary American Literature. 3 Units.
Individual topics in literary culture since the 1960s. Topics may include the Beats, literature of the Vietnam war, post-modern fiction, contemporary poetry, the documentary novel. Maximum 6 credits. Offered as ENGL 359 and ENGL 459. Prereq: Graduate standing.

ENGL 460. Studies in American Literature. 3 Units.
Individual topics in American literary culture such as regionalism, realism, impressionism, literature and popular culture, transcendentalism, the lyric, proletarian literature, the legacy of the Civil War. Maximum 6 credits. Offered as ENGL 360 and ENGL 460. Prereq: Graduate standing or permission of instructor.

ENGL 463H. African-American Literature. 3 Units.

ENGL 465E. The Immigrant Experience. 3 Units.
Study of fictional and/or autobiographical narrative by authors whose families have experienced immigration to the U.S. Among the ethnic groups represented are Asian-American, Jewish-American, Hispanic-American. May include several ethnic groups or focus on a single one. Attention is paid to historical and social aspects of immigration and ethnicity. Maximum 6 credits. Offered as ENGL 365E, ENGL 365EC, ENGL 465E, WLIT 365E and WLIT 465E. Counts for CAS Global & Cultural Diversity Requirement. Prereq: Graduate standing.

ENGL 465N. Topics in African-American Literature. 3 Units.
Selected topics and writers from nineteenth, twentieth, and twenty-first century African-American literature. May focus on a genre, a single author or a group of authors, a theme or themes. Maximum 6 credits. Offered as AFST 365N, ENGL 365N, ETHS 365N, WLIT 365N, ENGL 465N, and WLIT 465N. Counts for CAS Global & Cultural Diversity Requirement. Prereq: Graduate standing.

ENGL 465Q. Post-Colonial Literature. 3 Units.
Readings in national and regional literatures from former European colonies such as Australia and African countries. Maximum 6 credits. Offered as ENGL 365Q, ENGL 365QC, ETHS 365Q, WLIT 365Q, ENGL 465Q, and WLIT 465Q. Counts for CAS Global & Cultural Diversity Requirement. Prereq: Graduate standing.

ENGL 466G. Minority Literatures. 3 Units.
A course dealing with literature produced by ethnic and racial minority groups within the U.S. Individual offerings may include works from several groups studied comparatively, or focus on a single group, such as Native Americans, Chicanos/Chicanas, Asian-Americans, Caribbean-Americans. African-American works may also be included. May cover the entire history of the U.S. or shorter periods. Maximum 6 credits. Offered as ENGL 366G, WLIT 366G, ENGL 466G, and WLIT 466G. Counts for CAS Global & Cultural Diversity Requirement. Prereq: Graduate standing.

ENGL 467. Introduction to Film. 3 Units.
An introduction to the art of film. Each week we’ll take an element of film form (editing, cinematography, sound, and so on) and ask how filmmakers work with this element to produce effects. Most weeks we’ll also screen a whole film and discuss it in light of the week’s focus. Films screened will include masterworks of the silent era, foreign films, Hollywood studio-era classics, and more recent cinema. This course has no prerequisites and welcomes first year students. Offered as ENGL 367 and ENGL 467. Prereq: Graduate standing.

ENGL 468. Topics in Film. 3 Units.
Individual topics include Horror Films, Storytelling & Cinema, Science Fiction Films, Films of Alfred Hitchcock, American Cinema & Culture, History of Cinema, and many others. This course has no prerequisites and welcomes first year students. Other than the number of credits from one department a student can apply toward graduating, there is no limit to the number of times Topics in Film can be taken. A student who has previously taken ENGL 368C may receive credit for ENGL 368 only if the themes/topics are different. Offered as ENGL 368, ENGL 468, WLIT 368, and WLIT 468. Prereq: Graduate standing.

ENGL 469. Children’s Literature. 3 Units.
Individual topics in 19th-, 20th-, and 21st-century children’s literature. Topics may focus on narrative and thematic developments in the genre, historical contexts, literary influences, or adaptations of children’s literature into film and other media. Offered as ENGL 369 and ENGL 469. Prereq: Graduate standing.
ENGL 470. Comics and the Graphic Novel. 3 Units.
Selected topics in the study and analysis of comics and the graphic novel. Topics may include historical contexts of the genre, visual rhetoric, thematic developments, influence of literature, adaptations into film. A student may not receive credit for both ENGL 370 and ENGL 370C. Offered as ENGL 370, ENGL 370C, and ENGL 470.

ENGL 471. Topics in Women's and Gender Studies. 3 Units.
Individual topics and issues in women's studies relating to writing by and about women, such as feminist theory and criticism; the politics of gender and sexuality; women in popular culture; women in the writing business. Maximum 6 credits. Offered as ENGL 371 and ENGL 471

Counts for CAS Global & Cultural Diversity Requirement. Prereq: Graduate standing.

ENGL 472. Studies in the Novel. 3 Units.
Selected topics in the history and formal development of the novel, such as detective novels; science fiction; epistolary novels; the rise of the novel; the stream of consciousness novel; the Bildungsroman in English. Maximum 6 credits. Offered as ENGL 372 and ENGL 472. Prereq: Graduate standing.

ENGL 473. American Women's Poetry. 3 Units.
This course surveys American women's poetry from the seventeenth century to the present. We will read a range of poetry illustrating the roles of women poets in the development of the nation's literary, cultural, and social history. We will pay close attention to how women poets use traditional and innovative poetic forms to represent lived experiences and to engage the political realities of their varying historical moments. Offered as ENGL 373, ENGL 473, and WGST 374. Prereq: Graduate standing.

ENGL 476. Studies in Genre. 3 Units.
Topics in literary genres, such as comedy, biography and autobiography, satire, allegory, the short story, the apologue, narrative poetry. May cross over the prose/poetry boundary. Maximum 6 credits. Offered as ENGL 376 and ENGL 476. Prereq: Graduate standing.

ENGL 477. Topics in Visual and New Media Studies. 3 Units.
This course will focus on selected topics in the study of visual rhetoric and/or new media, including theoretical, critical, and historical issues raised by texts and media platforms that communicate largely through visual means or through the interaction of visual and verbal modes. Possible syllabi may focus on topics such as visual rhetoric; new media story-telling; historical perspectives on visual rhetoric and/or new media; concentrations on a particular genre (for instance, the graphic novel, video games, etc.); visual narrative; theories of new media; etc. Offered as ENGL 378 and ENGL 478. Prereq: Graduate standing.

ENGL 479. Topics in Language Studies. 3 Units.
Aspects of contemporary language studies. Topics might include history/theories of rhetoric, discourse studies, cognitive linguistics, metaphor, language acquisition, stylistics. Maximum 9 credits. Offered as ENGL 379 and ENGL 479. Prereq: Graduate standing.

ENGL 485. Special Topics in Literature. 3 Units.
Close study of a theme or aspect of literature not covered by traditional generic or period rubrics, such as "spatial imagination," "semiotics of fashion in literature," "epistolarity." Maximum 9 credits. Offered as ENGL 385 and ENGL 485. Prereq: Graduate standing.

ENGL 486. Studies in Literature and Culture. 3 Units.
Boundary-crossing study of the relations between literary and other aspects of a particular culture or society, including theoretical and critical issues raised by such study. For example, literature and medicine, law and literature, gay and lesbian literature, Asian/Western literary relations, emotion in literature, philosophy and literature, literature and music. Maximum 9 credits. Offered as ENGL 386 and ENGL 486. Prereq: Graduate standing.

ENGL 487. Literary and Critical Theory. 3 Units.
A survey of major schools and texts of literary and critical theory. May be historically or thematically organized. Maximum 6 credits. Offered as ENGL 387, WGIT 387, ENGL 487, and WGIT 487. Prereq: Graduate standing.

ENGL 501. Writing History and Theory. 3 Units.
This course addresses general research methods and theories specific to the study of writing, and functions as a required core course and overview for the Writing, History and Theory (WHIT) sequence in the English Department's Ph.D. program. Prereq: Graduate standing.

ENGL 504. Creative Writing Theory and Practice. 3 Units.
This course is designed to prepare MA and PhD candidates in English to teach ENGL 203 (Introduction to Creative Writing). It is a required course for any graduate student seeking a concentration in creative writing. The course will operate as a hybrid seminar/workshop. Students will examine and discuss traditional creative writing and teaching practices while producing their own works of creative writing for exchange and critique. Recommended Preparation: a creative writing workshop at the undergraduate or graduate level or permission of the instructor. While the overriding objective of this course is to prepare graduate students to teach ENGL 203, the multiple objectives coordinated toward that outcome are as follows: -- to exercise and refine creative writing practices of participants -- to share resources for professional development in creative writing (e.g. publication opportunities, conferences, etc.) -- to provide critical/historical view of creative writing's relationship with the academy -- to examine and debate received creative writing pedagogies -- to position creative writing pedagogy in resistance to hegemony and monoculture -- to develop genre-specific, and genre-adaptable creative writing pedagogies -- to consider intersections of digital media and creative writing.

ENGL 506. Professional Writing: Theory and Practice. 3 Units.
Prepares graduate students to teach disciplinary forms of writing, including technical and professional writing, in academic and non-academic settings. Prereq: ENGL 400.

ENGL 508. Seminar: English Literature 1550-1660. 3 Units.
Prereq: Graduate standing.

ENGL 510. Research Methods. 3 Units.
This course focuses on methods and resources for research in English, including substantial treatments of narrative, poetics, and close-reading skills. It also introduces graduate students to questions of textuality, genre, medium, authorship, reception, historiography, and bibliography. Prereq: Graduate standing or permission of instructor.

ENGL 517. Seminar: American Literature. 3 Units.
Prereq: Graduate standing.

ENGL 518. Seminar: English Literature 1660-1800. 3 Units.
Prereq: Graduate standing.

ENGL 519. Seminar: English Literature 1800-1900. 3 Units.
Prereq: Graduate standing.

ENGL 520. Seminar: 20th Century Literature. 3 Units.
Prereq: Graduate standing.
ENGL 521. Seminar: The Novel. 3 Units.
Prereq: Graduate standing.

ENGL 522. Seminar: Topics in Poetry. 3 Units.
Prereq: Graduate standing.

ENGL 524. Seminar: Criticism and Other Special Topics. 3 Units.
Prereq: Graduate standing.

ENGL 550. External Seminar. 3 Units.
Coursework offered in cooperation with participating English departments in the region; content and approach vary. Requires prior approval of the Graduate Director.

ENGL 590. Special Reading or Research. 3 Units.
Independent study as arranged with individual instructors. Prereq: Graduate status or consent of department.

ENGL 601. Directed Reading. 1 - 6 Units.
Guided reading for academic and professional development. Prereq: Graduate status.

ENGL 651. Thesis M.A.. 1 - 18 Units.
(Credit as arranged.) Prereq: Graduate standing.

ENGL 701. Dissertation Ph.D.. 1 - 9 Units.
(Credit as arranged.) Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

Environmental Studies Program

211 A. W. Smith Building
www.case.edu/artsci/estd (http://www.case.edu/artsci/estd/)
Phone: 216.368.3676; Fax: 216.368.3691
Peter McCall, Program Director
peter.mccall@case.edu

Environmental Studies is a multidisciplinary program that introduces students to the societal determinants and implications of environmental problems. The program emphasizes the moral, cultural, and political dimensions of environmental problems and solutions as well as scientific understanding of the environment, bringing to bear the issues and methods of the humanities and social sciences as well as those of the sciences and the professions. The program is designed to serve the needs of students seeking a liberal education or a broad intellectual base for more technical training in environmental sciences. Students can pursue a major or a minor in environmental studies.

Program Faculty
Peter L. McCall, JD, PhD
Professor, Department of Earth, Environmental, and Planetary Sciences; Director, Environmental Studies Program

Timothy Beal, PhD
Florence Harkness Professor of Religion, Department of Religious Studies

Jeremy Bendik-Keymer, PhD
Elmer G. Beamer-Hubert H. Schneider Professor in Ethics; Associate Professor, Department of Philosophy

John Ruhl, PhD
Connecticut Professor, Department of Physics

Peter Shulman, PhD
Associate Professor, Department of History

Theodore Steinberg, PhD
Adeline Barry Davee Distinguished Professor of History, Department of History

Undergraduate Programs

Major
The Environmental Studies Program offers a major (30 credit hours) leading to the Bachelor of Arts degree. However, it may be elected only as a second or secondary major. The double major is required so that the program's multidisciplinary perspective will be complemented by a concentrated disciplinary major. Students may apply up to six credits from required and elective courses in their first major to the Environmental Studies major. None of the required courses may be taken pass/no pass.

The required courses are:

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESTD 101</td>
<td>Introduction to Environmental Thinking</td>
</tr>
<tr>
<td>ESTD 398 or ESTD 399</td>
<td>Seminar in Environmental Studies or Departmental Seminar in Environmental Studies</td>
</tr>
</tbody>
</table>

One course from each of the following disciplinary groups:

<table>
<thead>
<tr>
<th>Humanities</th>
<th>Social Science</th>
<th>Science and Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>RLGN 206</td>
<td>Religion and Ecology</td>
<td></td>
</tr>
<tr>
<td>ESTD 318</td>
<td>People and Planet</td>
<td></td>
</tr>
<tr>
<td>HSTY 378</td>
<td>North American Environmental History</td>
<td></td>
</tr>
<tr>
<td>ESTD 388</td>
<td>Politics, Policy, and the Global Environment</td>
<td></td>
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</tbody>
</table>

Fifteen additional hours chosen in consultation with the departmental advisor. An approved Washington Study internship or summer field course may be used to satisfy part or all of the elective requirement. Courses taken to satisfy General Education Requirements of a school might also qualify as ESTD electives. All programs of study must be approved by the director.

Total Units 30

If a required course is not offered, substitution of a course to fulfill the distribution requirement is possible only with permission of the program director.

Minor
The minor in Environmental Studies (15 credit hours) consists of:

Required course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESTD 101</td>
<td>Introduction to Environmental Thinking</td>
</tr>
</tbody>
</table>
One course each from two of the following disciplinary groups:

**Humanities**
- RLGN 206 Religion and Ecology
- ESTD 318 People and Planet
- HSTY 378 North American Environmental History

**Social Science**
- ESTD 303 Environmental Law
- ECON 368 Environmental Economics
- PHIL 384 Ethics and Public Policy
- ESTD 388 Politics, Policy, and the Global Environment

**Science and Engineering**
- ESTD 202 Global Environmental Problems
- ECSE 342 Introduction to Global Issues
- BIOL 351 Principles of Ecology

Courses from the disciplinary groups may also be selected as electives.

Six additional hours chosen in consultation with the departmental advisor. Courses taken to satisfy General Education Requirements of a school might also qualify as ESTD electives.

Total Units: 15

**Courses**

**ESTD 101. Introduction to Environmental Thinking. 3 Units.**
Critical comparison of scientific, historical, religious, and literary conceptions of nature. Theories of environmental ethics, legal, and economic conceptions of environmental goods. Current controversies concerning human population growth, energy use, the consumer society, and attitudes towards animals.

**ESTD 202. Global Environmental Problems. 3 Units.**
Global Environmental Problems is a course designed to provide students with an understanding of, and an appreciation for, human-influenced environmental changes that are global in scope. Accordingly, much of the material will focus on the nature and structure of natural global systems, how and where in those systems human influences occur, and will delve deeply into a few particular problems and solutions of current interest, such as population growth, climate change, ozone depletion, and fisheries, from a variety of viewpoints. Offered as ESTD 202 and EEPS 202.

**ESTD 303. Environmental Law. 3 Units.**
Introduction to treatment of environmental issues in legal proceedings. Sources of environmental law, legal procedure, common law remedies (toxic torts and human health, nuisance, contract law), statutes and regulations, endangered species, public lands, toxics regulation, nuclear power, coal. The course employs the case method of reading and recitation of appellate judicial opinions. We read both classic cases in environmental law as well as current controversies. Offered as ESTD 303 and EEPS 303.

**ESTD 318. People and Planet. 3 Units.**
In this course, we study the way in which the environment is a matter of politics. Our approach is philosophical, examining the concept of politics in light of how societies shape their environment on Earth. This elucidation’s aim is practical. We want to know not only what environmental politics is, but what we should do about it. Students from any major are welcome, without prerequisite. Offered as PHIL 318, POLS 318 and ESTD 318.

**ESTD 382. Art, Eco-criticism, and the Environment. 3 Units.**
As issues of sustainability and environmental impact have become increasingly dominant concerns in contemporary society, eco-criticism has emerged as a vital methodological thread across the humanities. Motivated by ethical as well as scholarly concerns, eco-criticism not only enriches a fundamental examination of nature as an ideological construct, but also seeks to investigate the complex interrelationship between humanity and the environment. Concurrently, there has been a marked interest in studying the role of “green issues” in contemporary art, particularly in tracing the development of earth art or eco-art from the early 1970s to the present. The goal of this seminar is to forge a link between these two emergent strands by tracing the complex relationship between art and the environment from the nineteenth-century to the present, seeking to thereby assess the capaciousness of eco-criticism as a methodological approach to art history. Offered as ARTH 382, ARTH 482 and ESTD 382. Counts for CAS Global & Cultural Diversity Requirement.

**ESTD 388. Politics, Policy, and the Global Environment. 3 Units.**
This course examines the law, politics and policy surrounding global environmental challenges such as climate change. The course aims to provide a broad overview of the key concepts, actors, debates, and issues in global environmental politics. It aims to illustrate the complexities of addressing environmental problems—from the proliferation of global institutions and international actors, to the absence of central enforcement mechanisms. We examine the causes of environmental degradation and competing views on the gravity of the problem. Using concepts from political science and economics, we investigate the challenges in getting states to act jointly to address environmental problems. We examine the actors and institutions of global environmental politics, to understand how conditions are defined as problems and responses are chosen and implemented. The course concludes by applying the tools and concepts to the case of climate change. Offered as ESTD 388, POLS 388 and POLS 488.

**ESTD 398. Seminar in Environmental Studies. 3 Units.**
Small group discussion and student presentations concerning the cultural determinants of environmental attitudes and policies. Each student participates in all weekly discussions and leads at least one seminar. Prereq: ESTD 101 or previous credit for ESTD 398.

**ESTD 399. Departmental Seminar in Environmental Studies. 3 Units.**
Discussion and critique of recent publications in Environmental Studies. Students write weekly short essays on readings and participate in weekly group discussion. Reading list changes annually and is typically comprised of 7-9 books that center on a few unifying themes for that year (food, energy, futures, toxic torts, attitudes toward animals, consumer culture, climate crises for example). Students research, write, and defend a critical review of academic literature concerning some topic contained in the readings. Prior enrollment in ESTD 101 is recommended but not required. Students may not enroll in both ESTD 399 and ESTD 398 in the same year. Counts as SAGES Departmental Seminar.

**Ethnic Studies Program**

204 Guilford House
The goal of the Ethnic Studies Program is to expand and enhance the university's course offerings on ethnicity and race in the United States and around the world. The program's objectives are:

1. to examine relationships among racial/ethnic groups, the processes of racial/ethnic formation, and their intersections with class, gender, and sexuality at the personal and collective levels
2. to foster the development of research skills in a broad range of disciplines in the humanities
3. to contribute to an interdisciplinary knowledge of the challenges and contributions of ethnic minorities in the United States
4. to impart to students a deep knowledge of the cultures of Africa and Latin America
5. to help students develop competencies for working with people of different racial/ethnic backgrounds and to foster an understanding of racial/ethnic diversity
6. to support students and faculty in the transmission of knowledge, in the discovery and development of new ideas, and in research and writing in the field of ethnic studies
7. to inculcate in students an understanding of the complexity and challenges of multiethnic societies, and to prepare them for careers in education, business, law, government service, social work, social welfare, health care, teaching, public policy, law enforcement, urban and community development, and the arts.

Ethnic Studies is an interdisciplinary program. The program aims to develop fundamental skills in critical and global thinking and in comparative analysis, as well as an understanding of the interactions of race, class, gender, and sexuality in the experiences of a range of social groups. It is designed to bring together a community of students, faculty, and staff devoted to the transmission of knowledge and the discovery of new ideas in the field of ethnic studies. Ethnic Studies also offers diverse perspectives that challenge monolithic thinking about the formation of identities and societies.

The program's core courses focus on the exploration and comparison of the cultures, history, politics, and economics of Africa, Latin America, and their diasporas. Program offerings explore ethnicity and cross-cultural exchange globally and in postcolonial frames. Ethnic Studies supports research pertinent to the field and encourages cultural and academic exchange among scholars and students.

The program is part of the university's mission to enhance the recruitment, retention, and excellence of a diverse faculty and student body. Our long-term goals are to extend program offerings to encompass other ethnic minority groups and to develop a center that will foster an appreciation of ethnic diversity and difference in the learning and research communities of Case Western Reserve University.

**Program Faculty**

Gilbert Doho, PhD  
*(University of Paris—Sorbonne Nouvelle)*  
*Associate Professor, Department of Modern Languages and Literatures; Director, Ethnic Studies Program*  
African theater and film, people theater

Katia Almeida, PhD  
*Senior Instructor, Department of Anthropology*  
Latin America and Brazil, globalization and electronic technologies in higher education

Damaris Punales-Alpizar, PhD  
*(University of Iowa)*  
*Associate Professor, Department of Modern Languages and Literatures*  
Latin American studies

Joy Bostic, PhD  
*(Union Theological Seminary)*  
*Associate Professor, Department of Religious Studies; Associate Dean, College of Arts and Sciences*  
African-American religion and culture

M. Gabriela Copertari, PhD  
*(Georgetown University)*  
*Associate Professor, Department of Modern Languages and Literatures*  
Latin American literature and film

Jacqueline Nanfíto, PhD  
*(UCLA)*  
*Associate Professor, Department of Modern Languages and Literatures*  
Latin American studies / Women's studies

Cristián Gómez Olivares, PhD  
*(University of Iowa)*  
*Associate Professor, Department of Modern Languages and Literatures*  
Latin American literature and theory

Deepak Sarma, PhD  
*(University of Chicago)*  
*Professor, Department of Religious Studies*  
Hinduism; Indian philosophy; philosophy of religion; method and theory

Jonathan Tan, PhD  
*(Catholic University of America)*  
*Archbishop Paul J. Hallinan Professor in Catholic Studies; Associate Professor, Department of Religious Studies*  
Asian/Asian American Studies and Chinese/Chinese American Studies

**Undergraduate Program**

**Minor**

The Ethnic Studies minor is open to all undergraduate students. It requires a minimum of 15 credit hours. Students are required to take 6 credits from among Ethnic Studies core courses and 9 credits in their chosen areas of concentration. Community projects are strongly recommended, and students are encouraged to carry out field research in their areas of concentration.

The core courses are designed to introduce students to the interdisciplinary field of ethnic studies. Courses may be individually or team taught and will sometimes be conducted in seminar format. Students are encouraged to use the tools and perspectives of several disciplines (history, literature, art history, anthropology, film, sociology, and political science, for example) to address the experiences of African-Americans and Latino/a Americans. Courses center on the examination of social, cultural, political, and economic structures that shape the lives of these ethnic minorities in the United States. They examine how race, class, and gender have impacted their identities as well as their economic, social, political, and cultural productions. Assignments and
Required Courses:

ETHS 251 Perspectives in Ethnicity, Race, Religion and Gender
ETHS 252A Introduction to African-American Studies
ETHS 252B Introduction to Latina/o Studies
ETHS 253A/HSTY 135 Introduction to Modern African History
ETHS 253B Introduction to Latin American History

Nine hours chosen from one of the concentrations listed below

Total Units 15

Concentrations

African Studies Concentration

Any three of the following courses:

COSI 260 Multicultural Aspects of Human Communication
ECON 375 Economics of Developing Countries
ETHS 235 Theater and Identity
ETHS 251A Oral Performances and Ethnic Identities
ETHS 252A Introduction to African-American Studies
FRCH/WLIT 295 The Francophone World
FRCH/WLIT 308 Immigration and the Paris Experience

Total Units 9

African-American Studies Concentration

Any three of the following courses:

COSI 260 Multicultural Aspects of Human Communication
ECON 375 Economics of Developing Countries
ENGL 270 Introduction to Gender Studies
ENGL/WLIT 365Q Post-Colonial Literature
FRCH/WLIT 295 The Francophone World
POSC 374 Politics of Development in the Global South

Total Units 9

Latin American and Caribbean Studies Concentration

Any three of the following courses:

COSI 260 Multicultural Aspects of Human Communication
ECON 375 Economics of Developing Countries
POSC 364 Dictatorship and Democracy in Modern Latin America
SPAN 322 Latin American Short Story

Courses

ETHS 153. Introducing Chinese Religions. 3 Units.
This "topics" course offers an introduction to the academic study of Chinese religions. Whether approached through a particular theme or as a general historical introduction, each section of this course provides students with a general introduction to the academic study of religion and a basic religious literacy in the nuances and complexities in Chinese religions within various historical and socio-cultural contexts. Section topics might include, but are not limited to: Confucianism, Daoism, Chinese Buddhism, Gender and Sexuality in Chinese Religions. Students may repeat the course for credit once (two times total for 6 credits), provided that the two sections are different. Offered as RLGN 153, ETHS 153 and CHIN 253. Counts for CAS Global & Cultural Diversity Requirement.

ETHS 218. Jews in Early Modern Europe. 3 Units.
This course surveys the history of Jews in Europe and the wider world from the Spanish expulsion through the French Revolution. Tracking peregrinations out of the Iberian Peninsula to the British Isles, France, Holland, Italy, Germany, Poland-Lithuania, the Ottoman Empire, and the American colonies, it examines the diverse ways Jews organized their communities, interacted with their non-Jewish neighbors, and negotiated their social, economic, and legal status within different states and empires. What role did Jews play and what symbolic place did they occupy during a period of European expansion, technological innovation, artistic experimentation, and religious and political turmoil? What internal and external dynamics affected Jewish experiences in the sixteenth, seventeenth, and eighteenth centuries? Through a selection of inquisitorial transcripts, government records, memoirs, and historical literature, we will explore topics such as persecution, conversion, messianism, toleration, emancipation, and assimilation. Offered as HSTY 218, JDST 218, and ETHS 218. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.
ETHS 220. The Early Modern Mediterranean. 3 Units.
For centuries before Columbus crossed the Atlantic Ocean, travelers and traders, pirates and pilgrims, mercenaries and missionaries explored the contours of the Mediterranean Sea—and engaged in commerce, as well as religious, economic and military competition. If religion and ethnicity divided Muslims, Christians and Jews from Algiers to Athens, did shared geography, foodstuffs, and cultural values bind them together? This course examines the unity and diversity of this maritime region by considering the peoples, beliefs, commodities and diseases that circulated through it during the sixteenth, seventeenth, and eighteenth centuries. Does the early modern Mediterranean showcase a clash of civilizations or provide an enduring model for coexistence? Topics include merchant culture, diplomacy, honor and shame, slavery and colonization. Offered as ETHS 220 and HSTY 220. Counts for CAS Global & Cultural Diversity Requirement.

ETHS 222. African-American Religions. 3 Units.
This course is an exploration of the rich diversity of African American religions from the colonial period to the present. Attention will be given to key figures, institutional expressions, and significant movements in African American religious history. Major themes include African traditions in American religions, slavery and religion, sacred music, social protest, Black Nationalism in religion, Islam, African American women and religion, and black and womanist theologies. Course requirements will include field trips to local religious sites. Offered as AFST 222, ETHS 222 and RLGN 222.

ETHS 224. The Many Faces of Contemporary U.S. Catholicism. 3 Units.
This course explores the implications of immigration and changing demographics on the contemporary U.S. Catholic Church. The course investigates the diverse racial and ethnic communities that increasingly define U.S. Catholicism and includes a particular focus on African Americans and African Americans, Latina/os, and Asian Americans. Attention will be given to the intersections of faith, ethnicity, race, and identity constructions in contemporary U.S. Catholicism, as well as issues of racism and racial justice in the U.S. Catholic Church and other social, cultural, and political dynamics that are shaping and transforming contemporary Catholic identities in the United States. Offered as ETHS 224 and RLGN 224. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

ETHS 228. Asian Americans: Histories, Cultures, Religions. 3 Units.
This course introduces students to Asian American Studies as an interdisciplinary academic discipline. It critically examines the global and transnational dimensions of U.S. history, the constructions of “modernity” in the U.S., and the shaping of U.S. culture and religion, race and racialization, identity constructions and contestations, law and law-making, colonialism and empire building, labor and migration, politics and public policy making, and social movements through a critical study of Asian Americans and their diverse histories, cultures, religions, identity negotiations and contestations, social movements, and political activism. Offered as ETHS 228, HSTY 228 and RLGN 228. Counts for CAS Global & Cultural Diversity Requirement.

ETHS 234. France and Islam. 3 Units.
This seminar examines French encounters with the Muslim world from the Middle Ages to the present. Over the last millennium, France has viewed Saracens, Moriscos, Turks, Berbers, and Arabs with admiration and fear, disdain and incomprehension. Between the eleventh and thirteenth centuries, French soldiers battled in the Holy Land; for several hundred years after that, France and the Ottoman Empire exchanged diplomats, traders and slaves. The colonial occupation of Algeria that began in 1830 ended violently in 1962. By then, the empire that struck back had also come home through large waves of immigration. Today, the social and economic status, religious affiliation, political significance and cultural impact of French citizens of North African descent are the subject of burning national debate. Taking a long view on Franco-Muslim relations, the course will explore such topics as the Crusades, Mediterranean piracy and captivity, Napoleon’s Egyptian campaign, the Algerian War of Independence, the “veil affair,” riots in the suburbs of Paris and World Cup soccer. Offered as ETHS 234 and HSTY 234. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

ETHS 235. Theater and Identity. 3 Units.
This course aims at surveying identities in dramatic and performance texts in the modern era. It will help students develop skills to study plays and related theatrical forms, to analyze images for their social and political meanings, to investigate issues of identity, to appreciate the complexities of identity and images of self and other as related in theater, media and the larger political and social contests. African and African-American identities, Latina/o-American and Latin American identities, Native-American identities, Asian-American and Asian identities, Gender identities will be examined. Counts for CAS Global & Cultural Diversity Requirement.

ETHS 243. Bollywood and Social Justice: Contemporary Bollywood Movies with a Social Message. 3 Units.
India, where over-the-top, melodramatic films dominate, produces more than 1,000 films a year. With lavish action sequences punctuated by periodic songs in picturesque locales, these films, popularly referred to as Bollywood, traditionally have been known for depicting imaginary worlds, very far from reality. Among these are movies that are deeply immersed in issues of religion, religious conflict, caste, and social injustice. These issues range from ones concerning purity and the class system and Hindu-Muslim conflict, to women’s rights and human trafficking. This class will be looking at a number of Bollywood films with focal points of matters pertaining to social justice. Students will learn about the foundations of these inequalities and intolerances so that they can more completely understand the themes addressed in the movies. The class will thus focus on the religion(s) of cultures outside the United States. It will address in a substantive way ethnic, gender, sexual, religious, or other cultural practices outside the United States, so as to provide students with fresh perspectives on their own cultural assumptions, traditions, and experiences. Offered as ETHS 243 and RLGN 243. Counts for CAS Global & Cultural Diversity Requirement.

ETHS 251. Perspectives in Ethnicity, Race, Religion and Gender. 3 Units.
This course is designed to introduce students to the study of ethnicity. Basic concepts such as race, gender, class, and identity construction will be examined. Students are encouraged to use the tools and perspectives of several disciplines to address the experiences of ethnic groups in the United States. Offered as ETHS 251 and RLGN 251. Counts for CAS Global & Cultural Diversity Requirement.
ETHS 251A. Oral Performances and Ethnic Identities. 3 Units.
This course is an in-depth study of performances that have helped to shape and anchor the identities of different non-Western ethnic groups. The course will explore the multi-generic composition of the oral epic, which combines forms as diverse as narrative, song, praise poetry, theater, music and historical oratory. ETHS 251A will provide a comprehensive overview of oral performances while focusing on a particular area or areas of Africa, Asia, the United States, or Latin America. In the African continent, for example, the focus will be on the Madinka Sundjata corpus, dealing with the empire of Mali; the life of Shaka, the Zulu in South Africa; while in the United States, the narrative life of Frederick Douglass, blues and negro-spiritual will be considered as the sites of ethnic discourse. Using a comparative approach, the course will examine aesthetic issues of oral performance, the written word, interactions between music and voice, and interaction between poetic and prose narrative forms. The performance texts will be augmented by field recordings and in-class demonstrations by griots and other storytellers from Africa and the United States.

ETHS 252A. Introduction to African-American Studies. 3 Units.
This course is designed to introduce students to the study of Black History, cultures, economics, and politics. Students will learn about the development of the field by exploring theoretical questions, methodological approaches, and major themes that have shaped the study of black people, primarily in the U.S. context. This is a seminar-style, discussion-based course that emphasizes critical analysis and expository writing. Offered as ETHS 252A and HSTY 252A. Counts for CAS Global & Cultural Diversity Requirement.

ETHS 252B. Introduction to Latina/o Studies. 3 Units.
Interdisciplinary introduction to the basis for a Latina/o ethnicity through an exploration of commonalities and differences in the peoples of Latin American and Caribbean origin within the continental United States. Topics include methodological and theoretical formulations central to the field (e.g., racial, gender, and sexual formations, modes and relations of production and class, nation and transnation), history and contemporary issues of identity, family, community, immigration, and the potential for a pan-ethnic identity. Discussions will focus on major demographic, social, economic and political trends: historical roots of Latinas/os in the U.S.; the evolution of Latina/o ethnicity and identity; immigration and the formation of Latina/o communities; schooling and language usage; tendencies and determinants of socioeconomic and labor force status; discrimination, segregation and bias in contemporary America; racial and gender relations; and political behavior among Latinas/os. Offered as: ETHS 252B and HSTY 259. Counts for CAS Global & Cultural Diversity Requirement.

ETHS 253A. Introduction to Modern African History. 3 Units.
A general introduction to major themes in modern African history, with an emphasis on the nineteenth and twentieth centuries. Topics include oral tradition and narrative, economic structure and dynamics, religious movements, colonialism, nationalism, and the dilemmas of independent African states. Offered as AFST 135, ETHS 253A and HSTY 135. Counts for CAS Global & Cultural Diversity Requirement.

ETHS 253B. Introduction to Latin American History. 3 Units.
This course provides an introduction to the historical and cultural development of Latin America, in an attempt to identify the forces, both internal and external, which shape the social, economic and political realities in present day Latin America. Beginning with its pre-Columbian civilizations, the course moves through the conquest and colonial period of the Americas, the wars of independence and the emergence of nation-states in the nineteenth century, and the issues confronting the region throughout the turbulent twentieth century, such as migration and urbanization, popular protest and revolution, environmental degradation, great power intervention, the drug trade and corruption, and the integration of the region into the global economy. Offered as ETHS 253B and HSTY 136. Counts for CAS Global & Cultural Diversity Requirement.

ETHS 253C. Religion and Philosophy in China. 3 Units.
This course critically examines the three principal religious and philosophical traditions of China: the Confucian, Daoist, and Chinese Buddhist traditions. Through a combination of assigned print and online readings, video clips and documentaries, class discussions, and written assignments, students explore the origins and historical developments, principal thinkers, central religious and doctrinal themes, ethics, spirituality, popular deviations, social movements, and contemporary developments of these three major religious and philosophical traditions of China. Students will consider the wider social, cultural, ethical, economic, and political dimensions of Chinese religions and philosophies generally, and themes of community and society, identity constructions, personal experiences, movements, as well as their socio-cultural reproductions in contemporary China, and where appropriate, the Chinese Diaspora in North America. Offered as CHIN 253C, ETHS 253C, PHIL 253 and RLGN 253. Counts for CAS Global & Cultural Diversity Requirement.

ETHS 254. The Holocaust. 3 Units.
This class seeks to answer fundamental questions about the Holocaust: the German-led organized mass murder of nearly six million Jews and millions of other ethnic and religious minorities. It will investigate the origins and development of racism in modern European society, the manifestations of that racism, and responses to persecution. An additional focus of the course will be comparisons between different groups, different countries, and different phases during the Nazi era. Offered as HSTY 254, RLGN 254, ETHS 254, and JDST 254. Counts for CAS Global & Cultural Diversity Requirement.

ETHS 255. Global Judaism: Diversity Across the Jewish World. 3 Units.
Scattered across the globe over the course of millennia, Jews’ diverse histories and environments have given rise to a great range of religious, cultural and social forms. Using ethnographies as our primary texts, we will think critically and comparatively about Judaism and Jewishness in the Americas, Europe, Africa, and Asia. Along our journey, we examine how Jews have navigated their experiences as minorities in their many diaspora homelands, and how they have they adapted their cultural and religious practices to the various environments in which they have found themselves. In addition to exploring their Jewishness vis-à-vis others, we also examine questions of exclusion and belonging that Jews have faced as they have encountered each another in recent decades through tourism, mass migration, globalization, and the internet. How do the world’s varied Jewish groups - who are of different skin colors, who speak different languages, and who carry different historical memories - navigate ethnic divides, race relations, and religious diversity? Should we speak of a single Jewish religion and Jewish people at all? Offered as ANTH 255, ETHS 255, JDST 255 and RLGN 255. Counts for CAS Global & Cultural Diversity Requirement.
ETHS 258. History of Southern Africa. 3 Units.
A survey of southern Africa from about 1600. Topics include the social structure of pre-colonial African societies, the beginnings of European settlement, the rise of Shaka, the discovery of minerals and the development of industry, Zimbabwe’s guerrilla war and independence, and the rise and apparent demise of apartheid. Offered as AFST 258, ETHS 258 and HSTY 258. Counts for CAS Global & Cultural Diversity Requirement.

ETHS 260. U.S. Slavery and Emancipation. 3 Units.
 Begins with the African encounter with Europeans during the emergence of the modern slave trade. Students are introduced to the documents and secondary literature on the creation and maintenance of slavery, first in colonial America, and then in the United States. The course concludes with the destruction of slavery. Offered as AFST 260, ETHS 260 and HSTY 260. Counts for CAS Global & Cultural Diversity Requirement.

ETHS 261. African-American History 1865-1945. 3 Units.
Explores the fashioning of a modern African-American culture between emancipation and the end of World War II. Emergence of a northern-based leadership, the challenge of segregation, emergence of bourgeois culture, the fashioning of racial consciousness and black nationalism, the shift from a primarily southern and rural population to one increasingly northern and urban, the creation and contours of a modern African-American culture, the construction of racial/gender and racial/class consciousness. Offered as AFST 261, ETHS 261 and HSTY 261. Counts for CAS Global & Cultural Diversity Requirement.

ETHS 262. African-American History Since 1945. 3 Units.
Completes the three-term sequence of the African-American history survey (although the first two courses are not prerequisites for this course). Explores some of the key events and developments shaping African-American social, political, and cultural history since 1945. Offered as AFST 262, ETHS 262 and HSTY 262. Counts for CAS Global & Cultural Diversity Requirement.

ETHS 265. Malcolm and Martin. 3 Units.
An examination of the lives, religious thought, and ideological frameworks of Malcolm X and Martin Luther King, Jr. The course will investigate Malcolm X and Martin King’s religious beliefs and activist strategies; the ideas and strategies of other civil rights and Black Nationalist leaders who influenced and challenged Martin and Malcolm’s ideas on race, gender, class, and sexuality; and the historical antecedents for these strategies within nineteenth-century black religious, social, and political movements. Their impact on modern African American religious thought, American political culture, and international human rights movements will also be explored. Offered as AFST 265, ETHS 265 and RLGN 265. Counts for CAS Global & Cultural Diversity Requirement.

ETHS 280. History of Modern Mexico. 3 Units.
This course explores the major issues that have influenced the formation of modern Mexico. This class is organized around three major themes. First, we will examine Mexican identity formation and its political implications. Second, we will assess Mexican life in relation to the development of the Mexican economy. Finally, we will survey how elite and popular forms of violence have affected Mexican society. Throughout the course, we will discuss the significance of the colonial heritage, regional distinctions, racial and gender stratification, and the creation and reconfiguration of various types of borders. Offered as HSTY 280 and ETHS 280. Counts for CAS Global & Cultural Diversity Requirement.

ETHS 295. The Francophone World. 3 Units.
The course offers an introduction to the Francophone World from a historical, cultural, and literary perspective. The Francophone World includes countries and regions around the globe with a substantial French-speaking population (and where French is sometimes, but not always, an official language): North America (Louisiana, Quebec, and Acadia); North Africa (Tunisia, Morocco, Algeria, and Egypt); the Middle-East (Lebanon, Syria); the Caribbean (Martinique, Guadeloupe, Haiti); Southeast Asia (Vietnam); and Europe (France, Belgium, Switzerland, and Luxembourg). FRCH 295 provides a comprehensive overview of the Francophone World, while focusing on a particular area or areas in any given semester. Offered as AFST 295, ETHS 295, FRCH 295, and WLIT 295. Counts for CAS Global & Cultural Diversity Requirement.

ETHS 302. The Lemonade Class: Religion, Race and Black Music. 3 Units.
Charles Long suggests that black musical forms are creative responses to the particular circumstances of black peoples’ presence in the U.S and black notions of the sacred. In April of 2016, Beyoncé released her visual album Lemonade two days after the death of Prince. This course is organized around the album’s title cuts and links these two artists together in an examination of religion and musical performance as creative response to the racial and gendered conditions of black life. The course investigates how both artists have used music as a platform to explore issues of race, gender, commerce, sexuality, power and divinity. The course also looks at examples from the works of earlier artists who address similar themes such as Ma Rainey, Bessie Smith, Muddy Waters, Billie Holiday, Nina Simone, Little Richard, James Brown, Marvin Gaye, and Aretha Franklin. Offered as AFST 302, ETHS 302, MUHI 316, RLGN 302, RLGN 402, and WGST 302. Counts for CAS Global & Cultural Diversity Requirement.

ETHS 306. The Cuban Experience: an immersion in its culture and society. 3 Units.
This is a three-week study-abroad intensive course that takes place in Matanzas and Havana, Cuba. The course combines the unique advantages of a total immersion environment in the Cuban culture with a classroom curriculum that includes the study of relevant cultural, literary and historical issues. Students complete three hours of classroom instruction and an hour and a half of workshop four days per week. Also, they participate in organized visits to historic sites and museums connected to the culture curriculum. The focus of the culture curriculum is the study of Cuban history and culture through its literature, visual arts, films, and music. After applying and being accepted into the program, students meet for personal advising with the program director and attend four different one-hour orientation-information meetings in the spring semester. After successful completion of the study-abroad program, students receive three upper-level credits in Spanish or Ethnic Studies. The course is interdisciplinary in its approach and provides students with the tools they need to analyze and understand the complexities of modern Cuba. Students will have formal classes taught by their professor and talks, and meetings with specialists on Cuban literature, art, architecture, history and other aspects of culture and society. Also, they will attend lectures, participate in discussions, and take field trips that will expose them to many aspects of Cuban culture, such as art, architecture, music, dance, film, literature, artisan work, folklore, history and urban growth. Offered as SPAN 306, SPAN 406, and ETHS 306. Counts for CAS Global & Cultural Diversity Requirement. Prereq: SPAN 202.
ETHS 307. Body, Health and Medicine in Chinese Religions: Historical and Contemporary Perspectives. 3 Units.

This course critically evaluates the history and development of traditional Chinese approaches to health and medicine in the context of Chinese religious, philosophical, and socio-cultural history. It examines the constructions of the body in Chinese religious and philosophical thought across different historical periods and evaluates their significance and implications for understanding Chinese approaches to health and medicine. It discusses the conceptions of “health” and “good health” in ancient China, the distinction between “healing” and “curing,” the development of the complementary yin-yang and five phases (wuxing) theories, understandings of nature (xing) and body (ti), the concept of qi as life force, and various microcosm-macrocosm analogies that emerged from Chinese religious and philosophical traditions. It explores how these religious and philosophical frameworks, beginning with the Daoist classic, Basic Questions in the Inner Classic of the Yellow Emperor (Huangdi Neijing Suwen) have evolved to understand the development of diet, acupuncture, moxibustion, meditation, and various alchemical practices within Chinese holistic conceptions of health and practices of Traditional Chinese Medicine. Offered as RLGN 307, RLGN 407, CHIN 307, HSTY 308, and ETHS 307. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

ETHS 308. Immigration and the Paris Experience. 3 Units.

Three-week immersion learning experience living and studying in Paris. The focus of the course is the culture, literature, and the arts of the African, Arab, and Asian communities of Paris. At least half of the course looks at issues surrounding immigration that affect women in particular. Students spend a minimum of fifteen hours per week visiting cultural centers and museums and interviewing authors and students about the immigrant experience. Assigned readings complement course activities. Students enrolled in FRCH 308/408 do coursework in French. WLIT 308/408, ETHS 308, and WGST 308 students have the option of completing coursework in English. Graduate students have additional course requirements. Offered as FRCH 308, WLIT 308, ETHS 308, WGST 308, FRCH 408, and WLIT 408. Counts for CAS Global & Cultural Diversity Requirement.

ETHS 311. Representations of Black Religion in Film. 3 Units.

In this course we will explore cinematic representations of black religion in the Americas and the Caribbean. Each week we will view a film representing diverse religious traditions such as Christianity, Candomble, Santeria, Vodou, and Islam. Films will include Cabin in the Sky, The Color Purple, Black Orpheus, The Serpent and the Rainbow, Malcolm X, Eve’s Bayou, and The Princess and the Frog. Throughout the course we will analyze the ways in which notions of gender, the history of colonialism, modern notions of race, and geographical landscapes have informed representations of black religion in film. In addition, we will discuss how these representations, in turn, have influenced cultural ideas of black religion in the Americas. Offered as AFST 311, ETHS 311, RLGN 311, and RLGN 411. Counts for CAS Global & Cultural Diversity Requirement. Prereq: RLGN 222 or ETHS 251 or ENGL 367 or by permission of Instructor.

ETHS 314. Cultures of the United States. 3 Units.

This course considers the rich ethnic diversity of the U.S. from the perspective of social/cultural anthropology. Conquest, immigration, problems of conflicts and accommodation, and the character of the diverse regional and ethnic cultures are considered as archetypes of racism, discrimination, and their consequences. Groups of interest include various Latina/o and Native peoples, African-American groups, and specific ethnic groups of Pacific, Mediterranean, European, Asian, and Caribbean origin. Offered as ANTH 314, ETHS 314, and ANTH 414.

ETHS 318. History of Black Women in the U.S.. 3 Units.

Chronologically arranged around specific issues in black women’s history organizations, participation in community and political movements, labor experiences, and expressive culture. The course will use a variety of materials, including autobiography, literature, music, and film. Offered as AFST 318, ETHS 318, HSTY 318, and WGST 318.

ETHS 325. Hispanic Intellectuals and Society: A Critical Approach. 3 Units.

This course offers an overview of the most important critical approaches to Spanish American culture and literature, with a socio-historical emphasis. Some of the authors we will discuss are Angel Rama, Jose Antonio Cornejo Polar and Nestor Garcia Canclini. We will analyze how the Latin American intellectuals had thought about specific issues such as identity, race, ideology, colonial and post-colonial relations with the metropolis and the process of formation of the nations in the continent. The class, the discussions, exams, oral presentations and papers will be in Spanish. Some of the readings must be in English, but most of them will be in Spanish. Offered as SPAN 325, SPAN 425, ETHS 325, WLIT 325 and WLIT 425. Counts for CAS Global & Cultural Diversity Requirement.

ETHS 326. Christianity in China. 3 Units.

This course critically evaluates Christianity’s long history in China, beginning with the “Luminous Religion” (Jingjiao) that was propagated by Assyrian Christian missionaries in Tang China (7th century CE), the missionary endeavors of Catholic and Protestant foreign missionaries and mission societies, the rise of indigenous Chinese Christianities that sought independence from foreign missionaries, the impact of communist rule and the Cultural Revolution, and current developments involving both the official government-approved churches (i.e., the Three Self Patriotic Movement and the Chinese Patriotic Catholic Association) on the one hand, and the house church movement (jiating jiaohui) on the other hand. Students will critically discuss and analyze the historical dimensions of Christianity’s presence in China and engagement with various social, cultural, political, philosophical, and religious aspects of Chinese society, past and present, and consider the implications of emergent forms of contemporary indigenous Chinese Christian movements for the future of Chinese Christianity. Offered as RLGN 316, RLGN 416, HSTY 322, CHIN 316 and ETHS 326. Counts for CAS Global & Cultural Diversity Requirement.

ETHS 333. Contemporary Caribbean Literature. 3 Units.

In addition to developing a general familiarity with the literature and history of this region, students will acquire an awareness of the interrelation of national identity, memory, and language in the texts produced by contemporary Caribbean authors, and of the cultural hybridity characteristic of this production. The themes treated by these authors include colonialism and postcolonialism, cultural and religious syncretism, and sexual politics. Offered as SPAN 333, SPAN 433, and ETHS 333. Counts for CAS Global & Cultural Diversity Requirement.
ETHS 337. Women in the Arab World. 3 Units.
The purpose of this course is twofold: It is a course that allows students an in-depth look at the diverse women who represent a number of cultures in the Arab world in nations from the Mashreq to the Maghreb. The second primary goal of the course is to study such women through the eyes of leading Arab women theorists who have made an impact not only in their own countries, but also on disciplines intersecting with women's studies worldwide. We will study the Arab woman's place in her respective society, in political and economic systems, in education, and in the family. We will also analyze her contributions to art and literature as well as to the sciences. The course will provide an overview of the Arab woman throughout history, from her origins to her place within recent movements within the Arab Spring and other current world events. As Arab women are Muslim, Christian, and Jewish, views of women within these major world religions will also be taken into account as we study the Arab woman as well as religion's impact on culture in the Middle East and in the Maghreb in particular. In the course, we will utilize theoretical texts, but also case studies as well as examples from media and the arts. During the semester, we will take advantage of teleconferencing opportunities between CWRU and two major academic units for Women's Studies in the Arab world: The Institute for Women's Studies in the Arab World (IWSAW) in Beirut, Lebanon, and the University of Jordan's Center for Women's Studies in Amman. Offered as FRCH 337, FRCH 437, ARAB 337, ETHS 337 and WGST 337. Counts for CAS Global & Cultural Diversity Requirement.

ETHS 339. Black Women and Religion. 3 Units.
This course is an exploration of the multidimensional religious experiences of black women in the United States. These experiences will be examined within particular historical periods and across diverse social and cultural contexts. Course topics and themes include black women and slave religion, spirituality and folk beliefs, religion and feminist/womanist discourse, perspectives on institutional roles, religion and activism, and spirituality and the arts. Offered as ETHS 339, RLGN 338 and WGST 339. Counts for CAS Global & Cultural Diversity Requirement.

ETHS 340. A History of Workers in the United States. 3 Units.
This course examines the experience of working people in the United States with an emphasis on twentieth-century social movements. It explores the lives of the women and men, skilled and unskilled, and rural and urban laborers that produce the goods and provide the services that society consumes. At crucial moments, working people have created or helped sustain national social movements in an effort to improve some aspect of their lives. We therefore will assess laborers in relation to several known and less known American social movements, such as the eight-hour day movement during the late nineteenth century, the peace movement during WWI, and the Civil Rights movement in the wake of WWII. Throughout the course we will also discuss the politics of time-managed work; the influence of public policy and government institutions; the role of unions within a competitive market economy; the relationship between industrial economies and functional blue-collar communities; and the correlation between immigration and globalization. Offered as HSTY 340, HSTY 430 and ETHS 340. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

ETHS 342. Latin American Feminist Voices. 3 Units.
Examination of the awakening of feminine and feminist consciousness in the literary production of Latin American women writers, particularly from the 1920s to the present. Close attention paid to the dominant themes of love and dependency; imagination as evasion; alienation and rebellion; sexuality and power; the search for identity and the self-preservation of subjectivity. Readings include prose, poetry, and dramatic texts of female Latin American writers contributing to the emerging of feminist ideologies and the mapping of feminist identities. Offered as SPAN 342, SPAN 442, ETHS 342, and WGST 342. Counts for CAS Global & Cultural Diversity Requirement.

ETHS 343. The New Drama in Latin American. 3 Units.
Representative works of contemporary Latin American drama. Critical examination of selected dramatic works of Twentieth-century Latin America provides students insight into the nature of drama and into the structural and stylistic strategies utilized by Latin American dramatists to create the "new theater," one which is closely related to Latin American political history. Offered as SPAN 343, SPAN 443 and ETHS 343. Counts for CAS Global & Cultural Diversity Requirement.

ETHS 349. The Arab World Experience. 3 Units.
Taught and led by Case faculty, The Arab World Experience is a spring semester course with a spring break study abroad component in a Middle Eastern or North African country supplemented by course meetings before and after travel. It will rotate among countries such as Jordan, Lebanon, Morocco, etc. and be taught by faculty with appropriate area expertise in Arabic, Women's and Gender Studies, and/or Ethnic Studies. The course focuses on topics such as history, politics, culture, and gender relations within the society of study. Workload and learning outcomes are commensurate with a semester-long three credit hour course. Guest lectures in the host country are an important component of the course as they bring a fresh, authentic perspective to the aforementioned topics discussed. There will be three three-hour meetings prior to travel, required reading, and one three-hour meeting after travel. In the host country, students will spend seven days (five-eight hours per day) in seminars, discussions, and site visits. Student grades are determined on the basis of participation, attendance, a daily experiential learning journal, interviews with guest speakers, and a final exam. Offered as ARAB 349, ETHS 349 and WGST 349. Counts for CAS Global & Cultural Diversity Requirement.

ETHS 352. African Feminisms. 3 Units.
This course traces the history of African feminism from its origins within traditions through to a more contemporary theoretical analysis of gender, marriage, and motherhood seen from a Afrocentric perspective. Approaches studied are those that pertain to anthropology, history, literature, sociology, and culture. African feminist theory of scholars such as Filomina Steady, Cheikh Anta Diop, Buchi Emecheta, Ifi Amadiume, Obioma Nnameka, Oyeronko Oyewumi, and Calixthe Beyala will be studied and there will be some comparative analysis of Western theories to show how African feminisms are clearly distinct. Theories on these feminisms will be presented, and in the process, students will look at cases of women in Cameroon, Nigeria, Ghana, Kenya, and Senegal. It is commonly believed that African women were defined for a long time according to constructs of Western anthropology. This course will thus look at social institutions such as woman-to-woman marriage, matriarchy, and various women's rituals in order to identify African constructs of gender, family, kinship, marriage, and motherhood. Offered as ETHS 352 and WGST 352. Counts for CAS Global & Cultural Diversity Requirement.
ETHS 353. Hindu and Jain Bioethics: Special Focus on Women's and Gender Studies. 3 Units.
This course will provide both an introduction to basic Hinduism and Jainism and an introduction to Hindu and Jain bioethics. We will focus primarily on bioethical issues that pertain to women and that are gender related. These issues include abortion, menstruation, surrogacy, intersex, and other topics of controversy. Offered as ETHS 353, RLGN 353, RLGN 453, and WGST 355. Counts for CAS Global & Cultural Diversity Requirement.

ETHS 356. Afro-Hispanic Literature. 3 Units.
This course will survey the literary and cultural production of writers and artists of African descent in Latin America and the Caribbean, paying attention to both their creative and theoretical texts. Discussion of questions of race and ethnicity will allow students to explore the ways in which these texts reformulate the idea of national identity and cultural belonging in the context of the nation-state, whose traditional centrality is being weakened through the effects of migration and exile. Readings include works by writers from Cuba, Puerto Rico, Dominican Republic, Costa Rica, Colombia, Panama, Ecuador, and Peru. Offered as SPAN 356, SPAN 456 and ETHS 356. Counts for CAS Global & Cultural Diversity Requirement.

ETHS 358. Latin American Cinema. 3 Units.
This course is designed to introduce students to the basic tools of film analysis as well as to the major trends and movements in Latin American cinema from the 1960s to the present. Through the analysis of representative films from Latin America, the course will examine the development of a variety of cinematic styles, paying particular attention to the historical contexts in which the films were produced and to the political, cultural, and aesthetic debates that surrounded their production. Offered as SPAN 358, SPAN 458 and ETHS 358. Counts for CAS Global & Cultural Diversity Requirement.

ETHS 363H. African-American Literature. 3 Units.
A historical approach to African-American literature. Such writers as Wheatley, Equiano, Douglass, Jacobs, DuBois, Hurston, Hughes, Wright, Baldwin, Ellison, Morrison. Topics covered may include slave narratives, African-American autobiography, the Harlem Renaissance, the Black Aesthetic, literature of protest and assimilation. Maximum 6 credits. Offered as AFST 363H, ENGL 363H, ETHS 363H, WLIT 363H, ENGL 463H, and WLIT 463H. Counts for CAS Global & Cultural Diversity Requirement. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ETHS 364. Dictatorship and Democracy in Modern Latin America. 3 Units.
Examination of political leadership in 20th-century Latin America, exploring the nature, causes, and consequences of dictatorship and democracy in the region, moving from the collapse of oligarchic rule and the emergence of populism in the 1930s and 1940s, to the end of democracy and establishment of military regimes in the 1960s and 1970s, and ultimately to the contemporary processes of democratization and economic liberalization. Offered as ETHS 364, POSC 364, and POSC 464. Counts for CAS Global & Cultural Diversity Requirement.

ETHS 365N. Topics in African-American Literature. 3 Units.
Selected topics and writers from nineteenth, twentieth, and twenty-first century African-American literature. May focus on a genre, a single author or a group of authors, a theme or themes. Maximum 6 credits. Offered as AFST 365N, ENGL 365N, ETHS 365N, WLIT 365N, ENGL 465N, and WLIT 465N. Counts for CAS Global & Cultural Diversity Requirement. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ETHS 365Q. Post-Colonial Literature. 3 Units.
Readings in national and regional literatures from former European colonies such as Australia and African countries. Maximum 6 credits. Offered as ENGL 365Q, ENGL 365QC, ETHS 365Q, WLIT 365Q, ENGL 465Q, and WLIT 465Q. Counts for CAS Global & Cultural Diversity Requirement. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ETHS 369. Social Justice Issues in Latin America. 3 Units.
This course explores ethnicity, gender, and religion in Latin American politics and society, and then tackles revolution, democracy, and populism. Throughout, the region's history, geography, and culture are taken into account—for example, the European and indigenous legacies in Mexico and Perú, Bolivia, Chile, and Ecuador; the Asian presence in Perú and Brazil; the African contributions to Cuba and Brazil; female heads of state, such as Nicaragua’s Violeta Chamorro, Chile’s Michelle Bachelet, Argentina’s Cristina Fernández de Kirchner, Costa Rica’s Laura Chinchilla, and Brazil’s Dilma Rousseff. Liberation Theology and the current Pope's worries about the declining number of Catholics in the region are also addressed. Today's multiparty democracy in Mexico, Hugo Chávez’s legacy in Venezuela, and Cuba’s international humanitarian aid and ideological aims would not be possible without revolution(s) and populism. They are inevitably intertwined with ethnicity, gender, and religion. This course aims to encourage a better understanding of Latin America and its relation to the rest of the world. Offered as ETHS 369, POSC 369 and POSC 469. Counts for CAS Global & Cultural Diversity Requirement.

ETHS 374. Politics of Development in the Global South. 3 Units.
Exploration of the post-WWII emergence of the Global South nations of Africa, Asia, the Middle East, Latin America, and the Eastern Europe arena. Offered as ETHS 374, POSC 374, and POSC 474.

ETHS 385. Hispanic Literature in Translation. 3 Units.
Critical analysis and appreciation of representative literary masterpieces from Spain and Latin America, and by Hispanics living in the U.S. Texts cover a variety of genres and a range of literary periods, from works by Cervantes to those of Gabriel Garcia Marquez. The course will examine the relationship between literature and other forms of artistic production, as well as the development of the Hispanic literary text within the context of historical events and cultural production of the period. Counts toward Spanish major only as related course. No knowledge of Spanish required. Offered as ETHS 385, ETHS 485, SPAN 385, SPAN 485, WLIT 385, and WLIT 485. Counts for CAS Global & Cultural Diversity Requirement.

ETHS 391. Advanced Readings in Black History. 3 Units.
This is an advanced readings course that may change from semester to semester. This course will provide students with an opportunity to more deeply explore special themes and theoretical issues in the field of black history that are often quickly and briefly covered in broad survey courses. Readings may be organized around specific topics such as resistance and social protest, black intellectual history, black nationalism and identity, black film and historical literacy black cultural forms and politics, black urban history, or some such other combination. Students may take this course more than once and receive credit as long as the course topic differs. Students should contact the History Department for more details on course content during any given semester. Offered as AFST 399, ETHS 391, HSTY 399 and HSTY 499.
ETHS 393. Advanced Readings in the History of Race. 3 Units.
This course examines the concept of race as a social construction that carries political and economic implications. We begin by examining the histories of the early racial taxonomists (e.g., Bernier, Linnaeus, and Blumenbach among others) and the contexts that informed their writings. We then assess how the concept of race changed from the nineteenth to the twentieth century in the United States. We conclude by evaluating how the ideology of race has influenced U.S. domestic life and foreign policy at specific historical moments. Offered as AFST 393, HSTY 393, HSTY 493, and ETHS 393. Counts for CAS Global & Cultural Diversity Requirement.

ETHS 485. Hispanic Literature in Translation. 3 Units.
Critical analysis and appreciation of representative literary masterpieces from Spain and Latin America, and by Hispanics living in the U.S. Texts cover a variety of genres and a range of literary periods, from works by Cervantes to those of Gabriel Garcia Marquez. The course will examine the relationship between literature and other forms of artistic production, as well as the development of the Hispanic literary text within the context of historical events and cultural production of the period. Counts toward Spanish major only as related course. No knowledge of Spanish required. Offered as ETHS 385, ETHS 485, SPAN 385, SPAN 485, WLIT 385, and WLIT 485. Counts for CAS Global & Cultural Diversity Requirement.

Evolutionary Biology Program
217 Rockefeller, Institute for the Science of Origins
Phone: 216.368.4257
Patricia Princehouse, Program Director
patricia.princehouse@case.edu

The Evolutionary Biology Program is designed to provide students with knowledge of macro- and micro-evolutionary processes underlying the evolution and diversification of life on Earth and an understanding of the meta-scientific issues involved in this unique field of study.

The program includes grounding in the history and philosophy of evolutionary thought and alternative conceptualizations of the mechanisms, patterns, and processes of evolution. It emphasizes evolutionary theory, foundations of ecology and genetics, focused study of particular organisms or groups of organisms, and the dynamics of evolutionary principles in scientific inquiry.

Program Faculty
Patricia Princehouse, PhD
Senior Research Associate, Department of History; Director, Evolutionary Biology Program

Radhika Atit, PhD
Professor, Department of Biology

Cynthia M. Beall, PhD
Distinguished University Professor and Sarah Idell Pyle Professor of Anthropology, Department of Anthropology

Michael Benard, PhD
Associate Professor, Department of Biology

Darin Croft, PhD
Associate Professor, Department of Anatomy, School of Medicine

Yohannes Haile-Selassie Ambaye, PhD
Adjunct Professor, Department of Anthropology; Curator and Head of Physical Anthropology, Cleveland Museum of Natural History

Emmitt Jolly, PhD
Associate Professor, Department of Biology

Bruce Latimer, PhD
Adjunct Professor of Anthropology; Adjunct Associate Professor, Department of Anatomy, School of Medicine

Peter McCall, JD, PhD
Professor, Department of Earth, Environmental, and Planetary Sciences

Scott Simpson, PhD
Associate Professor, Department of Anatomy, School of Medicine

Mark Willis, PhD
Professor, Department of Biology

Peter A. Zimmerman, PhD
Professor, Center for Global Health and Diseases, School of Medicine

Undergraduate Programs
Major
Evolutionary biology is a second major, to be pursued in conjunction with a conventional disciplinary major. Up to 12 credits in required and elective courses taken by students for their first major may be applied to their evolutionary biology major.

The 30-credit interdisciplinary major in evolutionary biology consists of:
1. Three foundation courses
2. One course in ecology
3. One course in the philosophy/history of science
4. Four approved electives

The approved electives may include additional philosophy/history of science courses from the list below. In consultation with a major advisor, students will tailor intensive study to suit particular interests within the major.

Required courses:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 214</td>
<td>Genes, Evolution and Ecology</td>
<td>3</td>
</tr>
<tr>
<td>EEPS 210</td>
<td>Earth History: Time, Tectonics, Climate, and Life</td>
<td>3</td>
</tr>
<tr>
<td>PHIL/ANTH/BIOL/EEPS/HSTY 225</td>
<td>Evolution</td>
<td>3</td>
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</table>

Additional required courses (one from each area)

Ecology
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 216</td>
<td>Development and Physiology</td>
<td></td>
</tr>
<tr>
<td>BIOL 336</td>
<td>Aquatic Biology</td>
<td></td>
</tr>
<tr>
<td>BIOL 351</td>
<td>Principles of Ecology</td>
<td></td>
</tr>
</tbody>
</table>

Philosophy/History of Science
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSTY 201</td>
<td>Science in Western Thought I</td>
<td></td>
</tr>
<tr>
<td>HSTY 202</td>
<td>Science in Western Thought II</td>
<td></td>
</tr>
<tr>
<td>HSTY 402</td>
<td>Introduction to Historiography of Science</td>
<td></td>
</tr>
</tbody>
</table>

Philosophy
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PHIL 203</td>
<td>Revolutions in Science</td>
<td></td>
</tr>
<tr>
<td>PHIL 303</td>
<td>Topics in Philosophy of Science</td>
<td></td>
</tr>
<tr>
<td>Approved electives</td>
<td>12</td>
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<td>--------------------------------------------</td>
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<td>ANTH 103</td>
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<td>ANTH 302</td>
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<td>ANTH 370</td>
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<tr>
<td>ANTH 378</td>
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<tr>
<td>BIOL 214L</td>
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<tr>
<td>BIOL 216L</td>
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<td>BIOL 318</td>
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<td>BIOL 326</td>
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<td>BIOL 328</td>
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<td>BIOL 339</td>
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<td>BIOL 343</td>
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<td>BIOL 345</td>
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<td>BIOL 351L</td>
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<td>BIOL 358</td>
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<td>BIOL 362</td>
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<td>BIOL 364</td>
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<td>BIOL 365</td>
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<tr>
<td>EEPS 301</td>
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<tr>
<td>EEPS/BIOL 307</td>
<td></td>
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<tr>
<td>PSCL 350</td>
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<tr>
<td>STAT 201</td>
<td></td>
<td></td>
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<tr>
<td>STAT 313</td>
<td></td>
<td></td>
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<tr>
<td>ANTH/EEPS/PHIL 367</td>
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<td></td>
</tr>
<tr>
<td>ANTH/BIOL/EEPS/PHIL 396</td>
<td></td>
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</tr>
</tbody>
</table>

**Total Units** 27

**Minor**

The 15-credit interdisciplinary minor consists of three foundation courses and two approved electives. In consultation with a minor advisor, students will tailor intensive study to suit their particular interests.

Required courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL/ANTH/EEPS/</td>
<td></td>
</tr>
<tr>
<td>HSTY/PHIL 225</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 214</td>
<td>3</td>
</tr>
<tr>
<td>EEPS 210</td>
<td>3</td>
</tr>
<tr>
<td>Two approved electives</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Units** 15

**French and Francophone Studies Program**

203 Clark Hall

Phone: 216.368.2633; Fax: 216.368.6078

Designed to develop cross-cultural awareness and to foster international understanding, the French and Francophone Studies (FFS) Program adds an exciting dimension to the traditional liberal arts curriculum. The French and Francophone Studies major differs from the traditional French major in two respects: its interdisciplinary nature and its greater flexibility in accommodating students’ areas of interest. The FFS major answers the needs of students with a strong interest in cultural issues in general and in French and Francophone history and society in particular. By allowing students to take coursework in English, the FFS major allows them to profit from the many courses in various departments that focus on France and the Francophone world.

The FFS Program is an interdisciplinary, integrated program that understands the term “French” in its broadest sense. It thus reflects the diversity of the field of French studies, which explores varied cultures of Francophone expression: Canada, the Caribbean, North and West Africa, the Middle East, and Southeast Asia. Reaching beyond disciplinary and national boundaries, the program encourages students to choose from a large selection of courses in the humanities, the arts, and the social sciences. In this way, it provides both a meaningful course of study and an outstanding preparation for graduate or professional schools and for careers in international business and finance, law, journalism, diplomatic service, nonprofit and other international organizations, health, teaching, or the arts.

**Program Advisory Committee**

Gilbert Doho, PhD
*Associate Professor, Department of Modern Languages and Literatures*

Laura E. Hengehold, PhD
*Professor, Department of Philosophy*

**Affiliated faculty**

Gillian Weiss, PhD
*Associate Professor, Department of History*

For information about the major and minor in French, please see the Department of Modern Languages and Literatures (p. 428).

**Major**

Each student prepares a program of study in close consultation with a faculty advisor drawn from the advisory committee. Students should also discuss their choice of a minor or a second major with their advisor.

French and Francophone Studies (FFS) majors should demonstrate French language ability by completing French 201-202 or the equivalent. They will also take at least one 300-level FRCH course (see Foundations in Culture courses below).

The major in French and Francophone Studies requires a minimum of 33 credit hours in the following areas:

1. **Foundations in Language (8 hours)**
   
   For students entering at the 200-level of French language:
   
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRCH 201</td>
<td>Intermediate French I</td>
<td>4</td>
</tr>
<tr>
<td>FRCH 202</td>
<td>Intermediate French II</td>
<td>4</td>
</tr>
</tbody>
</table>
Students entering at the 300-level of language study complete 21 credits in courses from the Electives section below.

| Total Units | 8 |

### 2. Foundations in Culture: Introduction to French and Francophone cultures (9 hours)

| FRCH/WLIT 295 | The Francophone World | 3 |

Two of the following:

| FRCH 316 | Contemporary France |
| FRCH 318 | The Origins of France |
| FRCH 319 | Modern France |
| HSTY 310 | The French Revolutionary Era |

Total Units | 9 |

### 3. Electives: Related Courses in French and Other Disciplines (15-21 hours)

Students select from courses that focus on French and Francophone cultures in FRCH and other disciplines (art history, political science, history, etc.). These are chosen from the approved list (see below) and in conjunction with a program advisor. No more than 9 of these credits may be chosen from FRCH courses.

#### Anthropology

| ANTH 399 | Independent Study | 1 - 6 |

#### Art History

| ARTH 260 | Art in Early Modern Europe | 3 |
| ARTH 280 | Modern Art and Modern World | 3 |
| ARTH 284 | History of Photography | 3 |
| ARTH 340 | Issues in the Art of China | 3 |
| ARTH 374 | Impressionism to Symbolism | 3 |
| ARTH 379 | Issues in 19th Century Art | 3 |
| ARTH 392 | Issues in 20th/21st Century Art | 3 |
| ARTH 398 | Independent Study in Art History | 1 - 3 |

#### Economics

| ECON 372 | International Finance | 3 |
| ECON 373 | International Trade | 3 |
| ECON 375 | Economics of Developing Countries | 3 |

#### English

| ENGL/WLIT 290 | Masterpieces of Continental Fiction | 3 |
| ENGL 301 | Linguistic Analysis | 3 |
| ENGL 368C | Topics in Film Capstone | 3 |
| ENGL 379 | Topics in Language Studies | 3 |
| ENGL/WLIT 387 | Literary and Critical Theory | 3 |

#### History

| HSTY 151 | Technology in European Civilization | 3 |
| HSTY 201 | Science in Western Thought I & Science in Western Thought II | 6 |
| HSTY 215 | Europe in the 20th Century | 3 |
| HSTY 234 | France and Islam | 3 |
| HSTY 250 | Issues and Methods in History | 3 |
| HSTY 310 | The French Revolutionary Era | 3 |
| HSTY/RLGN 315 | Heresy and Dissidence in the Middle Ages | 3 |

| HSTY 332 | European International Relations 1789-1945 | 3 |
| HSTY/POSC 348 | History of Modern Political and Social Thought | 3 |
| HSTY 397 | Undergraduate Tutorial | 1 - 3 |

#### International Studies

| INTL 396 | International Independent Study | 1 - 3 |

#### Philosophy

| PHIL 302 | Modern Philosophy | 3 |
| PHIL 315 | Selected Topics in Philosophy | 3 |
| PHIL 325 | Philosophy of Feminism | 3 |
| PHIL 399 | Philosophy Honors Thesis | 3 |

#### Political Science

| POSC 326 | Constitutions in Practical Politics | 3 |
| POSC/HSTY 348 | History of Modern Political and Social Thought | 3 |
| POSC 351 | Modern Political Thought | 3 |
| POSC 367 | Western European Political Systems | 3 |
| POSC 370A | Political Economy | 3 |
| POSC 373 | Politics of the European Union | 3 |
| POSC 374 | Politics of Development in the Global South | 3 |
| POSC 395 | Special Projects | 1 - 6 |

#### Religious Studies

| RLGN/HSTY 315 | Heresy and Dissidence in the Middle Ages | 3 |
| RLGN 392 | Independent Study | 1 - 3 |

#### Theater

| THTR 329 | Modern and Contemporary Drama | 3 |
| THTR 399 | Independent Study in Theater Arts | 1 - 3 |

#### World Literature

| WLIT 211 | World Literature I | 3 |
| WLIT 212 | World Literature II | 3 |
| WLIT/ENGL 290 | Masterpieces of Continental Fiction | 3 |
| WLIT 300 | The City in Literature | 3 |
| WLIT 390 | Topics in World Literature | 3 |
| WLIT 399 | Independent Study | 1 - 3 |

**Study Abroad**

Study abroad in France, Belgium, Switzerland, French Canada, the Francophone Caribbean, or a Francophone African or Middle Eastern country is strongly encouraged but not required for FFS majors. The Department of Modern Languages and Literatures offers a summer study abroad program in Paris (FRCH 308 Immigration and the Paris Experience / WLIT 308 Immigration and the Paris Experience). FRCH 208 The Montreal Experience is a spring break service-learning excursion to Montreal. There are also opportunities for study in Cameroon.
Minor
The minor requires 15-17 credits. Students entering at the 200 level of language competence take:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRCH 201</td>
<td>4</td>
</tr>
<tr>
<td>FRCH 202</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Units: 9

At least 6 credits should be taken in disciplines other than FRCH. Students entering at the 300 level of language competence take five courses at the 200 and 300 levels in FRCH and from the approved list. At least 3 credits should be in courses from FRCH taught in the French language, and at least 6 credits should be taken in disciplines other than FRCH.

Under Construction
Gerontological Studies Program
226 Mather Memorial
www.case.edu/artsci/soci/gerontological.html
Phone: 216.368.2703; Fax: 216.368.2676
Dale Dannefer, Program Co-Director
dale.dannefer@case.edu

Gary Deimling, Program Co-Director
gary.deimling@case.edu

The Gerontological Studies Program is a multidisciplinary program designed to integrate research and theory about human aging and human development over the life course.

Rapidly occurring social change is compelling social scientists, policymakers, human service professionals, and others to focus on aging as both an individual and global force. Beyond the rapid graying of the world's population, other frontiers of change include knowledge developments in the biosocial domain (epigenetic and other types of gene-environment interaction), powerful trends in the political and economic spheres (e.g., cumulative dis/advantage, pension policy, generational equity), and cultural changes (e.g., the development of forward-thinking institutional arrangements and the growth of the anti-aging industry).

Courses are drawn from three departments: Anthropology, Psychological Sciences, and Sociology. Students may choose from a variety of courses according to their own interests. Some approved elective courses are not specifically gerontology courses but cover topics that contribute to the understanding of aging and the life course. The perspectives gained in the core courses will provide the student with the background needed to relate the material in the more general courses to gerontological issues. The program is firmly grounded in the liberal arts and thus provides the student with the challenge to think and communicate effectively and to integrate diverse information, theories, and practice.

Gerontological Studies is an appropriate second major or minor for students with a wide variety of career goals. Persons with baccalaureate degrees in this field are eligible for entry-level positions in organizations that provide health and social services to older people and that formulate policy related to aging and older adults. For those whose careers will require professional or graduate training, this program can be valuable preparation. This includes pre-health students, especially those with an interest in geriatrics or family practice. It is also excellent preparation for those who are working toward careers in social work, family law, and financial planning. Students planning to pursue these professional degrees will find that an increasing number of their clients or patients will be older adults and problems with which they must deal are related to aging.

Gerontological Studies faculty members are engaged in a variety of funded research projects. These include studies of Alzheimer's disease; cancer survivorship; health disparities and cumulative dis/advantage over the life course; patterns of care for the elderly; visual perception changes that accompany aging; the impact of high levels of physical activity on the biological aging process; grandparent-grandchild relationships; and stress, coping, and adaptation among institutionalized older adults and elderly residents of urban communities.

Program Faculty
Dale Dannefer, PhD
(Rutgers University)
Selah Chamberlain Professor of Sociology and Chair, Department of Sociology; Co-Director, Gerontological Studies Program
Aging and the life course; theory; work and family; research methods

Gary T. Deimling, PhD
(Bowling Green State University)
Professor, Department of Sociology; Co-Director, Gerontological Studies Program
Medical sociology; sociology of aging; family sociology

Brian Gran, PhD (Northwestern University), JD (Indiana University-Bloomington)
Professor, Department of Sociology
Sociology of law; comparative sociology; health care policy; human rights

Eva Kahana, PhD
(University of Chicago)
Distinguished University Professor and Pierce T. and Elizabeth D. Robson Professor of the Humanities, Department of Sociology
Sociology of aging; medical sociology; social factors in stress and coping

Jessica Kelley, PhD
(Purdue University)
Professor, Department of Sociology
Health disparities; sociology of disability; sociology of the life course; race/ethnicity

Lihong Shi, PhD
(Tulane University)
Associate Professor
Sociocultural anthropology; reproduction; gender and family relations; grief and healing; population aging and sex-ratio imbalance; China, East Asia

Undergraduate Programs
Major
The interdisciplinary program in Gerontological Studies offers a major as part of the Bachelor of Arts degree. Gerontological Studies may be selected only as a second major, since the primary major must be based in a traditional academic department. The major consists of a minimum
of 30 credits; 9 are in required core courses and 21 are in approved elective courses.

**Required core courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COSI 345</td>
<td>Communication and Aging</td>
</tr>
<tr>
<td>PSCL 369</td>
<td>Adult Development and Aging</td>
</tr>
<tr>
<td>SOCI 361</td>
<td>The Life Course</td>
</tr>
<tr>
<td>or SOCI 369/469</td>
<td>Aging in American Society</td>
</tr>
</tbody>
</table>

**Additional courses that will bring the major total to 30 can include any of the courses listed below plus those that are approved by one of the co-directors of Gerontological Studies.**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 215</td>
<td>Health, Culture, and Disease:</td>
</tr>
<tr>
<td></td>
<td>An Introduction to Medical Anthropology</td>
</tr>
<tr>
<td>SOCI 311</td>
<td>Health, Illness, and Social Behavior</td>
</tr>
<tr>
<td>SOCI 313</td>
<td>Sociology of Stress and Coping</td>
</tr>
<tr>
<td>SOCI 365</td>
<td>Health Care Delivery</td>
</tr>
</tbody>
</table>

**Total Units**

<table>
<thead>
<tr>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
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</tbody>
</table>

**Minor**

Students may also elect a minor in Gerontological Studies. The minor requires a minimum of 15 credit hours, including at least two of the following four courses.

**At least two of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COSI 345</td>
<td>Communication and Aging</td>
</tr>
<tr>
<td>PSCL 369</td>
<td>Adult Development and Aging</td>
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<tr>
<td>SOCI 361</td>
<td>The Life Course</td>
</tr>
<tr>
<td>SOCI 369/469</td>
<td>Aging in American Society</td>
</tr>
</tbody>
</table>

*The remaining nine hours needed to fulfill the minor requirement may consist of any combination of the approved electives and core courses listed for the Gerontological Studies major.*

**Total Units**

<table>
<thead>
<tr>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
</tr>
</tbody>
</table>

**Department of History**

The Department of History offers comprehensive undergraduate and graduate programs in all fields of history, with particular strengths in American history; the history of science, technology, environment, and medicine; and social history and policy. Historical studies are sometimes categorized among humanistic studies and sometimes among the social sciences. Allied with both traditions, historians seek an understanding of the past by analyzing societies and how they change over time.

The Department of History offers instruction within the customary frameworks that have formed the basis of historical studies, and it also has developed special emphases in social, cultural, political, and economic perspectives that allow instruction and research on such topics as the African-American experience, the environment, business and economy, technology and science, medicine, women's history and gender studies, legal history, and comparative social history. Courses in history, or a formal major or minor in history, traditionally have been attractive to students as preparation for a wide variety of career and professional interests, including teaching, law, government, medicine, and journalism, and such public history activities as archival administration, historical museum administration, restoration and preservation of historic sites, and writing.

**Facilities**

Case Western Reserve University, the other institutions in University Circle, and the Cleveland area, in general, offer excellent facilities for historical research. These facilities are especially strong in the fields of social history and policy and in the history of medicine, health care, nonprofit organizations, technology, and science. The university library’s extensive collections in these fields are significantly augmented by the holdings of the nationally ranked Allen Memorial Library in the history of medicine and health care and of the equally distinguished Western Reserve Historical Society in regional economic, social, nonprofit, ethnic, African-American, and Jewish history. Both the Allen Memorial Library
and the Western Reserve Historical Society Library are adjacent to the campus. The Cleveland Public Library, just five miles from campus in downtown Cleveland, is the third largest public library in the U.S.; it maintains excellent research collections in Ohio, U.S., and British history, technology, and business. The university has also pioneered the development of electronic connections to other libraries and to research resources in general; Ohio’s many colleges and universities have one of the nation’s leading interlibrary loan programs.

**Department Faculty**

Kenneth F. Ledford, PhD, JD  
(Johns Hopkins University; University of North Carolina)  
**Associate Professor and Chair**  
Modern German history; Modern European history; European legal history; history of the professions

John Broich, PhD  
(Stanford University)  
**Associate Professor**  
British history; British empire; environmental history; history of public health

Daniel Cohen, PhD  
(Brandeis University)  
**Associate Professor, Director of Graduate Studies**  
Colonial America; U.S. cultural history

Ananya Dasgupta, PhD  
(University of Pennsylvania)  
**Assistant Professor**  
History of modern South Asia; secularism in South Asia; gender and community in South Asia

John H. Flores, PhD  
(University of Illinois at Chicago)  
**Associate Professor**  
Mexican American history; immigration; labor

Jay Howard Geller, PhD  
(Yale University)  
**Samuel Rosenthal Professor of Judaic Studies**  
Jewish history, modern European history, modern German history

John Grabowski, PhD  
(Case Western Reserve University)  
**Krieger-Mueller Joint Professor of History; Associate Professor**  
United States history; immigration and ethnicity; local history

Aviva Rothman, PhD  
(Princeton University)  
**Assistant Professor**  
History of science; intellectual history, early modern Europe

Jonathan Sadowsky, PhD  
(Johns Hopkins University)  
**Theodore J. Castele Professor**  
Medical history; African history; comparative history

Renée M. Sentilles, PhD  
(College of William and Mary)  
**Henry Eldridge Bourne Professor of History; Co-Director, Women’s and Gender Studies Program**  
American women’s history; U.S. cultural history; American studies; children's studies

Peter Shulman, PhD  
(Massachusetts Institute of Technology)  
**Associate Professor, Director of Undergraduate Studies**  
History of science, technology and American politics; environmental history and the history of energy; United States foreign relations

Theodore L. Steinberg, PhD  
(Brandeis University)  
**Adeline Barry Davee Distinguished Professor of History**  
U.S. environmental and legal history

Ben Vinson III, PhD  
(Columbia University)  
**Hiram C. Haydn Professor of History; Provost and Executive Vice President**  
Latin American history

Noël M. Voltz, PhD  
(The Ohio State University)  
**Assistant Professor**  
African American history; African diasporic history; women of color in slavery and freedom in the United States and the Atlantic world

Gillian L. Weiss, PhD  
(Stanford University)  
**Professor**  
Early modern France; comparative slavery; the Mediterranean

**Emeritus Faculty**

Molly Berger, PhD  
**Associate Dean and Instructor of History Emerita**  
19th-century American technology

David Hammack, PhD  
(Columbia University)  
**Hiram C. Haydn Professor of History Emeritus**  
American social and urban history

Miriam Levin, PhD  
(University of Massachusetts, Amherst)  
**Henry Eldridge Bourne Professor of History Emerita**  
History of industrial societies and cultures; history of modern France; women in science

Carroll Pursell, PhD  
(University of California, Berkeley)  
**Adeline Barry Davee Distinguished Professor of History Emeritus**  
History of technology

Alan Rocke, PhD  
(University of Wisconsin, Madison)  
**Distinguished University Professor and Henry Eldridge Bourne Professor of History Emeritus**  
History of science; science, technology, and society
Secondary Faculty
Rachel Sternberg, PhD
(Bryn Mawr College)
Associate Professor, Department of Classics
Greek language and literature; Greek social history; history of emotion; reception of the classical tradition in the age of Jefferson

Adjunct Faculty
Virginia Dawson, PhD
(Case Western Reserve University)
Adjunct Associate Professor
History of science and technology

Amanda L. Mahoney, PhD
(University of Pennsylvania)
Chief Curator, Dittrick Medical History Center
History of health and social policy; history of nursing

Lecturers
David Busch, PhD
(Carnegie Mellon University)
Lecturer and SAGES Fellow
Modern U.S. history; history of student activism

Vicki Daniel, PhD
(University of Wisconsin, Madison)
Lecturer and SAGES Fellow
History of medicine

Bernard Jim, PhD
(Case Western Reserve University)
Lecturer and SAGES Fellow
19th- and 20th-century US history; American history of science and technology; gender; methodology

Andrea Milne, PhD
(University of California, Irvine)
Lecturer and SAGES Fellow
History of gender, sexuality and medicine

Einav Rabinovitch-Fox, PhD
(New York University)
Fulltime Lecturer
Modern American History, Women’s and Gender History

Luke Reader, PhD
(University of California, Irvine)
Lecturer and SAGES Fellow
Modern British history

Elizabeth Todd, PhD
(The Ohio State University)
Lecturer
Medieval history; Reformation Europe

Undergraduate Programs
Major
The history major may be elected in one of two formats: the regular major or the teacher licensure major.

Regular Major
The regular major requires a minimum of 30 hours in history courses, including:

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<tr>
<td>HSTY 113</td>
<td>Introduction to Modern World History</td>
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<tr>
<td>HSTY 250</td>
<td>Issues and Methods in History</td>
<td>3</td>
</tr>
<tr>
<td>HSTY 398</td>
<td>Senior Research Seminar</td>
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The remaining seven electives must include one course in U.S. history, one course in pre-modern history, and one course each in at least two other, different geographical areas. Each course can only fulfill one requirement. These distribution requirements are new and replace the old requirement that each student have a "concentration" of four related courses.

Teacher Licensure Program
The teacher education major for licensure in Integrated Social Studies (Adolescence to Young Adult) requires 30 hours of history, including the same three courses required for the regular major and a minimum of six semester hours in each of three focus areas: United States history, world/European studies, and Asian, African, and Latin American studies. Candidates for teacher licensure must also take courses in economics, political science, and sociology (6 hours) and 36 hours in education courses, culminating in student teaching. Students interested in pursuing this option should confer with the department’s undergraduate advisor. See the Teacher Licensure (p. 589) section in this bulletin.

Subject area requirements:

Requirements:

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<tr>
<td>Three U.S History Courses</td>
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<td>Two European History Courses</td>
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<td>Two Asian, African, and/or Latin American Courses</td>
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<tr>
<td>ECON 102</td>
<td>Principles of Microeconomics</td>
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<tr>
<td>ECON 103</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
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<tr>
<td>POSC 160</td>
<td>Introduction to Comparative Politics</td>
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<tr>
<td>SOCI 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
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<tr>
<td>SOCI 113</td>
<td>Critical Problems in Modern Society</td>
<td>3</td>
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<tr>
<td>SOCI 310</td>
<td>The Individual in Society</td>
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(With advisor approval, the sociology requirement may be met with HSTY 212 U.S. Politics, Culture, and Society, 1790-1860 or HSTY 262 African-American History Since 1945.)

Integrated Graduate Studies
The Department of History participates in the Integrated Graduate Studies (IGS) Program (p. 1298). Interested students should note the
general requirements and procedures of the School of Graduate Studies, but they must also consult the departmental advisor about the specific requirements, guidelines, and opportunities for IGS in history.

**Minor**
The history minor consists of five courses (15 credit hours) in history. At least one course must be above the 100 level. Minor advisors will encourage students to take courses across a variety of fields. Elective courses can be chosen from all HSTY courses. The history minor is available to all undergraduate students.

**Advanced Placement Credit**
Beginning with the Fall 2018 semester, the Department of History will grant credit for one 3-hour elective to any student who has scored a 5 on any of the AP History tests, has been invited to participate in the 1-hour HSTY 100 Introduction to History, and has successfully completed that course. That 3-hour elective cannot be applied to the GER Breadth Requirement or to the major or minor in history.

**Graduate Programs**
The Department of History offers both the MA and the PhD in history. Many, but not all, of our PhD students work within one of the department’s two focused PhD programs: (1) Social History and Policy, and (2) History of Science, Technology, Environment and Medicine. In practice, these two programs are often closely related. The department also joins with the Law School to offer an MA/JD dual-degree program. Applicants for graduate degrees in history must submit transcripts from all previous undergraduate, graduate, and professional study; scores on the GRE or a comparable standardized test; three letters of recommendation; application essays; and a writing sample.

**Master of Arts**
The MA in history requires 30 hours of course work, including 9 hours of carefully supervised work on a master’s thesis (a work of original research based on primary sources). For the joint JD/MA program, students must be admitted to both the history graduate program and the law school. They can earn the degree in either three and one-half years or three years and two summers of study, completing a total of 106 hours (including double credits of up to nine hours).

**Doctor of Philosophy**
Students are admitted into the history department’s graduate programs with or without a master’s or professional degree. Students who do not have a master’s degree in history will generally be required to complete that degree in the department before moving on to the PhD; those who have earned graduate or professional degrees closely related to their PhD programs may petition for direct admission to the PhD program. Students who first complete their MA in history at Case Western Reserve must complete an additional 24 hours of course work, pass the qualifying exams required by their program of study, and prepare a PhD dissertation while enrolling in at least 18 hours of supervised dissertation-writing work. Students who have completed their master’s-level work before coming to Case Western Reserve must complete at least 24 hours of course work before taking their qualifying exams and proceeding to their dissertation. All PhD students are required to take:

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<td>Historiography, Method, and Theory</td>
<td>3</td>
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<td>HSTY 476</td>
<td>Seminar in Comparative History</td>
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</tr>
<tr>
<td>HSTY 479</td>
<td>Historical Research and Writing</td>
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**General PhD Program**
In addition to the specialized SHP and STEM programs, the Department of History also offers a general PhD in history, allowing students to specialize in any geographical, temporal, or topical area of history adequately covered by department faculty. In the past, this general program has been largely restricted to students pursing topics in U.S. history (including American women’s history, African-American history, U.S. cultural history, and the history of social movements), but the gradual expansion of the department now allows us to support PhD work in certain comparative or non-U.S. fields. All prospective graduate applicants are strongly encouraged to examine the research specialties of department faculty before applying to the program.

**Social Justice History (SJH)**
The PhD Track in Social Justice History (SJH) examines the origins of oppression, as well as the history of peoples who have struggled to create a more just world. Topics may include slavery, patriarchy, settler colonialism, racial capitalism, and the carceral state. Students may also explore radical social justice movements (from abolitionism to LGBTQIA activism) and theories that explain the current world system founded on global inequality, systemic health inequities, environmental degradation, unlimited private wealth accumulation, and economic expansion. The program will teach students the power of historical methods to understand the world and to change it.

The Social Justice History Track represents a reconfiguration of the History Department’s longstanding Social History and Policy (SHP) Track, whose participating faculty have become increasingly oriented toward social justice topics and issues. From its launch in 1983, aided by a major grant from the National Endowment for the Humanities, the program in Social History and Policy awarded more than 40 PhDs, placing graduates in both academic institutions and a variety of policy-oriented nonprofit organizations. Over the years, graduates have received tenure at the University of Michigan, Kent State University, Oberlin College, the University of Cincinnati, the University of Western Ontario, the College of Wooster, and Cleveland State University. One graduate is executive director of National History Day.

**History of Science, Technology, Environment and Medicine Program (STEM)**
The History of Science, Technology, Environment and Medicine Program was established in 1961 as the first in the nation to emphasize the history of technology as well as the history of science. The program’s areas of particular strength include the social and cultural history of technology, both American and European; technology and science policy; the history of the physical sciences since the Renaissance; gender issues in technology and science; the history of medicine; and the history of the environment. The course of study for the PhD includes the MA requirements, written and oral qualifying examinations, and a dissertation. While most graduates of the program teach at colleges or universities, others work in museums or archives or deal with science policy questions.
Courses

HSTY 100. Introduction to History. 1 Unit.
Team-taught by the faculty of the Department of History, under the cooperation of the Chair or Director of Undergraduate Studies of the Department, HSTY 100 introduces students to the various theories and methods that underlie historical scholarship, and to the value of historical analysis to disciplines, careers, and professions that American popular culture depicts, wrongly, as being distant from historical understanding. HSTY 100 goes beyond high-school level teaching and analysis contained in Advanced Placement and International Baccalaureate courses to lead students to think about history as an analytical tool to understand every aspect of the lives that our students will lead in the 21st century. Students who successfully complete HSTY 100 will receive recognition of one three-credit course for a 5 on an AP History exam or a 6 or 7 on an IB Higher Level History exam. Prereq: Score of 5 on AP History Exam or Score of 6 or 7 on IB Higher Level History Exam.

HSTY 102. Introduction to Byzantine History, 500-1500. 3 Units.
Development of the Byzantine empire from the emperor Constantine’s conversion to Christianity and founding of the eastern capital at Constantinople to the fall of Constantinople to Turkish forces in 1453. Offered as CLSC 102 and HSTY 102. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 103. Introduction to Medieval History, 500-1500. 3 Units.
Medieval history and civilization from the fall of the Roman Empire to the age of the Renaissance. Interactions between medieval Europe and other Mediterranean and Eurasian cultures. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 104. Introduction to Early Modern European History, 1500-1800. 3 Units.
Europe has not always existed. To find out who created it and when, this course will ask two fundamental questions: First, how did the geographic, linguistic, religious and ethnic characteristics of European identity develop over the course of the sixteenth, seventeenth and eighteenth centuries? Second, how did Europeans in this period influence other parts of the world? Through close readings of memoirs, treatises and chronicles, and discussions of secondary literature, we will explore the political, social, and religious history of Europe from roughly 1500 to 1800. Topics include: exploration and conquest; Protestant and Catholic reforms; witchcraft and popular culture; science and medicine; Enlightenment and Revolution. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 107. Introduction to the Ancient Near East and Egypt. 3 Units.
This is an introduction to the history and culture of the Ancient Near East and Egypt, a land spanning from modern Iraq to Egypt that was home to the earliest known societies in written history. In this course we will learn about the relatively recent discoveries of these ancient civilizations, the first deciphering of their scripts, about the political, social, and cultural history of the peoples who gave rise to the Babylonian, Assyrian, and Egyptian empires (besides other Levantine and Anatolian powers and smaller nations such as Israel). Various aspects of the literary/scientific production of these societies will also be discussed, while reflecting upon their cultural legacy. Offered as ANEE 107 and HSTY 107. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 108. Introduction to Early American History. 3 Units.
This course offers an introduction to American history through a thematic survey of colonial British North America and the early United States, from the first permanent English settlements of the early seventeenth century to the onset of the American Civil War. It focuses on (1) the emergence and development of contrasting social systems in the various colonies; (2) the causes and consequences of the American Revolution; and (3) the political, religious, and economic transformations of the period 1790 through 1860. Readings include a mix of primary sources (historical documents) and secondary sources (books and articles written by modern scholars). Students will examine a variety of historical methods and approaches but will particularly explore past social experiences and values through the personal (or autobiographical) writings of individual Americans of varying backgrounds. Particular attention will be paid to the experiences of women and African Americans. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 109. Modern American History Since 1877. 3 Units.
This course provides an introductory survey of American history from the end of Reconstruction through the early 21st century, focusing on politics, foreign relations, the economy, and culture and social life. It is designed not to replicate high school American history courses, but introduce undergraduates to major themes in how academic historians approach the past, as well as instructing students on how to read, discuss, and write about primary sources. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 111. What is Science? Introduction to the History and Philosophy of Science. 3 Units.
We look at historical and philosophical aspects of modern science. The objective of the course is to develop a sense of (1) what forms scientific research has taken historically, and (2) what it is about scientific research that makes it distinctive as a form of human knowledge. Offered as HPSC 111, PHIL 111 and HSTY 111.
HSTY 113. Introduction to Modern World History. 3 Units.
The history of the nineteenth and twentieth centuries in global context. Emphasis on the forces that have created or shaped the modern world: industrialization and technological change; political ideas and movements such as nationalism; European imperialism and decolonization; and the interplay of cultural values. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 117. Exploring American History Through Biography. 3 Units.
This discussion and lecture class uses various forms of biography to explore issues of American Identity throughout the course of American history. The class will discuss how certain biographies have created archetypal American identities, and how issues such as race, class, gender, sexuality, religion, and historical context have shaped the writing, reading and purpose of biography. The last third of the class will consider the process of "national memory" the way the United States has decide to remember its past. Here the "biography" is collective, and created by myriad strands of mass culture woven together to create a national mythology. We will explore the works of those striving to pull apart these different strands, and explore what these memories tell us about established national identity. Students will explore biographical process through their assignments, and consider such questions as: How do American biographies influence our understanding of what it means to be American? How does biographical medium affect the message? Can we accept biography as history? This course investigates biography as a constructed genre that comes in a variety of forms, including autobiography, biographical novels, oral histories, and film. Offered as AMST 117 and HSTY 117. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 124. Sex and the City: Gender and Urban History. 3 Units.
Gender is an identity and an experience written onto the spaces of the city. The urban landscape—with its streets, buildings, bridges, parks and squares—shapes and reflects gender identities and sexual relations. This course examines the relationship between gender and urban space from the 19th century to the present, giving special attention to the city of Cleveland. Using Cleveland as our case study, this course will explore some of the many ways in which cities and the inhabitants of cities have been historically sexed, gendered, and sexualized. We will explore the ways in which gender was reflected and constructed by the built environment, as well as how urban space and urban life shaped gender and sexual identities. The course is organized thematically and explores different aspects of city life such as prostitution, urban crime, labor, politics, urban renewal and decay, consumption and leisure and the ways in which sex and gender intersects with these issues. Offered as HSTY 124 and WGST 124.

Clothing is one of the most visible and accessible means through which we express our identities. Hence, it is hardly surprising that political and social tensions are embedded and embodied in dress. As an expressive medium, clothing and appearance became crucial in the construction of political identities and in serving as a means of control, oppression, as well as protest and resistance. This seminar will examine the links between clothing, sartorial practices and political significance. Special attention will be given to the role of clothes in negotiating and constructing gender, race, class, sexual, and national identities. Readings will address the question of sartorial politics from a historical perspective and will focus on American history and culture from the 18th century to the present. Students may not earn credit for both this course and USSO 290U. Counts for CAS Global & Cultural Diversity Requirement.
HSTY 137. Introduction to Modern South Asia. 3 Units.
This course will introduce students to the history of the region that today includes India, Pakistan and Bangladesh. The course will deal with the following themes: global trade between the Indian subcontinent and the West in the 17th century; the rise of the East India Company's dominance over the Indian subcontinent in the 18th century; the transformation of India into a colonial economy; social and religious reform movements of the 19th century; changing modalities of colonial rule after the transfer of governing power from the East India Company to the British Crown-in-Parliament; the emergence and trajectories of elite and popular anti-colonial nationalisms; the struggles of women, low status groups, and other minorities in the region; decolonization; and the partition of the subcontinent. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 138. Radical History in America. 3 Units.
This course examines the radical tradition in America from the time of the American Revolution until the present. Topics will include abolitionism, suffrage, anarchism, socialism, communism, black power, feminism, the New Left, radical environmentalism, and queer liberation. Recommended Preparation: High school American history. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 145. Utopia, Dystopia, and Scientific Modernity Sixteenth-Century to the Present. 3 Units.
A utopia is a dream of a better world, a dystopia is a nightmare of a worse one. Both are fantasies. Yet both respond to the very real technological, political and cultural conditions in which they are written. This multidisciplinary course uses utopian and dystopian literature from the sixteenth century to the present to investigate the rise of scientific modernity and the responses it provoked. Starting with Thomas More's Utopia, and ending with Octavia Butler's The Parable of the Sower and a contemporary film, students will read important utopian and dystopian works of fiction and connect them to themes that run through the history of science: the relationship between knowledge and power; the impact of new technologies; voyages of exploration and exploitation; industrialization and forms of production; ideas of gender, race, and class; nuclear power; genetics; and climate change. We encourage students to ask what led to these specific critiques or ideas, and why? What limits or determines the boundaries of the possible or the desirable to each author? And how might these still be relevant today? Offered as ENGL 145 and HSTY 145. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 151. Technology in European Civilization. 3 Units.
The history of technology in ancient Mediterranean, medieval, and modern European society until the First World War. The course introduces students to the relationship between technology and its social, political, and cultural settings, and to the values invested in technology at significant historical moments. There will be visits to local industrial sites, architectural and engineering monuments, and the Cleveland Museum of Art.

HSTY 152. Technology in America. 3 Units.
Origins and significance of technological developments in American history, from the first settlements to the present. Emphasis on the social, cultural, political, and economic significance of technology in American history.

HSTY 157. Women's Histories in South Asia. 3 Units.
This course traces the history of women in South Asia from pre-colonial times to the present. Themes explored in the course will include (but not be limited to): the historical transformations of institutions shaping women's lives such as state, family, religious and legal traditions; the impact of colonialism, nationalism, and decolonization on women, as well as the history of women's movements in various parts of South Asia. As we acquaint ourselves with the vibrant historiography on women in South Asia, we will also examine the theoretical and methodological challenges involved in writing histories using the analytical lens of gender. While a significant portion of the readings will focus on South Asia, we will occasionally bring in insights from histories of women in other parts of the world to help develop comparative perspectives and evaluate the South Asian cases and examples within the broader field of women's history. Offered as HSTY 157 and WGST 257. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 163. Introduction to Modern Britain and its Empire. 3 Units.
This lecture and discussion course covers the history of Britain at the height of its political and industrial power and the history of the expanding and contracting British Empire. Britain was a nation of great technological, economic, and military power, but it also experienced extraordinary stresses. Industrialization meant material prosperity for some, but hardship and dehumanization for others. Many questioned how overwhelming poverty and ignorance could be allowed to stand beside such vast affluence. And subjects of the British in India, Ireland, and elsewhere struggled for independence from an empire that claimed to bring freedom, reason, and equality. The British learned to their cost, too, that decolonization often meant being caught in the crossfire of ethnic rivals. This course will explore the many paradoxes of the history of the British at their most dominant. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 193. The Ancient World. 3 Units.
Ancient Western history from the origins of civilization in Mesopotamia to the dissolution of the Roman Empire in the West. Offered as CLSC 193 and HSTY 193. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 194. Catapults and Cavalry: Warfare in the Ancient Mediterranean. 3 Units.
This course examines the development of warfare in the ancient Mediterranean, including the debated origins of war in prehistory, the rise of the great armies of Assyria and Egypt, the heyday of hoplite infantry in Greece, Alexander the Great's vast conquests, and the domination of the Mediterranean by the legions of the Roman Empire. Using written, visual, and archaeological evidence from the ancient Near East, Egypt, Greece, and Rome, we will focus on three main topics: 1) warfare and ancient Mediterranean geopolitics; 2) warfare and innovation, including developments in strategy, tactics, and technology; and 3) the perception and experience of ancient Mediterranean warfare, including social, literary, and artistic responses to violent, interstate conflict. Class sessions will consist primarily of lecture with regular discussion of assigned readings. For the final project, students may either write a traditional research paper or complete a creative project such as building a working scale model of a catapult, reconstructing a historic battle in a video game platform, or creating an educational website or short documentary. All readings are in English. Offered as ANEE 194, CLSC 194, and HSTY 194. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 201. Science in Western Thought I. 3 Units.
The development of Western thinking about the natural world and our relation to it, as part of culture, from pre-classical civilizations to the age of Newton.
HSTY 202. Science in Western Thought II. 3 Units.
The development of Western thinking about the natural world and our relation to it, as part of culture, from Newton to the modern age. HSTY 201 is not a prerequisite.

HSTY 203. Revolutions in Science. 3 Units.
Historical and philosophical interpretation of some epochal events in development of science. Copernican revolution, Newtonian mechanics, Einstein's relativity physics, quantum mechanics, and evolutionary theory; patterns of scientific growth; structure of scientific "revolutions;" science and "pseudo-science." First half of a year-long sequence. Offered as HSTY 203 and PHIL 203.

HSTY 204. Introduction to the Nonprofit Sector. 3 Units.
The United States has by far the largest and most important "nonprofit sector" in the world, a sector consisting of voluntary non-governmental organizations that provide health care, education and social services as well as arts, religious, and advocacy activities. Using mostly primary sources, this course considers the significance of the nonprofit sector in the U.S., its advantages and disadvantages, its uses for different groups of Americans, and current trends. Students have the option of writing either a standard term paper, or a study of strategic challenges facing a contemporary nonprofit organization. Offered as HSTY 204 and HSTY 404. Counts as SAGES Departmental Seminar.

HSTY 205. Climate Change Science and Society. 3 Units.
This course provides a synoptic, multi-disciplinary understanding of the past, present, and future of anthropogenic climate change by integrating three distinct fields: the earth and environmental sciences, biology and ecology, and history. What is changing in the global climate? Why? How do we know? What should we expect in the future? What can be done? No single discipline can answer these questions fully, and by organizing the course around these big questions, we will demonstrate how different disciplines each contribute essential answers. Course covers diverse sources of evidence for climate change in the past and present, the core mechanisms of climate change at different timescales and their consequences, the impact of climate change on human history and history of the discovery of climate change, climate models and ecological forecasts, the modern politics and diplomacy of climate, climate communication, and multiple paths forward for the earth's physical, ecological, and social systems. Offered as BIOL 205, EEPS 205, and HSTY 205.

HSTY 206. Ancient and Medieval Spain: Prehistory to 1492. 3 Units.
This course focuses on the history of the Iberian peninsula from before the Roman conquest from the Iberians, Greek, and Carthaginian settlements, through Roman, Visigothic, and Muslim rule to the conquest of Ferdinand and Isabella of the last non-Christian territory on the peninsula in 1492. The issues of conquest, frontier, cultural diversity, and change, tolerance, and intolerance will be examined. Offered as CLSC 206 and HSTY 206. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 207. Philosophy of Science. 3 Units.
Conceptual, methodological, and epistemological issues about science: concept formation, explanation, prediction, confirmation, theory construction and status of unobservables; metaphysical presuppositions and implications of science; semantics of scientific language; illustrations from special sciences. Second half of a year-long sequence. Offered as HSTY 207 and PHIL 204.

HSTY 208. Social History of Crime. 3 Units.
This course explores the relationship between law and history in American society. It uses social history methodology to suggest new ways of understanding how the law works as a system of power to advance certain interests at the expense of less powerful groups. Emphasis is on issues of pressing concern to America's poor and working class, including the death penalty, abortion, rape, the war on drugs, and the prison industry.

HSTY 209. The Copernican Revolution. 3 Units.
This course will introduce students across the disciplines to the story of the Copernican Revolution, beginning with pre-Copernican astronomy and then moving from Copernicus' first writings to Newton's Principia of 1687, which united the new heavenly laws of Kepler with the new earthly laws of Galileo. Throughout the course, students will chart the Copernican Revolution's pathways, forms, and effects, through texts, letters, maps, images, and fiction. Students also will consider various historical interpretations of the Copernican Revolution in order to explore different conceptions of what science is and how science works. The course will include a number of hands-on activities and trips to help students consider the meaning and implications of the Copernican Revolution outside of our readings and classroom discussions.

HSTY 210. Colonial America, 1607-1763. 3 Units.
Survey of colonial British North America from the first permanent English settlements to the onset of the Revolutionary era, tracing the development of distinctive societies in the New England, Chesapeake, Delaware Valley, and southern backcountry regions. Topics include the struggles and accomplishments of free African Americans in early Virginia; the divergent experiences and representations of women in early New England, ranging from exemplary Puritan role models to condemned witches and other capital criminals; the rise of large-scale race slavery in the Chesapeake; the radical gender egalitarianism of Quakers in the Delaware Valley; the belligerent libertarianism of Scotch-Irish settlers in the southern backcountry; and the evolving responses of Native Americans to the ongoing Anglo-American invasion. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 211. The Era of the American Revolution, 1763 - 1789. 3 Units.
This is a survey of the Revolutionary period of American history, from the end of the French and Indian War in 1763 to the ratification of the U.S. Constitution in 1789. It begins with some background coverage of the colonial period (1607-1763), but focuses primarily on the underlying causes of the American Revolution, the chain of events leading to the Declaration of Independence, the war with England, postwar conflicts of the 1780s, the Constitutional Convention, and the ratification struggle that followed, with a look forward to the so-called Whiskey Rebellion of 1794. Lectures, readings, and discussions explore the Revolutionary crisis as a complex, multi-racial, transatlantic struggle involving Native Americans, African Americans (enslaved and free), poor whites, wealthy Anglo-American planters and merchants, Scottish traders, and British administrators, as well as multi-racial and multi-national military forces organized on radically opposing principles. The course also examines competing scholarly interpretations of the Revolution as a progressive or retrograde watershed in American gender relations. Counts for CAS Global & Cultural Diversity Requirement.
HSTY 212. U.S. Politics, Culture, and Society, 1790-1860. 3 Units.
This is a survey of U.S. history during the years between the Revolutionary era and the Civil War, exploring the transformation of American politics, religion, and culture, as well as the emergence of distinctive regional economies and social systems in the South, the Midwest, and the Northeast. It focuses especially on the emergence of the social institutions, patterns, and conflicts that still characterize the United States during the early twenty-first century. Lectures, readings, and discussions will also explore race slavery in the South, abolitionism, the social and economic struggles of free African Americans in the North, the gender ideology of domesticity, the changing social and economic status of women, and the emergence of the women's rights movement. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 214. Comparative Slavery. 3 Units.
People around the world have been enslaving one another since the beginning of time. From the seventeenth to the nineteenth centuries, millions of African chattel labored on southern plantations, supporting an institution whose terrible legacy remains with us today. For hundreds of years before European slave traders began ferrying human cargo across the Atlantic, however, coercive bondage was a well entrenched feature of Mediterranean civilizations, justified by religious and secular law alike. This course will explore diverse types of unfree labor, from slavery in ancient Greece and Rome, servdom in medieval Europe, captivity in North Africa and indentured servitude in colonial America. Did earlier systems of domination around the Mediterranean prepare the way for the establishment of Atlantic slavery? How did ideologies about religious difference, ethnicity and race help justify this ultimate form of human degradation? Counts for CAS Global & Cultural Diversity Requirement.

HSTY 215. Europe in the 20th Century. 3 Units.
The twentieth century has seen stupendous transformations in the internal structures of European politics, economics, society, and culture and in Europe's place in the world. This course traces Europe's transition from a continent of sovereign nation-states or empires ruled by monarchs with starkly hierarchical social structures, through wars, revolution, dictatorships, destruction, division, and destitution, to a conflicted present. The contradictory combination of peace, freedom, and pluralism combined with cultural critique of the very consumer society that has reduced conflict challenges students' linear notions of historical development. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 216. Vikings and Medieval Scandinavia. 3 Units.
A survey of the history of the Vikings and medieval Scandinavia, covering approximately the eighth to the fifteenth centuries AD. Topics explored include: causes of the "outbreak" and cessation of Viking expeditions, the role of the Vikings as raiders and/or traders in Western Europe, the role of the Vikings in the emerging states of Russia, Iceland and medieval Scandinavian law, the history of the saga literature, and Viking descendents—Normans and "Rus." Counts for CAS Global & Cultural Diversity Requirement.

HSTY 218. Jews in Early Modern Europe. 3 Units.
This course surveys the history of Jews in Europe and the wider world from the Spanish expulsion through the French Revolution. Tracking peregrinations out of the Iberian Peninsula to the British Isles, France, Holland, Italy, Germany, Poland-Lithuania, the Ottoman Empire, and the American colonies, it examines the diverse ways Jews organized their communities, interacted with their non-Jewish neighbors, and negotiated their social, economic, and legal status within different states and empires. What role did Jews play and what symbolic place did they occupy during a period of European expansion, technological innovation, artistic experimentation, and religious and political turmoil? What internal and external dynamics affected Jewish experiences in the sixteenth, seventeenth, and eighteenth centuries? Through a selection of inquisitorial transcripts, government records, memoirs, and historical literature, we will explore topics such as persecution, conversion, messianism, toleration, emancipation, and assimilation. Offered as HSTY 218, JDST 218, and ETHS 218. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 219. Berlin in the Tumultuous 20th Century. 3 Units.
The tumultuous but short twentieth century began and ended with a united Germany, with Berlin as its capital. But in between, Berlin, and Berliners, experienced the extremes of the economic, technological, and cultural progress that the century brought, and the devastation, violence, division, and uncertainty that it also brought. This course, taught with Berlin as its laboratory, introduces students to the German tumult of the twentieth century. We will read about historical events and developments, and then visit the places where those events and developments occurred. We will address persistent questions, such as why and how did Hitler come to power; what was life like behind the Berlin wall; why is there a Forever 21 across from the Kaiser-Wilhelm-Memorial Church; how does one come to grips with a history like Germany's in the twentieth century; and what has life been like for ordinary Berliner/innen. Students are welcome to take this course before they have any background or acquaintance with the German language, although the instructor expects students to be able to navigate independently in Berlin after he provides them with an introduction. German proficiency will enrich the student's experience in Berlin, and the instructor hopes that some of the students who enroll will already be pursuing the study of the German language. The instructor further hopes that students who have never before studies German language will be inspired to begin to learn German after they return to Case Western Reserve. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 220. The Early Modern Mediterranean. 3 Units.
For centuries before Columbus crossed the Atlantic Ocean, travelers and traders, pirates and pilgrims, mercenaries and missionaries explored the contours of the Mediterranean Sea—and engaged in commerce, as well as religious, economic and military competition. If religion and ethnicity divided Muslims, Christians and Jews from Algiers to Athens, did shared geography, foodstuffs, and cultural values bind them together? This course examines the unity and diversity of this maritime region by considering the peoples, beliefs, commodities and diseases that circulated through it during the sixteenth, seventeenth, and eighteenth centuries. Does the early modern Mediterranean showcase a clash of civilizations or provide an enduring model for coexistence? Topics include merchant culture, diplomacy, honor and shame, slavery and colonization. Offered as ETHS 220 and HSTY 220. Counts for CAS Global & Cultural Diversity Requirement.
HSTY 221. Epidemics in History. 3 Units.
The history of epidemics and pandemics, focusing on select cases. Topics will include social origins of epidemics, the evolution of scientific responses, stigma and blame, the comparative study of political and state responses, social and cultural effects of epidemics, and the representation of infectious disease in fiction.

HSTY 222. Becoming Ken Burns: An introduction to Public History. 3 Units.
This course focuses on the practice of public (applied) history in the United States. Its purpose is to familiarize students with the background (historical and contemporary) of the manners in which history is taught and used outside of the school or college classroom as well to familiarize them with potential careers in public history, including museum work; editing; documentary film production; and the growing business of "history for hire." This overview will be complemented by an examination of a number of major issues in public history including the debate as to whether it can be as authoritative and insightful as academic scholarship, and the potential influences of the marketplace and politics on the topical focus and accuracy of public history "products." The course combines lecture and seminar-style classroom sessions with a variety of assigned readings, site visits, and an examination of public history products ranging from documentaries to monuments and recreated historical "landscapes" in order to provide students with a theoretical and "actual" introduction to the field. All assignments and examinations will be structured as essays based upon readings, lectures, discussion, site visits, and independent research conducted by the student.

HSTY 223. The Cold War: U.S. and the World. 3 Units.
This course provides an introduction to the history of the Cold War from both American and global perspectives. What explains the origins and maintenance of the conflict? Can it really be considered a "cold" war when so much actual "hot" conflict took place during its organization of the international system? Why did the U.S. go to war in Korea and Vietnam and with what results? How did the rest of the world not directly aligned with the United States or the Soviet Union experience the conflict? How were American domestic politics and social life shaped by the conflict? How did earlier sites of conflict in Europe and East Asia give way to new ones in the Middle East and Latin America? How did the conflict reshape global science, technology, and ecologies? How did the conflict reshape ideas about human rights? Why did the Cold War end when it did and what international system replaced it—or did it even end at all? Counts for CAS Global & Cultural Diversity Requirement.

HSTY 225. Evolution. 3 Units.
Multidisciplinary study of the course and processes of organic evolution provides a broad understanding of the evolution of structural and functional diversity, the relationships among organisms and their environments, and the phylogenetic relationships among major groups of organisms. Topics include the genetic basis of micro- and macro-evolutionary change, the concept of adaptation, natural selection, population dynamics, theories of species formation, principles of phylogenetic inference, biogeography, evolutionary rates, evolutionary convergence, homology, Darwinian medicine, and conceptual and philosophic issues in evolutionary theory. Offered as ANTH 225, BIOL 225, EEPS 225, HSTY 225, and PHIL 225.

HSTY 228. Asian Americans: Histories, Cultures, Religions. 3 Units.
This course introduces students to Asian American Studies as an interdisciplinary academic discipline. It critically examines the global and transnational dimensions of U.S. history, the constructions of "modernity" in the U.S., and the shaping of U.S. culture and religion, race and racialization, identity constructions and contestations, law and law-making, colonialism and empire building, labor and migration, politics and public policy making, and social movements through a critical study of Asian Americans and their diverse histories, cultures, religions, identity negotiations and contestations, social movements, and political activism. Offered as ETHS 228, HSTY 228 and RLGN 228. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 229. Asian Christianity: Historical Perspectives. 3 Units.
The history of Christianity in Asia is as old as the history of Christianity itself. But while much has been told about Christianity as it grew from an obscure Jewish sect to mighty Western Christendom, not enough attention has been given to the Christianity which spread eastwards to Asia in the first millennium of the Christian era. This course seeks to correct the imbalance by introducing students to a historical exploration of the eastward movement of Christianity from Jerusalem to different parts of Asia. Topics include the Assyrian Church of the East in Persia, India and China, European Catholic and Protestant colonial missions in the age of European imperialism, and the Jesuit missions to Japan and China. By the end of the semester, students should have a good grasp of the historical encounter of Christianity with the political, social, cultural and religious realities of Asia. Its dialogue and confrontation with these realities and the forces that led to its growth and decline. Offered as HSTY 229 and RLGN 229. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 230. Colonial Latin America. 3 Units.
Colonial Latin American history is a period fraught with bloodshed, deadly disease, and the brutal enslavement of Africans and Indigenous peoples, yet was also a time of resistance, mobilization, and the flourishing of arts, culture, and unique hybrid religious practices. This course is an invitation to focus on primary sources and wrestle with the writing of colonial history throughout the last 500 years, with all its discrepancies, biases, and unanswered questions. We look especially at the role that women, Indigenous peoples, and Africans played in society—voices that have traditionally been silenced. How can we resurrect those voices? We ponder the construction of colonial society and conclude with how the wars of Independence fundamentally altered society. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 231. Athens to Alexandria: The World of Ancient Greece. 3 Units.
This course constitutes the first half of a year-long sequence on classical civilization. It examines the enduring significance of the Greeks studied through their history, literature, art, and philosophy. Lectures and discussion. (For the second course in the sequence, see CLSC 232 and HSTY 232.) Offered as CLSC 231 and HSTY 231. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 232. Gods and Gladiators: The World of Ancient Rome. 3 Units.
The enduring significance of the Romans studied through their history, literature, art, and philosophy. Lectures and discussion. Offered as CLSC 232 and HSTY 232. Counts for CAS Global & Cultural Diversity Requirement.
HSTY 234. France and Islam. 3 Units.
This seminar examines French encounters with the Muslim world from the Middle Ages to the present. Over the last millennium, France has viewed Saracens, Moriscos, Turks, Berbers, and Arabs with admiration and fear, disdain and incomprehension. Between the eleventh and thirteenth centuries, French soldiers battled in the Holy Land; for several hundred years after that, France and the Ottoman Empire exchanged diplomats, traders and slaves. The colonial occupation of Algeria that began in 1830 ended violently in 1962. By then, the empire that struck back had also come home through large waves of immigration. Today, the social and economic status, religious affiliation, political significance and cultural impact of French citizens of North African descent are the subject of burning national debate. Taking a long view on Franco-Muslim relations, the course will explore such topics as the Crusades, Mediterranean piracy and captivity, Napoleon’s Egyptian campaign, the Algerian War of Independence, the “veil affair,” riots in the suburbs of Paris and World Cup soccer. Offered as ETHS 234 and HSTY 234. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 235. Pirates in the Early Modern World. 3 Units.
From the Caribbean to Somalia, pirates have captivated the American imagination. Beyond examining images of heroic outlaws and bloodthirsty criminals in popular culture and current affairs, this course investigates maritime predators of the early modern period (16th-18th centuries). With a focus on the Mediterranean and the Atlantic—and forays into the Indian Ocean, the Red Sea and elsewhere—it considers the motivations and strategies of sea robbers and the responses of states. What, it asks, can Barbary corsairs, Dutch freebooters, Spanish “sea dogs,” and Catholic privateers, teach us about social rebellion, religious conflict, economic development, political authority, legal norms, naval power and imperial expansion? Counts for CAS Global & Cultural Diversity Requirement.

HSTY 236. World War I: Crucible of the 20th Century. 3 Units.
World War I changed everything about Europe and ushered in a changed century of turmoil, war, and division. The European experience of the regimentation of the economy and daily life, the impact of new technology on warfare, and the very personal suffering of separation and loss changed how those on that continent viewed their countries and their world. The war affected everything from gender relations to class relations to religious and ethnic relations and laid the foundation for even more disruption ahead. Its legacy reaches our day and colors our own views of what is normal and what is possible. This course will explore those multiple and manifold legacies of this founding experience of modernity. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 237. WWII from the British Empire Perspective. 3 Units.
This lecture and discussion course gives students the opportunity to learn about the Second World War from the perspective of the British and their soldiery from around the globe. Many might come to the course with images of the American “Bands of Brothers” fighting across France in 1944. But that was the end of the war. In the beginning, it fell to the British leadership (famously embodied by Winston Churchill), British people, and to an extraordinary extent the Indian Army to withstand a pummeling at the hands of the Axis powers long enough for America to join the conflict. The course will examine those in Britain who might have preferred a move towards Fascism in the late 1930s. It will investigate why imperial subjects who lacked democracy in their own lands fought for the British in the name of democracy against totalitarianism. And it will scrutinize those in the Empire who instead sided with the Axis. In sum, students will have an opportunity to learn what led to those many moments of choice and chance that led to Allied victory and the defeat of Fascism. Offered as HSTY 237 and HSTY 447. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 239. Freud and the Psychoanalytic Movement. 3 Units.
This is a course in the social history of ideas, which will examine the roots and development of psychoanalysis, and consider several major post-Freudian innovators. It will conclude with interpretations of the social context and social effects of psychoanalysis. Offered as HSTY 239 and HSTY 439.

HSTY 240. Shopping for Change: Consumer Culture and Social Movements in America. 3 Units.
Consumption has been central to American political, economic, and social life. Americans have engaged in individual and collective action as consumers to fight corporate malfeasance, to influence legislators, and to assert consumers’ rights. Yet being a consumer is also a political practice, and forms of consumer activism have been central to some of the most important struggles for social justice, political rights, and freedom in America. This seminar examines the connections between consumption and politics by looking at the role that consumer identities and activism played in various social movements throughout the twentieth century, from the Kosher Meat Boycott of 1902 to the present. By reading primary and secondary sources, we will examine how consumption was a means to challenge gender, race, and class barriers, to claim equality and citizenship, and to fight social injustice. However, in looking at these struggles over access, control, and rights, we will also examine how the focus on consumption was used to co-opt subversive political messages and to contain radicalism.
HSTY 241. Inventing Public Health. 3 Units.
The core principle of this course is that public health is a concept that was formed in different ways at different times in different places. It had no existence as we know it before the nineteenth century, but course participants will learn how it grew out of an ancient tradition of the political elite’s concern that its subjects were a threat to them and the stability of the realm. Course participants will discover how, in the nineteenth century, it became a professional practice as we know it and realized advances in human health, longevity, and security perhaps greater than any made since. At the same time, the course will also cover how many of the assumptions of those that inaugurated public health were completely alien to present-day practitioners—even though in many ways it is a practice that helped inaugurate the modern world so familiar to us. Course participants will learn about the close relationship between public health agencies and agendas and various kinds of social authority: political power, moral influence, colonial power, and others. Ultimately, the aim of the course is to show participants that even though public health seems a supremely common sense practice, it had a highly contested birth and early life that was anything but natural or pre-ordained. That complicated birth continues to shape public health to this day. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 242. History of the Body. 3 Units.
The human body has always had an important role in constructing social, political and cultural relations. Although it seems as though the body is a fixed, a-historical category, in recent years, historians found it to be a valuable source to understand questions of race, gender, sexuality, class, nationalism, citizenship, as well as political and social institutions. This course will explore the body as a locus of social meaning, giving a special attention to the aesthetics of the body and notions of beauty. We will examine how different bodies—male and female, slave and free, healthy and sick, able and disable, active and idle, natural and artificial, normal and deviant—were constructed and imagined for different purposes, and how the lived experiences of bodies as well as their symbolic meanings can shed light on social, political and historical processes. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 243. The Age of Prozac: Social and Cultural Aspects of Depression. 3 Units.
Although often experienced as an intensely individual, private, and painfully isolated affliction, depression has profound social and cultural dimensions. This course will neglect neither biological (neurochemical or genetic) perspectives, nor personal or psychological aspects, but will emphasize perspectives derived from history, anthropology, and sociology. While there may be tangential attention to bi-polar disorder (“manic depression”), the emphasis will be on unipolar depression. The course will conclude with an in-depth exploration of the rise of pharmaceutical treatments.

HSTY 245. History of Capitalism. 3 Units.
This course will explore the history of capitalism, from its origins to its recent past, from different angles. Themes under discussion will include, but not be limited to, industrialization, slavery, corporate capitalism, and neoliberalism. We will also study capitalism’s impact on gender, race, environment, education, and time. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 247. American Capitalism Since 1945. 3 Units.
This course explores the history of capitalism since the end of World War II when the United States emerged as a superpower and capitalist system expanded across the globe. It will explore the postwar economic boom, the crisis of the 1970s, and the rise of neoliberalism by using the historical method. It will help students understand the world in which they live which is characterized by precarious employment, homelessness, and radical extremes in income and wealth.

HSTY 248. Digital History Internship with the Encyclopedia of Cleveland History. 3 Units.
This directed digital history internship focuses on familiarizing students with the evolving nature of on-line, vetted historical resources, most particularly encyclopedias and other multi-authored datasets, and providing experience in expanding and maintaining a major web-based historical resource. Students will work with the editor (the instructor for the course) and the graduate student associate editors of the on-line edition of the Encyclopedia of Cleveland History (https://case.edu/ech/) in creating new content for the on-line edition of the Encyclopedia and in modifying and enhancing its website, as well as assisting with the management of its social media components. The Encyclopedia of Cleveland History was the first urban encyclopedia on the Web, and today its site averages over 800,000 “hits” per month. Work on the Encyclopedia will be complemented by weekly assigned readings relating to the evolution of digitally-based historical works and more generally to the issues of professional authority and veracity that have come to complicate historical discourse on the Web. These readings will serve as the basis for a seminar-style weekly meeting and for a topicically focused research paper due at the end of the semester. The internship itself will require students to research and write at least ten new short entries for inclusion in the Encyclopedia; to assist the staff in preparing social media announcements; and to engage as needed in modifying the website.

HSTY 250. Issues and Methods in History. 3 Units.
A methodological introduction to historical research. Students use a variety of approaches to interpret and study historical problems. Specific topics and instructors normally vary from year to year.

HSTY 252A. Introduction to African-American Studies. 3 Units.
This course is designed to introduce students to the study of Black History, cultures, economics, and politics. Students will learn about the development of the field by exploring theoretical questions, methodological approaches, and major themes that have shaped the study of black people, primarily in the U.S. context. This is a seminar-style, discussion-based course that emphasizes critical analysis and expository writing. Offered as ETHS 252A and HSTY 252A. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 254. The Holocaust. 3 Units.
This class seeks to answer fundamental questions about the Holocaust: the German-led organized mass murder of nearly six million Jews and millions of other ethnic and religious minorities. It will investigate the origins and development of racism in modern European society, the manifestations of that racism, and responses to persecution. An additional focus of the course will be comparisons between different groups, different countries, and different phases during the Nazi era. Offered as HSTY 254, RLGN 254, ETHS 254, and JDST 254. Counts for CAS Global & Cultural Diversity Requirement.
HSTY 257. Immigrants in America. 3 Units.
Immigration to America has constantly reshaped the way the nation views itself. This course examines the overall history of immigration to the United States, but places that movement within a global context. It also pays particular attention to the roles that policy and technology have played in controlling or defining immigration to America. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 258. History of Southern Africa. 3 Units.
A survey of southern Africa from about 1600. Topics include the social structure of pre-colonial African societies, the beginnings of European settlement, the rise of Shaka, the discovery of minerals and the development of industry, Zimbabwe’s guerrilla war and independence, and the rise and apparent demise of apartheid. Offered as AFST 258, ETHS 258 and HSTY 258. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 259. Introduction to Latina/o Studies. 3 Units.
Interdisciplinary introduction to the basis for a Latina/o ethnicity through an exploration of commonalities and differences in the peoples of Latin American and Caribbean origin within the continental United States. Topics include methodological and theoretical formulations central to the field (e.g., racial, gender, and sexual formations, modes and relations of production and class, nation and transnation), history and contemporary issues of identity, family, community, immigration, and the potential for a pan-ethnic identity. Discussions will focus on major demographic, social, economic and political trends: historical roots of Latinas/os in the U.S.; the evolution of Latina/o ethnicity and identity; immigration and the formation of Latina/o communities; schooling and language usage; tendencies and determinants of socioeconomic and labor force status; discrimination, segregation and bias in contemporary America; racial and gender relations; and political behavior among Latinas/os. Offered as: ETHS 252B and HSTY 259. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 260. U.S. Slavery and Emancipation. 3 Units.
 Begins with the African encounter with Europeans during the emergence of the modern slave trade. Students are introduced to the documents and secondary literature on the creation and maintenance of slavery, first in colonial America, and then in the United States. The course concludes with the destruction of slavery. Offered as AFST 260, ETHS 260 and HSTY 260. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 261. African-American History 1865-1945. 3 Units.
Explores the fashioning of a modern African-American culture between emancipation and the end of World War II. Emergence of a northern and urban, the creation and contours of a modern African-American culture, the construction of racial/gender and racial/class consciousness. Offered as AFST 261, ETHS 261 and HSTY 261. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 262. African-American History Since 1945. 3 Units.
Completes the three-term sequence of the African-American history survey (although the first two courses are not prerequisites for this course). Explores some of the key events and developments shaping African-American social, political, and cultural history since 1945. Offered as AFST 262, ETHS 262 and HSTY 262. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 270. Introduction to Gender Studies. 3 Units.
This course introduces women and men students to the methods and concepts of gender studies, women's studies, and feminist theory. An interdisciplinary course, it covers approaches used in literary criticism, history, philosophy, political science, sociology, anthropology, psychology, film studies, cultural studies, art history, and religion. It is the required introductory course for students taking the women's and gender studies major. Offered as ENGL 270, HSTY 270, PHIL 270, RLGN 270, SOCI 201, and WGST 201. Counts for CAS Global & Cultural Diversity Requirement. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

HSTY 272. Sports in America: From Play to Profit. 3 Units.
This course reviews the history of sports in America from the colonial period to the present. It gives particular attention to the evolution of sports as a major business and to the roles of gender, ethnicity, and race in the history of America sport, as well as to the emergence of sport as a major defining characteristic of America life and society. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 273. Race and Gender in Popular Culture. 3 Units.
This course explores how notions of race and gender have been constructed, reflected and contested through American popular culture from the nineteenth century to the present. A special focus will be given to the reciprocal relationship between culture, politics and the economy, and the ways in which class, gendered, and racial identities reflected and shaped them. We will examine how different forms of popular culture, broadly defined as both cultural artifacts and as cultural practices provide us with new types of historical sources and how historians are using them to rethink historical questions such as labor struggles, empire, immigration, and democracy. Readings includes both primary and secondary documents and topics are organized chronology. In considering the multifaceted aspects of popular culture, we will examine how it became a useful prism to shape, express and influence notions of gender, sexuality, and race. Offered as HSTY 273 and WGST 273. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 274. Race and Medicine. 3 Units.
Race, racism, and medicine have long been intertwined. Medicine has had a major role in the formation of the concept of race, and racism has had important roles in the development of modern medicine, and in the production of health inequalities. This course looks at these relationships from a historical point of view. Designed to be a part of the minor in African and African-American studies, it emphasizes African and African American history, though there will be opportunities for students who wish to explore other aspects of race, ethnicity, medicine. Topics will include the medical construction of race, African medical systems, medicine and slavery, human experimentation, health and segregation, anti-racist medicine, and continuing problems of health inequality.

HSTY 278. Nineteenth-Century Europe. 3 Units.
This course examines the history of Europe during the so-called long nineteenth century, lasting from the French Revolution, which signaled the end of the Old Order, through World War I, which led to the end of the European primacy in the world. Major themes include decline of aristocratic hegemony, the emergence of new ideologies (especially nationalism, liberalism, and socialism), the rise of the bourgeoisie, culture in Europe’s golden age, and increasing national rivalry and competition. Counts for CAS Global & Cultural Diversity Requirement.
HSTY 280. History of Modern Mexico. 3 Units.
This course explores the major issues that have influenced the formation of modern Mexico. This class is organized around three major themes. First, we will examine Mexican identity formation and its political implications. Second, we will assess Mexican life in relation to the development of the Mexican economy. Finally, we will survey how elite and popular forms of violence have affected Mexican society. Throughout the course, we will discuss the significance of the colonial heritage, regional distinctions, racial and gender stratification, and the creation and reconfiguration of various types of borders. Offered as HSTY 280 and ETHS 280. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 288. Imperial China: The Great Qing. 3 Units.
This course is an introduction to the history of Imperial China, from the fall of the Ming Dynasty in 1644 to the creation of the Chinese republic in 1912. We will explore the major historical transformations (political, economic, social, and cultural) of the last imperial dynasty, the Qing (1644-1911), and develop an understanding of the major social, political, economic, and intellectual cultural forces shaping the formation of modern China. Contrary to commonly-held ideas in both West and in China that traditional Chinese society was timeless or stagnant, historians now see dramatic and significant changes during this period--to the economy, to gender relations, to religion, and to many other aspects of life. This course surveys the social, political, economic, and cultural history of this era, with emphasis on recent research. The main goals of the course will be to acquaint students with the key changes and to show the interplay between economic, social, and cultural changes on the one hand and political developments on the other. By the end of the semester you should have a good sense of how Chinese society was transformed over the course of the 17th through early 20th centuries. The topics we will discuss include urbanization and commerce; gender, family and kinship; education and the examination system; opium and free trade; and ethnicity and nationalism. Offered as ASIA 288 and HSTY 288. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 289. Reform, Revolution, Republics: China 1895 to Present. 3 Units.
Completes a two-term sequence of the Chinese history survey, although HSTY 288 is not a prerequisite for this course. Beginning with the First Sino-Japanese War (1895), we review the historical development of intellectual discourse, public reaction, and political protest in later imperial China through the creation of the People's Republic in 1949 forward to contemporary times. In contrast to the conventional description of China from a Western point of view, this course tries to explain the emergence of modern China in the context of its intellectual, political, and socio-economic transformation as experienced by Chinese in the late 19th and into the 20th century. By discussing the influence of the West, domestic rebellions, and political radicalism, we examine how the Chinese state and society interacted in search for modernization and reforms, how these reforms were continued during the Republican period, and to what extent historical patterns can be identified in China's present-day development. Offered as ASIA 289 and HSTY 289. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 294. History of Nature. 3 Units.
What is nature, and what counts as natural? This course will examine the complicated and varied historical relationships between people and the natural world in the west. Like humans, nature, too, has a history, and its meanings, boundaries, and uses have changed dramatically over time. By studying these changes, we gain insight not merely into the world we inhabit and the ways that we have shaped it, for better or worse, but also into ourselves--our beliefs, values, and ambitions. The course will cover approaches to nature from the ancient Greeks to the modern anthropocene. We will look at how nature has been understood over time not only through texts but also through art, objects, and film. The course will include visits to various local sites in order for us to pursue these themes in a hands-on way.

HSTY 299. Topics in History. 3 Units.
Subject matter will vary with instructor but will focus on some particular topic or historical approach. Course description available from departmental office.

HSTY 302. Ancient Greece: Archaic, Classical, and Hellenistic Periods. 3 Units.
The rise of Hellenic thought and institutions from the eighth to the third centuries B.C., the rise of the polis, the evolution of democracy at Athens, the crises of the Persian and Peloponnesian Wars, fifth-century historiography, the growth of individualism, and the revival of monarchy in the Hellenistic period. Offered as CLSC 302 and HSTY 302. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 303. History of the Early Church: First Through Fourth Centuries. 3 Units.
Explores the development of the diverse traditions of Christianity in the Roman Empire from the first through the fourth centuries C.E. A variety of New Testament and extra-Biblical sources are examined in translation. Emphasis is placed on the place of Christianity in the larger Roman society, and the variety of early Christian ideals of salvation, the Church, and Church leadership. Offered as HSTY 303 and RLGN 373. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 304. Ancient Rome: Republic and Empire. 3 Units.
Growth and development of the Roman state from the unification of Italy in the early third century B.C. to the establishment of the oriental despotism under Diocletian and Constantine. The growth of empire in the Punic Wars, the uncertain steps toward an eastern hegemony, the crisis in the Republic from the Gracchi to Caesar, the new regime of Augustus, the transformation of the leadership class in the early Empire, and the increasing dominance of the military over the civil structure. Offered as CLSC 304 and HSTY 304. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 306. History of Museums: Theory and Reality. 3 Units.
This course is an intensive summer internship (10 hours per week) at the Western Reserve Historical Society, complemented by extensive readings in museum/archival theory and public historical perception. It is designed both to introduce students to museum/archival work and to compare theoretical concepts with actual museum situations. Interns will be assigned a specific project within one of the Society’s curatorial or administrative divisions, but will have the opportunity to work on ancillary tasks throughout the Historical Society’s headquarters in University Circle. Offered as HSTY 306 and HSTY 406.
HSTY 308. Body, Health and Medicine in Chinese Religions: Historical and Contemporary Perspectives. 3 Units.
This course critically evaluates the history and development of traditional Chinese approaches to health and medicine in the context of Chinese religious, philosophical, and socio-cultural history. It examines the constructions of the body in Chinese religious and philosophical thought across different historical periods and evaluates their significance and implications for understanding Chinese approaches to health and medicine. It discusses the conceptions of "health" and "good health" in ancient China, the distinction between "healing" and "curing," the development of the complementary yin-yang and five phases (wuxing) theories, understandings of nature (xing) and body (ti), the concept of qi as life force, and various microcosm-macrocosm analogies that emerged from Chinese religious and philosophical traditions. It explores how these religious and philosophical frameworks, beginning with the Daoist classic, Basic Questions in the Inner Classic of the Yellow Emperor (Huangdi Neijing Suwen) have evolved to undergird the development of diet, acupuncture, moxibustion, meditation, and various alchemical practices within Chinese holistic conceptions of health and practices of Traditional Chinese Medicine. Offered as RLGN 307, RLGN 407, CHIN 307, HSTY 308, and ETHS 307. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 310. The French Revolutionary Era. 3 Units.
Causes, progress, and results of the internal transformation of France from 1789 to 1815; impact of revolutionary ideas on other European and non-European societies.

HSTY 311. Seminar: Modern American Historiography. 3 Units.
This seminar examines the approaches that professional historians of the United States have taken to the writing of American history in the past fifty years, with emphasis on changes in historical concerns, master debates among historians, and contemporary interests. Topics covered include national politics and government, economic development, social history, the history of ethnicity, race, and gender, and foreign policy and international relations. Each student will read widely and will prepare a series of reports on selected books and authors. Offered as HSTY 311 and HSTY 411.

HSTY 313. Comparative White Supremacy. 3 Units.
White supremacy is a set of assumptions, ideas, and practices that pervade the globe. Far from an outgrowth of something inscrutable like "hate" or "human nature," white supremacy emerged in history amid specific circumstances. Topics will include colonialism, slave trades, the history of the nation state, scientific racism, Social Darwinism, and institutionalized racism in liberal democracies. It will be globally-comparative, focusing on former "white settler colonies." Having taken the class, seminar participants will understand whence today's manifestations of white supremacy came. Put another way, hope for dismantling white supremacy depends on understanding its historical footings. Offered as HSTY 313 and HSTY 413. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 314. Innovation and French Science: Past, Present, and Future. 3 Units.
The French scientific enterprise over the past 250 years has been buffeted by politics, war, civil unrest, and economic and societal changes. This study abroad course examines the evolution of science in France in light of these influences, how women have play an outsized role relative to the U.S., and the centrality of the French to humanity's scientific endeavor over the centuries. Students will visit many important scientific venues, both historical and modern, around Paris and elsewhere in the country. Readings from a variety of sources -- scientific, literary, historical -- and informal meetings with French scientists, engineers, and students will provide a comprehensive portrait of French science and scientific history from a variety of perspectives. The course will be conducted in English, although there is ample opportunity to interact in French if the student desires. The course meets the CAS Global & Cultural Diversity Requirement and may meet breadth requirements in certain programs. Not available for credit to students who have completed FRCH 328/428, PHYS 333, WGST 333, or WLIT 353/453. Offered as CHEM 314, HSTY 314, PHYS 314, and WGST 314. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 315. Heresy and Dissidence in the Middle Ages. 3 Units.
Survey of heretical individuals and groups in Western Europe from 500 - 1500 A.D., focusing on popular rather than academic heresies. The development of intolerance in medieval society and the problems of doing history from hostile sources will also be explored. Offered as HSTY 315 and RLGN 315. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 318. History of Black Women in the U.S. 3 Units.
Chronologically arranged around specific issues in black women's history organizations, participation in community and political movements, labor experiences, and expressive culture. The course will use a variety of materials, including autobiography, literature, music, and film. Offered as AFST 318, ETHS 318, HSTY 318, and WGST 318.

HSTY 319. The Crusades. 3 Units.
This course is a survey of the history of the idea of "crusade," the expeditions of Western Europeans to the East known as crusades, the Muslim and Eastern Christian cultures against which these movements were directed, as well as the culture of the Latin East and other consequences of these crusades. Offered as HSTY 319 and RLGN 319. Counts for CAS Global & Cultural Diversity Requirement.
HSTY 320. Alexander the Great: Materials and Methods. 3 Units.
This course is the Classics Departmental Seminar in the SAGES sequence (normally taken in the Spring semester of a major’s Junior year), though it can also be taken for regular credit in Classics or History by both undergraduate and graduate students. The seminar offers students a firm grounding in the discipline of Classics with an emphasis on the diverse materials (particularly primary source material), methods and approaches that can be brought to bear on the study of Greco-Roman antiquity. Students will read and discuss the ancient sources and contemporary scholarship on the enigmatic Alexander the Great drawn from various fields of classics, including history, archaeology, art history, philosophy, gender studies, epigraphy, numismatics, and the reception of Alexander. Based upon this, they will then write a research paper that employs conventions found in the field of Classics. Much of this training, however, will also be transferable to other fields and periods. Because the scope of the seminar moves (along with Alexander himself) beyond Europe and examines the historical foundations of the antagonism between East and West, this course qualifies as a Global and Cultural Diversity course. Offered as CLSC 320, CLSC 420, HSTY 320 and HSTY 420. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 322. Christianity in China. 3 Units.
This course critically evaluates Christianity’s long history in China, beginning with the “Luminous Religion” (Jingjiao) that was propagated by Assyrian Christian missionaries in Tang China (7th century CE), the missionary endeavors of Catholic and Protestant foreign missionaries and mission societies, the rise of indigenous Chinese Christianities that sought independence from foreign missionaries, the impact of communist rule and the Cultural Revolution, and current developments involving both the official government-approved churches (i.e., the Three Self Patriotic Movement and the Chinese Patriotic Catholic Association) on the one hand, and the house church movement (jiating jiaohui) on the other hand. Students will critically discuss and analyze the historical dimensions of Christianity’s presence in China and engagement with various social, cultural, political, philosophical, and religious aspects of Chinese society, past and present, and consider the implications of emergent forms of contemporary indigenous Chinese Christian movements for the future of Chinese Christianity. Offered as RLGN 316, RLGN 416, HSTY 322, CHIN 316 and ETHS 326. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 323. Fascism in America. 3 Units.
In recent years, there is a growing public discussion about the rise of fascist trends and movements in America. This course will explore the historic roots of this discussion, focusing on the period between the late nineteenth century and McCarthyism in the early 1950s. Using both primary and secondary sources, we will examine in class the origins and manifestations of fascist ideals in the American context, looking at topics such as government repression, racism, nativism, the rise of the surveillance state, red scares, and immigration persecution. Students will engage in thinking of the long history of undemocratic forces in America and their place in American culture, as well as how their legacies shape our political landscape today. Offered as HSTY 323 and HSTY 423.

HSTY 328. Comparative Perspectives on Museum and Archive History and Practice. 3 Units.
Comparative Perspectives on Archives and Museum History and Practice is a distance learning based course shared with students at Bilkent University in Ankara, Turkey. The course focuses on a comparison of the history and development of archives and museums in the United States and in late Ottoman and Republican Turkey. Topics considered include the “ownership” of culture; state vs. private control of heritage; marketing of museums; and the impact of evolving technologies on the presentation and preservation of culture. Students work together via a shared, live lecture format. In addition to the instructor, museum and archive professionals from both the US and Turkey provide lectures and lead discussions during the semester. The primary intellectual product of the course is a final paper/project which compares the history, operational structure, and mission of a museum/archive in the US with a similar institution in Turkey. The paper/project is created by collaborative effort between a student at CWRU and one at Bilkent. Provided grant funding is available, the course may involve exchange visits to Turkey and the US. Offered as HSTY 328 and HSTY 428. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 332. European International Relations 1789-1945. 3 Units.

HSTY 333. Reading Capital: Political Economy in the Age of Modern Industry. 3 Units.
Since its first publication in German in 1867, and its appearance in English in 1886, Karl Marx's Capital: A Critique of Political Economy, Volume I, has occupied a seminal position in European thought. Beginning with the presumptions of classical liberal political economy, Marx employed his technique of the materialist dialectic to unmask, in his view, the contradictions and structural limitations that the capitalist mode of production imposed upon capitalists and proletarians alike. Much mentioned, but seldom read, Volume I of Capital remains a crucial window into understanding the intellectual, economic, social, and cultural currents of the 19th century, and its impact extends into the 21st . This course consists of a close, directed reading of the entire text of this volume, combined with discussion, research, and coordinated exploration, so that students can bring this powerful critique to bear on their reading of history and economics in the modern era. Offered as HSTY 333 and HSTY 433. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 334. History of 19th Century Germany. 3 Units.
Examines the political, social, economic, and cultural history of Germany from the late eighteenth century to 1914. Explores the intellectual and social background to the rise of German liberalism and nationalism, the struggle with bureaucratic absolutism, the revolutions of 1848, industrial capitalism and the emergence of a class society, unification under Bismarck, the role of the state, culture, religion, and changes of mentality, the development of mass politics, and the coming of World War I. Counts for CAS Global & Cultural Diversity Requirement.
HSTY 335. History of 20th Century Germany. 3 Units.
Examines the tumultuous history of Germany from 1914 to the unification of the two Germanys in 1989-1990. From the totalizing and traumatic experience of World War I, through a failed revolution, the republican experiment of Weimar, the National Socialist dictatorship under Hitler and the divided Germany suspended between the superpowers, to the newly unified democratic Federal Republic. Examines the ways in which Germans have tried to reconcile the state to their society, economy, and individual lives. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 337. Ancient Medicine. 3 Units.
This course offers a general survey of the history of medicine from its origins in pre-historical times to Galen (2nd c. CE) with a view to gaining a better understanding of the path that eventually lead to modern medical practice. The various medical systems considered, including the ancient Babylonian, Egyptian, Jewish, Chinese, Ayurvedic, Greek and Roman traditions, will be examined through the study of primary and secondary sources, while key conceptual developments and practices are identified within their cultural and social context. Special issues, such as epidemics, women's medicine, and surgery, are also explored and discussed. Offered as ANEE 337, CLSC 337, CLSC 437, HSTY 337, and HSTY 437. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 338. History of the American West. 3 Units.
The U.S. West has meant many things throughout American history–early explorers called it the Great American Desert, railroad boosters lured settlers to it by promising to make the arid land bloom into an agricultural Eden, urban immigrants looked to its limitless stretches of land as an escape from industrial labor, children read dime novels that glorified its heroes, and millions of tourists celebrate its raw beauty by visiting Yellowstone, Yosemite, and the Grand Canyon. The West has also been home diverse native societies for thousands of years, Asian immigrants who viewed it as an eastern frontier, women who struggled to feed their children in an arid land, and Latin Americans, whose ancestors often preceded the entry of White Americans. This course introduces students to the themes, questions, and debates central to the study of the American west by drawing in primary source material and scholarly interpretations. The goal of this course is to provide students with an understanding of the human history of the American west and the ability to express that history in clear, passionate writing and in-class discussion. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 339. The Origins of the Arab-Israeli Conflict, 1900-1948. 3 Units.
The British Empire took control of Palestine after driving the Germans and Turks from the region near the end of World War I. From that moment on, the British had an increasingly difficult time administering the region. Jewish colonists had already been settling in the land for decades, and with their takeover, the British gave them and other Zionists reason to believe that the Empire would facilitate Jewish efforts. At the same time, the indigenous Arabs of Palestine appealed to the British to protect their very birthright, to keep their country from passing into someone else's hands. The British gave Arabs, too, reason to believe that they would recognize and defend their claims. In the few decades that the British Mandate governed Palestine it oversaw riots, revolution, and terrorist bombings. When it withdrew from Palestine, its legacy was a brutal war between Arabs and Jews; and the legacy of that war holds an iron grip on the course of world history to this day. Had the British Empire not been in Palestine, and not made the fateful decisions that it did, there would be no Israel and no Arab-Israeli conflict as we know them. Course materials include histories of Zionism, pre-Zionist Palestine, the British Mandate years, the British Empire in other Arab lands, and the 1948 war and aftermath. Primary sources from the perspective British officials on the ground in Palestine receive much attention. The histories of engineering and agriculture are highlighted alongside traditional social and political perspectives. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 340. A History of Workers in the United States. 3 Units.
This course examines the experience of working people in the United States with an emphasis on twentieth-century social movements. It explores the lives of the women and men, skilled and unskilled, and rural and urban laborers that produce the goods and provide the services that society consumes. At crucial moments, working people have created or helped sustain national social movements in an effort to improve some aspect of their lives. We therefore will assess laborers in relation to several known and less known American social movements, such as the eight-hour day movement during the late nineteenth century, the peace movement during WWI, and the Civil Rights movement in the wake of WWII. Throughout the course we will also discuss the politics of time-managed work; the influence of public policy and government institutions; the role of unions within a competitive market economy; the relationship between industrial economies and functional blue-collar communities; and the correlation between immigration and globalization. Offered as HSTY 340, HSTY 430 and ETHS 340. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 341. Jewish Urban History. 3 Units.
This course examines the relationship between Jews and the modern urban environment. It seeks to answer questions such as: How did the modernization of cities affect Jews and Jewish communities? In what ways did Jews contribute to modern urban cultural and social forms? What is Jewish urban space, is it unique, and how is it remembered later on? Are there differences between the patterns in Europe, the Middle East, and the Americas? Offered as HSTY 341 and JDST 341. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.
HSTY 345. The European City. 3 Units.
An examination of architectural, social, cultural, philosophical, political, and economic aspects of life in European cities. The principle focus will be the transition of medieval and early modern cities to modern metropolises, both spatially and socially. An additional theme will be urban development and concomitant social questions in non-European cities that were built either to serve expatriate Europeans or to emulate European modernity. Case studies may include London, Paris, Berlin, Vienna, Moscow, the provincial and national capitals of East-Central Europe, and cities in Africa, Asia, and Latin America. Offered as HSTY 345 and HSTY 445. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 346. Guns, Germs, and Steel. 3 Units.
Jared Diamond’s Guns, Germs, and Steel won the Pulitzer for non-fiction in 1998. Diamond, a physiologist, explains that Western Europe came to occupy and dominate large areas of the globe because of natural resources present in certain regions of the Old World since the end of the last Ice Age. Where a historian might look for answers in the written evidence left by historical individuals, Diamond examines ancient patterns of plant diffusion or the place of mountain ranges and deserts in the development of technologies. This seminar is about applying the history of a specific time and place namely North America from European contact to 1850 - to Diamond’s general environmental explanations and models. Placing Diamond’s broad explanations within specific historical contexts is revealing. A range of alternative methods, perspectives, primary sources from North America, and case studies (especially within environmental history) help develop a critical understanding of the complexities of European expansion into the New World. The course engages in an extended comparative exploration of the worldviews of different world cultures, most extensively comparing European worldviews with Native American, but also paying significant attention to Asian worldviews. The Native American cultures under consideration include those of both North and South America. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 348. History of Modern Political and Social Thought. 3 Units.
This course explores the responses of philosophers, economic theorists, culture critics, and public policy makers to changes in western society wrought by industrialization by focusing on their concerns with technological change. Offered as HSTY 348, HSTY 448 and POSC 348.

HSTY 353. Women in American History I. 3 Units.
The images and realities of women’s social, political, and economic lives in early America. Uses primary documents and biographers to observe individuals and groups of women in relation to legal, religious, and social restrictions. Offered as HSTY 353, WGST 353, and HSTY 453. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 354. Women in American History II. 3 Units.
With HSTY 353, forms a two-semester introduction to women’s studies. The politics of suffrage and the modern woman’s efforts to balance marriage, motherhood, and career. (HSTY 353 not a prerequisite.) Offered as HSTY 354, WGST 354, and HSTY 454. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 355. Age of American Civil War 1815-80. 3 Units.
This course examines the causes and consequences of the Civil War, focusing on the rise of sectionalism, the dynamics of conflict, and reconstruction. Heavy emphasis is placed on archival research in relevant first person accounts from the period.

HSTY 356. Industrial America: 1880-1940. 3 Units.
This course will explore the history of the United States from 1880 to 1940 as the nation organized itself into a modern industrial society. We will examine the rise of a corporate and technological society, the development of cities and urban problems, the growth of government, and the way in which immigrants, women, and African-Americans negotiated a shifting social organization. This class will also focus on the growing dominance of consumerism and the cultural and intellectual critique of the changes that occurred during these events.

HSTY 358. America Since 1945. 3 Units.
This course provides an advanced survey of American history from 1945 through the early 21st century, focusing on politics, foreign relations, the economy, culture, and social life. Particular emphasis will be given to political economy and the development of postwar consumerism; race, segregation, and Civil Rights; social movements for women’s liberation, Indian rights, and gay rights; the accomplishments and failures of postwar liberalism and the rise of modern conservatism; the emergence of the Cold War at home and abroad; the collapse of the New Deal Order and the new partisan realignment; the construction of the postwar international system and its late-century fraying; globalization and its discontents; the emergence of neoliberalism and its consequences; and the collapse of the Cold War and the creation of the War on Terror.

HSTY 359. Books as Bombs: Books that Reshaped American Culture. 3 Units.
Every now and again a piece of prose profoundly reshapes American society and culture. In this advanced undergraduate seminar, students will read and discuss a selection of such works under the tutelage of Professors Shulman, a specialist in the History of Science and Technology, and Sentilles, who specializes in social and cultural history. The professors will set up the context of the work’s publication or creation and then lead the class in a lively dissection of both the work and its impact. The main question asked of each book is “how and why did this work have such an effect?” In attempting to answer that question, students will come to a greater understanding of society that created and then responded to each work. Offered as HSTY 359 and HSTY 459. Counts as SAGES Departmental Seminar.

HSTY 361. Crime and Culture in Early America. 3 Units.
This course explores the intersection of crime, punishment, and popular culture in colonial British America and the early United States through 1860 by closely examining a series of popular crime genres, including execution sermons, criminal conversion narratives, criminal autobiographies, and trial reports. Readings in modern scholarship—drawing on several disciplines—will shed light on the popular literature and on underlying patterns of crime and punishment, while students will critically evaluate modern scholarly interpretations in light of the early crime publications. Types of crimes explored in the readings include witchcraft, piracy, burglary, robbery, and various types of murder, such as infanticide, familicide (cases of men murdering their wives and children), and sexual homicide. Each student will write several short analytical papers drawn from the shared readings and, at the end of the semester, produce an independent research paper. Offered as HSTY 361 and HSTY 461.

HSTY 363. Gender and Sexuality in America. 3 Units.
This multicultural seminar uses a mixture of historical text, gender theory, personal biography, and artistic expression to explore changing notions of gender and sexuality over the past two centuries in the United States. Offered as HSTY 363, HSTY 463 and WGST 363. Counts for CAS Global & Cultural Diversity Requirement.
HSTY 371. Jews Under Islam and Christianity. 3 Units.
This course examines the social and political status of Jews under Muslim and Christian rule since the Middle Ages. Themes include interfaith relations, Islamic and Christian beliefs regarding the Jews, Muslim and Christian regulation of Jewry, and the Jewish response. Offered as HSTY 371, JDST 371 and RLGN 371. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 373. Women and Medicine in the United States. 3 Units.
Students in this seminar will investigate the experiences of American women as practitioners and as patients. We will meet weekly in the Dittrick Medical Museum for discussion of texts and use artifacts from the museum's collection. After a unit exploring how the female body was viewed by medical theorists from the Galenic period to the nineteenth-century, we will look at midwives, college-trained female doctors and nurses, and health advocacy among poor populations. We will then look at women's experiences in terms of menstruation, childbirth, and menopause, before exploring the cultural relationship between women and psychological disorders. Offered as HSTY 373, HSTY 473, and WGST 373. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 378. North American Environmental History. 3 Units.
This course introduces major questions and approaches in the study of environmental history. Taking North American as our subject, we explore how humans have shaped the environment of the continent and how human history has, in turn, been shaped by the natural world form antiquity to the present. Major topics include Pleistocene extinctions, the Columbian exchange, the market revolution in agriculture, American epidemics, industrialization, the origins of conservation, the environmental movement, and the globalization of America's environmental footprint. Offered as HSTY 378 and HSTY 468.

HSTY 381. City as Classroom. 3 Units.
In this course, the city is the classroom. We will engage with the urban terrain. We will meet weekly off-campus, interact with community members, and interface--both literally and figuratively--with the city as a way to examine the linkages between historical, conceptual, and contemporary issues, with particular attention paid to race and class dynamics, inequality, and social justice. This course will have four intersecting components, primarily focusing on American cities since the 1930s: the social and physical construction of urban space, the built environment, life and culture in the city, and social movements and grassroots struggles. Offered as HSTY 381, POSC 381, SOCI 381, HSTY 481, POSC 481, and SOCI 481. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 387. Growing Up in America: 1607 - 2000. 3 Units.
Children have been growing up in the United States since it was declared independent, in 1776, but how adults conceive of (and therefore legislate and interpret) children and childhood constantly changes to fit current circumstances. The experiences of children themselves have varied not only in terms of race, class, gender, and religion but also depending on specific events (i.e., coming of age during the Civil War versus the Civil Rights movement) or geography (i.e., growing up in rural Hawaii vs. urban New Jersey). We cannot cover all of those histories in one course, so this seminar course instead focuses on exploring the interplay of ideas about children and the expressed or historical experiences of children. When the puritans and plantations members (slave, bonded and free) came to the Atlantic shore, they brought with them particular ideas about what is meant to be a child, and to experience childhood. They encountered already established residents who also had ideas about childhood. How did those concepts adjust/meld/contrast over time, and how do we see those ideas reflected or reshaped by actual experiences? This course engages particular lines of inquiry: How and why do understanding about what is "natural" for children change over time? How do variables like race, class, gender, etc., uphold effects the manifestation of such concepts? What is the role of the state in children's lives and how has that changed over time? What is the impact of mass culture on modern childhood? Counts for CAS Global & Cultural Diversity Requirement.

HSTY 389. History of Zionism. 3 Units.
This course seeks to elucidate the major strands of Zionism, their origins, how they have interacted, and their impact on contemporary Israeli society. These may include political Zionism, cultural Zionism, socialist (labor) Zionism, Revisionist Zionism, and religious Zionism. This course will also examine the differences in the appeal of Zionism to Jews in different places, such as Western Europe, Eastern Europe and the United States. Offered as HSTY 389 and JDST 389. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 390. Senior Research Seminars in History and Philosophy of Science. 3 Units.
Directed independent research seminar for seniors who are majors in the History and Philosophy of Science program. The goal of the course is to develop and demonstrate command of B.A.-level factual content, methodologies, research strategies, historiography, and theory relevant to the field of history of science and/or philosophy of science. The course includes both written and oral components. Offered as HSTY 380 and PHIL 390. Counts as SAGES Senior Capstone.

HSTY 393. Advanced Readings in the History of Race. 3 Units.
This course examines the concept of race as a social construction that carries political and economic implications. We begin by examining the histories of the early racial taxonomists (e.g., Bernier, Linnaeus, and Blumenbach among others) and the contexts that informed their writings. We then assess how the concept of race changed from the nineteenth to the twentieth century in the United States. We conclude by evaluating how the ideology of race has influenced U.S. domestic life and foreign policy at specific historical moments. Offered as AFST 393, HSTY 393, HSTY 493, and ETHS 393. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 395. History of Medicine. 3 Units.
This course treats selected topics in the history of medicine, with an emphasis on social and cultural history. Focusing on the modern period, we examine illnesses, patients, and healers, with attention to the ways sickness and medicine touch larger questions of politics, social relations and identity. Offered as HSTY 395 and HSTY 495.
HSTY 396. Advanced Topics in History. 3 Units.
Advanced topics in history, changing from semester to semester. The course provides students an opportunity to explore special themes or theoretical issues in history that are too briefly covered in broader surveys. Students may take this course more than once for credit, when different topics are covered. Offered as HSTY 396 and HSTY 496.

HSTY 397. Undergraduate Tutorial. 1 - 3 Units.
Individual instruction with members of the history faculty. Recommended preparation: 12 hours of History.

HSTY 398. Senior Research Seminar. 3 Units.
Training in the nature and methods of historical writing and research. Counts as SAGES Senior Capstone. Prereq: Majors only, Senior standing.

HSTY 399. Advanced Readings in Black History. 3 Units.
This is an advanced readings course that may change from semester to semester. This course will provide students with an opportunity to more deeply explore special themes and theoretical issues in the field of black history that are often quickly and briefly covered in broad survey courses. Readings may be organized around specific topics such as resistance and social protest, black intellectual history, black nationalism and identity, black film and historical literacy black cultural forms and politics, black urban history, or some such other combination. Students may take this course more than once and receive credit as long as the course topic differs. Students should contact the History Department for more details on course content during any given semester. Offered as AFST 399, ETHS 391, HSTY 399 and HSTY 499.

HSTY 400. Graduate Topical Seminar. 3 Units.
A rotating graduate seminar, offered every semester by a different faculty member. Each semester focuses on a topic of central historiographical or methodological importance. Prereq: Graduate standing or instructor permission.

HSTY 402. Introduction to Historiography of Science. 3 Units.
A graduate-level historiographic review of the history of the sciences from the seventeenth century to the present. Prereq: Graduate standing or instructor permission.

HSTY 404. Introduction to the Nonprofit Sector. 3 Units.
The United States has by far the largest and most important "nonprofit sector" in the world, a sector consisting of voluntary non-governmental organizations that provide health care, education and social services as well as arts, religious, and advocacy activities. Using mostly primary sources, this course considers the significance of the nonprofit sector in the U.S., its advantages and disadvantages, its uses for different groups of Americans, and current trends. Students have the option of writing either a standard term paper, or a study of strategic challenges facing a contemporary nonprofit organization. Offered as HSTY 204 and HSTY 404. Counts as SAGES Departmental Seminar. Prereq: Graduate standing or instructor permission.

HSTY 406. History of Museums: Theory and Reality. 3 Units.
This course is an intensive summer internship (10 hours per week) at the Western Reserve Historical Society, complemented by extensive readings in museum/archival theory and public historical perception. It is designed both to introduce students to museum/archival work and to compare theoretical concepts with actual museum situations. Interns will be assigned a specific project within one of the Society's curatorial or administrative divisions, but will have the opportunity to work on ancillary tasks throughout the Historical Society's headquarters in University Circle. Offered as HSTY 306 and HSTY 406. Prereq: Graduate standing or instructor permission.

HSTY 410. Seminar: Early American Historiography. 3 Units.
This seminar examines the historiography of early America. It is designed to acquaint history doctoral students with the major themes, methods, and scholars of American history from the seventeenth century to the mid-nineteenth century. Students will be expected to read and report on major works in the field. Prereq: Graduate standing or instructor permission.

HSTY 411. Seminar: Modern American Historiography. 3 Units.
This seminar examines the approaches that professional historians of the United States have taken to the writing of American history in the past fifty years, with emphasis on changes in historical concerns, master debates among historians, and contemporary interests. Topics covered include national politics and government, economic development, social history, the history of ethnicity, race, and gender, and foreign policy and international relations. Each student will read widely and will prepare a series of reports on selected books and authors. Offered as HSTY 311 and HSTY 411. Prereq: Graduate standing or instructor permission.

HSTY 413. Comparative White Supremacy. 3 Units.
White supremacy is a set of assumptions, ideas, and practices that pervade the globe. Far from an outgrowth of something inscrutable like "hate" or "human nature," white supremacy emerged in history amid specific circumstances. Topics will include colonialism, slave trades, the history of the nation state, scientific racism, Social Darwinism, and institutionalized racism in liberal democracies. It will be globally-comparative, focusing on former "white settler colonies." Having taken the class, seminar participants will understand whence today's manifestations of white supremacy came. Put another way, hope for dismantling white supremacy depends on understanding its historical footings. Offered as HSTY 313 and HSTY 413. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 420. Alexander the Great: Materials and Methods. 3 Units.
This course is the Classics Departmental Seminar in the SAGES sequence (normally taken in the Spring semester of a major's Junior year), though it can also be taken for regular credit in Classics or History by both undergraduate and graduate students. The seminar offers students a firm grounding in the discipline of Classics with an emphasis on the diverse materials (particularly primary source material), methods and approaches that can be brought to bear on the study of Greco-Roman antiquity. Students will read and discuss the ancient sources and contemporary scholarship on the enigmatic Alexander the Great drawn from various fields of classics, including history, archaeology, art history, philosophy, gender studies, epigraphy, numismatics, and the reception of Alexander. Based upon this, they will then write a research paper that employs conventions found in the field of Classics. Much of this training, however, will also be transferable to other fields and periods. Because the scope of the seminar moves (along with Alexander himself) beyond Europe and examines the historical foundations of the antagonism between East and West, this course qualifies as a Global and Cultural Diversity course. Offered as CLSC 320, CLSC 420, HSTY 320 and HSTY 420. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 421. Epidemics in History. 3 Units.
The history of epidemics and pandemics, focusing on select cases. Topics will include social origins of epidemics, the evolution of scientific responses, stigma and blame, the comparative study of political and state responses, social and cultural effects of epidemics, and the representation of infectious disease in fiction.
HSTY 423. Fascism in America. 3 Units.
In recent years, there is a growing public discussion about the rise of fascist trends and movements in America. This course will explore the historic roots of this discussion, focusing on the period between the late nineteenth century and McCarthyism in the early 1950s. Using both primary and secondary materials, we will examine in class the origins and manifestations of fascist ideas in the American context, looking at topics such as government repression, racism, nativism, the rise of the surveillance state, red scares, and immigration persecution. Students will engage in thinking of the long history of undemocratic forces in America and their place in American culture, as well as how their legacies shape our political landscape today. Offered as HSTY 323 and HSTY 423.

HSTY 428. Comparative Perspectives on Museum and Archive History and Practice. 3 Units.
Comparative Perspectives on Archives and Museum History and Practice is a distance learning based course shared with students at Bilkent University in Ankara, Turkey. The course focuses on a comparison of the history and development of archives and museums in the United States and in late Ottoman and Republican Turkey. Topics considered include the "ownership" of culture; state vs. private control of heritage; marketing of museums; and the impact of evolving technologies on the presentation and preservation of culture. Students work together via a shared, live lecture format. In addition to the instructor, museum and archive professionals from both the US and Turkey provide lectures and lead discussions during the semester. The primary intellectual product of the course is a final paper/project which compares the history, operational structure, and mission of a museum/archive in the US with a similar institution in Turkey. The paper/project is created by collaborative effort between a student at CWRU and one at Bilkent. Provided grant funding is available, the course may involve exchange visits to Turkey and the US. Offered as HSTY 328 and HSTY 428. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 430. A History of Workers in the United States. 3 Units.
This course examines the experience of working people in the United States with an emphasis on twentieth-century social movements. It explores the lives of the women and men, skilled and unskilled, and rural and urban laborers that produce the goods and provide the services that society consumes. At crucial moments, working people have created or helped sustain national social movements in an effort to improve some aspect of their lives. We therefore will assess laborers in relation to several known and less known American social movements, such as the eight-hour day movement during the late nineteenth century, the peace movement during WWII, and the Civil Rights movement in the wake of WWII. Throughout the course we will also discuss the politics of time-managed work; the influence of public policy and government institutions; the role of unions within a competitive market economy; the relationship between industrial economies and functional blue-collar communities; and the correlation between immigration and globalization. Offered as HSTY 340, HSTY 430 and ETHS 340. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 433. Reading Capital: Political Economy in the Age of Modern Industry. 3 Units.
Since its first publication in German in 1867, and its appearance in English in 1886, Karl Marx's Capital: A Critique of Political Economy, Volume I, has occupied a seminal position in European thought. Beginning with the presumptions of classical liberal political economy, Marx employed his technique of the materialist dialectic to unmask, in his view, the contradictions and structural limitations that the capitalist mode of production imposed upon capitalists and proletarians alike. Much mentioned, but seldom read, Volume I of Capital remains a crucial window into understanding the intellectual, economic, social, and cultural currents of the 19th century, and its impact extends into the 21st. This course consists of a close, directed reading of the entire text of this volume, combined with discussion, research, and coordinated exploration, so that students can bring this powerful critique to bear on their reading of history and economics in the modern era. Offered as HSTY 333 and HSTY 433. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 437. Ancient Medicine. 3 Units.
This course offers a general survey of the history of medicine from its origins in pre-historical times to Galen (2nd c. CE) with a view to gaining a better understanding of the path that eventually lead to modern medical practice. The various medical systems considered, including the ancient Babylonian, Egyptian, Jewish, Chinese, Ayurvedic, Greek and Roman traditions, will be examined through the study of primary and secondary sources, while key conceptual developments and practices are identified within their cultural and social context. Special issues, such as epidemics, women's medicine, and surgery, are also explored and discussed. Offered as ANEE 337, CLSC 337, CLSC 437, HSTY 337, and HSTY 437. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 439. Freud and the Psychoanalytic Movement. 3 Units.
This is a course in the social history of ideas, which will examine the roots and development of psychoanalysis, and consider several major post-Freudian innovators. It will conclude with interpretations of the social context and social effects of psychoanalysis. Offered as HSTY 239 and HSTY 439.

HSTY 440. Science and Society Through Literature. 3 Units.
This course will examine the interaction of scientific investigation and discovery with the society it occurred in. What is the effect of science on society and, as importantly, what is the effect of society on science? An introduction will consider the heliocentric controversy with focus on Galileo. Two broad areas, tuberculosis and the Frankenstein myth, will then be discussed covering the period 1800-present. With tuberculosis, fiction, art and music will be examined to understand the changing views of society towards the disease, how society's perception of tuberculosis victims changed, and how this influenced their treatments and research. With Frankenstein, the original novel in its historical context will be examined. Using fiction and film, the transformation of the original story into myth with different connotations and implications will be discussed. Most classes will be extensive discussions coupled with student presentations of assigned materials. Offered as PHRM 340, BETH 440, PHRM 440, and HSTY 440.
HSTY 445. The European City. 3 Units.
An examination of architectural, social, cultural, philosophical, political, and economic aspects of life in European cities. The principle focus will be the transition of medieval and early modern cities to modern metropolises, both spatially and socially. An additional theme will be urban development and concomitant social questions in non-European cities that were built either to serve expatriate Europeans or to emulate European modernity. Case studies may include London, Paris, Berlin, Vienna, Moscow, the provincial and national capitals of East-Central Europe, and cities in Africa, Asia, and Latin America. Offered as HSTY 345 and HSTY 445. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 447. WWII from the British Empire Perspective. 3 Units.
This lecture and discussion course gives students the opportunity to learn about the Second World War from the perspective of the British and their soldiers from around the globe. Many might come to the course with images of the American “Bands of Brothers” fighting across France in 1944. But that was the end of the war. In the beginning, it fell to the British leadership (famously embodied by Winston Churchill), British people, and to an extraordinary extent the Indian Army to withstand a pummeling at the hands of the Axis powers long enough for America to join the conflict. The course will examine those in Britain who might have preferred a move towards Fascism in the late 1930s. It will investigate why imperial subjects who lacked democracy in their own lands fought for the British in the name of democracy against totalitarianism. And it will scrutinize those in the Empire who instead sided with the Axis. In sum, students will have an opportunity to learn what led to those many moments of choice and chance that led to Allied victory and the defeat of Fascism. Offered as HSTY 237 and HSTY 447. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 448. History of Modern Political and Social Thought. 3 Units.
This course explores the responses of philosophers, economic theorists, culture critics, and public policy makers to changes in western society wrought by industrialization by focusing on their concerns with technological change. Offered as HSTY 348, HSTY 448 and POSC 348.

HSTY 451. History of European Technology. 3 Units.
A graduate-level, research seminar on the history of European technology from the Industrial Revolution to the present. Special emphasis is on cultural history of technology with a transatlantic view. The themes of the seminar vary from year to year, but include: communications, industrialization, control, cultural and intellectual approaches to the history of technology. Required work includes a research paper based on original sources. Prereq: Graduate standing or instructor permission.

HSTY 453. Women in American History I. 3 Units.
The images and realities of women’s social, political, and economic lives in early America. Uses primary documents and biographers to observe individuals and groups of women in relation to legal, religious, and social restrictions. Offered as HSTY 353, WGST 353, and HSTY 453. Counts for CAS Global & Cultural Diversity Requirement. Prereq: Graduate standing or instructor permission.

HSTY 454. Women in American History II. 3 Units.
With HSTY 353, forms a two-semester introduction to women’s studies. The politics of suffrage and the modern woman’s efforts to balance marriage, motherhood, and career. (HSTY 353 not a prerequisite.) Offered as HSTY 354, WGST 354, and HSTY 454. Counts for CAS Global & Cultural Diversity Requirement. Prereq: Graduate standing or instructor permission.

HSTY 459. Books as Bombs: Books that Reshaped American Culture. 3 Units.
Every now and again a piece of prose profoundly reshapes American society and culture. In this advanced undergraduate seminar, students will read and discuss a selection of such works under the tutelage of Professors Shulman, a specialist in the History of Science and Technology, and Sentilles, who specializes in social and cultural history. The professors will set up the context of the work’s publication or creation and then lead the class in a lively dissection of both the work and its impact. The main question asked of each book is “how and why did this work have such an effect?” In attempting to answer that question, students will come to a greater understanding of society that created and then responded to each work. Offered as HSTY 359 and HSTY 459. Counts as SAGES Departmental Seminar.

HSTY 461. Crime and Culture in Early America. 3 Units.
This course explores the intersection of crime, punishment, and popular culture in colonial British America and the early United States through 1860 by closely examining a series of popular crime genres, including execution sermons, criminal conversion narratives, criminal autobiographies, and trial reports. Readings in modern scholarship—drawing on several disciplines—will shed light on the popular literature and on underlying patterns of crime and punishment, while students will critically evaluate modern scholarly interpretations in light of the early crime publications. Types of crimes explored in the readings include witchcraft, piracy, burglary, robbery, and various types of murder, such as infanticide, filicide (cases of men murdering their wives and children), and sexual homicide. Each student will write several short analytical papers drawn from the shared readings and, at the end of the semester, produce an independent research paper. Offered as HSTY 361 and HSTY 461. Prereq: Graduate standing or instructor permission.

HSTY 463. Gender and Sexuality in America. 3 Units.
This multicultural seminar uses a mixture of historical text, gender theory, personal biography, and artistic expression to explore changing notions of gender and sexuality over the past two centuries in the United States. Offered as HSTY 363, HSTY 463 and WGST 363. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 468. North American Environmental History. 3 Units.
This course introduces major questions and approaches in the study of environmental history. Taking North American as our subject, we explore how humans have shaped the environment of the continent and how human history has, in turn been shaped by the natural world form antiquity to the present. Major topics include Pleistocene extinctions, the Columbian exchange, the market revolution in agriculture, American epidemics, industrialization, the origins of conservation, the environmental movement, and the globalization of America’s environmental footprint. Offered as HSTY 378 and HSTY 468. Prereq: Graduate standing or instructor permission.

HSTY 470. Historiography, Method, and Theory. 3 Units.
A graduate level survey of fundamental themes in historiography, method, and theory, as well as interdisciplinary methods and theories. Prereq: Graduate standing or instructor permission.
HSTY 473. Women and Medicine in the United States. 3 Units.
Students in this seminar will investigate the experiences of American women as practitioners and as patients. We will meet weekly in the Dittrick Medical Museum for discussion of texts and use artifacts from the museum’s collection. After a unit exploring how the female body was viewed by medical theorists from the Galenic period to the nineteenth-century, we will look at midwives, college-trained female doctors and nurses, and health advocacy among poor populations. We will then look at women’s experiences in terms of menstruation, childbirth, and menopause, before exploring the cultural relationship between women and psychological disorders. Offered as HSTY 373, HSTY 473, and WGST 373. Counts for CAS Global & Cultural Diversity Requirement. Prereq: Graduate standing or instructor permission.

HSTY 474. Race and Medicine. 3 Units.
Race, racism, and medicine have long been intertwined. Medicine has had a major role in the formation of the concept of race, and racism has had important roles in the development of modern medicine, and in the production of health inequalities. This course looks at the history of these relationships. Designed for graduate students interested in African and African American Studies. It emphasizes African and African American history, though there will be opportunities for students who wish to explore other aspects of race, ethnicity, medicine. Topics will include the medical construction of race, African medical systems, medicine and slavery, human experimentation, health and segregation, anti-racist medicine, and continuing problems of health inequality.

HSTY 476. Seminar in Comparative History. 3 Units.
An introduction to comparative method for historians. The topics will vary year to year, but the course will require exposure to historical contexts outside of the United States. Prereq: Graduate standing or instructor permission.

HSTY 477. Modern Policy History of the United States. 3 Units.
This course offers a historical perspective on policy and policy making in the United States since the late nineteenth century. It emphasizes the increasing role of the federal government, the persisting importance of the states, the significance of the courts, the revolutionary impact of the women’s and civil rights movements, and the consequences of the growth and transformation of the American economy. Each student selects a policy area for detailed exploration; students often choose topics related to civil rights, women’s rights, health care, environmental reform, non-profit and non-governmental organizations, the arts, and education, but other topics are also appropriate. Prereq: Graduate standing or instructor permission.

HSTY 479. Historical Research and Writing. 3 Units.
Research seminar for graduate students. Intensive focus on processes of historical research and writing. Students produce conference paper and research paper based on primary sources. Prereq: Graduate standing or instructor permission.

HSTY 481. City as Classroom. 3 Units.
In this course, the city is the classroom. We will engage with the urban terrain. We will meet weekly off-campus, interact with community members, and interface—both literally and figuratively—with the city as a way to examine the linkages between historical, conceptual, and contemporary issues, with particular attention paid to race and class dynamics, inequality, and social justice. This course will have four intersecting components, primarily focusing on American cities since the 1930s: the social and physical construction of urban space, the built environment, life and culture in the city, and social movements and grassroots struggles. Offered as HSTY 381, POSC 381, SOCI 381, HSTY 481, POSC 481, and SOCI 481. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 493. Advanced Readings in the History of Race. 3 Units.
This course examines the concept of race as a social construction that carries political and economic implications. We begin by examining the histories of the early racial taxonomists (e.g., Bernier, Linnaeus, and Blumenbach among others) and the contexts that informed their writings. We then assess how the concept of race changed from the nineteenth to the twentieth century in the United States. We conclude by evaluating how the ideology of race has influenced U.S. domestic life and foreign policy at specific historical moments. Offered as AFST 393, HSTY 393, HSTY 493, and ETHS 393. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 495. History of Medicine. 3 Units.
This course treats selected topics in the history of medicine, with an emphasis on social and cultural history. Focusing on the modern period, we examine illnesses, patients, and healers, with attention to the ways sickness and medicine touch larger questions of politics, social relations and identity. Offered as HSTY 395 and HSTY 495. Prereq: Graduate standing or instructor permission.

HSTY 496. Advanced Topics in History. 3 Units.
Advanced topics in history, changing from semester to semester. The course provides students an opportunity to explore special themes or theoretical issues in history that are too briefly covered in broader surveys. Students may take this course more than once for credit, when different topics are covered. Offered as HSTY 396 and HSTY 496.

HSTY 497. Graduate Independent Study. 1 - 3 Units.
Independent reading and research programs with individual members of the faculty.

HSTY 499. Advanced Readings in Black History. 3 Units.
This is an advanced readings course that may change from semester to semester. This course will provide students with an opportunity to more deeply explore special themes and theoretical issues in the field of black history that are often quickly and briefly covered in broad survey courses. Readings may be organized around specific topics such as resistance and social protest, black intellectual history, black nationalism and identity, black film and historical literacy black cultural forms and politics, black urban history, or some such other combination. Students may take this course more than once and receive credit as long as the course topic differs. Students should contact the History Department for more details on course content during any given semester. Offered as AFST 399, ETHS 391, HSTY 399 and HSTY 499. Prereq: Graduate standing or instructor permission.

HSTY 601. Independent Studies. 1 - 18 Units.
(Credit as arranged.)

HSTY 651. Thesis M.A.. 1 - 18 Units.
(Credit as arranged.)

HSTY 701. Dissertation Ph.D.. 1 - 9 Units.
(Credit as arranged.) Limited to Ph.D. candidates actively engaged in the research and writing of their dissertations. Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

History and Philosophy of Science Program

Clark Hall 203
www.case.edu/artsci/hpst (http://www.case.edu/artsci/hpst/)
Phone: 216.368.2632
Colin McLarty, Program Director
colin.mclarty@case.edu
The Department of Philosophy and the Department of History together offer an undergraduate major in the history and philosophy of science. The purpose of the major is to develop a humanistic understanding of the nature and development of science through the combined use of philosophical and historical methods. The major provides a foundation for graduate study in a range of academic disciplines and for careers in such areas as business, medicine, law, public policy, and science journalism. It also may be profitably combined with a program in one of the sciences. Within the major, a student may seek an emphasis on the philosophy of science, the history of the physical sciences, or the history of the biological and medically related sciences.

**Department Faculty**

Colin McLarty, PhD  
*Truman P. Handy Professor of Philosophy and Chair, Department of Philosophy; Director, History and Philosophy of Science Program*

Chris Haufe, PhD  
*Associate Professor, Department of Philosophy*

Aviva Rothman, PhD  
*Assistant Professor, Department of History*

Jonathan Sadowsky, PhD  
*Theodore J. Castele Professor, Department of History*

**Undergraduate Programs**

### Major

The history and philosophy of science major requires 30 credit hours from courses in philosophy and in history of science and technology.

Any four of the following seven classes:  
- PHIL 101 Introduction to Philosophy  
- HSTY 151 Technology in European Civilization  
- HSTY 201 Science in Western Thought I  
- HSTY 202 Science in Western Thought II  
- HSTY/PHIL 203 Revolutions in Science  
- PHIL 204 Philosophy of Science  
- HSTY 207

| PHIL 302 Modern Philosophy |

| Five electives approved by the major advisor |

| Total Units |

Students who major in the history and philosophy of science are not permitted to take a second major in philosophy or to minor in philosophy.

### Minor

Students who minor in history and philosophy of science are required to complete 15 credit hours, as follows:

Any three of the following five classes:  
- PHIL 101 Introduction to Philosophy  
- HSTY 202 Science in Western Thought II  
- HSTY/PHIL 203 Revolutions in Science  
- HSTY 207/PHIL 204 Philosophy of Science  
- PHIL 302 Modern Philosophy

| Two electives approved by the minor advisor |

| Total Units |

**AMST (AMST)**

**AMST 117. Exploring American History Through Biography. 3 Units.** This discussion and lecture class uses various forms of biography to explore issues of American Identity throughout the course of American history. The class will discuss how certain biographies have created archetypal American identities, and how issues such as race, class, gender, sexuality, religion, and historical context have shaped the writing, reading and purpose of biography. The last third of the class will consider the process of "national memory," the way the United States has decide to remember its past. Here the "biography" is collective, and created by myriad strands of mass culture woven together to create a national mythology. We will explore the works of those striving to pull apart these different strands, and explore what these memories tell us about established national identity. Students will explore biographical process through their assignments, and consider such questions as: How do American biographies influence our understanding of what it means to be American? How does biographical medium affect the message? Can we accept biography as history? This course investigates biography as a constructed genre that comes in a variety of forms, including autobiography, biographical novels, oral histories, and film. Offered as AMST 117 and HSTY 117. Counts for CAS Global & Cultural Diversity Requirement.

**AMST 270. American Art and Culture Before 1900. 3 Units.** Survey of the development of American art from colonial times to the present which explores how art has expressed both American values and American anxieties. Painting is emphasized, but the course also considers architecture, the decorative arts, film, literature, and music. Offered as AMST 270 and ARTH 270.

**AMST 271. American Art and Culture: The Twentieth Century. 3 Units.** Survey of the development of American art from 1900 to the present (and the future) which will explore how art has expressed both American values and American anxieties. Painting will be emphasized, but the course will also consider architecture, the decorative arts, film, literature, and music. Offered as AMST 271 and ARTH 271.

**HPSC (HPSC)**

**Course**

**HPSC 111. What is Science? Introduction to the History and Philosophy of Science. 3 Units.** We look at historical and philosophical aspects of modern science. The objective of the course is to develop a sense of (1) what forms scientific research has taken historically, and (2) what is about scientific research that makes it distinctive as a form of human knowledge. Offered as HPSC 111, PHIL 111 and HSTY 111.

**International Studies Program**

111 Mather House  
http://artsci.case.edu/international-studies/  
Phone: 216.368.5565; Fax: 216.368.4681  
Kelly McMann, Program Director  
kelly.mcmann@case.edu

By completing a major in international studies, students develop expertise in a region of the world, including one of its languages, and in a transnational topic. They also become familiar with a variety of...
international issues and frameworks. They use this expertise and knowledge to understand and analyze the dynamics and complexity of the human world.

Popular transnational topics include international security and diplomacy, global environment, international development, global health, international business, intercultural communications, global arts, and international law. Common languages to study are Arabic, French, German, Italian, Japanese, Mandarin, Russian, and Spanish.

Students majoring in international studies earn a BA degree. The major is useful for careers in the arts, business, engineering, government, health, law, media, and the nonprofit sector, among other fields.

**Faculty**
Kelly McMann, PhD
(University of Michigan)
Professor, Department of Political Science; Director, International Studies Program

**Undergraduate Program**

**Major**
The major in international studies requires a minimum of 33 credit hours, chosen from approved topical and area studies courses, plus satisfaction of a language competency requirement. Each student will prepare a program of study that includes course selections meeting the seven requirements below. Two courses from each other major or minor can count simultaneously toward the international studies major if they fit the requirements. Courses taken to satisfy the language competency requirement are exempted from this rule, and several international studies courses contribute to the completion of general education requirements.

**Requirements for the Major**

1. **Multidisciplinary Foundations** (required courses; 12 hours). These courses provide students with the analytical tools and frameworks to understand global issues.

   - ANTH 102 Being Human: An Introduction to Social and Cultural Anthropology 3
   - ECON 103 Principles of Macroeconomics 3
   - HSTY 113 Introduction to Modern World History 3
   - POSC 172 Introduction to International Relations 3

2. **Area Focus** (6 hours): Two courses that concentrate on a single region of the world. Such courses are offered in many departments and programs. In order to count toward the area focus, courses from the Department of Modern Languages and Literatures must include content other than exclusively language learning, such as the study of literature or cinema. Area foci include Africa, Asia, Europe, Latin America and the Caribbean, and the Middle East and North Africa.

3. **Topical Focus** (6 hours): A related pair of courses that examine a transnational topic. Topical foci include, but are not limited to, international security and diplomacy, global environment, international business, global health, international development, and global arts.

4. **Elective Area or Topical Courses** (6 hours): Two additional courses toward the area focus or topical focus.

5. Students must include courses from at least two different departments or programs among their six area focus, topical focus, and elective area or topical courses. These courses should be selected in consultation with the International Studies Program director.

6. **Senior Project** (required course, INTL 399 International Studies Colloquium, 3 hours): The senior project offers students the opportunity to demonstrate their understanding of the complexity and dynamics of the human world as a result of majoring in international studies. In the required course, students analyze topics relevant to the foreign geographic area and broad theme they have chosen for their major foci. To do so, they draw on their international experience, knowledge acquired through a foreign language, and prior coursework for the major. Students share their conclusions in the seminar itself and in a public presentation. This course meets the requirements of a SAGES capstone.

7. **Language Competency** (0 to 16 credit hours): In addition to the 33 credit hours of international studies course work, students must demonstrate competency in a language other than their native language. This may be done by:

   1. completing a language course at the 300 level or above
   2. completing four semesters in a single language
   3. demonstrating to the Department of Modern Languages and Literatures a non-native language competency equivalent to that attained by completing a 300-level or above course

**Honors**: Honors are awarded to students who meet three requirements: an exceptional senior project (grade of A), a 3.3 overall GPA, and a 3.7 GPA in international studies courses (area focus, topical focus, and electives).

There is no minor in international studies. International studies can be a secondary major.

**Courses**

**INTL 396. International Independent Study. 1 - 3 Units.**
Study of a topic within the scope of international studies. The student must complete a prospectus form, approved and signed by the supervising faculty member, no later than the second week of classes. The prospectus must outline the goals of the project and the research methodology to be used and is part of the basis for grading. Open to juniors and seniors majoring in international studies.

**INTL 398. International Studies Senior Research Project. 3 Units.**
Individual work with a faculty tutor leading to the writing of a major research paper. Open only to seniors majoring in international studies.

**INTL 399. International Studies Colloquium. 3 Units.**
This course offers seniors the opportunity to demonstrate their understanding of the complexity and dynamics of the human world as a result of majoring in International Studies. Students analyze topics relevant to the foreign geographic areas and broad themes they have chosen for their major foci. To do so, they draw on their international experiences, knowledge acquired through foreign languages, and prior coursework for the major. Students share their conclusions in the seminar itself and in a public presentation. Counts as SAGES Senior Capstone.

**Japanese Studies Program**

103 Guilford House
Today's students find themselves in a world of increasingly multi-ethnic, multi-religious, and multicultural contexts. Through a long history of receiving, reworking, and incorporating influences from nearby cultural centers on the Asian mainland, from surrounding Pacific islands, and from the world beyond (including Europe and the Americas), Japan has developed a tradition of multiculturalism—a tradition that is best understood through interdisciplinary study. Following this thread, the Japanese Studies Program seeks to foster the student's global and interdisciplinary perspectives, while at the same time maintaining a flexibility that allows individuals to pursue their own areas of interest. To further foster the students' linguistic and cultural development, the Japanese Studies Program strongly encourages study abroad in Japan for a year, a semester, or a summer.

Students may pursue a major or a minor in Japanese studies. The program offers a variety of courses to fulfill the requirements, ranging from five levels of the Japanese language to courses about Japanese cinema, literature, and pop culture. Besides these core courses, we encourage the student to take related courses in such interdisciplinary areas as Asian art, cinema, comparative literature of Japan and the West, Japanese religion and history, and international business. Taking advantage of the varied resources of the university and University Circle institutions, the Japanese Studies Program makes the study of Japanese culture an integral part of the student's undergraduate education. Furthermore, the Japanese Studies Program provides an excellent foundation for graduate or professional school or for careers in international business and finance, careers involving technological or medical exchange, and careers in law, journalism, foreign service, or the arts.

**Program Faculty**

Beth M. Carter, PhD  
(University of Pennsylvania)  
**Assistant Professor, Department of Modern Languages and Literatures; Co-section head, Japanese Studies Program; Undergraduate studies advisor; Japanese Studies Program**  
Premodern Japanese literature  

Takao Hagiwara, PhD  
(University of British Columbia)  
**Associate Professor, Department of Modern Languages and Literatures; Co-section head, Japanese Studies Program**  
Modern Japanese literature

**Lecturers**

Margaret M. Fitzgerald, MA  
(Ohio State University)  
**Lecturer, Department of Modern Languages and Literatures**  
Japanese Linguistics  

Yoshiko Kishi, MA  
(New York University)  
**Lecturer, Department of Modern Languages and Literatures**  
Japanese pedagogy

Yukiko (Nishida) Onitsuka, EdD  
(University of Cincinnati)  
**Lecturer, Department of Modern Languages and Literatures**  
Literate and second-language studies

**Undergraduate Program**

**Major**

The BA major in Japanese studies requires a minimum of 35 credit hours. For students beginning the major at the 200 level, the course requirements are as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JAPN 201</td>
<td>Intermediate Japanese I</td>
<td>4</td>
</tr>
<tr>
<td>JAPN 202</td>
<td>Intermediate Japanese II</td>
<td>4</td>
</tr>
<tr>
<td>JAPN 301</td>
<td>Advanced Japanese I</td>
<td>4</td>
</tr>
<tr>
<td>JAPN 302</td>
<td>Advanced Japanese II</td>
<td>4</td>
</tr>
<tr>
<td>JAPN 350</td>
<td>Contemporary Japanese Texts I ^</td>
<td>3</td>
</tr>
<tr>
<td>or JAPN 450</td>
<td>Japanese in Cultural Context ^</td>
<td></td>
</tr>
<tr>
<td>JAPN 351</td>
<td>Contemporary Japanese Texts II ^</td>
<td>3</td>
</tr>
<tr>
<td>or JAPN 451</td>
<td>Japanese in Cultural Context II ^</td>
<td></td>
</tr>
<tr>
<td>JAPN 397</td>
<td>Senior Thesis I **</td>
<td>3</td>
</tr>
<tr>
<td>JAPN 398</td>
<td>Senior Thesis II **</td>
<td>3</td>
</tr>
<tr>
<td>JAPN 450</td>
<td>Senior Thesis III **</td>
<td>3</td>
</tr>
</tbody>
</table>

Four Asian studies, world literature, or other related courses  

Total Units 40

* JAPN 450/451, if not taken as replacement(s) for JAPN 350/351, can be counted toward the four Asian studies, world literature, or other related courses.

** This course requires a substantial research paper in Japanese or English. Students are required to identify their faculty advisors and the topic of their paper by the end of the junior year. Exceptional papers may be considered for honors.

*** “Other related courses” may include courses in Japanese literature, film, theater, art history, anthropology, philosophy, religion, sociology, political science, or history. Permission of Japanese Studies advisor required.

Students beginning the major at the 300 level do not take JAPN 201 Intermediate Japanese I and JAPN 202 Intermediate Japanese II, but do take one “directed reading” in Japanese in an area related to their major research. All other requirements for the BA are the same.

Please note: Normally, no more than two courses taken for Japanese Studies credit may simultaneously count toward a minor or toward another major.

While some language courses can be skipped in a sequence, progression is not allowed in reverse order. Additionally, students may not waive the language requirement.

Courses in other disciplines also form an important component of the Japanese Studies Program. They provide an international, as well as interdisciplinary, perspective on Japanese culture. A faculty advisor supervises each student's selection of these courses.

In addition to the courses required for the major, the following courses are offered in the Japanese Studies Program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JAPN 215</td>
<td>The World of Manga</td>
<td>3</td>
</tr>
<tr>
<td>JAPN/WLIT 225</td>
<td>Japanese Popular Culture</td>
<td>3</td>
</tr>
</tbody>
</table>
Japanese Studies Program

JAPN 235 The Japan Experience: Kyoto - Language, Culture & Exchanges 3
JAPN/WLIT 245 Classical Japanese Literature in Translation 3
JAPN/WLIT 255 Modern Japanese Literature in Translation 3
JAPN/WLIT 265 Constructing the Samurai: Images of Japanese Warriors from 1100’s to the Present 3
JAPN/WLIT 315 Origins of Anime: Classical Texts, Modern Manga, Anime, and Tales 3
JAPN 335 Japanese Linguistics 3
JAPN/WLIT 337 Love and Loss: Reading The Tale of Genji 3
JAPN/WLIT 345 Japanese Women Writers 3
JAPN/WLIT 355 Modern Japanese Novels and the West 3
JAPN 399 Independent Study 1 - 3

* This course counts toward the General Education Requirements.

Program Honors
Exceptional papers written for the senior thesis may qualify for program honors. In addition, to qualify for the BA with honors in Japanese, students must achieve a minimum GPA of 3.5 in courses taken for the Japanese major.

Study Abroad
Study abroad in Japan is highly recommended, preferably for a year, a semester, or even short term (see JAPN 235 The Japan Experience: Kyoto - Language, Culture & Exchanges). All efforts are made to grant appropriate credit for courses taken at a Japanese university during the study abroad experience.

Minor
For students beginning Japanese at the introductory level, the course requirements for the minor are as follows:

JAPN 101 Elementary Japanese I 4
JAPN 102 Elementary Japanese II 4
JAPN 201 Intermediate Japanese I 4
JAPN 202 Intermediate Japanese II 4
One 300-level course 3
Total Units 19

For students beginning Japanese at the 200 level or above, the requirements for the minor are five courses at the 200 or above, through JAPN 450/451, approved by the program director.

Courses
JAPN 101. Elementary Japanese I. 4 Units.
Introduction to understanding, speaking, reading, and writing Japanese. Students learn to read and write hiragana and katakana syllabaries and 50 kanji characters. Students are expected to achieve control of the sound system and basic structure of the language. Emphasizes aural comprehension and speaking.

JAPN 102. Elementary Japanese II. 4 Units.

JAPN 201. Intermediate Japanese I. 4 Units.
Further study of fundamental structures of Japanese. Students improve aural comprehension, speaking, reading, and writing abilities and learn approximately 100 new characters. Recommended preparation: JAPN 102 or equivalent. Counts for CAS Global & Cultural Diversity Requirement.

JAPN 202. Intermediate Japanese II. 4 Units.
Continuation of JAPN 201. Students learn an additional 100 kanji characters. With the completion of JAPN 201 - 202, students should have control of the fundamentals of modern Japanese and a firm foundation in the writing system. Recommended preparation: JAPN 201 or equivalent. Counts for CAS Global & Cultural Diversity Requirement.

JAPN 215. The World of Manga. 3 Units.
Manga (comic books and graphic novels) is one of the most important aspects of contemporary visual culture in Japan. It is consumed by millions of Japanese every day, and has attracted intense attention around the world. As it constitutes one third of the annual publications in Japan today, its breadth and scope are limitless. What does manga reveal about contemporary cultural production and consumption in Japan? What kind of special features are used in manga to attract people so much? What kind of genres do they have and what kind of readers do they have? These are some of the questions we will explore by surveying a large number of works produced in the last fifty years. Introducing graphic novels by major artists and writers, the course will expand your understanding of key components, social movements and discourses associated with manga. You will examine the history of manga, its aesthetics, and social impact through assigned readings, including scholarly papers and manga books, as well as works selected by each student (in original Japanese or in English translation). Offered as JAPN 215 and WLIT 215. Counts for CAS Global & Cultural Diversity Requirement.

JAPN 225. Japanese Popular Culture. 3 Units.
This course highlights salient aspects of modern Japanese popular culture as expressed in animation, comics and literature. The works examined include films by Hayao Miyazaki, writings by Kenji Miyazawa, Haruki Murakami and Banana Yoshimoto, among others. The course introduces students to essential aspects of modern Japanese popular culture and sensibility. Offered as JAPN 225 and WLIT 225. Counts for CAS Global & Cultural Diversity Requirement.
JAPN 235. The Japan Experience: Kyoto - Language, Culture & Exchanges. 3 Units.
The Japan Experience: Kyoto is designed to provide students an opportunity to use Japanese language skills they have acquired in real life situations and deepen their understanding of Japanese language and culture through experiential learning. The course has three major learning components: "Japanese Language Learning through Activities and Cultural Experiences," "Japanese Exploration Project," and "Exchanges with Local College Students" and will consist of class meetings before the trip focused on preparation followed by 15 days in Kyoto. Japanese Language Learning through Activities and Cultural Experiences: In Kyoto students will explore the local neighborhood and report their findings in class. Several cultural activities will be organized: Zen meditation, tea activity, Japanese cooking class, etc. The tea activity will include a rare opportunity for students to meet a tea ceremony master and experience the way of Japanese traditional tea. Exchanges with Local College Students: Students from CWRU will be able to take advantage of Ritsumeikan University's "Buddies" program where Japanese student volunteers are paired with participants to improve conversational skills and become better acquainted with the campus and Kyoto. CWRU students will also visit classes at a local college in Osaka for exchanges with students there. These exchanges will allow participants to reinforce their language skills, develop better communication skills, and deepen cultural understanding in both classroom and real-life settings. Japan Exploration Project: Students will complete individual projects during the course. They will design their own projects using resources available in Kyoto before the trip and prepare for it. Project themes will be chosen by students based on their interests. At the end of course, students will give presentations in Japanese, demonstrating their language proficiency development. Counts for CAS Global & Cultural Diversity Requirement. Prereq: JAPN 201.

JAPN 245. Classical Japanese Literature in Translation. 3 Units.
Readings, in English translation, of classical Japanese poetry, essays, narratives, and drama to illustrate essential aspects of Japanese culture and sensibility before the Meiji Restoration (1868). Lectures explore the sociohistorical contexts and the character of major literary genres; discussions focus on interpreting the central images of human value within each period. Japanese sensibilities compared to and contrasted with those of Western and other cultures. Offered as JAPN 245 and WLIT 245. Counts for CAS Global & Cultural Diversity Requirement.

JAPN 255. Modern Japanese Literature in Translation. 3 Units.
Focus on the major genres of modern Japanese literature, including poetry, short story, and novel (shosetsu). No knowledge of Japanese language or history is assumed. Lectures, readings, and discussions are in English. Films and slides complement course readings. Offered as JAPN 255 and WLIT 255. Counts for CAS Global & Cultural Diversity Requirement.

JAPN 265. Constructing the Samurai: Images of Japanese Warriors from 1100's to the Present. 3 Units.
From concepts of premmoden warriors calling out their names before doing hand-to-hand combat to modern salary men crushing the world with their economic prowess, samurai have come to be an iconic image of the Japanese people. Throughout the semester we will pay particular attention to the central themes in the historiography of warrior society, roughly, the years between ca. 1110 and 1850 C.E. We will investigate how these documents were translated by modern societies, both east and west, in samurai film. Students will explore the category of "samurai" through reading selections from The Tale of the Heike, as well as selected Noh plays, legal documents, travel diaries, autobiographies, short stories, and historical texts. In addition, we will investigate other genres contributing to the construction of the idea of "samurai," such as film. This seminar will closely examine the concept of "samurai," particularly its connection to the Japanese identity using an interdiscipliary context of the arts, history, religion, and literature. We will also explore the ways in which daimyo (feudal lords), authors, Buddhist officials, and filmmakers throughout the world created, shaped, and altered the ideal image of the samurai. Key to understanding the concept of samurai will be wrestling with questions of authorship, spirit pacification, nationality, and patronage, with specific focus on the Japanese relationship with Western nations and cultures. We will focus on language and its role in legitimizing the global concepts of "samurai" and "bushido." This class will provide additional insight geared toward the cultural study of linguistic identities beyond those informed by the English language and will include terms expressed in Japanese. Many of the resources used in this course will be translated from the Japanese, allowing us to consider Naoki Sakai's theories of enunciation/ translation/ subjectivity, Haruo Shirane's theory of reception, and Michael Emmerich's theory of replacement. Especially important will be to focus on terms in Japanese with no, or poor, English equivalent (such as samurai, shogun, daimyo, bushido, etc.) but with clear images in the English-speaking imagination(s). The instructor will provide background information on social, cultural, and religious history. Class sessions will be conducted in English and combine lectures, discussion, audio-visual materials, and creative as well as analytical writing exercises. All readings and films will be in English or with English subtitle. Offered as JAPN 265 and WLIT 265. Counts for CAS Global & Cultural Diversity Requirement.

JAPN 301. Advanced Japanese I. 4 Units.

JAPN 302. Advanced Japanese II. 4 Units.
Continuation of JAPN 301; emphasizes conversational proficiency and reading. Recommended preparation: JAPN 301 or equivalent. Counts for CAS Global & Cultural Diversity Requirement.
JAPN 306. Readings in Manga. 3 Units.
This course aims to enhance students' reading skills in Japanese as well as in the other three main areas of language learning (speaking, listening, and writing) through the use of the extensive reading (a.k.a. Graded reading) method with manga in Japanese. In this course, the emphasis is put on acquiring the skill needed to enjoy reading content without translation. Students will review and learn Japanese structures and expressions as well as have the opportunity to explore colloquialisms, speech styles, onomatopoeia, contractions, interjections, and other elements of speech. The class also will incorporate individual reading activities such as oral reading sessions, timed reading, speed reading, and book discussion groups. We will also explore how Japanese scripts such Hiragana, Katakana, and Kanji, as well as Roman alphabets, are integrated in manga. Our primary textbooks will be manga in Japanese; however, some additional readings in English will be given to students as a point of reference for the course lectures. The classes will primarily be conducted in Japanese. Counts for CAS Global & Cultural Diversity Requirement. Prereq: JAPN 202 with a C or higher.

JAPN 315. Origins of Anime: Classical Texts, Modern Manga, Anime, and Tales. 3 Units.
Modern anime and manga authors and artists captivate audiences with rich stories and stylized art. This course investigates the origins of these stories by engaging premodern Japanese texts (in English language translation) and modern literary theory. Throughout the semester we will pay particular attention to commonalities among these literatures and narrative genres, as well as the extent they differ due to temporal/socio/religio/political concerns. Western and Asian literary theories, especially those concerning topics of translation, replacement, negotiation with classics, and gender and sexuality will also be extensively explored. We will interpret the historic human endeavor of story telling within the contexts of time and space and through a critical self-awareness of our own positions in the modern world. Students will prepare individual research projects and be responsible for finding and presenting primary sources and secondary research. The instructor will provide background information on political, cultural, and religious history as well as present on details of literary theory. The aim is to encourage students to critically analyze the modern perception of past events. Every topic will be addressed in three phases. First, the students will discover historical events, literature, and people through reading primary sources in English translation. In a second phase, we will see how these stories are depicted in movies, animation, or manga. Finally, students will perform research to explore the differences between the premodern sources and their modern adaptation and determine how we can use such a comparison to critically analyze the way modern storytellers recreate the past. Class sessions will combine lectures, discussion, and audio-visual materials. Offered as JAPN 315 and WLIT 315. Counts for CAS Global & Cultural Diversity Requirement.

JAPN 335. Japanese Linguistics. 3 Units.
The purpose of this course is to survey the principal research in Japanese linguistics for students who have basic knowledge of Japanese and are interested in more in-depth treatment of linguistic phenomena (phonetics, phonology, morphology, syntax, semantics, etc.). Lectures and discussions will cover many different aspects of the Japanese language. There is a great deal of analytic studies of the Japanese language done both inside and outside Japan, which will be surveyed in this course. Students will become familiar with the major issues through lectures and class discussions, as well as through their reading of both primary and secondary sources. Both formal and functional approaches to the analysis of Japanese will be examined, and the acquisition of these structures will also be discussed. The course will also be useful for the improvement of students' Japanese language proficiency. Recommended preparation: JAPN 101 and JAPN 102, or equivalent competence in Japanese. Offered as COGS 335, COGS 435, JAPN 435, LING 335 and LING 435. Counts for CAS Global & Cultural Diversity Requirement.

JAPN 337. Love and Loss: Reading The Tale of Genji. 3 Units.
Murasaki Shikibu's The Tale of Genji (c. 1000 CE), the great Japanese classic often referred to as "the world's first novel," has been praised by countless readers and scholars since it was first circulated within the imperial court. In this course we will read the entire text in English translation. We will focus on themes of love and loss, paying special attention to the substitution that results from the hero, the shining prince Genji, losing his mother at a tender age and attempting to fill the void she left. Since Genji is popularly thought of as a "playboy," we will investigate the thematic, historic, political, social, and religious descriptions within Genji's (many) love affairs, with a special emphasis on issues of gender. We will also consider the poetry, imagery, costume, music, religion, theater, and material culture of the mid-Heian era, which is encapsulated in the tale. Students will prepare individual research projects and be responsible for finding and presenting primary sources and secondary research. The instructor will provide background information on political, cultural, and religious history as well as present on details of literary theory. The aim is to encourage students to critically analyze the modern perception of the past. Class sessions will combine lectures, discussion, and audio-visual materials. All material is in English translation. There are no prerequisites. The course is conducted in English. Offered as JAPN 337 and WLIT 337. Counts for CAS Global & Cultural Diversity Requirement.

JAPN 345. Japanese Women Writers. 3 Units.
Contributions of women writers to the literature of pre-modern and modern Japan; investigations of how their works exemplify and diverge from "mainstream" literary practices. Emphasis on the social and cultural contexts of the texts. Offered as JAPN 345 and WLIT 345. Counts for CAS Global & Cultural Diversity Requirement.
JAPN 347. Power of Words: Ritual Uses of Premodern Japanese Literature. 3 Units.
In premodern Japan, it was not only death and mourning ritual and practice that could pacify the spirit of the deceased, but also language. Authors consciously crafted the words of their works to simultaneously express the grief associated with longing and pacify the spirits of the dead. These words are called kotodama (power of words). From as far back as the eighth-century Kojiki (Records of Ancient Matters) and Nihon Shoki (The Chronicles of Japan) textual representations of mourning were linked with special uses of language and spirit pacification. At the death of Ame-no-wakahiko (a mythological god), his parents constructed a mourning hut and performed songs to secure his spirit in the afterworld. As several authors have demonstrated, from kotodama in the mid-eighth-century poetic anthology Man’yosh, (Collection of Ten Thousand Leaves) to linked verse (renga) in medieval Japan, carefully constructed literary language also had a place in ritual pacification of the spirits of the dead. Words were not simple expressions of grief; they held power. All material is in English translation. The course is conducted in English. All material will be provided via PDF. Offered as JAPN 347 and WLIT 347 and RLGN 347. Counts for CAS Global & Cultural Diversity Requirement.

JAPN 350. Contemporary Japanese Texts I. 3 Units.
The primary aim of this course is to develop communication skills in Japanese based on those that the students have acquired in JAPN 302 or equivalent. The students will read and discuss various texts such as daily conversations, essays, and news scripts with the assistance of vocabulary and kanji (Chinese character) lists and formal grammar explanations. Attention also will be given to enhancing the students’ writing and aural/oral proficiencies through regularly assigned homework, presentations, tape listening, video viewing, and classroom discussion. Recommended preparation: JAPN 302 or equivalent. Counts for CAS Global & Cultural Diversity Requirement.

JAPN 351. Contemporary Japanese Texts II. 3 Units.
This course is a continuation of JAPN 350 and its primary aim overlaps with that of JAPN 350: to develop more sophisticated communication skills in Japanese. Students will read and discuss various texts such as daily conversations, essays, and news scripts largely with the assistance of vocabulary and kanji (Chinese character) lists. Attention will be given to enhancing the students’ writing and aural/oral proficiencies through regularly assigned homework, presentations, tape listening, video viewing, and classrooms discussion. Counts for CAS Global & Cultural Diversity Requirement. Prereq: JAPN 350 or consent of instructor.

JAPN 355. Modern Japanese Novels and the West. 3 Units.
This course will compare modern Japanese and Western novels, drama, and novels. Comparisons will focus on the themes of family, gender and alienation, which subsume a number of interrelated sub-themes such as marriage, home, human sexuality, amae (dependence), innocence, experience, death, God/gods, and nature (the ecosystem). Offered as JAPN 355 and WLIT 355. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

JAPN 396. Senior Capstone - Japanese. 3 Units.
The Senior Capstone in Japanese is an independent study project chosen in consultation with a capstone advisor. The capstone project should reflect both the student’s interest within Japanese and the courses he or she has taken to fulfill the major. The project requires independent research using an approved bibliography and plan of action. In addition to written research, the student will also present the capstone project in a public forum that is agreed upon by the project advisor and the student. Counts as SAGES Senior Capstone. Prereq: Senior status required. Major in Japanese required.

JAPN 397. Senior Thesis I. 3 Units.
Intensive study of a literary, linguistic, or cultural topic with a faculty member, leading to the writing of a research paper in English or Japanese. Limited to senior majors. Permit required.

JAPN 398. Senior Thesis II. 3 Units.
Continuation of JAPN 397. Limited to senior majors. Prereq: JAPN 397.

JAPN 399. Independent Study. 1 - 3 Units.
Directed study for students who have progressed beyond available course offerings.

JAPN 435. Japanese Linguistics. 3 Units.
The purpose of this course is to survey the principal research in Japanese linguistics for students who have basic knowledge of Japanese and are interested in more in-depth treatment of linguistic phenomena (phonetics, phonology, morphology, syntax, semantics, etc.). Lectures and discussions will cover many different aspects of the Japanese language. There is a great deal of analytic studies of the Japanese language done both inside and outside Japan, which will be surveyed in this course. Students will become familiar with the major issues through lectures and class discussions, as well as through their reading of both primary and secondary sources. Both formal and functional approaches to the analysis of Japanese will be examined, and the acquisition of these structures will also be discussed. The course will also be useful for the improvement of students’ Japanese language proficiency. Recommended preparation: JAPN 101 and JAPN 102, or equivalent competence in Japanese. Offered as COGS 335, COGS 435, JAPN 435, LING 335 and LING 435. Counts for CAS Global & Cultural Diversity Requirement.

JAPN 450. Japanese in Cultural Context I. 3 Units.
The primary aim of this graduate course is to develop sophisticated communication skills (listening, speaking, reading, and writing) in Japanese. The students will read and discuss various texts in the original, such as essays, news scripts, and literary works. Classroom instruction and discussion will be conducted in Japanese. The students also will be required to write a research paper of 4000-6000 letters/characters (10-15 genkoyoshi pages) in Japanese on a topic related to Japan and the student’s specialty. Recommended preparation: JAPN 351 or equivalent.

JAPN 451. Japanese in Cultural Context II. 3 Units.
This course is a continuation of JAPN 450 and it aims at a further development of sophisticated communication skills (listening, speaking, reading, and writing) in Japanese. The students will read and discuss various texts in the original, such as essays, news scripts, and literary works. Classroom instruction and discussion will be conducted in Japanese. The students also will be required to write a research paper of 6000-8000 letters/characters (15-20 genkoyoshi pages) in Japanese on a topic related to Japan and the student’s specialty. Recommended preparation: JAPN 351 or equivalent.

Judaic Studies Program

Jther House 215
https://artsci.case.edu/judaic-studies/
Phone: 216.368.5156
Jay Geller, Program Director
jay.geller@case.edu

The Judaic Studies Program offers an interdisciplinary approach to the study of the history, religion, social experience, and culture of the Jewish people. By bringing a variety of fields and disciplines to bear on its subject, the program intends to convey to students the complex interaction of forces that create and express Jewish ethnic and religious identity. Students completing the program will have a broad knowledge
of the field along with the tools necessary for continued study of Jewish civilization in all its manifestations.

**Program Faculty**

Jay Geller, PhD  
(Yale University)  
**Samuel Rosenthal Professor of Judaic Studies; Professor, Department of History; Director, Judaic Studies Program**  
Modern European Jewish history

Alanna Cooper, PhD  
(Boston University)  
**Abba Hillel Silver Chair of Jewish Studies; Visiting Assistant Professor, Department of Religious Studies**  
Anthropology, material culture, Jews of Muslim lands, the American Jewish community

**Undergraduate Program**

**Minor**

The minor consists of a minimum of five or six courses, according to the following scheme, to be chosen in consultation with the program director.

A. Introduction to Judaic Studies. One of the following two courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>JDST 101</td>
<td>Jews and Judaism</td>
<td>3</td>
</tr>
<tr>
<td>JDST 173</td>
<td>Introducing Judaism</td>
<td>3</td>
</tr>
</tbody>
</table>

B. Nine additional credit hours of courses that have a JDST cross-listing.

Alternatively, students may take 6 credit hours of JDST courses, plus 3 credit hours from one course on the following list:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 365E</td>
<td>The Immigrant Experience</td>
</tr>
<tr>
<td>HBRW 201</td>
<td>Intermediate Modern Hebrew I</td>
</tr>
<tr>
<td>HBRW 202</td>
<td>Intermediate Modern Hebrew II</td>
</tr>
<tr>
<td>HBRW 301</td>
<td>Advanced Modern Hebrew I</td>
</tr>
<tr>
<td>HBRW 302</td>
<td>Advanced Modern Hebrew II</td>
</tr>
<tr>
<td>HBRW 399</td>
<td>Independent Studies</td>
</tr>
<tr>
<td>HSTY 220</td>
<td>The Early Modern Mediterranean</td>
</tr>
<tr>
<td>HSTY 257</td>
<td>Immigrants in America</td>
</tr>
<tr>
<td>HSTY 339</td>
<td>The Origins of the Arab-Israeli Conflict, 1900-1948</td>
</tr>
<tr>
<td>POSC 379</td>
<td>Introduction to Middle East Politics</td>
</tr>
</tbody>
</table>

C. Two semesters of Hebrew (HBRW 101 and HBRW 102)

Students who place out of the 100-level HBRW courses must take an additional course from B above. (3)

**Total Units:**  
20 (or 15)

**Courses**

**JDST 101. Jews and Judaism. 3 Units.**  
This course provides an introduction to Jewish religion, culture, history, and life. It does not presuppose any previous study of Judaism or experience with Judaism, and it prepares students for additional coursework in Judaic studies, Jewish history, or religious studies with an emphasis on Judaism. Required for the minor in Judaic Studies. Offered as JDST 101 and RLGN 213. Counts for CAS Global & Cultural Diversity Requirement.

**JDST 173. Introducing Judaism. 3 Units.**  
This “topics” course offers an introduction to the academic study of Judaism. Whether approached through a particular theme or as a general historical introduction, each section of this course provides students with a general introduction to the academic study of religion and basic religious literacy in Jewish religious tradition, exploring forms of it in a diversity of cultural contexts around the world. Section topics could include, but are not limited to: Festivals and Holy Days, Women and Gender, Jewish Ethics. Students may repeat the course for credit (up to 6 credits), provided that the two sections are different. Offered as RLGN 173 and JDST 173. Counts for CAS Global & Cultural Diversity Requirement.

**JDST 218. Jews in Early Modern Europe. 3 Units.**  
This course surveys the history of Jews in Europe and the wider world from the Spanish expulsion through the French Revolution. Tracking peregrinations out of the Iberian Peninsula to the British Isles, France, Holland, Italy, Germany, Poland-Lithuania, the Ottoman Empire, and the American colonies, it examines the diverse ways Jews organized their communities, interacted with their non-Jewish neighbors, and negotiated their social, economic, and legal status within different states and empires. What role did Jews play and what symbolic place did they occupy during a period of European expansion, technological innovation, artistic experimentation, and religious and political turmoil? What internal and external dynamics affected Jewish experiences in the sixteenth, seventeenth, and eighteenth centuries? Through a selection of inquisitorial transcripts, government records, memoirs, and historical literature, we will explore topics such as persecution, conversion, messianism, toleration, emancipation, and assimilation. Offered as HSTY 218, JDST 218, and ETHS 218. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

**JDST 220. Jewish Traditional Art and Architecture. 3 Units.**  
Tradition and transformation in Jewish artistic expression over time and across space. Course will begin with biblical period and continue down to the present day in Israel and America. Examination of how concepts such as “Jewish” and “art” undergo change within the Jewish community over this period. Offered as ARTH 220 and JDST 220. Counts for CAS Global & Cultural Diversity Requirement.

**JDST 228. The Jewish Image in Popular Film. 3 Units.**  
This course will explore film as social practice from the flickering silent era, through Hollywood’s Golden Age, to the techno-dazzle of today. Standing at the confluence of society, history, ideology and culture, students will come to understand how popular film is shaped by, and how it actively shapes, the constant reconstruction of Jewish identity in the American mainstream. Counts for CAS Global & Cultural Diversity Requirement.
**JDST 233. Introduction to Jewish Folklore. 3 Units.**
Exploration of a variety of genres, research methods and interpretations of Jewish folklore, from antiquity to the present. Emphasis on how Jewish folk traditions and culture give us access to the spirit and mentality of the many different generations of the Jewish ethnic group, illuminating its past and informing the direction of its future development. Offered as ANTH 233, RLGN 233, and JDST 233. Counts for CAS Global & Cultural Diversity Requirement.

**JDST 254. The Holocaust. 3 Units.**
This class seeks to answer fundamental questions about the Holocaust: the German-led organized mass murder of nearly six million Jews and millions of other ethnic and religious minorities. It will investigate the origins and development of racism in modern European society, the manifestations of that racism, and responses to persecution. An additional focus of the course will be comparisons between different groups, different countries, and different phases during the Nazi era. Offered as HSTY 254, RLGN 254, ETHS 254, and JDST 254. Counts for CAS Global & Cultural Diversity Requirement.

**JDST 255. Global Judaism: Diversity Across the Jewish World. 3 Units.**
Scattered across the globe over the course of millennia, Jews’ diverse histories and environments have given rise to a great range of religious, cultural and social forms. Using ethnographies as our primary texts, we will think critically and comparatively about Judaism and Jewishness in the Americas, Europe, Africa, and Asia. Along our journey, we examine how Jews have navigated their experiences as minorities in their many diaspora homelands, and how they have adapted their cultural and religious practices to the various environments in which they have found themselves. In addition to exploring their Jewishness vis-à-vis others, we also examine questions of exclusion and belonging that Jews have faced as they have encountered each another in recent decades through tourism, mass migration, globalization, and the internet. How do the world’s varied Jewish groups - who are of different skin colors, who speak different languages, and who carry different historical memories - navigate ethnic divides, race relations, and religious diversity? Should we speak of a single Jewish religion and Jewish people at all? Offered as ANTH 255, ETHS 255, JDST 255 and RLGN 255. Counts for CAS Global & Cultural Diversity Requirement.

**JDST 268. Women in the Bible: Ethnographic Approaches to Rite and Ritual, Story, Song, and Art. 3 Units.**
Examination of women in Jewish and Christian Biblical texts, along with their Jewish, Christian (and occasionally Muslim) interpretations. Discussion of how these traditions have shaped images of, and attitudes toward, women in western civilization. Offered as RLGN 268, WGST 268, and JDST 268.

**JDST 280. Religion and Politics in the Middle East. 3 Units.**
An in-depth look at the relationship between politics and religion in the Middle East. Students will spend the first week on the CWRU campus and the last three weeks in Israel, where time will be divided between classroom teaching, guest lectures, and “field trips” to important sites. Students will have the opportunity to interact directly with members of the region’s diverse religious groups within the political, social, and cultural contexts in which they live. A final research paper will be required. Knowledge of Hebrew is not necessary. Offered as JDST 280 and RLGN 280.

**JDST 314. Mythologies of the Afterlife. 3 Units.**
This course provides a multidisciplinary approach to the idea of an afterlife, and its manifestation in diverse cultures. We will examine the way varying views of the afterlife influence religion, popular culture and palliative care, and how human creativity has shaped the heavens, hells, hauntings and holidays of diverse populations over time and across space. Students will come to see the afterlife as an integral part of human history and experience, not only because it helps people die with better hope, but because it helps them to live more richly. Offered as RLGN 314 and JDST 314.

**JDST 341. Jewish Urban History. 3 Units.**
This course examines the relationship between Jews and the modern urban environment. It seeks to answer questions such as: How did the modernization of cities affect Jews and Jewish communities? In what ways did Jews contribute to modern urban cultural and social forms? What is Jewish urban space, is it unique, and how is it remembered later on? Are there differences between the patterns in Europe, the Middle East, and the Americas? Offered as HSTY 341 and JDST 341. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

**JDST 350. Jewish Ethics. 3 Units.**
An exploration of Jewish moral and ethical discourse. The first half of the course will be devoted to studying the structure and content of classical Jewish ethics on issues including marriage, abortion, euthanasia, and social justice. Students will read and react to primary Jewish religious texts. The second half of the course will focus on various modern forms of Judaism and the diversity of moral rhetoric in the Jewish community today. Readings will include such modern thinkers as Martin Buber and Abraham Joshua Heschel. Offered as JDST 350, RLGN 350, and RLGN 450. Counts as SAGES Departmental Seminar.

**JDST 371. Jews Under Islam and Christianity. 3 Units.**
This course examines the social and political status of Jews under Muslim and Christian rule since the Middle Ages. Themes include interfaith relations, Islamic and Christian beliefs regarding the Jews, Muslim and Christian regulation of Jewry, and the Jewish response. Offered as HSTY 371, JDST 371 and RLGN 371. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

**JDST 379. History of Zionism. 3 Units.**
This course seeks to elucidate the major strands of Zionism, their origins, how they have interacted, and their impact on contemporary Israeli society. These may include political Zionism, cultural Zionism, socialist (labor) Zionism, Revisionist Zionism, and religious Zionism. This course will also examine the differences in the appeal of Zionism to Jews in different places, such as Western Europe, Eastern Europe and the United States. Offered as HSTY 389 and JDST 389. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

**JDST 392. Independent Study. 1 - 3 Units.**
Up to three semester hours of independent study may be taken in a single semester.

**Department of Mathematics, Applied Mathematics, and Statistics**
231 Yost Hall
http://mathstats.case.edu/
Phone: 216.368.2880; Fax: 216.368.5163
Stanislaw J. Szarek, Interim Chair
The Department of Mathematics, Applied Mathematics, and Statistics at Case Western Reserve University is an active center for mathematical and statistical research. Faculty members conduct research in algebra, analysis, applied mathematics, convexity, dynamical systems, geometry, imaging, inverse problems, life sciences applications, mathematical biology, modeling, numerical analysis, probability, scientific computing, statistics, stochastic systems, and other areas.

The department offers a variety of programs leading to both undergraduate and graduate degrees in traditional and applied mathematics and statistics. Undergraduate degrees are Bachelor of Arts or Bachelor of Science in mathematics, Bachelor of Science in applied mathematics, and Bachelor of Arts or Bachelor of Science in statistics. Graduate degrees are Master of Science and Doctor of Philosophy. Integrated BS/MS programs allow a student to earn a Bachelor of Science in either mathematics or applied mathematics and a Master of Science in this department or another department in five years; there is a similar integrated bachelor's/master's degree program in statistics. The department, in cooperation with the college's Teacher Licensure Program, offers a course of study for individuals interested in pre-college teaching. Together with the Department of Physics, it offers a specialized joint Bachelor of Science in Mathematics and Physics.

Mathematics plays a central role in the physical, biological, economic, and social sciences. Because of this, individuals with degrees in mathematics enjoy excellent employment prospects and career opportunities. A bachelor's degree in mathematics or applied mathematics provides a strong background for graduate school in many areas (including computer science, medicine, and law, in addition to mathematics and science) or for a position in the private sector. A master's degree in mathematics or applied mathematics, or an undergraduate degree in applied mathematics combined with a master's in a different area, is an excellent basis for private-sector employment in a technical field. A PhD degree is usually necessary for college teaching and research.

Statistics links mathematics to other disciplines in order to understand uncertainty and probability, both in the abstract and in the context of actual applications to science, medicine, actuarial science, social science, management science, business, engineering, and contemporary life. As technology brings advances, the statistical theory and methodology required to do them justice becomes more challenging: higher-dimensional, dynamic, or computer-intensive. The field of statistics is rapidly expanding to meet the three facets of these challenges: the underlying mathematical theory, data analysis, and modeling methodology, and interdisciplinary collaborations and new fields of application.

Students in the department, both undergraduate and graduate, have opportunities to interact personally with faculty and other students, participate in research, and engage in other activities. In addition, undergraduates can obtain teaching experience through the department's supplemental instruction program.

**Department Faculty**

Stanislaw J. Szarek, PhD  
(Mathematical Institute, Polish Academy of Science)  
*Kerr Professor of Mathematics and Interim Chair*  
Analysis and applied analysis; convex and differential geometry; mathematical physics

Jenny Brynjarsdóttir, PhD  
(The Ohio State University)  
*Associate Professor*  
Bayesian statistics; spatial statistics; uncertainty quantification

Christopher Butler, MS  
(Case Western Reserve University)  
*Senior Instructor and Theodore M. Focke Professorial Fellow*  
Teaching of mathematics

Daniela Calvetti, PhD  
(University of North Carolina)  
*James Wood Williamson Professor*  
Imaging and inverse problems; numerical analysis and scientific computing; uncertainty quantification

Julia Dobrosotskaya, PhD  
(University of California, Los Angeles)  
*Assistant Professor*  
Analysis and applied analysis; imaging and inverse problems; numerical analysis and scientific computing

Weihong Guo, PhD  
(University of Florida)  
*Professor*  
Imaging and inverse problems; numerical analysis and scientific computing

David Gurarie, PhD  
(Hebrew University, Jerusalem, Israel)  
*Professor*  
Continuum and fluid mechanics; dynamical systems; life sciences and biomedical research

Nick Gurski, PhD  
(University of Chicago)  
*Associate Professor*  
Algebra; category theory, algebraic topology

Mary Ann Horn, PhD  
(University of Virginia)  
*Professor*  
Analysis and applied analysis; dynamical systems; life sciences/biomedical research

Michael Hurley, PhD  
(Northwestern University)  
*Professor*  
Dynamical systems

Steven H. Izen, PhD  
(Massachusetts Institute of Technology)  
*Professor*  
Imaging and inverse problems; numerical analysis and scientific computing

Joel Langer, PhD  
(University of California, Santa Cruz)  
*Professor and Theodore M. Focke Professorial Fellow*  
Convex and differential geometry
Undergraduate Programs

Majors

A Bachelor of Arts in mathematics, a Bachelor of Science in mathematics, a Bachelor of Science in applied mathematics, a Bachelor of Science in mathematics and physics, a Bachelor of Arts in statistics, and a Bachelor of Science in statistics are available to students at Case Western Reserve University. All undergraduate degrees in the department are based on a four-course sequence in calculus and differential equations and have a computational component. The mathematics degrees all require a further mathematics core in analysis and algebra. The statistics degrees all require a further statistics core. Each of these cores consists of four courses. There are additional technical requirements particular to each degree.

Bachelor of Arts in Mathematics

The BA degree in mathematics requires at least 38 hours of mathematics and 3 hours of computer programming or scientific computing. The specific requirements are as follows:

<table>
<thead>
<tr>
<th>A. Mathematics requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 121 Calculus for Science and Engineering I</td>
</tr>
<tr>
<td>MATH 122 Calculus for Science and Engineering II</td>
</tr>
<tr>
<td>or MATH 124 Calculus II</td>
</tr>
<tr>
<td>MATH 223 Calculus for Science and Engineering III</td>
</tr>
<tr>
<td>or MATH 227 Calculus III</td>
</tr>
<tr>
<td>MATH 224 Elementary Differential Equations</td>
</tr>
<tr>
<td>or MATH 228 Differential Equations</td>
</tr>
<tr>
<td>MATH 307 Linear Algebra</td>
</tr>
<tr>
<td>MATH 308 Introduction to Abstract Algebra</td>
</tr>
<tr>
<td>MATH 321 Fundamentals of Analysis I</td>
</tr>
<tr>
<td>MATH 322 Fundamentals of Analysis II</td>
</tr>
<tr>
<td>MATH 324 Introduction to Complex Analysis</td>
</tr>
<tr>
<td>or MATH 425 Complex Analysis I</td>
</tr>
<tr>
<td>Three approved technical electives *</td>
</tr>
</tbody>
</table>

B. Computing requirement:
Teacher Licensure

The Department offers a special option for undergraduate students who wish to pursue a mathematics major and a career in teaching. The Adolescent to Young Adult (AYA) Teacher Licensure Program in Integrated Mathematics prepares CWRU students to receive an Ohio Teaching License for grades 7-12. Students declare a second major in education—which involves 36 hours in education and a practicum requirement—and complete a planned sequence of mathematics content courses within the context of a mathematics major. The program is designed to offer several unique features not found in other programs and to place students in mentored teaching situations throughout their teacher preparation career. This small, rigorous program is designed to capitalize on the strengths of the department, the CWRU Teacher Licensure Program, and the relationships the university has built with area schools.

The requirements of the program are:

(a) Completion of the BA program in mathematics, including the following as the three approved technical electives:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 150</td>
<td>Mathematics from a Mathematician’s Perspective</td>
<td>3</td>
</tr>
<tr>
<td>MATH 304</td>
<td>Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>STAT 312</td>
<td>Basic Statistics for Engineering and Science</td>
<td>3</td>
</tr>
</tbody>
</table>

(b) The completion of a second major in education. Students interested in this option should consult the description of the Teacher Licensure Program (p. 589) elsewhere in this bulletin or contact the director of teacher licensure.

**Bachelor of Science in Mathematics**

The BS degree in mathematics requires at least 50 hours of mathematics courses and at least 17 hours in basic science. The specific requirements are as follows:

<table>
<thead>
<tr>
<th>A. Mathematics requirements:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 121</td>
<td>4</td>
</tr>
<tr>
<td>Calculus for Science and Engineering I</td>
<td></td>
</tr>
<tr>
<td>MATH 122</td>
<td>4</td>
</tr>
<tr>
<td>Calculus for Science and Engineering II</td>
<td></td>
</tr>
<tr>
<td>or MATH 124</td>
<td></td>
</tr>
<tr>
<td>Calculus II</td>
<td></td>
</tr>
<tr>
<td>MATH 223</td>
<td>3</td>
</tr>
<tr>
<td>Calculus for Science and Engineering III</td>
<td></td>
</tr>
<tr>
<td>or MATH 227</td>
<td></td>
</tr>
<tr>
<td>Calculus III</td>
<td></td>
</tr>
<tr>
<td>MATH 224</td>
<td>3</td>
</tr>
<tr>
<td>Elementary Differential Equations</td>
<td></td>
</tr>
<tr>
<td>or MATH 228</td>
<td></td>
</tr>
<tr>
<td>Differential Equations</td>
<td></td>
</tr>
<tr>
<td>MATH 307</td>
<td>3</td>
</tr>
<tr>
<td>Linear Algebra</td>
<td></td>
</tr>
<tr>
<td>MATH 308</td>
<td></td>
</tr>
<tr>
<td>Introduction to Abstract Algebra</td>
<td></td>
</tr>
<tr>
<td>MATH 321</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Analysis I</td>
<td></td>
</tr>
<tr>
<td>MATH 322</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Analysis II</td>
<td></td>
</tr>
<tr>
<td>MATH 324</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Complex Analysis</td>
<td></td>
</tr>
<tr>
<td>or MATH 425</td>
<td></td>
</tr>
<tr>
<td>Complex Analysis I</td>
<td></td>
</tr>
<tr>
<td>MATH 330</td>
<td></td>
</tr>
<tr>
<td>Introduction to Scientific Computing</td>
<td>3</td>
</tr>
</tbody>
</table>

Six approved technical electives * 18

Total Units 41

* No more than one can be from outside the department.

** Or other approved computer science course.

B. Non-mathematics requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 121</td>
<td>General Physics I - Mechanics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 122</td>
<td>General Physics II - Electricity and Magnetism</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 221</td>
<td>Introduction to Modern Physics</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following sequences:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 105 &amp; CHEM 106</td>
<td>Principles of Chemistry I &amp; Principles of Chemistry II</td>
<td>6</td>
</tr>
<tr>
<td>CHEM 111 &amp; ENGR 145</td>
<td>Principles of Chemistry for Engineers &amp; Chemistry of Materials</td>
<td></td>
</tr>
<tr>
<td>EEPS 110 &amp; EEPS 115</td>
<td>Physical Geology &amp; Introduction to Oceanography</td>
<td></td>
</tr>
<tr>
<td>EEPS 110 &amp; EEPS 210</td>
<td>Physical Geology &amp; Earth History: Time, Tectonics, Climate, and Life</td>
<td></td>
</tr>
</tbody>
</table>

Total Units 67

* No more than 9 hours may be from outside the department.

In addition to the major requirements above, students must satisfy various university and college requirements. See https://bulletin.case.edu/undergraduates/ and https://bulletin.case.edu/casdegree/#bachelorofsciencedegreetext.

Enough open electives to bring the total number of hours to at least 120 are required.

**Bachelor of Science in Applied Mathematics**

A student in this degree program must design a program of study in consultation with his or her academic advisor. This program of study must explicitly list the mathematics electives and the professional core in the area of application.

Areas of research in applied mathematics well represented in the department include:

- Applied dynamical systems
- Applied probability and stochastic processes
- Imaging
- Life science
- Scientific computing

Study plans with emphasis on areas of application closely related to mathematics but centered in other departments will also be considered. Such areas might include engineering applications, biology, cognitive science, or economics.

The BS degree in applied mathematics requires at least 50 hours of coursework in mathematics and related subjects, a 12 hour professional
core that is specific to the area of application of interest to the student, and at least 17 hours in basic science.

A. Mathematics requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 121</td>
<td>Calculus for Science and Engineering I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 122</td>
<td>Calculus for Science and Engineering II</td>
<td>4</td>
</tr>
<tr>
<td>or MATH 124</td>
<td>Calculus II</td>
<td></td>
</tr>
<tr>
<td>MATH 223</td>
<td>Calculus for Science and Engineering III</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 227</td>
<td>Calculus III</td>
<td></td>
</tr>
<tr>
<td>MATH 224</td>
<td>Elementary Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 228</td>
<td>Differential Equations</td>
<td></td>
</tr>
<tr>
<td>MATH 307</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 321</td>
<td>Fundamentals of Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 322</td>
<td>Fundamentals of Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 330</td>
<td>Introduction to Scientific Computing</td>
<td>3</td>
</tr>
<tr>
<td>One of the following two courses:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MATH 324</td>
<td>Introduction to Complex Analysis</td>
<td></td>
</tr>
<tr>
<td>MATH 425</td>
<td>Complex Analysis I</td>
<td></td>
</tr>
<tr>
<td>Approved mathematics electives:</td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>Four courses specific to the concentration area of interest to the student (12 units)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three MATH courses at the 300 level or higher (9 units)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Professional Core requirement

12 approved credit hours specific to an area of application. This requirement is intended to promote scientific breadth and encourage application of mathematics to other fields.

C. Other non-mathematics requirements

The following three courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 121</td>
<td>General Physics I - Mechanics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 122</td>
<td>General Physics II - Electricity and Magnetism</td>
<td></td>
</tr>
<tr>
<td>PHYS 221</td>
<td>Introduction to Modern Physics</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following sequences: 6-8

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 105 &amp; CHEM 106</td>
<td>Principles of Chemistry I and Principles of Chemistry II</td>
<td></td>
</tr>
<tr>
<td>CHEM 111 &amp; ENGR 145</td>
<td>Principles of Chemistry for Engineers and Chemistry of Materials</td>
<td></td>
</tr>
<tr>
<td>EEPS 110 &amp; EEPS 115</td>
<td>Physical Geology and Introduction to Oceanography</td>
<td></td>
</tr>
<tr>
<td>or EEPS 210</td>
<td>Earth History: Time, Tectonics, Climate, and Life</td>
<td></td>
</tr>
</tbody>
</table>

Total Units: 67-69

In addition to the major requirements above, students must satisfy various university and college requirements. See https://bulletin.case.edu/undergraduates/studies/degreeprograms/ and https://bulletin.case.edu/undergraduates/studies/casdegree/ #bachelorofscience#degreeText.

Enough open electives to bring the total number of hours to at least 120 are required.

Bachelor of Science in Mathematics and Physics

In contrast to the BS in applied mathematics or the BS in physics with a mathematical physics concentration, this degree provides a synergistic, coherent, and parallel education in mathematics and physics. To a close approximation, the challenging coursework corresponds to combining the mathematics and physics cores, with the Physics Laboratory cluster replaced by a single, fourth-year laboratory semester. The program is jointly administered by the Department of Physics and the Department of Mathematics, Applied Mathematics, and Statistics. Students may be advised by faculty members from either department.

The BS degree in mathematics and physics requires a total of 120 credits, including:

A. Mathematics requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 121</td>
<td>Calculus for Science and Engineering I</td>
<td>4</td>
</tr>
<tr>
<td>or MATH 123</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>MATH 122</td>
<td>Calculus for Science and Engineering II</td>
<td>4</td>
</tr>
<tr>
<td>or MATH 124</td>
<td>Calculus II</td>
<td></td>
</tr>
<tr>
<td>MATH 223</td>
<td>Calculus for Science and Engineering III</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 227</td>
<td>Calculus III</td>
<td></td>
</tr>
<tr>
<td>MATH 224</td>
<td>Elementary Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 228</td>
<td>Differential Equations</td>
<td></td>
</tr>
<tr>
<td>MATH 307</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 321</td>
<td>Fundamentals of Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 322</td>
<td>Fundamentals of Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 330</td>
<td>Introduction to Scientific Computing</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following two courses: 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 324</td>
<td>Introduction to Complex Analysis</td>
<td></td>
</tr>
<tr>
<td>MATH 425</td>
<td>Complex Analysis I</td>
<td></td>
</tr>
</tbody>
</table>

Approved Mathematics electives: 21

Four courses specific to the concentration area of interest to the student (12 units)

Three MATH courses at the 300 level or higher (9 units)

B. Physics requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 121</td>
<td>General Physics I - Mechanics</td>
<td>4</td>
</tr>
<tr>
<td>or PHYS 123</td>
<td>Physics and Frontiers I - Mechanics</td>
<td></td>
</tr>
<tr>
<td>PHYS 122</td>
<td>General Physics II - Electricity and Magnetism</td>
<td></td>
</tr>
<tr>
<td>or PHYS 124</td>
<td>Physics and Frontiers II - Electricity and Magnetism</td>
<td></td>
</tr>
<tr>
<td>PHYS 221</td>
<td>Introduction to Modern Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 310</td>
<td>Classical Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 313</td>
<td>Thermodynamics and Statistical Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 331</td>
<td>Introduction to Quantum Mechanics I</td>
<td>3</td>
</tr>
<tr>
<td>or PHYS 481</td>
<td>Quantum Mechanics I</td>
<td></td>
</tr>
<tr>
<td>PHYS 332</td>
<td>Introduction to Quantum Mechanics II</td>
<td>3</td>
</tr>
<tr>
<td>or PHYS 482</td>
<td>Quantum Mechanics II</td>
<td></td>
</tr>
</tbody>
</table>

Either PHYS 423 or both PHYS 324 and 325

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 423</td>
<td>Classical Electromagnetism</td>
<td></td>
</tr>
<tr>
<td>PHYS 424</td>
<td>Electricity and Magnetism I</td>
<td></td>
</tr>
<tr>
<td>PHYS 425</td>
<td>Electricity and Magnetism II</td>
<td></td>
</tr>
</tbody>
</table>
**PHYS 472**  Graduate Physics Laboratory  3

Advanced physics elective; one of the following: 3

- PHYS 315  Introduction to Solid State Physics
- PHYS 316  Introduction to Nuclear and Particle Physics
- PHYS 320  Introduction to Biological Physics
- PHYS 326  Physical Optics
- PHYS 327  Laser Physics
- PHYS 328  Cosmology and the Structure of the Universe
- PHYS 336  Modern Cosmology
- PHYS 365  General Relativity

**PHYS 315**  Introduction to Solid State Physics  3

**PHYS 316**  Introduction to Nuclear and Particle Physics  3

**PHYS 320**  Introduction to Biological Physics  3

**PHYS 326**  Physical Optics  3

**PHYS 327**  Laser Physics  3

**PHYS 328**  Cosmology and the Structure of the Universe  3

**PHYS 336**  Modern Cosmology  3

**PHYS 365**  General Relativity  3

Mathematical physics; two of the following: 6

- PHYS 250  Computational Methods in Physics  3
- PHYS 349  Methods of Mathematical Physics I  3
- PHYS 350  Methods of Mathematical Physics II  3

**C. Senior project and seminar; one of two options:** 6-7

**C. (i) Mathematics option**

- MATH 351  Senior Project for the Mathematics and Physics Program  3
- MATH 302  Departmental Seminar (or any SAGES departmental seminar in Mathematics)  3

**C. (ii) Physics option**

- PHYS 303  Advanced Laboratory Physics Seminar  3
- PHYS 351  Senior Physics Project  3
- PHYS 352  Senior Physics Project Seminar  3

**D. Other science requirements**

- CHEM 105  Principles of Chemistry I  3
- CHEM 111  Principles of Chemistry for Engineers  4
- CHEM 106  Principles of Chemistry II  3
- ENGR 145  Chemistry of Materials  4
- ENGR 131  Elementary Computer Programming  3
- or ECSE 132  Introduction to Programming in Java  3

**Total Units**  88-91

* If approved by the M&P committee, other science sequence courses may be substituted.

In addition to the major requirements above, students must satisfy various university and college requirements. See https://bulletin.case.edu/undergraduatestudies/degreeprograms/ and https://bulletin.case.edu/undergraduatestudies/graddegree/ bachelorofsciencedegreetext.

The total number of credit hours required for this degree is 120. (Because some requirements can be met in different ways, with different numbers of credit hours, the sample schedule below does not show exactly 120 hours; however, the credit hour requirement is 120 hours.)

**First Year**

- General Physics I - Mechanics (PHYS 121)  4
- or Physics and Frontiers I - Mechanics (PHYS 123)  4
- Calculus for Science and Engineering I (MATH 121)  4
- or Calculus II (MATH 127)  4
- Principles of Chemistry I (CHEM 105)  3
- or Principles of Chemistry for Engineers (CHEM 111)  4
- SAGES First Seminar  4
- General Physics II - Electricity and Magnetism (PHYS 122)  4
- or Physics and Frontiers II - Electricity and Magnetism (PHYS 124)  4
- Calculus for Science and Engineering II (MATH 122)  4
- or Calculus II (MATH 124)  4
- Principles of Chemistry II (CHEM 106)  3
- or Chemistry of Materials (ENGR 145)  4
- Other non-major course  3

**Second Year**

**Units**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Modern Physics (PHYS 221)</td>
<td>3</td>
</tr>
<tr>
<td>Calculus for Science and Engineering III (MATH 223)</td>
<td>3</td>
</tr>
<tr>
<td>or Calculus III (MATH 227)</td>
<td>3</td>
</tr>
<tr>
<td>Linear Algebra (MATH 307)</td>
<td>3</td>
</tr>
<tr>
<td>Non-major courses</td>
<td>6</td>
</tr>
<tr>
<td>Classical Mechanics (PHYS 310)</td>
<td>3</td>
</tr>
<tr>
<td>MP Group I*</td>
<td>3</td>
</tr>
<tr>
<td>Elementary Differential Equations (MATH 224)</td>
<td>3</td>
</tr>
<tr>
<td>or Differential Equations (MATH 228)</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Abstract Algebra (MATH 308)</td>
<td>3</td>
</tr>
<tr>
<td>or Introduction to Scientific Computing (MATH 330)</td>
<td>3</td>
</tr>
<tr>
<td>Non major course**</td>
<td>3</td>
</tr>
</tbody>
</table>

**Year Total:** 15 15

**Third Year**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thermodynamics and Statistical Mechanics (PHYS 313)</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Quantum Mechanics I (PHYS 331)</td>
<td>3</td>
</tr>
<tr>
<td>or Quantum Mechanics I (PHYS 481)</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Analysis I (MATH 321)</td>
<td>3</td>
</tr>
<tr>
<td>MP Group II*</td>
<td>3</td>
</tr>
<tr>
<td>Non-major courses**</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Quantum Mechanics II (PHYS 332)</td>
<td>3</td>
</tr>
<tr>
<td>or Quantum Mechanics II (PHYS 482)</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Analysis II (MATH 322)</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Complex Analysis (MATH 324)</td>
<td>3</td>
</tr>
<tr>
<td>MP Group III*</td>
<td>3</td>
</tr>
</tbody>
</table>

**Year Total:** 15 12

**Fourth Year**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 3XX***</td>
<td>3</td>
</tr>
<tr>
<td>MP Group IV*</td>
<td>3</td>
</tr>
<tr>
<td>SAGES Departmental Seminar or Capstone****</td>
<td>3</td>
</tr>
<tr>
<td>Classical Electromagnetism (PHYS 423)</td>
<td>3</td>
</tr>
<tr>
<td>Non-major course</td>
<td>3</td>
</tr>
</tbody>
</table>
Psychology, economics, accounting, or management science. Computer science, biology (molecular, organismal, or ecological), a second major. For example, students may combine statistics with actuarial theory and computation.

For the undergraduate student looking toward graduate school, the Bachelor of Arts in Statistics is the logical choice of program. The specific requirements are as follows:

**Bachelor of Arts in Statistics**

Students in statistics begin with a foundation in mathematics. Then they add statistical theory, plus intensive modern data analysis and a concentration in a field of their choice. The goal is to develop an appreciation of each facet of the discipline and a mastery of technical skills. This prepares students to enter a growing profession with opportunities in the academic, governmental, actuarial, and industrial spheres.

The BA degree in statistics requires a minimum of 50 hours of approved coursework, including 27 hours in statistics and the remainder in related disciplines and a substantive field of application. The specific requirements are as follows:

**Bachelor of Science in Statistics**

The BS degree in statistics requires a minimum of 62 hours of approved coursework, including 27 hours in statistics and the remainder in related disciplines and a substantive field of application. In addition to the requirements for the BA, the BS degree includes a laboratory science requirement. For students seriously interested in basic science, a natural science is the logical choice as a focus for the application, and the BS degree is the logical choice of program. The specific requirements are as follows:
A student in either the BA or the BS program in statistics may opt for a concentration in Actuarial Science, described below.

Actuarial Science

A student in either the BA or the BS program in statistics may opt for a concentration in Actuarial Science, the requirements of which exceed the basic major requirements. The basic major requirement of 15 hours in statistical methodology is increased to 18 hours, and these must include STAT 317, 318, and at least six additional hours of approved STAT courses. A student finishing this concentration will have completed at least 30 hours in statistics. Students in this concentration should consult with their advisors before choosing these courses, and for information about additional non-required courses that might be useful for actuarial science.

### Integrated BS/MS Program in Mathematics and/or Applied Mathematics

The integrated BS/MS program is intended for highly motivated candidates for the BS in mathematics and applied mathematics who wish to pursue an advanced degree. Application to the BS/MS program must be made after completion of 75 semester hours of coursework and prior to attaining senior status (completion of 90 semester hours). Generally, this means that a student will submit the application during his/her sixth semester of undergraduate course enrollment and will have no fewer than two semesters of remaining BS requirements to complete. Applicants should consult the dean of undergraduate studies.

A student admitted to the program may, in the senior year, take up to nine hours of graduate courses (400 level and above) that will count towards both BS and MS requirements. The courses to be doubled-counted must be specified at the time of application. Any undergraduate coursework that is to be applied to the MS must be beyond that used to satisfy BS degree requirements and must conform to university, graduate school, and department rules. Students may petition to transfer graduate coursework taken prior to application to the BS/MS program subject to the rules of the graduate school.

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

### Integrated BS/MS in Applied Mathematics and Another Discipline

There is the possibility of an integrated five-year study plan leading to a BS in applied mathematics and an MS in the area of application. In order to complete the requirements for the BS/MS in five years, students must choose an area outside mathematics that integrates well with mathematics, such as computing/information science, operations research, systems engineering, control theory, biology, or cognitive science. The general academic requirements for Integrated BS/MS programs must be followed. (Since the graduate courses required for the MS degree are determined by the respective department, each student in the dual-degree program should have a secondary advisor in that department, starting no later than the junior year, and should consult with this advisor concerning requirements for the MS degree.)
In addition to the BS or BA requirements, a combined degree program must include:

1. STAT 455 (3 credits) and STAT 495A (3 credits).
2. At least 15 additional (beyond courses counted in requirement 1) credit hours of approved courses in statistical theory and methodology. Of these, at least 6 credit hours have to be chosen from STAT offerings numbered 400 and higher. The remaining credits can be chosen from STAT offerings numbered 300 and higher, or approved courses in statistical methodology or probability taught in biostatistics, computer science, economics, mathematics, operations research, systems engineering, etc. Credit hours for an MS thesis (STAT 651) or project (STAT 621) may be counted towards this requirement.
3. The student must pass a comprehensive exam. In conjunction with a faculty mentor, the student may substitute the comprehensive examination requirement with an expository or original thesis, which will count as 6 credit hours of coursework (STAT 651). This thesis will be defended in the course of an oral examination, during which the student would be questioned about the thesis and related topics. These two variants correspond to the graduate school’s Master’s (non-thesis) and Master’s (thesis) options.

Students are strongly encouraged to include advanced expository or technical writing courses in their programs. In the course of completing this integrated bachelor’s/master’s program, a student must have taken at least 48 credit hours of statistical coursework.

**Minor in Mathematics**

A minor in mathematics is available to all undergraduates. The minor in mathematics requires 17 hours in MATH, at least 6 of which must be at the 300 level (or above).

**Minor in Statistics**

A minor in statistics requires a minimum of 15 credit hours of approved coursework. The minor must satisfy the requirements below and must include a minimum of 12 credit hours in STAT courses.

One of the following sequences:

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 243 &amp; STAT 244</td>
<td>6</td>
</tr>
<tr>
<td>&amp; STAT 445</td>
<td>Statistical Theory with Application I and Statistical Theory with Application II</td>
</tr>
<tr>
<td>&amp; STAT 346</td>
<td>Theoretical Statistics I and Theoretical Statistics II</td>
</tr>
<tr>
<td>Or other approved sequence</td>
<td></td>
</tr>
</tbody>
</table>

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 312</td>
<td>Basic Statistics for Engineering and Science</td>
</tr>
<tr>
<td>STAT 313</td>
<td>Statistics for Experimenters</td>
</tr>
<tr>
<td>STAT 332</td>
<td>Statistics for Signal Processing</td>
</tr>
<tr>
<td>STAT 333</td>
<td>Uncertainty in Engineering and Science</td>
</tr>
<tr>
<td>STAT 325</td>
<td>Data Analysis and Linear Models</td>
</tr>
</tbody>
</table>

Two approved elective courses numbered 300 or above. 6

**Total Units** 15

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**Graduate Programs**

The Department of Mathematics, Applied Mathematics, and Statistics offers the following degree programs:

- Mathematics MS
- Applied Mathematics MS
- Mathematics PhD
- Applied Mathematics PhD
- Statistics MS
- Statistics PhD (not currently admitting students)
- various Integrated Bachelor/Master programs, which are described in the Undergraduate section (p. 407).

A student must satisfy all of the general requirements of the School of Graduate Studies (p. 1333) as well as the more specific requirements of the department to earn either a master’s or doctoral degree. Each graduate student is assigned an academic advisor upon matriculation. The academic advisor’s primary responsibility is to help the student plan an appropriate and sufficiently broad program of coursework and study that will satisfy both the degree requirements and the special interests of the student. With the aid of the academic advisor, each student must present a study plan indicating how he or she intends to satisfy the requirements for a graduate degree. At the appropriate time, PhD students are also required to form a thesis advising committee, including a research advisor, in order to draft a syllabus for and schedule an area exam. Master’s students completing a thesis as part of their program will also form a thesis committee, chaired by their research advisor, to advise on and evaluate both the thesis and its oral defense.

The main requirements for each degree program are below.

**Master of Science in Mathematics**

A minimum of 30 credit hours of approved coursework, at least 18 of which must be at the 400 level or higher, is required for the MS degree in mathematics. The 30 credit hours required for graduation must include 6 credits each from two of the following three basic areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract Algebra</td>
<td>MATH 401 (Abstract Algebra I) MATH 402 (Abstract Algebra II)</td>
</tr>
<tr>
<td>Analysis</td>
<td>MATH 423 (Introduction to Real Analysis I) MATH 424 (Introduction to Real Analysis II) MATH 425 (Complex Analysis I)</td>
</tr>
<tr>
<td>Geometry and Topology</td>
<td>MATH 461 (Introduction to Topology) MATH 462 (Algebraic Topology) MATH 465 (Differential Geometry) MATH 467 (Differentiable Manifolds)</td>
</tr>
</tbody>
</table>

The student must pass a comprehensive oral examination on three areas, two of which must be selected from the basic ones listed above (although no particular courses are specified). The third area for the examination may be any approved subject.

A student in the MS program in mathematics may substitute an expository or original thesis, which will count as 6 credit hours of coursework, for the comprehensive examination requirement. The thesis will be defended in the course of an oral examination, during which the
A student will be questioned about the thesis and related topics. These two variants correspond to the graduate school’s Master’s Thesis and Master’s Non-Thesis options.

**Master of Science in Applied Mathematics**
The department offers specialized programs in applied mathematics. For each of the programs, there is a minimum requirement of 30 credit hours of coursework, at least 18 of which must be at the 400 level or higher. Students in the program must complete coursework requirements in each of the following groups:

- At least 15 hours of courses designated MATH
- At least 6 hours of courses not designated MATH
- 6 hours of thesis work (see below) or successful completion of a comprehensive exam

Given the great diversity of topics used in applications, there cannot be a large common core of requirements for the MS in applied mathematics. Still, all students pursuing this degree are strongly advised to take MATH 431 Introduction to Numerical Analysis I and MATH 441 Mathematical Modeling. In addition, to add breadth to the student’s education, the set of courses taken within the department must include three credit hours of approved coursework in at least three of the following seven breadth areas. Examples of acceptable courses in each area are listed below; other courses require approval of a student petition by the department graduate committee. Although some courses are listed in multiple areas, a course may be used to satisfy only one breadth area requirement.

**Applied Mathematics Breadth Areas**

**Analysis and Linear Analysis:**
- MATH 471 Advanced Engineering Mathematics
- MATH 423 Introduction to Real Analysis I
- MATH 405 Advanced Matrix Analysis

**Probability and its Applications:**
- MATH 439 Bayesian Scientific Computing
- MATH 491 Probability I
- MATH 419 Applied Probability and Stochastic Processes for Biology

**Numerical Analysis and Scientific Computing:**
- MATH 431 Introduction to Numerical Analysis I
- MATH 432 Numerical Differential Equations
- MATH 433 Numerical Solutions of Nonlinear Systems and Optimization

**Differential Equations:**
- MATH 435 Ordinary Differential Equations
- MATH 445 Introduction to Partial Differential Equations
- MATH 449 Dynamical Models for Biology and Medicine

**Inverse Problems and Imaging:**
- MATH 439 Bayesian Scientific Computing
- MATH 440 Computational Inverse Problems
- MATH 473 Introduction to Mathematical Image Processing and Computer Vision

**Logic and Discrete Mathematics:**
- MATH 406 Mathematical Logic and Model Theory
- MATH 408 Introduction to Cryptology

**Life Science:**
- MATH 419 Applied Probability and Stochastic Processes for Biology
- MATH 444 Mathematics of Data Mining and Pattern Recognition
- MATH 478 Computational Neuroscience

* Not suitable for credit towards the PhD requirements.

Other suitable courses for students in applied mathematics include:

- MATH 424 Introduction to Real Analysis II 3
- MATH 425 Complex Analysis I 3
- MATH 427 Convexity and Optimization 3
- MATH 444 Mathematics of Data Mining and Pattern Recognition 3
- MATH 492 Probability II 3

The student must pass a comprehensive oral examination on three areas, two of which must be on the list of breadth areas (although no particular courses are specified). The third area for the examination may be any approved subject.

A student in the MS program in applied mathematics may substitute the comprehensive examination requirement with an expository or original thesis, which will count as 6 credit hours of coursework. The thesis will be defended in the course of an oral examination, during which the student will be questioned about the thesis and related topics. These two variants correspond to the graduate school’s Master’s Thesis and Master’s Non-Thesis options.

**PhD Programs in Mathematics and Applied Mathematics**

The doctorate is conferred not merely upon completion of a stipulated course of study, but rather upon clear demonstration of scholarly attainment and capability of original research work in mathematics. A doctoral student may plan either a traditional program of studies in mathematics or a program of studies oriented toward applied mathematics.

In addition to the doctoral coursework, all PhD students must complete the following specific requirements:

**Qualifying Exams**

Each student will be required to take two written qualifying exams. In the mathematics program the exams will be in real analysis and abstract algebra, and in the applied mathematics the exams will be in numerical analysis and modeling. Syllabi for the exams are available to students. Exams will be offered twice a year, usually in January and May. Students may attempt each exam up to two times. Under normal circumstances, students are expected to have passed both exams by the end of their fifth semester.

**Area Exam**
Each student will be required to pass an oral area examination showing knowledge of the background and literature in the chosen area of specialization. The exam will be administered by the student’s advising committee, chaired by the research advisor. The exam should normally take place within one year after final passage of the qualifying examinations and at least one year before the defense takes place. A student may retake the area exam once.

A written syllabus, with a list of the papers for which the student will be responsible, should be prepared and agreed upon by the student and advising committee at least two months before the exam takes place, at which time a specific date and time for the exam should be decided. Both the syllabus and the scheduled date of the exam should then be reported to the graduate committee. Once the syllabus and exam date have been reported to the graduate committee, the student will advance to PhD candidacy.

**Yearly Progress Reports**

After passing the area exam, students will present yearly progress reports to their advising committees, usually in April. These reports will consist of both a written summary of progress and an oral presentation delivered to the advising committee.

**Dissertation, Expository Talk, and Defense**

Students are required to produce a written dissertation and present an oral defense. The dissertation is expected to constitute an original contribution to mathematical knowledge. It must be provided to the defense committee (the composition of which is discussed below) at least 10 days prior to the defense. Students are required to give a colloquium-level presentation of their thesis work, open to all students and faculty, followed by an oral defense of the thesis work to the defense committee. The committee consists of at least four faculty members, including the student’s research advisor and at least one outside faculty member.

Deadlines for the thesis defense and approval of the dissertation are determined by the School of Graduate Studies. It is the student’s responsibility to be aware of deadlines and make sure they are met.

**Petitions**

Any exceptions to departmental regulations or requirements must have the formal approval of the department’s graduate committee. Such exceptions are to be sought by a written petition, approved by the student’s advisory committee or research advisor, to the graduate committee.

Any exception to university rules and regulations must be approved by the dean of graduate studies. Such exceptions are to be sought by presenting a written petition to the graduate committee for departmental endorsement and approval prior to forwarding the petition to the dean.

**Mathematics PhD**

A student in the traditional mathematics program must demonstrate knowledge of the basic concepts and techniques of algebra, analysis (real and complex), and topology. This includes taking all courses in the three basic areas and successfully completing qualifying examinations in algebra and analysis. Mathematics PhD students must take 36 credit hours of approved courses with a grade average of B or better. For students entering with a master’s degree in a mathematical subject compatible with our program, as determined by the graduate committee, this requirement is reduced to 18 credit hours of approved courses.

**Qualifying Examination**

The written qualifying examination requirements are listed above.

**Area Examination**

A doctoral student in the mathematics program must pass an oral area examination in his or her chosen area of specialization. The subjects for the area exam will be determined by the student and their advising committee. Past topics have included complex analysis, control and calculus of variations, differential equations, dynamical systems, functional analysis, geometry, probability, and topology.

**Course requirements**

<table>
<thead>
<tr>
<th>Abstract Algebra:</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 401</td>
<td>Abstract Algebra I</td>
</tr>
<tr>
<td>MATH 402</td>
<td>Abstract Algebra II</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analysis:</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 423</td>
<td>Introduction to Real Analysis I</td>
</tr>
<tr>
<td>MATH 424</td>
<td>Introduction to Real Analysis II</td>
</tr>
<tr>
<td>MATH 425</td>
<td>Complex Analysis I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Geometry and topology; one of:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 461</td>
<td>Introduction to Topology</td>
</tr>
<tr>
<td>MATH 462</td>
<td>Algebraic Topology</td>
</tr>
<tr>
<td>MATH 465</td>
<td>Differential Geometry</td>
</tr>
<tr>
<td>MATH 467</td>
<td>Differentiable Manifolds</td>
</tr>
</tbody>
</table>

18 credit hours of approved coursework 18

**Total Units** 36

A student with a master’s degree in a mathematical subject compatible with our program, as determined by the graduate committee, must take 18 credit hours of approved courses. The graduate committee will determine which of the specific course requirements stated above have been satisfied by the master’s coursework.

**Applied Mathematics PhD**

A student in the applied mathematics program must demonstrate knowledge of scientific computing, mathematical modeling, and differential equations. Students must take 36 credit hours of approved courses with a grade average of B or better. For students entering with a master’s degree in a mathematical subject compatible with our program, as determined by the graduate committee, this requirement is reduced to 18 credit hours of approved courses. This includes taking qualifying examinations in the areas of computational mathematics and mathematical modeling, and taking certain courses in these three areas, as specified below.

**Qualifying Examination**

The written qualifying examination requirements are listed above.

**Area Examination**

A doctoral student in the applied mathematics program must take an oral area examination in his or her chosen area of specialization. The subjects for the area exam will be determined by the student and their advising committee. Past topics have included fluid mechanics, statistical mechanics, epidemiology, neuroscience, inverse problems, and imaging.
Course requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 431</td>
<td>Introduction to Numerical Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 441</td>
<td>Mathematical Modeling</td>
<td>3</td>
</tr>
<tr>
<td>One of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 432</td>
<td>Numerical Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 433</td>
<td>Numerical Solutions of Nonlinear Systems and Optimization</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following: 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 435</td>
<td>Ordinary Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 445</td>
<td>Introduction to Partial Differential Equations</td>
<td>3</td>
</tr>
</tbody>
</table>

24 hours of approved courses * 24

Total Units 36

* Must include at least 9 hours of courses designated MATH and at least 9 credit hours not designated MATH.

Applied Mathematics PhD students are subject to the same breadth requirements as students pursuing the MS degree in applied mathematics (see above). For students entering with a master's degree, this can be modified, as described below.

A student with a master's degree in a mathematical subject compatible with our program, as determined by the graduate committee, must take 18 credit hours of approved courses, which must include at least 6 credit hours of courses offered outside the Department of Mathematics, Applied Mathematics, and Statistics and at least 9 credit hours offered by the Department of Mathematics, Applied Mathematics, and Statistics. The graduate committee will determine which of the specific course requirements stated above have been satisfied by the master's coursework.

Sample study plans for students with concentrations in scientific computing, imaging, mathematical biology, and stochastics follow. Alternate study plans may also be approved by the graduate committee.

Scientific Computing Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MATH 431</td>
<td>Introduction to Numerical Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 432</td>
<td>Numerical Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 433</td>
<td>Numerical Solutions of Nonlinear Systems and Optimization</td>
<td>3</td>
</tr>
<tr>
<td>MATH 439</td>
<td>Bayesian Scientific Computing</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 440</td>
<td>Computational Inverse Problems</td>
<td>3</td>
</tr>
<tr>
<td>MATH 441</td>
<td>Mathematical Modeling</td>
<td>3</td>
</tr>
<tr>
<td>MATH 445</td>
<td>Introduction to Partial Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 449</td>
<td>Dynamical Models for Biology and Medicine</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 478</td>
<td>Computational Neuroscience</td>
<td>3</td>
</tr>
</tbody>
</table>

Application area 9

Imaging Concentration

<table>
<thead>
<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td>MATH 431</td>
<td>Introduction to Numerical Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 432</td>
<td>Numerical Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 433</td>
<td>Numerical Solutions of Nonlinear Systems and Optimization</td>
<td>3</td>
</tr>
<tr>
<td>MATH 439</td>
<td>Bayesian Scientific Computing</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 440</td>
<td>Computational Inverse Problems</td>
<td>3</td>
</tr>
<tr>
<td>MATH 441</td>
<td>Mathematical Modeling</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 444</td>
<td>Mathematics of Data Mining and Pattern Recognition</td>
<td>3</td>
</tr>
<tr>
<td>MATH 445</td>
<td>Introduction to Partial Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>EBME 410</td>
<td>Medical Imaging Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>MATH 473</td>
<td>Introduction to Mathematical Image Processing and Computer Vision</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 431</td>
<td>Physics of Imaging</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 460</td>
<td>Advanced Topics in NMR Imaging</td>
<td>3</td>
</tr>
</tbody>
</table>

Life Science Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MATH 419</td>
<td>Applied Probability and Stochastic Processes for Biology</td>
<td>3</td>
</tr>
<tr>
<td>MATH 431</td>
<td>Introduction to Numerical Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 432</td>
<td>Numerical Differential Equations</td>
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<td>Dynamical Models for Biology and Medicine</td>
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<td>MATH 478</td>
<td>Computational Neuroscience</td>
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Application area 9

Stochastics Concentration

<table>
<thead>
<tr>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MATH 419</td>
<td>Applied Probability and Stochastic Processes for Biology</td>
<td>3</td>
</tr>
<tr>
<td>MATH 423</td>
<td>Introduction to Real Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 424</td>
<td>Introduction to Real Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 431</td>
<td>Introduction to Numerical Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 441</td>
<td>Mathematical Modeling</td>
<td>3</td>
</tr>
<tr>
<td>MATH 491</td>
<td>Probability I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 492</td>
<td>Probability II</td>
<td>3</td>
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</tbody>
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Application area 9

Master of Science in Statistics

The dual core of the MS program in statistics is mathematical statistics and modern data analysis, with the option of a special Entrepreneurial Track. Expanding from this core, students develop technical facilities in a variety of statistical methodologies. This breadth of competence is designed to equip graduates to go beyond the appropriate choice of method for implementation and to be able to adapt these techniques and to construct new methods to meet the specific objectives and constraints of new situations. The MS degree in statistics requires a minimum of 30 hours of approved coursework in statistics and related disciplines, at least 18 of which must be at the 400 level or higher. Each student's program is developed in consultation with a faculty mentor. Required courses are the following:

<table>
<thead>
<tr>
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<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>STAT 425</td>
<td>Data Analysis and Linear Models and Multivariate Analysis and Data Mining</td>
<td>6</td>
</tr>
<tr>
<td>STAT 445</td>
<td>Theoretical Statistics I</td>
<td>6</td>
</tr>
<tr>
<td>STAT 455</td>
<td>Linear Models</td>
<td>3</td>
</tr>
</tbody>
</table>

* Must include at least 9 hours of courses designated MATH and at least 9 credit hours not designated MATH.
The student must pass a comprehensive written exam. In conjunction with a faculty mentor, the student may substitute the comprehensive examination requirement with an expository or original thesis, which will count as 6 credit hours of coursework (STAT 651). This thesis would be defended in the course of an oral examination, during which the student would be questioned about the thesis and related topics. These two variants correspond to the graduate school's Master's Non-Thesis and Master's Thesis options.

Entrepreneurial Track

The Master of Science in Statistics—Entrepreneurial Track (MSS-ET) is a professional degree designed to provide training in statistics focused on developing data analysis and decision-making skills in industrial, government, and consulting environments where uncertainties and related risks are present. It expands our master's program in statistics by creating a professional track that includes some business training. The Entrepreneurial Track provides instruction and real-world business experience to students who have a background in statistics and a vision for new and growing ventures. The MSS–ET program requires a minimum of 30 credit hours.

The required New Venture Creation and Technology Entrepreneurship courses will be offered by the Weatherhead School of Management. Students on internships will sign up for the consulting forum sequence. In addition, students are required to participate in an intensive (up to 30 hours) one-week annual workshop on the industrial use of statistics from the management perspective. This non-credit workshop will take place during the fall or spring undergraduate breaks.

Statistics PhD

Please note: Currently, admission to the doctoral program in Statistics is frozen due to reorganization of the program (students are being accepted into the master's program in Statistics). Please check with the department for the latest update.

The doctoral program focuses on research, with a plan of study devoted to the development of statistical methodology or theory with innovative applications. Graduates will be able both to extend the theoretical basis for statistics and to bring statistical thought to scientific research in other fields. The objective of preparing students to collaborate in interdisciplinary work demands breadth as well, so advanced knowledge of a substantive field and participation in the collaborative experience are also integral to the program.

Students planning to enter the doctoral program in statistics should obtain information from the departmental office. Plans of study are prepared individually by the graduate student and a faculty advisor to develop the talents and interests of each student.

MATH Courses

MATH 120. Elementary Functions and Analytic Geometry. 3 Units.
Polynomial, rational, exponential, logarithmic, and trigonometric functions (emphasis on computation, graphing, and location of roots) straight lines and conic sections. Primarily a precalculus course for the student without a good background in trigonometric functions and graphing and/or analytic geometry. Not open to students with credit for MATH 121 or MATH 125. Prereq: Three years of high school mathematics.

MATH 121. Calculus for Science and Engineering I. 4 Units.
Functions, analytic geometry of lines and polynomials, limits, derivatives of algebraic and trigonometric functions. Definite integral, antiderivatives, fundamental theorem of calculus, change of variables. Recommended preparation: Three and one half years of high school mathematics. Credit for at most one of MATH 121, MATH 123 and MATH 125 can be applied to hours required for graduation. Counts for CAS Quantitative Reasoning Requirement. Prereq: MATH 120 or a score of 30 on the mathematics diagnostic test or exempt from the mathematics diagnostic test.

MATH 122. Calculus for Science and Engineering II. 4 Units.
Continuation of MATH 121. Exponentials and logarithms, growth and decay, inverse trigonometric functions, related rates, basic techniques of integration, area and volume, polar coordinates, parametric equations. Taylor polynomials and Taylor's theorem. Credit for at most one of MATH 122, MATH 124, and MATH 126 can be applied to hours required for graduation. Prereq: MATH 121, MATH 123 or MATH 126.

MATH 123. Calculus I. 4 Units.
Limits, continuity, derivatives of algebraic and transcendental functions, including applications, basic properties of integration. Techniques of integration and applications. Students must have 31/2 years of high school mathematics. Credit for at most one of MATH 121, MATH 123, and MATH 125 can be applied to hours required for graduation. Counts for CAS Quantitative Reasoning Requirement.

MATH 124. Calculus II. 4 Units.
Review of differentiation. Techniques of integration, and applications of the definite integral. Parametric equations and polar coordinates. Taylor's theorem. Sequences, series, power series. Complex arithmetic. Introduction to multivariable calculus. Credit for at most one of MATH 122, MATH 124, and MATH 126 can be applied to hours required for graduation. Prereq: MATH 121 and placement by department.

MATH 125. Math and Calculus Applications for Life, Managerial, and Social Sci I. 4 Units.
Discrete and continuous probability; differential and integral calculus of one variable; graphing, related rates, maxima and minima. Integration techniques, numerical methods, volumes, areas. Applications to the physical, life, and social sciences. Students planning to take more than two semesters of introductory mathematics should take MATH 121. Recommended preparation: Three and one half years of high school mathematics. Credit for at most one of MATH 121, MATH 123, and MATH 125 can be applied to hours required for graduation. Counts for CAS Quantitative Reasoning Requirement. Prereq: MATH 120 or a score of 30 on the mathematics diagnostic test or exempt from the mathematics diagnostic test.

MATH 126. Math and Calculus Applications for Life, Managerial, and Social Sci II. 4 Units.
Continuation of MATH 125 covering differential equations, multivariable calculus, discrete methods. Partial derivatives, maxima and minima for functions of two variables, linear regression. Differential equations; first and second order equations, systems, Taylor series methods; Newton's method; difference equations. Credit for at most one of MATH 122, MATH 124, and MATH 126 can be applied to hours required for graduation. Prereq: MATH 121, MATH 123 or MATH 125.
MATH 150. Mathematics from a Mathematician’s Perspective. 3 Units.
An interesting and accessible mathematical topic not covered in the standard curriculum is developed. Students are exposed to methods of mathematical reasoning and historical progression of mathematical concepts. Introduction to the way mathematicians work and their attitude toward their profession. Should be taken in freshman year to count toward a major in mathematics. Prereq: Three and one half years of high school mathematics. Counts for CAS Quantitative Reasoning Requirement.

MATH 201. Introduction to Linear Algebra for Applications. 3 Units.
Matrix operations, systems of linear equations, vector spaces, subspaces, bases and linear independence, eigenvalues and eigenvectors, diagonalization of matrices, linear transformations, determinants. Less theoretical than MATH 307. Appropriate for majors in science, engineering, economics. Prereq: MATH 122, MATH 124 or MATH 126.

MATH 223. Calculus for Science and Engineering III. 3 Units.
Introduction to vector algebra; lines and planes. Functions of several variables: partial derivatives, gradients, chain rule, directional derivative, maxima/minima. Multiple integrals, cylindrical and spherical coordinates. Derivatives of vector valued functions, velocity and acceleration. Vector fields, line integrals, Green’s theorem. Credit for at most one of MATH 223 and MATH 227 can be applied to hours required for graduation. Prereq: MATH 122 or MATH 124.

MATH 224. Elementary Differential Equations. 3 Units.
A first course in ordinary differential equations. First order equations and applications, linear equations with constant coefficients, linear systems, Laplace transforms, numerical methods of solution. Credit for at most one of MATH 224 and MATH 228 can be applied to hours required for graduation. Prereq: MATH 223 or MATH 227.

MATH 227. Calculus III. 3 Units.
Vector algebra and geometry. Linear maps and matrices. Calculus of vector valued functions. Derivatives of functions of several variables. Multiple integrals. Vector fields and line integrals. Credit for at most one of MATH 223 and MATH 227 can be applied to hours required for graduation. Prereq: MATH 124 and placement by the department.

MATH 228. Differential Equations. 3 Units.
Elementary ordinary differential equations: first order equations; linear systems; applications; numerical methods of solution. Credit for at most one of MATH 224 and MATH 228 can be applied to hours required for graduation. Prereq: MATH 227 or placement by the department.

MATH 301. Undergraduate Reading Course. 1 - 3 Units.
Students must obtain the approval of a supervising professor before registration. More than one credit hour must be approved by the undergraduate committee of the department.

MATH 302. Departmental Seminar. 3 Units.
A seminar devoted to understanding the formulation and solution of mathematical problems. SAGES Department Seminar. Students will investigate, from different possible viewpoints, via case studies, how mathematics advances as a discipline—what mathematicians do. The course will largely be in a seminar format. There will be two assignments involving writing in the style of the discipline. Enrollment by permission (limited to majors depending on demand). Counts as SAGES Departmental Seminar.

MATH 303. Elementary Number Theory. 3 Units.
Primes and divisibility, theory of congruencies, and number theoretic functions. Diophantine equations, quadratic residue theory, and other topics determined by student interest. Emphasis on problem solving (formulating conjectures and justifying them). Prereq: MATH 122 or MATH 124.

MATH 304. Discrete Mathematics. 3 Units.
A general introduction to basic mathematical terminology and the techniques of abstract mathematics in the context of discrete mathematics. Topics introduced are mathematical reasoning, Boolean connectives, deduction, mathematical induction, sets, functions and relations, algorithms, graphs, combinatorial reasoning. Offered as CSDS 302, ECSE 302 and MATH 304. Prereq: MATH 122 or MATH 124 or MATH 126.

MATH 305. Introduction to Advanced Mathematics. 3 Units.
A course on the theory and practice of writing, and reading mathematics. Main topics are logic and the language of mathematics, proof techniques, set theory, and functions. Additional topics may include introductions to number theory, group theory, topology, or other areas of advanced mathematics. Prereq: MATH 122, MATH 124 or MATH 126.

MATH 307. Linear Algebra. 3 Units.
A course in linear algebra that studies the fundamentals of vector spaces, inner product spaces, and linear transformations on an axiomatic basis. Topics include: solutions of linear systems, matrix algebra over the real and complex numbers, linear independence, bases and dimension, eigenvalues and eigenvectors, singular value decomposition, and determinants. Other topics may include least squares, general inner product and normed spaces, orthogonal projections, finite dimensional spectral theorem. This course is required of all students majoring in mathematics and applied mathematics. More theoretical than MATH 201. Prereq: MATH 122 or MATH 124.

MATH 308. Introduction to Abstract Algebra. 3 Units.
A first course in abstract algebra, studied on an axiomatic basis. The major algebraic structures studied are groups, rings and fields. Topics include homomorphisms and quotient structures. This course is required of all students majoring in mathematics. It is helpful, but not necessary, for a student to have taken MATH 307 before MATH 308. Prereq: MATH 122 or MATH 124.
MATH 319. Applied Probability and Stochastic Processes for Biology. 3 Units.
Applications of probability and stochastic processes to biological systems. Mathematical topics will include: introduction to discrete and continuous probability spaces (including numerical generation of pseudo random samples from specified probability distributions), Markov processes in discrete and continuous time with discrete and continuous sample spaces, point processes including homogeneous and inhomogeneous Poisson processes and Markov chains on graphs, and diffusion processes including Brownian motion and the Ornstein-Uhlenbeck process. Biological topics will be determined by the interests of the students and the instructor. Likely topics include: stochastic ion channels, molecular motors and stochastic ratchets, actin and tubulin polymerization, random walk models for neural spike trains, bacterial chemotaxis, signaling and genetic regulatory networks, and stochastic predator-prey dynamics. The emphasis will be on practical simulation and analysis of stochastic phenomena in biological systems. Numerical methods will be developed using a combination of MATLAB, the R statistical package, MCell, and/or URDME, at the discretion of the instructor. Student projects will comprise a major part of the course. Offered as BIOL 319, ECSE 319, MATH 319, SYBB 319, BIOL 419, EBiME 419, MATH 419, PHOL 419, and SYBB 419. Prereq: MATH 224 or MATH 223 and BIOL 300 or BIOL 306 and MATH 201 or MATH 307 or consent of instructor.

MATH 321. Fundamentals of Analysis I. 3 Units.
Abstract mathematical reasoning in the context of analysis in Euclidean space. Introduction to formal reasoning, sets and functions, and the number systems. Sequences and series; Cauchy sequences and convergence. Required for all mathematics majors. Additional work required for graduate students. (May not be taken for graduate credit by graduate students in the Department of Mathematics.) Offered as MATH 321 and MATH 421. Prereq: MATH 223 or MATH 227.

MATH 322. Fundamentals of Analysis II. 3 Units.
Continuation of MATH 321. Point-set topology in metric spaces with attention to n-dimensional space; completeness, compactness, connectedness, and continuity of functions. Topics in sequences, series of functions, uniform convergence, Fourier series and polynomial approximation. Theoretical development of differentiation and Riemann integration. Required for all mathematics majors. Additional work required for graduate students. (May not be taken for graduate credit by graduate students in the Department of Mathematics.) Offered as MATH 322 and MATH 422. Prereq: MATH 321.

MATH 324. Introduction to Complex Analysis. 3 Units.

MATH 327. Convexity and Optimization. 3 Units.
Introduction to the theory of convex sets and functions and to the extremes in problems in areas of mathematics where convexity plays a role. Among the topics discussed are basic properties of convex sets (extreme points, facial structure of polytopes), separation theorems, duality and polars, properties of convex functions, minima and maxima of convex functions over convex set, various optimization problems. Offered as MATH 327, MATH 427, and OPRE 427. Prereq: MATH 223 or MATH 227.

MATH 330. Introduction to Scientific Computing. 3 Units.
An introductory survey to Scientific Computing from principles to applications. Topics which will be covered in the course include: solution of linear systems and least squares, approximation and interpolation, solution of nonlinear systems, numerical integration and differentiation, and numerical solution of differential equations. Projects where the numerical methods are used to solve problems from various application areas will be assigned throughout the semester. Prereq: MATH 224 or MATH 228. Coreq: MATH 201 or MATH 307.

MATH 332. Equations that Changed the World. 3 Units.
This course will introduce students to some of the fundamental equations that changed the worlds. One equation a week, the students will investigate the mathematics behind some of the most influential equations or ideas, e.g., the Fourier Transform, Maxwell’s equations, Schrödinger’s equation and the wave equation. Students will research the scientific and social climate in which the equations emerged, and report the impact that the equations have had on the way we see the world and live our lives today. The class will alternate between lectures, where the instructor introduce the mathematical background needed to state and understand for the equation, and presentations, in which the students will present the results of their investigations. The students will be required to write a term paper related to a particular equation and to give a final presentation. The grading will address both the mathematical maturity of the students and the organization and presentation of the paper. Counts as SAGES Departmental Seminar. Prereq: (MATH 223 or MATH 227) and (MATH 224 or 228).

MATH 333. Mathematics and Brain. 3 Units.
This course is intended for upper level undergraduate students in Mathematics, Cognitive Science, Biomedical Engineering, Biology or Neuroscience who have an interest in quantitative investigation of the brain and its functions. Students will be introduced to a variety of mathematical techniques needed to model and simulate different brain functions, and to analyze the results of the simulations and of available measured data. The mathematical exposition will be followed—when appropriate—by the corresponding implementation in Matlab. The course will cover some basic topics in the mathematical aspects of differential equations, electromagnetism, inverse problems and imaging related to brain functions. Validation and falsification of the mathematical models in the light of available experimental data will be addressed. This course will be a first step towards organizing the different brain investigative modalities within a unified mathematical framework. Lectures will include a discussion portion. A final presentation and written report are part of the course requirements. Counts as SAGES Departmental Seminar. Prereq: MATH 224 or MATH 228.

MATH 338. Introduction to Dynamical Systems. 3 Units.
Nonlinear discrete dynamical systems in one and two dimensions. Chaotic dynamics, elementary bifurcation theory, hyperbolicity, symbolic dynamics, structural stability, stable manifold theory. Prereq: MATH 223 or MATH 227.

MATH 343. Theoretical Computer Science. 3 Units.
Introduction to different classes of automata and their correspondence to different classes of formal languages and grammars, computability, complexity and various proof techniques. Offered as CSDS 343 and MATH 343. Prereq: MATH 304 and CSDS 310.
MATH 351. Senior Project for the Mathematics and Physics Program. 2 Units.
A two-semester course (2 credits per semester) in the joint B.S. in Mathematics and Physics program. Project based on numerical and/or theoretical supervision under the supervision of a mathematics faculty member, possibly jointly with a faculty member from physics. Study of the techniques utilized in a specific research area and of recent literature associated with the project. Work leading to meaningful results which are to be presented as a term paper and an oral report at the end of the second semester. Supervising faculty will review progress with the student on a regular basis, including detailed progress reports made twice each semester, to ensure successful completion of the work. Counts as SAGES Senior Capstone.

MATH 352. Mathematics Capstone. 3 Units.
Mathematics Capstone Project. Students pursue theoretical, experimental, or teaching research under the supervision of a Capstone Advisor—ordinarily a member of the MAMS Department faculty. Results and conclusions of the project are summarized in written form and in a public presentation, e.g., in the annual MAMS Capstone Symposium, or in the CWRU Intersections Symposium and Poster Sessions. In order to register, a student must first obtain the consent of a Capstone Advisor. Students are strongly encouraged to begin well in advance of registration to initiate discussions with a potential Capstone Advisor. Before granting approval, an advisor may require a Capstone Proposal outlining the goals, expected background, methodology and time frame of the project. The determination as to whether the expectations for the Capstone Project and for the SAGES Capstone Requirement have been met are the sole responsibility of the Capstone Advisor. Counts as SAGES Senior Capstone.

MATH 357. Mathematical Modeling Across the Sciences. 3 Units.
A three credit course on mathematical modeling as it applies to the origins sciences. Students gain practical experience in a wide range of techniques for modeling research questions in cosmology and astrophysics, integrative evolutionary biology (including physical anthropology, ecology, paleontology, and evolutionary cognitive science), and planetary science and astrobiology. Offered as ORIG 301, ORIG 401 and MATH 357. Prereq: ORIG 201, ORIG 202, BIOL 225, MATH 122, CHEM 106 and (PHYS 122 or PHYS 124).

MATH 361. Geometry I. 3 Units.
An introduction to the various two-dimensional geometries, including Euclidean, spherical, hyperbolic, projective, and affine. The course will examine the axiomatic basis of geometry, with an emphasis on transformations. Topics include the parallel postulate and its alternatives, isometries and transformation groups, tilings, the hyperbolic plane and its models, spherical geometry, affine and projective transformations, and other topics. We will examine the role of complex and hypercomplex numbers in the algebraic representation of transformations. The course is self-contained. Counts as SAGES Departmental Seminar. Prereq: MATH 224.

MATH 363. Knot Theory. 3 Units.
An introduction to the mathematical theory of knots and links, with emphasis on the modern combinatorial methods. Reidemeister moves on link projections, ambient and regular isotopies, linking number tricolorability, rational tangles, braids, torus knots, self surfaces and genus, the knot polynomials (bracket, X, Jones, Alexander, HOMFLY), crossing numbers of alternating knots and amphicheirality. Connections to theoretical physics, molecular biology, and other scientific applications will be pursued in term projects, as appropriate to the background and interests of the students. Prereq: MATH 223 or MATH 227.

MATH 365. Introduction To Algebraic Geometry. 3 Units.
This is a first introduction to algebraic geometry—the study of solutions of polynomial equations—for advanced undergraduate students. Recent applications of this large and important area include number theory, combinatorics, theoretical physics, robotics, cryptography and coding theory. The contents of the course may vary from one semester to another, and may include, for example: the classical theory of algebraic curves in the setting of affine and projective planes over the real or complex fields; affine and projective equivalence; invariants; tangents; singularities; intersection multiplicities; resultants and Bezout’s Theorem; linear systems; rational curves; flexes and group structure on a cubic. Prereq: MATH 307 and Coreq: MATH 308.

MATH 376. Mathematical Analysis of Biological Models. 3 Units.
This course focuses on the mathematical methods used to analyze biological models, with examples drawn largely from ecology but also from epidemiology, developmental biology, and other areas. Mathematical topics include equilibrium and stability in discrete and continuous time, some aspects of transient dynamics, and reaction-diffusion equations (steady state, diffusive instabilities, and traveling waves). Biological topics include several “classic” models, such as the Lotka-Volterra model, the Ricker model, and Michaelis-Menten/type II/saturating responses. The emphasis is on approximations that lead to analytic solutions, not numerical analysis. An important aspect of this course is translating between verbal and mathematical descriptions: the goal is not just to solve mathematical problems but to extract biological meaning from the answers we find. Offered as BIOL 306 and MATH 376. Prereq: BIOL 300 or MATH 224 or consent of instructor.

MATH 378. Computational Neuroscience. 3 Units.
Computer simulations and mathematical analysis of neurons and neural circuits, and the computational properties of nervous systems. Students are taught a range of models for neurons and neural circuits, and are asked to implement and explore the computational and dynamic properties of these models. The course introduces students to dynamical systems theory for the analysis of neurons and neural learning, models of brain systems, and their relationship to artificial and neural networks. Term project required. Students enrolled in MATH 478 will make arrangements with the instructor to attend additional lectures and complete additional assignments addressing mathematical topics related to the course. Recommended preparation: MATH 223 and MATH 224 or BIOL 300 and BIOL 306. Offered as BIOL 378, COGS 378, MATH 378, BIOL 478, CSDS 478, EBME 478, ECSE 478, MATH 478 and NEUR 478.

MATH 380. Introduction to Probability. 3 Units.
MATH 382. High Dimensional Probability. 3 Units.
Behavior of random vectors, random matrices, and random projections in high dimensional spaces, with a view toward applications to data sciences. Topics include tail inequalities for sums of independent random variables, norms of random matrices, concentration of measure, and bounds for random processes. Applications may include structure of random graphs, community detection, covariance estimation and clustering, randomized dimension reduction, empirical processes, statistical learning, and sparse recovery problems. Additional work is required for graduate students. Offered as MATH 382, MATH 482, STAT 382 and STAT 482. Prereq: MATH 307 and (MATH 380 or STAT 345 or STAT 445).

MATH 386. Quantum Computing, Information, and Devices. 3 Units.
An introduction to the math, physics, engineering, and computer science underlying the rapidly emerging fields of quantum computing, quantum information, and quantum devices. The course is taught by a group of faculty from physics, engineering, computer science, and math, and is geared towards students with diverse backgrounds and interests in these fields. Students will select a concentration in one of these four areas, and the coursework, while still covering all topics, will be adjusted to focus on the selected area in the most detail. Note that the listed prerequisites depend on choice of concentration. Topics will include: 1. (Mathematics) Introduction to linear algebra, convex geometry, fundamental theory of quantum information. 2. (Physics) Introduction to the quantum mechanics of two-level systems (qubits). Survey of physics and materials for qubit technologies. 3. (Computer Science) Basic quantum gates and circuits, introduction to the theory of algorithms, survey of quantum algorithms. 4. (Engineering) Quantum architectures, mapping algorithms onto circuits. The course consists of lectures, homework, and group projects. Group projects will aim to synthesize the diverse backgrounds of the students and instructors to capture the interdisciplinary nature of the field. Students taking the course for graduate credit will complete an additional literature research project and presentation, in addition to enhanced problem sets. Offered as CSDS 386, CSDS 486, ECSE 386, ECSE 486, MATH 386, MATH 486, PHYS 386, and PHYS 486. Prereq: (MATH 223 or MATH 227) and (MATH 224 or MATH 228) and (MATH 201 or MATH 307) and (PHYS 122 or PHYS 124) and PHYS 221.

MATH 394. Introduction to Information Theory. 3 Units.
This course is intended as an introduction to information and coding theory with emphasis on the mathematical aspects. It is suitable for advanced undergraduate and graduate students in mathematics, applied mathematics, statistics, physics, computer science and electrical engineering. Course content: Information measures-entropy, relative entropy, mutual information, and their properties. Typical sets and sequences, asymptotic equipartition property, data compression. Channel coding and capacity: channel coding theorem. Differential entropy, Gaussian channel, Shannon-Nyquist theorem. Information theory inequalities (400 level). Additional topics, which may include compressed sensing and elements of quantum information theory. Recommended preparation: MATH 201 or MATH 307. Offered as MATH 394, CSDS 394, ECSE 394, MATH 494, CSDS 494 and ECSE 494. Prereq: MATH 223 and MATH 380 or requisites not met permission.

MATH 401. Abstract Algebra I. 3 Units.
Basic properties of groups, rings, modules and fields. Isomorphism theorems for groups; Sylow theorem; nilpotency and solvability of groups; Jordan-Holder theorem; Gauss lemma and Eisenstein's criterion; finitely generated modules over principal ideal domains with applications to abelian groups and canonical forms for matrices; categories and functors; tensor product of modules, bilinear and quadratic forms; field extensions; fundamental theorem of Galois theory, solving equations by radicals. Prereq: MATH 308.

MATH 402. Abstract Algebra II. 3 Units.
A continuation of MATH 401. Prereq: MATH 401.

MATH 405. Advanced Matrix Analysis. 3 Units.
An advanced course in linear algebra and matrix theory. Topics include variational characterizations of eigenvalues of Hermitian matrices, matrix and vector norms, characterizations of positive definite matrices, singular value decomposition and applications, perturbation of eigenvalues. This course is more theoretical than MATH 431, which emphasizes computational aspects of linear algebra Prereq: MATH 307.

MATH 406. Mathematical Logic and Model Theory. 3 Units.
Propositional calculus and quantification theory; consistency and completeness theorems; Gödel incompleteness results and their philosophical significance; introduction to basic concepts of model theory; problems of formulation of arguments in philosophy and the sciences. Offered as PHIL 306, MATH 406 and PHIL 406.

MATH 408. Introduction to Cryptology. 3 Units.
Introduction to the mathematical theory of secure communication. Topics include: classical cryptographic systems; one-way and trapdoor functions; RSA, DSA, and other public key systems; Primality and Factorization algorithms; birthday problem and other attack methods; elliptic curve cryptosystems; introduction to complexity theory; other topics as time permits. Recommended preparation: MATH 303.

MATH 410. Graph Theory. 3 Units.
This course is more theoretical than MATH 431, which emphasizes value decomposition and applications, perturbation of eigenvalues. and vector norms, characterizations of positive definite matrices, singular value decomposition and applications, perturbation of eigenvalues. This course is more theoretical than MATH 431, which emphasizes computational aspects of linear algebra Prereq: MATH 307.

MATH 413. Graph Theory. 3 Units.
Building blocks of a graph, trees, connectivity, matchings, coverings, planarity, NP-complete problems, random graphs, and expander graphs; various applications and algorithms. Prereq: MATH 201 or MATH 307.

MATH 419. Applied Probability and Stochastic Processes for Biology. 3 Units.
Applications of probability and stochastic processes to biological systems. Mathematical topics will include: introduction to discrete and continuous probability spaces (including numerical generation of pseudo random samples from specified probability distributions), Markov processes in discrete and continuous time with discrete and continuous sample spaces, point processes including homogeneous and inhomogeneous Poisson processes and Markov chains on graphs, and diffusion processes including Brownian motion and the Ornstein-Uhlenbeck process. Biological topics will be determined by the interests of the students and the instructor. Likely topics include: stochastic ion channels, molecular motors and stochastic ratchets, actin and tubulin polymerization, random walk models for neural spike trains, bacterial chemotaxis, signaling and genetic regulatory networks, and stochastic predator-prey dynamics. The emphasis will be on practical simulation and analysis of stochastic phenomena in biological systems. Numerical methods will be developed using a combination of MATLAB, the R statistical package, MCell, and/or URDME, at the discretion of the instructor. Student projects will comprise a major part of the course. Offered as BIOL 319, ECSE 319, MATH 319, SYBB 319, BIOL 419, EBME 419, MATH 419, PHOL 419, and SYBB 419.
MATH 307. Numerical Linear Algebra. 3 Units.

MATH 321. Fundamentals of Analysis I. 3 Units.
Abstract mathematical reasoning in the context of analysis in Euclidean space. Introduction to formal reasoning, sets and functions, and the number systems. Sequences and series; Cauchy sequences and convergence. Required for all mathematics majors. Additional work required for graduate students. (May not be taken for graduate credit by graduate students in the Department of Mathematics.) Offered as MATH 321 and MATH 421.

MATH 322. Fundamentals of Analysis II. 3 Units.
Continuation of MATH 321. Point-set topology in metric spaces with attention to n-dimensional space; completeness, compactness, connectedness, and continuity of functions. Topology in Euclidean space, metric topology, continuity of functions, uniform convergence. Fourier series and polynomial approximation. Theoretical development of differentiation and Riemann integration. Required for all mathematics majors. Additional work required for graduate students. (May not be taken for graduate credit by graduate students in the Department of Mathematics.) Offered as MATH 322 and MATH 422. Prereq: MATH 321 or MATH 421.

MATH 421. Fundamentals of Analysis I. 3 Units.
Abstract mathematical reasoning in the context of analysis in Euclidean space. Introduction to formal reasoning, sets and functions, and the number systems. Sequences and series; Cauchy sequences and convergence. Required for all mathematics majors. Additional work required for graduate students. (May not be taken for graduate credit by graduate students in the Department of Mathematics.) Offered as MATH 321 and MATH 421.

MATH 422. Fundamentals of Analysis II. 3 Units.

MATH 423. Introduction to Real Analysis I. 3 Units.

MATH 424. Introduction to Real Analysis II. 3 Units.

MATH 425. Complex Analysis I. 3 Units.
Analytic functions. Integration over paths in the complex plane. Index of a point with respect to a closed path; Cauchy's theorem and Cauchy's integral formula; power series representation; open mapping theorem; singularities; Laurent expansion; residue calculus; harmonic functions; Poisson's formula; Riemann mapping theorem. More theoretical and at a higher level than MATH 324. Prereq: MATH 322 or MATH 422.

MATH 427. Convexity and Optimization. 3 Units.
Introduction to the theory of convex sets and functions and to the extremes in problems in areas of mathematics where convexity plays a role. Among the topics discussed are basic properties of convex sets (extreme points, facial structure of polytopes), separation theorems, duality and polars, properties of convex functions, minima and maxima of convex functions over convex set, various optimization problems. Offered as MATH 327, MATH 427, and OPRE 427.

MATH 431. Introduction to Numerical Analysis I. 3 Units.

MATH 432. Numerical Differential Equations. 3 Units.

MATH 433. Numerical Solutions of Nonlinear Systems and Optimization. 3 Units.
The course provides an introduction to numerical solution methods for systems of nonlinear equations and optimization problems. The course is suitable for upper-undergraduate and graduate students with some background in calculus and linear algebra. Knowledge of numerical linear algebra is helpful. Among the topics which will be covered in the course are Nonlinear systems in one variables; Newton's method for nonlinear equations and unconstrained minimization; Quasi-Newton methods; Global convergence of Newton's methods and line searches; Trust region approach; Secant methods; Nonlinear least squares. Prereq: MATH 223 or MATH 227, and MATH 431 or permission.

MATH 435. Ordinary Differential Equations. 3 Units.
A second course in ordinary differential equations. Existence, uniqueness, and continuation of solutions of ODE. Linear systems, fundamental matrix, qualitative methods (phase plane). Dependence on initial data and parameters (Gronwall's inequality, nonlinear variation of parameters). Stability for linear and nonlinear equations, linearization, Poincare-Bendixson theory. Additional topics may include regular and singular perturbation methods, autonomous oscillations, entrainment of forced oscillators, and bifurcations. Prereq: MATH 224 and either MATH 201 or MATH 307.

MATH 439. Bayesian Scientific Computing. 3 Units.
This course will embed numerical methods into a Bayesian framework. The statistical framework will make it possible to integrate a priori information about the unknowns and the error in the data directly into the most efficient numerical methods. A lot of emphasis will be put on understanding the role of the priors, their encoding into fast numerical solvers, and how to translate qualitative or sample-based information--or lack thereof--into a numerical scheme. Confidence on computed results will also be discussed from a Bayesian perspective, at the light of the given data and a priori information. The course should be of interest to anyone working on signal and image processing statistics, numerical analysis and modeling. Recommended Preparation: MATH 431. Offered as MATH 439 and STAT 439.

MATH 440. Computational Inverse Problems. 3 Units.
This course will introduce various computational methods for solving inverse problems under different conditions. First the classical regularization methods will be introduced, and the computational challenges which they pose, will be addressed. Following this, the statistical methods for solving inverse problems will be studied and their computer implementation discussed. We will combine the two approaches to best exploit their potentials. Applications arising from various areas of science, engineering, and medicine will be discussed throughout the course.
MATH 441. Mathematical Modeling. 3 Units.
Mathematics is a powerful language for describing real world phenomena and providing predictions that otherwise are hard or impossible to obtain. The course gives the students pre-requisites for translating qualitative descriptions given in the professional non-mathematical language into the quantitative language for mathematics. While the variety in the subject matter is wide, some general principles and methodologies that a modeller can pursue are similar in many applications. The course focuses on these similarities. The course is based on representative case studies that are discussed and analyzed in the classroom, the emphasis being on general principles of developing and analyzing mathematical models. The examples will be taken from different fields of science and engineering, including life sciences, environmental sciences, biomedical engineering and physical sciences. Modeling relies increasingly on computation, so the students should have basic skills for using computers and programs like Matlab or Mathematica. Prereq: MATH 224 or MATH 228.

MATH 444. Mathematics of Data Mining and Pattern Recognition. 3 Units.
This course will give an introduction to a class of mathematical and computational methods for the solution of data mining and pattern recognition problems. By understanding the mathematical concepts behind algorithms designed for mining data and identifying patterns, students will be able to modify to make them suitable for specific applications. Particular emphasis will be given to matrix factorization techniques. The course requirements will include the implementations of the methods in MATLAB and their application to practical problems. Prereq: MATH 201 or MATH 307.

MATH 445. Introduction to Partial Differential Equations. 3 Units.
Method of characteristics for linear and quasilinear equations. Second order equations of elliptic, parabolic, type; initial and boundary value problems. Method of separation of variables, eigenfunction expansions, Sturm-Liouville theory. Fourier, Laplace, Hankel transforms; Bessel functions, Legendre polynomials. Green’s functions. Examples include: heat diffusion, Laplace’s equation, wave equations, one dimensional gas dynamics and others. Appropriate for seniors and graduate students in science, engineering, and mathematics. Prereq: MATH 201 or MATH 307 and MATH 224 or MATH 228.

MATH 446. Numerical Methods for Partial Differential Equations. 3 Units.
This course is an introduction to numerical methods of PDEs, and in particular, to finite element methods (FEM), emphasizing the interconnection between the functional analytic viewpoint of PDEs and the practical and effective computation of the numerical approximations. In particular, the emphasis is on showing that many of the useful and elegant ideas in finite dimensional linear algebra have a natural counterpart in the infinite dimensional setting of Hilbert spaces, and that the same techniques that guarantee the existence and uniqueness of the solutions in fact provide also stable computational methods to approximate the solutions. The topics covered in this course include Fourier analysis, weak derivatives, weak forms, generalized functions; Sobolev spaces, trace theorem, compact embedding theorems, Poincare inequalities; Riesz theory, Fredholm theory; Finite Element Method (FEM): Grid generation, existence, stability and convergence of solutions for elliptic problems; Semi-discretization of parabolic and hyperbolic equations; Stiffness; Numerical solution of linear systems by iterative methods. A quintessential part of this course comprises numerical implementation of the finite element method. Matlab is used as the programming tool both in demonstrations and examples in the class as well as in home assignments. Recommended Preparation: linear algebra, multivariate calculus, and ordinary differential equations.

MATH 449. Dynamical Models for Biology and Medicine. 3 Units.
Introduction to discrete and continuous dynamical models with applications to biology and medicine. Topics include: population dynamics and ecology; models of infectious diseases; population genetics and evolution; biological motion (reaction-diffusion and chemotaxis); Molecular and cellular biology (biochemical kinetics, metabolic pathways, immunology). The course will introduce students to the basic mathematical concepts and techniques of dynamical systems theory (equilibria, stability, bifurcations, discrete and continuous dynamics, diffusion and wave propagation, elements of system theory and control). Mathematical exposition is supplemented with introduction to computer tools and techniques (Mathematica, Matlab). Prereq: MATH 224 or MATH 228, or BIOL/EBME 300, and MATH 201.

MATH 461. Introduction to Topology. 3 Units.

MATH 462. Algebraic Topology. 3 Units.
The fundamental group and covering spaces; van Kampen’s theorem. Higher homotopy groups; long-exact sequence of a pair. Homology theory; chain complexes; short and long exact sequences; Mayer-Vietoris sequence. Homology of surfaces and complexes; applications. Prereq: MATH 461.

MATH 465. Differential Geometry. 3 Units.
Manifolds and differential geometry. Vector fields; Riemannian metrics; curvature; intrinsic and extrinsic geometry of surfaces and curves; structural equations of Riemannian geometry; the Gauss-Bonnet theorem. Prereq: MATH 321.

MATH 467. Differentiable Manifolds. 3 Units.
Differentiable manifolds and structures on manifolds. Tangent and cotangent bundle; vector fields; differential forms; tensor calculus; integration and Stokes’ theorem. May include Hamiltonian systems and their formulation on manifolds; symplectic structures; connections and curvature; foliations and integrability. Prereq: MATH 322.

MATH 471. Advanced Engineering Mathematics. 3 Units.

MATH 473. Introduction to Mathematical Image Processing and Computer Vision. 3 Units.
This course introduces fundamental mathematics techniques for image processing and computer vision (IPCV). It is accessible to upper level undergraduate and graduate students from mathematics, sciences, engineering and medicine. Topics include but are not limited to image denoising, contrast enhancement, image compression, image segmentation and pattern recognition. Main tools are discrete Fourier analysis and wavelets, plus some statistics, optimization and a little calculus of variation and partial differential equations if time permitting. Students gain a solid theoretical background in IPCV modeling and computing, and master hands-on application experiences. Upon completion of the course, students will have clear understanding of classical methods, which will help them develop new methodical approaches for imaging problems arising in a variety of fields. Recommended preparation: Some coursework in scientific computing and ability to program in (or willingness to learn) a language such as Matlab or C/C++. Prereq: MATH 330 or MATH 431 or equivalent.
MATH 478. Computational Neuroscience. 3 Units.
Computer simulations and mathematical analysis of neurons and neural circuits, and the computational properties of nervous systems. Students are taught a range of models for neurons and neural circuits, and are asked to implement and explore the computational and dynamic properties of these models. The course introduces students to dynamical systems theory for the analysis of neurons and neural learning, models of brain systems, and their relationship to artificial and neural networks. Term project required. Students enrolled in MATH 478 will make arrangements with the instructor to attend additional lectures and complete additional assignments addressing mathematical topics related to the course. Recommended preparation: MATH 223 and MATH 224 or BIOL 300 and BIOL 306. Offered as BIOL 378, COGS 378, MATH 378, BIOL 478, CSDS 478, EBME 478, ECSE 478, MATH 478 and NEUR 478.

MATH 482. High Dimensional Probability. 3 Units.
Behavior of random vectors, random matrices, and random projections in high dimensional spaces, with a view toward applications to data sciences. Topics include tail inequalities for sums of independent random variables, norms of random matrices, concentration of measure, and bounds for random processes. Applications may include structure of random graphs, community detection, covariance estimation and clustering, randomized dimension reduction, empirical processes, statistical learning, and sparse recovery problems. Additional work is required for graduate students. Offered as MATH 382, MATH 482, STAT 382 and STAT 482. Prereq: MATH 307 and (MATH 380 or STAT 345 or STAT 445).

MATH 486. Quantum Computing, Information, and Devices. 3 Units.
An introduction to the math, physics, engineering, and computer science underlying the rapidly emerging fields of quantum computing, quantum information, and quantum devices. The course is taught by a group of faculty from physics, engineering, computer science, and math, and is geared towards students with diverse backgrounds and interests in these fields. Students will select a concentration in one of these four areas, and the coursework, while still covering all topics, will be adjusted to focus on the selected area in the most detail. Note that the listed prerequisites depend on choice of concentration. Topics will include: 1. (Mathematics) Introduction to linear algebra, convex geometry, fundamental theory of quantum information. 2. (Physics) Introduction to the quantum mechanics of two-level systems (qubits). Survey of physics and materials for qubit technologies. 3. (Computer Science) Basic quantum gates and circuits, introduction to the theory of algorithms, survey of quantum algorithms. 4. (Engineering) Quantum architectures, mapping algorithms onto circuits. The course consists of lectures, homework, and group projects. Group projects will aim to synthesize the diverse backgrounds of the students and instructors to capture the interdisciplinary nature of the field. Students taking the course for graduate credit will complete an additional literature research project and presentation, in addition to enhanced problem sets. Offered as CSDS 386, CSDS 486, ECSE 386, ECSE 486, MATH 386, MATH 486, PHYS 386, and PHYS 486. Prereqs: MATH 223 or MATH 227 and (MATH 224 or MATH 228) and (MATH 201 or MATH 307) and (PHYS 122 or PHYS 124) and PHYS 221.

MATH 491. Probability I. 3 Units.

MATH 492. Probability II. 3 Units.

MATH 494. Introduction to Information Theory. 3 Units.
This course is intended as an introduction to information and coding theory with emphasis on the mathematical aspects. It is suitable for advanced undergraduate and graduate students in mathematics, applied mathematics, statistics, physics, computer science and electrical engineering. Course content: Information measures-entropy, relative entropy, mutual information, and their properties. Typical sets and sequences, asymptotic equipartition property, data compression. Channel coding and capacity channel coding theorem. Differential entropy, Gaussian channel, Shannon-Nyquist theorem. Information theory inequalities (400 level). Additional topics, which may include compressed sensing and elements of quantum information theory. Recommended preparation: MATH 201 or MATH 307. Offered as MATH 394, CSDS 394, ECSE 394, MATH 494, CSDS 494 and ECSE 494.

MATH 497. Stochastic Models: Time Series and Markov Chains. 3 Units.
Introduction to stochastic modeling of data. Emphasis on models and statistical analysis of data with a significant temporal and/or spatial structure. This course will analyze time and space dependent random phenomena from two perspectives: Stationary Time Series: Spectral representation of deterministic signals, autocorrelation. Power spectra. Transmission of stationary signals through linear filters. Optimal filter design, signal-to-noise ratio. Gaussian signals and correlation matrices. Spectral representation and computer simulation of stationary signals. Discrete Markov Chains: Transition matrices, recurrences and the first step analysis. Steady rate. Recurrence and ergodicity, empirical averages. Long run behavior, convergence to steady state. Time to absorption. Eigenvalues and nonhomogeneous Markov chains. Introduction to Gibbs fields and Markov Chain Monte Carlo (MCMC). This course is related to STAT 538 but can be taken independently of it. Offered as: MATH 497 and STAT 437. Prereq: STAT 243/244 (as a sequence) or STAT 312 or STAT 312R or STAT 313 or STAT 332 or STAT 333 or STAT 345 or MATH 380 or MATH 491 or Requisites Not Met permission.

MATH 499. Special Topics. 3 Units.
Special topics in mathematics.

MATH 528. Analysis Seminar. 1 - 3 Units.
Continuing seminar on areas of current interest in analysis. Allows graduate and advanced undergraduate students to become involved in research. Topics will reflect interests and expertise of the faculty and may include functional analysis, convexity theory, and their applications. May be taken more than once for credit. Consent of department required.

MATH 535. Applied Mathematics Seminar. 1 - 3 Units.
Continuing seminar on areas of current interest in applied mathematics. Allows graduate and advanced undergraduate students to become involved in research. Topics will reflect interests and expertise of the faculty and may include topics in applied probability and stochastic processes, continuum mechanics, numerical analysis, mathematical physics or mathematical biology. May be taken more than once for credit.
MATH 549. Mathematical Life Sciences Seminar. 1 - 3 Units.
Continuing seminar on areas of current interest in the applications of mathematics to the life sciences. Allows graduate and advanced undergraduate students to become involved in research. Topics will reflect interests and expertise of the faculty and may include mathematical biology, computational neuroscience, mathematical modeling of biological systems, models of infectious diseases, computational cell biology, mathematical ecology and mathematical biomedicine broadly constructed. May be taken more than once for credit.

MATH 598. Stochastic Models: Diffusive Phenomena and Stochastic Differential Equations. 3 Units.
Introduction to stochastic modeling of data. Emphasis on models and statistical analysis of data with significant temporal and/or spatial structure. This course will analyze time and space dependent random phenomena from two perspectives: Brownian motion and diffusive processes; Classification of stochastic processes, finite dimensional distributions, random walks and their scaling limits, Brownian motion and its paths properties, general diffusive processes, Fokker-Planck-Kolmogorov equations, Poisson and point processes, heavy tail diffusions, Levy processes, tempered stable diffusions. Stochastic calculus and stochastic differential equations: Wiener random integrals, mean-square theory, Brownian stochastic integrals and Ito formula, stochastic integrals for Levy processes, martingale property, basic theory and applications of stochastic differential equations. This course is related to STAT 437 but can be taken independently of it. Offered as MATH 598 and STAT 538.

MATH 601. Reading and Research Problems. 1 - 18 Units.
Presentation of individual research, discussion, and investigation of research papers in a specialized field of mathematics.

MATH 651. Thesis (M.S.). 1 - 9 Units.
(Credit as arranged.)

MATH 701. Dissertation (Ph.D.). 1 - 9 Units.
(Credit as arranged.) Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

STAT Courses

STAT 201. Basic Statistics for Social and Life Sciences. 3 Units.
Designed for undergraduates in the social sciences and life sciences who need to use statistical techniques in their fields. Descriptive statistics, probability models, sampling distributions. Point and confidence interval estimation, hypothesis testing. Elementary regression and analysis of variance. Not for credit toward major or minor in Statistics. Counts for CAS Quantitative Reasoning Requirement.

STAT 201R. Basic Statistics for Social and Life Sciences Using R Programming. 3 Units.
Designed for undergraduates in the social sciences and life sciences who need to use statistical techniques in their fields. Descriptive statistics, probability models, sampling distributions. Point and confidence interval estimation, hypothesis testing. Elementary regression and analysis of variance. Not for credit toward major or minor in Statistics. Students may earn credit for only one of the following courses: STAT 201, STAT 201R, ANTH 319, PSCL 282 or SYBB 201R. Offered as STAT 201R and SYBB 201R. Counts for CAS Quantitative Reasoning Requirement.

STAT 243. Statistical Theory with Application I. 3 Units.

STAT 244. Statistical Theory with Application II. 3 Units.

STAT 312. Basic Statistics for Engineering and Science. 3 Units.
For advanced undergraduate students in engineering, physical sciences, life sciences. Comprehensive introduction to probability models and statistical methods of analyzing data with the object of formulating statistical models and choosing appropriate methods for inference from experimental and observational data and for testing the model's validity. Balanced approach with equal emphasis on probability, fundamental concepts of statistics, point and interval estimation, hypothesis testing, analysis of variance, design of experiments, and regression modeling. Note: Credit given for only one (1) of STAT 312, 312R, 313; SYBB 312R. Prereq: MATH 122 or equivalent.

STAT 312R. Basic Statistics for Engineering and Science Using R Programming. 3 Units.
For advanced undergraduate students in engineering, physical sciences, life sciences. Comprehensive introduction to probability models and statistical methods of analyzing data with the object of formulating statistical models and choosing appropriate methods for inference from experimental and observational data and for testing the model's validity. Balanced approach with equal emphasis on probability, fundamental concepts of statistics, point and interval estimation, hypothesis testing, analysis of variance, design of experiments, and regression modeling. Note: Credit given for only one (1) of STAT 312, STAT 312R, STAT 313 or SYBB 312R. Offered as STAT 312R and SYBB 312R. Prereq: MATH 122 or equivalent.

STAT 313. Statistics for Experimenters. 3 Units.
For advanced undergraduates in engineering, physical sciences, life sciences. Comprehensive introduction to modeling data and statistical methods of analyzing data. General objective is to train students in formulating statistical models, in choosing appropriate methods for inference from experimental and observational data and to test the validity of these models. Focus on practicalities of inference from experimental data. Inference for curve and surface fitting to real data sets. Designs for experiments and simulations. Student generation of experimental data and application of statistical methods for analysis. Critique of model; use of regression diagnostics to analyze errors. Note: Credit given for only one (1) of STAT 312, 312R, 313, SYBB 312R. Prereq: MATH 122 or equivalent.
STAT 317. Actuarial Science I. 3 Units.
Practical knowledge of the theory of interest in both finite and continuous time. That knowledge should include how these concepts are used in the various annuity functions, and apply the concepts of present and accumulated value for various streams of cash flows as a basis for future use in: reserving, valuation, pricing, duration, asset/liability management, investment income, capital budgeting, and contingencies. Valuation of discrete and continuous streams of payments, including the case in which the interest conversion period differs from the payment period will be considered. Application of interest theory to amortization of lump sums, fixed income securities, depreciation, mortgages, etc., as well as annuity functions in a broad finance context will be covered. Topics covered include areas examined in the American Society of Actuaries Exam 2. Offered as STAT 317 and STAT 417. Prereq: MATH 122 or MATH 126 or requisites not met permission.

STAT 318. Actuarial Science II. 3 Units.
Theory of life contingencies. Life table analysis for simple and multiple decrement functions. Life and special annuities. Life insurance and reserves for life insurance. Statistical issues for prediction from actuarial models. Topics covered include areas examined in the American Society of Actuaries Exam 3. Offered as STAT 318 and STAT 418. Prereq: STAT 312 or STAT 312R or STAT 317 or STAT 345 or requisites not met permission.

STAT 325. Data Analysis and Linear Models. 3 Units.
Basic exploratory data analysis for univariate response with single or multiple covariates. Graphical methods and data summarization, model-fitting using S-plus computing language. Linear and multiple regression. Emphasis in model selection criteria, on diagnostics to assess goodness of fit and interpretation. Techniques include transformation, smoothing, median polish, robust/resistant methods. Case studies and analysis of individual data sets. Notes of caution and some methods for handling bad data. Knowledge of regression is helpful. Offered as STAT 325 and STAT 425. Prereq: STAT 243 or STAT 312 or STAT 312R or PQHS/EPBI 431 or PQHS/EPBI 441 or PQHS/EPBI 458.

STAT 326. Multivariate Analysis and Data Mining. 3 Units.

STAT 332. Statistics for Signal Processing. 3 Units.
For advanced undergraduate students or beginning graduate students in engineering, physical sciences, life sciences. Introduction to probability models and statistical methods. Emphasis on probability as relative frequencies. Derivation of conditional probabilities and memoryless channels. Joint distribution of random variables, transformations, autocorrelation, series of irregular observations, stationarity. Random harmonic signals with noise, random phase and/or random amplitude. Gaussian and Poisson signals. Modulation and averaging properties. Transmission through linear filters. Power spectra, bandwidth, white and colored noise. ARMA processes and forecasting. Optimal linear systems, signal-to-noise ratio, Wiener filter. Completion of additional assignments required from graduate students registered in this course. Offered as STAT 332 and STAT 432. Prereq: MATH 122.

STAT 333. Uncertainty in Engineering and Science. 3 Units.
Phenomena of uncertainty appear in engineering and science for various reasons and can be modeled in different ways. The course integrates the mainstream ideas in statistical data analysis with models of uncertain phenomena stemming from three distinct viewpoints: algorithmic/computational complexity; classical probability theory; and chaotic behavior of nonlinear systems. Descriptive statistics, estimation procedures and hypothesis testing (including design of experiments). Random number generators and their testing. Monte Carlo Methods. Mathematica notebooks and simulations will be used. Graduate students are required to do an extra project. Offered as STAT 333 and STAT 433. Prereq: MATH 122 or MATH 223.

STAT 345. Theoretical Statistics I. 3 Units.
Topics provide the background for statistical inference. Random variables; distribution and density functions; transformations, expectation. Common univariate distributions. Multiple random variables; joint, marginal and conditional distributions; hierarchical models, covariance. Distributions of sample quantities, distributions of sums of random variables, distributions of order statistics. Methods of statistical inference. Offered as STAT 345, STAT 445, and PQHS 481. Prereq: MATH 122 or MATH 223 or Coreq: PQHS/EPBI 431.

STAT 346. Theoretical Statistics II. 3 Units.
Point estimation: maximum likelihood, moment estimators. Methods of evaluating estimators including mean squared error, consistency, "best" unbiased and sufficient. Hypothesis testing; likelihood ratio and union-intersection tests. Properties of tests including power function, bias. Interval estimation by inversion of test statistics, use of pivotal quantities. Application to regression. Graduate students are responsible for mathematical derivations, and full proofs of principal theorems. Offered as STAT 346, STAT 446 and PQHS 482. Prereq: STAT 345 or PQHS 445 or PQHS/EPBI 481.

STAT 382. High Dimensional Probability. 3 Units.
Behavior of random vectors, random matrices, and random projections in high dimensional spaces, with a view toward applications to data sciences. Topics include tail inequalities for sums of independent random variables, norms of random matrices, concentration of measure, and bounds for random processes. Applications may include structure of random graphs, community detection, covariance estimation and clustering, randomized dimension reduction, empirical processes, statistical learning, and sparse recovery problems. Additional work is required for graduate students. Offered as MATH 382, MATH 482, STAT 382 and STAT 482. Prereq: MATH 307 and (MATH 380 or STAT 345 or STAT 445 or PQHS/EPBI 481).

STAT 395. Senior Project in Statistics. 3 Units.
An individual project done under faculty supervision involving the investigation and statistical analysis of a real problem encountered in university research or an industrial setting. Written report. Counts as SAGES Senior Capstone.
STAT 417. Actuarial Science I. 3 Units.
Practical knowledge of the theory of interest in both finite and continuous time. That knowledge should include how these concepts are used in the various annuity functions, and apply the concepts of present and accumulated value for various streams of cash flows as a basis for future use in: reserving, valuation, pricing, duration, asset/liability management, investment income, capital budgeting, and contingencies. Valuation of discrete and continuous streams of payments, including the case in which the interest conversion period differs from the payment period will be considered. Application of interest theory to amortization of lump sums, fixed income securities, depreciation, mortgages, etc., as well as annuity functions in a broad finance context will be covered. Topics covered include areas examined in the American Society of Actuaries Exam 2. Offered as STAT 317 and STAT 417. Prereq: MATH 122 or MATH 126 or requisites not met permission.

STAT 418. Actuarial Science II. 3 Units.
Theory of life contingencies. Life table analysis for simple and multiple decrement functions. Life and special annuities. Life insurance and reserves for life insurance. Statistical issues for prediction from actuarial models. Topics covered include areas examined in the American Society of Actuaries Exam 3. Offered as STAT 318 and STAT 418. Prereq: STAT 312 or STAT 312R or STAT 317 or STAT 345 or requisites not met permission.

STAT 425. Data Analysis and Linear Models. 3 Units.
Basic exploratory data analysis for univariate response with single or multiple covariates. Graphical methods and data summarization, model-fitting using S-plus computing language. Linear and multiple regression. Emphasis on model selection criteria, on diagnostics to assess goodness of fit and interpretation. Techniques include transformation, smoothing, median polish, robust/resistant methods. Case studies and analysis of individual data sets. Notes of caution and some methods for handling bad data. Knowledge of regression is helpful. Offered as STAT 325 and STAT 425.

STAT 426. Multivariate Analysis and Data Mining. 3 Units.

STAT 432. Statistics for Signal Processing. 3 Units.
For advanced undergraduate students or beginning graduate students in engineering, physical sciences, life sciences. Introduction to probability models and statistical methods. Emphasis on probability as relative frequencies. Derivation of conditional probabilities and memoryless channels. Joint distribution of random variables, transformations, autocorrelation, series of irregular observations, stationarity. Random harmonic signals with noise, random phase and/or random amplitude. Gaussian and Poisson signals. Modulation and averaging properties. Transmission through linear filters. Power spectra, bandwidth, white and colored noise. ARMA processes and forecasting. Optimal linear systems, signal-to-noise ratio, Wiener filter. Completion of additional assignments required from graduate students registered in this course. Offered as STAT 332 and STAT 432. Prereq: MATH 122.

STAT 433. Uncertainty in Engineering and Science. 3 Units.
Phenomena of uncertainty appear in engineering and science for various reasons and can be modeled in different ways. The course integrates the mainstream ideas in statistical data analysis with models of uncertain phenomena stemming from three distinct viewpoints: algorithmic/computational complexity; classical probability theory; and chaotic behavior of nonlinear systems. Descriptive statistics, estimation procedures and hypothesis testing (including design of experiments). Random number generators and their testing. Monte Carlo Methods. Mathematica notebooks and simulations will be used. Graduate students are required to do an extra project. Offered as STAT 333 and STAT 433. Prereq: MATH 122 or MATH 223.

STAT 437. Stochastic Models: Time Series and Markov Chains. 3 Units.
Introduction to stochastic modeling of data. Emphasis on models and statistical analysis of data with a significant temporal and/or spatial structure. This course will analyze time and space dependent random phenomena from two perspectives: Stationary Time Series: Spectral representation of deterministic signals, autocorrelation. Power spectra. Transmission of stationary signals through linear filters. Optimal filter design, signal-to-noise ratio. Gaussian signals and correlation matrices. Spectral representation and computer simulation of stationary signals. Discrete Markov Chains: Transition matrices, recurrences and the first step analysis. Steady rate. Recurrence and ergodicity, empirical averages. Long run behavior, convergence to steady state. Time to absorption. Eigenvalues and nonhomogeneous Markov chains. Introduction to Gibbs fields and Markov Chain Monte Carlo (MCMC). This course is related to STAT 538 but can be taken independently of it. Offered as: MATH 497 and STAT 437. Prereq: STAT 243/244 (as a sequence) or STAT 312 or STAT 313 or STAT 332 or STAT 345 or MATH 380, or MATH 491 or Requisites Not Met permission.

STAT 439. Bayesian Scientific Computing. 3 Units.
This course will embed numerical methods into a Bayesian framework. The statistical framework will make it possible to integrate a priori information about the unknowns and the error in the data directly into the most efficient numerical methods. A lot of emphasis will be put on understanding the role of the priors, their encoding into fast numerical solvers, and how to translate qualitative or sample-based information–or lack thereof–into a numerical scheme. Confidence on computed results will also be discussed from a Bayesian perspective, at the light of the given data and a priori information. The course should be of interest to anyone working on signal and image processing statistics, numerical analysis and modeling. Recommended Preparation: MATH 431. Offered as MATH 439 and STAT 439.

STAT 445. Theoretical Statistics I. 3 Units.
Topics provide the background for statistical inference. Random variables; distribution and density functions; transformations, expectation. Common univariate distributions. Multiple random variables; joint, marginal and conditional distributions; hierarchical models, covariance. Distributions of sample quantities, distributions of sums of random variables, distributions of order statistics. Methods of statistical inference. Offered as STAT 345, STAT 445, and PQHS 481. Prereq: MATH 122 or MATH 223 or Coreq: PQHS/EPBI 431.
STAT 446. Theoretical Statistics II. 3 Units.
Point estimation: maximum likelihood, moment estimators. Methods of evaluating estimators including mean squared error, consistency, "best" unbiased and sufficiency. Hypothesis testing; likelihood ratio and union-intersection tests. Properties of tests including power function, bias. Interval estimation by inversion of test statistics, use of pivotal quantities. Application to regression. Graduate students are responsible for mathematical derivations, and full proofs of principal theorems. Offered as STAT 346, STAT 446 and PQHS 482. Prereq: STAT 345 or STAT 445 or PQHS/EPBI 481.

STAT 448. Bayesian Theory with Applications. 3 Units.
Principles of Bayesian theory, methodology and applications. Methods for forming prior distributions using conjugate families, reference priors and empirically-based priors. Derivation of posterior and predictive distributions and their moments. Properties when common distributions such as binomial, normal or other exponential family distributions are used. Hierarchical models. Computational techniques including Markov chain, Monte Carlo and importance sampling. Extensive use of applications to illustrate concepts and methodology. Recommended preparation: STAT 445.

STAT 455. Linear Models. 3 Units.
Theory of least squares estimation, interval estimation and tests for models with normally distributed errors. Regression on dummy variables, analysis of variance and covariance. Variance components models. Model diagnostics. Robust regression. Analysis of longitudinal data. Prereq: MATH 201 and STAT 346 or STAT 446

STAT 482. High Dimensional Probability. 3 Units.
Behavior of random vectors, random matrices, and random projections in high dimensional spaces, with a view toward applications to data sciences. Topics include tail inequalities for sums of independent random variables, norms of random matrices, concentration of measure, and bounds for random processes. Applications may include structure of random graphs, community detection, covariance estimation and clustering, randomized dimension reduction, empirical processes, statistical learning, and sparse recovery problems. Additional work is required for graduate students. Offered as MATH 382, MATH 482, STAT 382 and STAT 482. Prereq: MATH 307 and (MATH 380 or STAT 345 or STAT 445).

STAT 495A. Consulting Forum. 1 - 3 Units.
This course unifies what students have learned in their course work to apply their knowledge in consulting. It recognizes the fact that the essence of the statistical profession is continuing interaction with practitioners in the sciences, engineering, medicine, economics, etc. The course presents the views of prominent experts in the field as obtained from the literature and other sources. The responsibilities of the consultant and the client are discussed. Sample consulting problems are presented and strategies for solving them are provided. Prereq: STAT 325 or STAT 425.

STAT 538. Stochastic Models: Diffusive Phenomena and Stochastic Differential Equations. 3 Units.
Introduction to stochastic modeling of data. Emphasis on models and statistical analysis of data with significant temporal and/or spatial structure. This course will analyze time and space dependent random phenomena from two perspectives: Brownian motion and diffusive processes: Classification of stochastic processes, finite dimensional distributions, random walks and their scaling limits, Brownian motion and its paths properties, general diffusive processes, Fokker-Planck-Kolmogorov equations, Poisson and point processes, heavy tail diffusions, Levy processes, tempered stable diffusions. Stochastic calculus and stochastic differential equations: Wiener random integrals, mean-square theory, Brownian stochastic integrals and Ito formula, stochastic integrals for Levy processes, martingale property, basic theory and applications of stochastic differential equations. This course is related to STAT 437 but can be taken independently of it. Offered as MATH 598 and STAT 538. Prereq: STAT 312 or equivalent.

STAT 601. Reading and Research. 1 - 9 Units.
Individual study and/or project work.

STAT 621. M.S. Research Project. 1 - 9 Units.
Completion of statistical design and/or analysis of a research project in a substantive field which requires substantial and/or nonstandard statistical techniques and which leads to results suitable for publication. Written project report must present the context of the research, justify the statistical methodology used, draw appropriate inferences and interpret these inferences in both statistical and substantive scientific terms. Oral presentation of research project may be given in either graduate student seminar or consulting forum.

STAT 651. Thesis M.S.. 1 - 18 Units.
(Credit as arranged.) May be used as alternative to STAT 621 (M.S. Research Project) in fulfillment of requirements for M.S. degree in Statistics.

STAT 701. Dissertation Ph.D.. 1 - 9 Units.
(Credit as arranged.) Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

Department of Modern Languages and Literatures

103 Guilford House
www.cse.edu/artsci/dmll (http://www.cse.edu/artsci/dmll/)
Phone: 216.368.8976; Fax: 216.368.2216
Damaris Punales-Alpizar, Department Chair
dxp204@case.edu

The Department of Modern Languages and Literatures is committed to helping students become informed and liberally educated citizens of the world. Through the acquisition of language skills and cultural knowledge, our students prepare for careers that have an international dimension. Course offerings focus on language, literature, cinema, and culture, as well as language-specific skills for health and business professionals. The department offers short-term study abroad programs oriented towards students of French, German, Italian, Japanese, Spanish, and Arabic, and we encourage students to spend a semester or an academic year abroad in order to immerse themselves fully in a foreign language and culture. Service-learning opportunities exist in the greater Cleveland area for students of Russian and Spanish.

Department faculty work closely with other departments throughout the university as well as with the cultural institutions of University
Circle to provide students with a broad understanding of the many opportunities that language, literature, and culture study offer. The department has strong ties with interdisciplinary programs in the College of Arts and Sciences, including Asian Studies, Ethnic Studies, French and Francophone Studies, International Studies, Women's and Gender Studies, and World Literature.

**Department Faculty**

**Damaris Punales-Alpizar, PhD**  
(University of Iowa)  
*Associate Professor and Chair*  
Contemporary Cuban and Caribbean Literature; Soviet Cuba; Transatlantic Studies; Post-Soviet Cultures; Cold War Studies; Translation Studies

**Christine M. Cano, PhD**  
(Yale University)  
*Associate Professor*  
Modern and contemporary French literature, cinema, and culture

**Beth M. Carter, PhD**  
(University of Pennsylvania)  
*Assistant Professor*  
Pre-modern Japanese literature

**Denise Caterinacci, MA**  
(Kent State University)  
*Senior Instructor*  
Italian language and culture; language pedagogy; the role of motivation in language learning

**M. Gabriela Copertari, PhD**  
(Georgetown University)  
*Associate Professor*  
Latin American literature and film, especially Argentinian; women's writing; the modernista novel

**Margaretmary Daley, PhD**  
(Yale University)  
*Associate Professor*  
18th- and 19th-century German literature; German women writers; women's studies; literary criticism

**Gilbert Doho, PhD**  
(Université Sorbonne Nouvelle-Paris 3)  
*Associate Professor*  
French drama; African Francophone theater and film; people theater and social movements; playwriting; African performing arts

**Cristián G. Gómez Olivares, PhD**  
(University of Iowa)  
*Associate Professor*  
20th-century Latin American narrative and poetry; detective/mystery novels; translation studies

**Takao Hagiwara, PhD**  
(University of British Columbia)  
*Associate Professor*  
Japanese literature, especially modern prose and poetry; classical and modern Japanese literature; pre-modern Japanese sensibilities and (post) modernism

**Jacqueline C. Nanfito, PhD**  
(University of California, Los Angeles)  
*Associate Professor*  
Colonial and 19th-century Latin American literature; Golden Age Hispanic literature; literary theory; Chicano literature; contemporary Latin American women writers

**Susanne Vees-Gulani, PhD**  
(University of Illinois, Urbana-Champaign)  
*Associate Professor*  
20th- and 21st-century literature and literary movements; German cultural studies; science and literature; medicine and literature; trauma studies; victim discourses; literary and cultural responses to World War II; German civil defense strategies in World War II

**Peter Jianhua Yang, PhD**  
(University of Utah)  
*Associate Professor*  
German literature, especially 20th-century; German theater; technology-enhanced language teaching; teaching pedagogy; business German; theatricality

**Tatiana Zilotina, PhD**  
(University of Virginia)  
*Senior Instructor*  
19th- and 20th-century Russian literature; the poetry of Marina Tsvetaeva; women writers; Russian culture; Russian folklore

**Lecturers**

**Man-Lih Chai, MA**  
(University of Illinois, Urbana-Champaign)  
*Lecturer (Chinese)*

**Elena Fernández, MA**  
(Cleveland State University)  
*Lecturer (Spanish)*

**Margaret M. Fitzgerald, MA**  
(Ohio State University)  
*Lecturer (Japanese)*

**Ramez Islambouli, MA**  
(Case Western Reserve University)  
*Lecturer (Arabic)*

**Yoshiko Kishi, MA**  
(New York University)  
*Lecturer (Japanese)*

**Clara Lipszyc-Arroyo, MA**  
(University of Western Ontario)  
*Lecturer (Portuguese and Spanish)*

**Enno Lohmeyer, PhD**  
(University of Kansas)  
*Lecturer (German)*

**Crystal Yun-Ming Myhre, MA**  
(University of Kansas)  
*Lecturer (Chinese)*
Yukiko (Nishida) Onitsuka, EdD  
(University of Cincinnati)  
Lecturer (Japanese)

Alessandra Parry, MA  
(University of Akron)  
Lecturer (Spanish)

Fabienne Pizot-Haymore, MA  
(Université Paul Valéry, Montpellier III)  
Lecturer (French)

Charlotte Sanpere, PhD  
(Université Sorbonne Nouvelle-Paris 3)  
Lecturer (French)

**Undergraduate Programs**

The Department of Modern Languages and Literatures offers courses of study leading to the following degrees:

- Bachelor of Arts in Chinese
- Bachelor of Arts in French
- Bachelor of Arts in German
- Bachelor of Arts in Japanese Studies
- Bachelor of Arts in Spanish

The department is affiliated with the interdisciplinary programs in French and Francophone Studies (p. 371) and World Literature (p. 610).

In addition, the department offers minors in Chinese, French, German, Italian, Japanese Studies, Russian, and Spanish, and it offers coursework in Arabic, Hebrew, and Portuguese. All courses in modern languages and literatures are taught primarily in the target language, unless the course is cross-listed with the World Literature Program or other interdisciplinary programs. In addition to scheduled class meetings, elementary and intermediate language courses require that students work with audio or audiovisual materials outside of class.

Career opportunities for students majoring in these areas exist in college and university teaching, translation and interpretation, diplomatic and other government service, business, international nonprofit agencies, and the arts, and can be enhanced by a double major or a secondary major.

**Placement Procedure**

Students with prior experience in Chinese, French, German, Italian, Japanese, Russian, or Spanish, however acquired (e.g., in high school, at another institution, or via study abroad), work with department faculty members to determine an appropriate level at which to start. In general, one year of high school language instruction is the equivalent to one university-level course. Therefore, Spanish I in high school is the equivalent of Spanish 101 at CWRU. Students who have taken four years or more of one language in high school are generally eligible to take 300-level language courses at CWRU, but the department recommends starting with a course numbered under 320.

**Departmental Honors**

The departmental honors program is for especially dedicated majors. Requirements for honors in modern languages and literatures are:

1. a GPA of at least 3.5 in the major;
2. an honors thesis (CHIN 397, CHIN 398, FRCH 397, FRCH 398, SPAN 397, SPAN 398) in addition to the major credit hour requirements

For students majoring in Japanese Studies, the completion of a senior thesis (JAPN 397, JAPN 398) is required. The senior thesis can fulfill the requirement of an honors thesis for students pursuing departmental honors.

The thesis is devoted to a literary, linguistic, or cultural topic and must be written in the target language, except in the case of Japanese Studies. It must be read and approved by two readers and will be accepted for honors only if it achieves a grade of B or better. Students who qualify receive their degree "with Honors in Modern Languages and Literatures.” A registration form for students applying for honors is available in the departmental office.

**Majors**

**Chinese**

Majors in Chinese are expected to acquire the ability to understand, speak, read, and write in Chinese and to develop a sound understanding of the relevant literatures and cultures.

**Course Requirements**

The major in Chinese requires a minimum of 10 courses, equivalent to 30-35 credit hours.

Course requirements are as follows:

- For students placed into 200-level coursework, the major requirements include CHIN 201 Intermediate Chinese I, CHIN 202 Intermediate Chinese II, and eight 300-level courses taught in the target language. Please see the courses tab (p. ).
- For students placed into 300-level coursework, the major requirements include ten 300-level courses taught in the target language. Please see the courses tab (p. ).

Students may replace up to two 300-level courses with related courses. Related courses are those outside the department which are closely related to Chinese culture, as well as those departmental courses cross-listed with World Literature.

Students majoring in Chinese need to meet the major requirements outlined above in addition to the General Degree Requirements (p. 1212) and Arts and Sciences Undergraduate Degree Requirements (p. 1273).

**French**

Majors in French are expected to acquire the ability to understand, speak, read, and write in French and to develop a sound understanding of the relevant literatures and cultures.

**Course Requirements**

The major in French requires a minimum of 10 courses, equivalent to 30-35 credit hours.

Course requirements are as follows:

- For students placed into 200-level coursework, the major requirements include FRCH 201 Intermediate French I, FRCH 202 Intermediate French II, FRCH 320 Introduction to
French Literature, and seven additional 300-level courses taught in the target language, at least two of which must be numbered above 320.

• For students placed into 300-level coursework, the major requirements include FRCH 320 and nine additional 300-level courses taught in the target language, at least two of which must be numbered above 320. Please see the courses tab (p. 1273).

Students may replace up to two 300-level courses with related courses. Related courses are those outside the department which are closely related to French and Francophone culture, as well as those departmental courses cross-listed with World Literature.

Students majoring in French need to meet the major requirements outlined above in addition to the General Degree Requirements (p. 1212) and Arts and Sciences Undergraduate Degree Requirements (p. 1273).

Integrated Graduate Studies (French)

French majors may participate in the Integrated Graduate Studies Program (p. 1298), which makes it possible to complete both a BA and an MA in French in about five years of full-time study. The department particularly recommends the program to qualified students who are interested in seeking admission to professional schools or PhD programs. Upon admission to the program, IGS students register as students in the School of Graduate Studies and are subject to its policies, rules, and regulations.

German

Majors in German are expected to acquire the ability to understand, speak, read, and write in German and to develop a sound understanding of the relevant literatures and cultures.

Course Requirements

The major in German requires a minimum of 10 courses, equivalent to 30-35 credit hours.

Course requirements are as follows:

• For students placed into 200-level coursework, the major requirements include GRMN 201 Intermediate German I, GRMN 202 Intermediate German II, and eight 300-level courses taught in the target language from among those on the courses tab (p. 1212).

• For students placed into 300-level coursework, the major requirements include ten 300-level courses taught in the target language from among those on the courses tab (p. 1212).

Students may replace up to two 300-level courses with related courses. Related courses are those outside the department which are closely related to German culture, as well as those departmental courses cross-listed with World Literature.

Students majoring in German need to meet the major requirements outlined above in addition to the General Degree Requirements (p. 1212) and Arts and Sciences Undergraduate Degree Requirements (p. 1273).

Japanese Studies

Majors in Japanese Studies are expected to acquire the ability to understand, speak, read, and write in Japanese and to develop a sound understanding of the relevant literatures and cultures.

Course Requirements

For further information and course requirements for the major in Japanese Studies requirements, please see the Japanese Studies Program (p. 399).

Spanish

Majors in Spanish are expected to acquire the ability to understand, speak, read, and write in Spanish and to develop a sound understanding of the relevant literatures and cultures.

Course Requirements

The major in Spanish requires a minimum of 10 courses, equivalent to 30-35 credit hours.

Course requirements are as follows:

• For students placed into 200-level coursework, the major requirements include: SPAN 201 Intermediate Spanish I, SPAN 202 Intermediate Spanish II, and eight 300-level courses taught in the target language from among those on the courses tab (p. 1212).

• For students placed into 300-level coursework, the major requirements include ten 300-level courses taught in the target language from among those on the courses tab (p. 1212).

Students may replace up to two 300-level courses with related courses. Related courses are those outside the department which are closely related to Spanish culture, as well as those departmental courses cross-listed with World Literature.

Additional Information for Spanish majors:

• At least three of the 300-level courses should be numbered above 320.

Students majoring in Spanish need to meet the major requirements outlined above in addition to the General Degree Requirements (p. 1212) and Arts and Sciences Undergraduate Degree Requirements (p. 1273).

Minors

The Department of Modern Languages and Literatures offers courses of study leading to the following minors:

• Chinese Minor
• French Minor
• German Minor
• Japanese Studies Minor
• Italian Minor
• Russian Minor
• Spanish Minor

Hebrew language courses may also count toward the Judaic Studies Minor (p. 404).

Chinese Minor

The minor in Chinese requires a minimum of 5 courses, equivalent to 15-19 credit hours.

• For students placed into the introductory level (no previous knowledge of the language), the following courses are required:
Required Courses

CHIN 101  Elementary Chinese I  4
CHIN 102  Elementary Chinese II  4
CHIN 201  Intermediate Chinese I  4
CHIN 202  Intermediate Chinese II  4
One additional CHIN course at the 300-level  3
Total Units  19

- For students placed into 200-level coursework or higher, the minor requirements include five 200- and 300-level courses from among those on the courses tab (p.  ).

French Minor

The minor in French requires a minimum of 5 courses, equivalent to 15-19 credit hours.

- For students placed into the introductory level (no previous knowledge of the language), the following courses are required:

Required Coursework

Required Courses

FRCH 101  Elementary French I  4
FRCH 102  Elementary French II  4
FRCH 201  Intermediate French I  4
FRCH 202  Intermediate French II  4
One additional 300-level FRCH course taught in French  3
Total Units  19

- For students placed into 200-level coursework or higher, the minor requirements include five 200- and 300-level courses taught in the target language from among those on the courses tab (p.  ).

German Minor

The minor in German requires a minimum of 5 courses, equivalent to 15-19 credit hours.

- For students placed into the introductory level (no previous knowledge of the language), the following courses are required:

Required Courses

GRMN 101  Elementary German I  4
GRMN 102  Elementary German II  4
GRMN 201  Intermediate German I  4
GRMN 202  Intermediate German II  4
One additional GRMN course at the 300-level  3
Total Units  19

- For students placed into 200-level coursework or higher, the minor requirements include five 200- and 300-level courses from among those on the courses tab (p.  ).

Italian Minor

The minor in Italian requires a minimum of 5 courses, equivalent to 15-19 credit hours.

- For students placed into the introductory level (no previous knowledge of the language), the following courses are required:

Required Courses

ITAL 101  Elementary Italian I  4
ITAL 102  Elementary Italian II  4
ITAL 201  Review and Progress in Italian  4
ITAL 202  Read and Discuss Italian Texts  4
One additional ITAL course at the 300-level  3
Total Units  19

- For students placed into 200-level coursework or higher, the minor requirements include five 200- and 300-level courses from among those on the courses tab (p.  ).

Japanese Studies Minor

For further information and course requirements for the minor in Japanese Studies requirements, please see the Japanese Studies Program (p. 399).

Russian Minor

The minor in Russian requires a minimum of 5 courses, equivalent to 15-19 credit hours.

- For students placed into the introductory level (no previous knowledge of the language), the following courses are required:

Required Courses

RUSN 101  Elementary Russian I  4
RUSN 102  Elementary Russian II  4
RUSN 201  Intermediate Russian I  4
RUSN 202  Intermediate Russian II  4
One additional RUSN course at the 300-level  3
Total Units  19

- For students placed into 200-level coursework or higher, the minor requirements include five 200- and 300-level courses from among those on the courses tab (p.  ).

Spanish Minor

The minor in Spanish requires a minimum of 5 courses, equivalent to 15-19 credit hours.

- For students placed into the introductory level (no previous knowledge of the language), the following courses are required:

Required Courses

SPAN 101  Elementary Spanish I  4
SPAN 102  Elementary Spanish II  4
SPAN 201  Intermediate Spanish I  4
SPAN 202  Intermediate Spanish II  4
One additional SPAN course at the 300-level  3
Total Units  19

- For students placed into 200-level coursework or higher, the minor requirements include five 200- and 300-level courses from among those on the courses tab (p.  ).

Graduate Programs

The department offers the Master of Arts degree in French. This program is associated with the master’s degree program in World Literature.
The MA in French requires 10 courses, equivalent to 30 semester hours. An MA in French with a minor concentration in German, Japanese, or Spanish requires 36 semester hours. Full-time students are expected to complete the MA within two academic years.

The MA in French is conducted under the non-thesis option as described under the School of Graduate Studies (p. 1333) in the General Bulletin.

**ARAB Courses**

**ARAB 101. Beginning Arabic I. 4 Units.**
The course introduces learners of Arabic to the sound and writing systems of this language and provides them with basic structural and lexical knowledge to enable them to say things in Arabic, such as greeting others, thanking someone, introducing oneself, describing one's background, seeking and providing info and so forth. The ability to perform these language functions in real-life or lifelike situations is developed by engaging the learner in structured functional activities and grammatical exercises.

**ARAB 102. Beginning Arabic II. 4 Units.**
ARAB 102 builds on the proficiency that students should have acquired in ARAB 101. The course follows a student-centered communicative approach in which class time is used in active learning through pair or group activities, role-play, games, selective listening and reading and other activities. The course emphasizes the four basic skills, reading, speaking, listening and writing. Students will be exposed to real audiovisual material in order to enhance comprehension and they will have to develop short oral and written responses about it. Aspects of culture across the Arab world will be included as an element of learning the language. Recommended preparation: ARAB 101

**ARAB 201. Intermediate Arabic I. 4 Units.**
Intensive review of grammar and conversational skills in modern Arabic through readings, discussions and other activities that explore contemporary Arab life and culture. Recommended preparation: ARAB 102 or equivalent.

**ARAB 202. Intermediate Arabic II. 4 Units.**
ARAB 202 is a continuation of ARAB 201 and will enable the students to develop advanced communicative skills for the use of Modern Arabic. It will focus on speaking, listening, reading and writing skills, and emphasize creative use of the language. Recommended preparation: ARAB 201 or equivalent.

**ARAB 301. Advanced Arabic I. 3 Units.**
This is a higher level of Arabic study. The course objectives are to enhance the student's language skills and to develop ability to use high-level Arabic effectively. It is designed to help students move from the intermediate level of proficiency, which centers on daily life and the immediate world, to the advanced, which broadens to include topics of general and professional interest. Recommended preparation: ARAB 202 or equivalent.

**ARAB 307. Women in the Arab World. 3 Units.**
The purpose of this course is twofold: It is a course that allows students an in-depth look at the diverse women who represent a number of cultures in the Arab world in nations from the Mashrek to the Maghreb. The second primary goal of the course is to study such women through the eyes of leading Arab women theorists who have made an impact not only in their own countries, but also on disciplines intersecting with women's studies worldwide. We will study the Arab woman's place in her respective society, in political and economic systems, in education, and in the family. We will also analyze her contributions to art and literature as well as to the sciences. The course will provide an overview of the Arab woman throughout history, from her origins to her place within recent movements within the Arab Spring and other current world events. As Arab women are Muslim, Christian, and Jewish, views of women within these major world religions will also be taken into account as we study the Arab woman as well as religion's impact on culture in the Middle East and in the Maghreb in particular. In the course, we will utilize theoretical texts, but also case studies as well as examples from media and the arts. During the semester, we will take advantage of teleconferencing opportunities between CWCU and two major academic units for Women's Studies in the Arab world: The Institute for Women's Studies in the Arab World (IWSAW) in Beirut, Lebanon, and the University of Jordan's Center for Women's Studies in Amman. Offered as ARAB 337, ETHS 337 and WGST 337. Counts for CAS Global & Cultural Diversity Requirement.

**ARAB 349. The Arab World Experience. 3 Units.**
Taught and led by Case faculty, The Arab World Experience is a spring semester course with a spring break study abroad component in a Middle Eastern or North African country supplemented by course meetings before and after travel. It will rotate among countries such as Jordan, Lebanon, Morocco, etc. and be taught by faculty with appropriate area expertise in Arabic, Women's and Gender Studies, and/or Ethnic Studies. The course focuses on topics such as history, politics, culture, and gender relations within the society of study. Workload and learning outcomes are commensurate with a semester-long three credit hour course. Guest lectures in the host country are an important component of the course as they bring a fresh, authentic perspective to the aforementioned topics discussed. There will be three three-hour meetings prior to travel, required reading, and one three-hour meeting after travel. In the host country, students will spend seven days (five-eight hours per day) in seminars, discussions, and site visits. Student grades are determined on the basis of participation, attendance, a daily experiential learning journal, interviews with guest speakers, and a final exam. Offered as ARAB 349, ETHS 349 and WGST 349. Counts for CAS Global & Cultural Diversity Requirement.

**ARAB 399. Independent Study in Arabic. 1 - 3 Units.**
Topics will be constructed to fit the interest of a student who has already taken an advanced course in Arabic. Prereq: ARAB 301.

**CHIN Courses**

**CHIN 101. Elementary Chinese I. 4 Units.**
Introductory course in speaking, understanding, reading and writing Chinese. Students are expected to achieve control of the sound system and basic sentence patterns of standard Mandarin Chinese. The course emphasizes speaking and aural comprehension.

**CHIN 102. Elementary Chinese II. 4 Units.**
Continuation of CHIN 101. Recommended preparation: Consent of department.
CHIN 201. Intermediate Chinese I. 4 Units.
Emphasizes basic structures of standard Mandarin Chinese; helps students improve reading, writing, listening and speaking abilities. Chinese culture, society, and people introduced through supplementary materials and activities. Recommended preparation: CHIN 102 or equivalent.

CHIN 202. Intermediate Chinese II. 4 Units.
Continuation of CHIN 201. Students must use course material offered by the Online Language Learning Center in addition to class meetings. Recommended preparation: CHIN 201.

CHIN 203. Intermediate Chinese III. 4 Units.
As the continuation of CHIN 202, CHIN 203 is the third course at the intermediate level in Chinese language at CWRU. In this course, students focus on conversation combined with further study of grammatical and syntactic rules, and of cultural elements. The objective is a further development of communicative skills in listening, speaking, reading, and writing. Upon completion of this course, students' proficiency will be optimal for entering CHIN 301. The course is a 4 credit course. The course uses integrated Chinese Level 2, Part 1, from the same series of textbooks for CHIN 201 and 202. The course covers 7 lessons of the book, two weeks for each lesson, in average. Students are expected to preview each lesson before class, to complete the assigned homework, and to study after class the content covered that day. The final grade will be based on the mid-term and final exams, and on quizzes. There will be a quiz at the end of each lesson. Chinese word-processing ability is one of the objectives of this course. Students will learn how to type Chinese texts using the Pinyin input method. Prereq: CHIN 202, or two years of study, or prerequisites not met permission.

CHIN 240. Modern Chinese Literature in Translation. 3 Units.
This course examines Modern Chinese Literature from the beginning of the 20th century to contemporary period in the contexts of Chinese historical and cultural transformations. It examines representative works of the major literary genres, including fiction, poetry, drama, and prose writing. We will be making the following inquiries: What is modern Chinese literature? What does it tell us about the cultural, social, psychological, and historical changes that occurred in modern China? Who are the main literary and cultural figures, and what did they contribute to the construction of the Chinese nation? How did Western thoughts impact on the ways in which Chinese reflected on their own cultural identities and social and gender relationships? This course is taught in English. Offered as CHIN 240, ASIA 240 and WLIT 240. Counts for CAS Global & Cultural Diversity Requirement.

CHIN 250. Classical Chinese Literature in Translation. 3 Units.
This course is a survey of the classical Chinese literature from the pre-Qin Period to the fall of Qing Dynasty in 1911. Students will be introduced to a variety of forms and genres, including classical poetry, lyric, ari, elegy, rhapsody, folk song, narrative verse, parallel prose, classical-language short story, vernacular short story, novel, drama, etc. This course is taught in English. Offered as CHIN 250, ASIA 250 and WLIT 250. Counts for CAS Global & Cultural Diversity Requirement.

CHIN 253. Introducing Chinese Religions. 3 Units.
This “topics” course offers an introduction to the academic study of Chinese religions. Whether approached through a particular theme or as a general historical introduction, each section of this course provides students with a general introduction to the academic study of religion and a basic religious literacy in the nuances and complexities in Chinese religions within various historical and socio-cultural contexts. Section topics might include, but are not limited to: Confucianism, Daoism, Chinese Buddhism, Gender and Sexuality in Chinese Religions. Students may repeat the course for credit once (two times total for 6 credits), provided that the two sections are different. Offered as RLGN 153, ETHS 153 and CHIN 253. Counts for CAS Global & Cultural Diversity Requirement.

CHIN 253C. Religion and Philosophy in China. 3 Units.
This course critically examines the three principal religious and philosophical traditions of China: the Confucian, Daoist, and Chinese Buddhist traditions. Through a combination of assigned print and online readings, video clips and documentaries, class discussions, and written assignments, students explore the origins and historical developments, principal thinkers, central religious and doctrinal themes, ethics, spirituality, popular deviations, social movements, and contemporary developments of these three major religious and philosophical traditions of China. Students will consider the wider social, cultural, ethical, economic, and political dimensions of Chinese religions and philosophies generally, and themes of community and society, identity constructions, personal experiences, movements, as well as their socio-cultural reproductions in contemporary China, and where appropriate, the Chinese Diaspora in North America. Offered as CHIN 253C, ETHS 253C, PHIL 253 and RLGN 253. Counts for CAS Global & Cultural Diversity Requirement.

CHIN 301. Advanced Chinese I. 4 Units.
Students work to achieve fluency in listening, speaking, reading and writing. Students must attend Language Resource Center in addition to class meetings. Recommended preparation: CHIN 202 or equivalent. Counts for CAS Global & Cultural Diversity Requirement.

CHIN 302. Advanced Chinese II. 4 Units.
Continuation of CHIN 301. Counts for CAS Global & Cultural Diversity Requirement.

CHIN 307. Body, Health and Medicine in Chinese Religions: Historical and Contemporary Perspectives. 3 Units.
This course critically evaluates the history and development of traditional Chinese approaches to health and medicine in the context of Chinese religious, philosophical, and socio-cultural history. It examines the constructions of the body in Chinese religious and philosophical thought across different historical periods and evaluates their significance and implications for understanding Chinese approaches to health and medicine. It discusses the conceptions of “health” and “good health” in ancient China, the distinction between “healing” and “curing,” the development of the complementary yin-yang and five phases (wuxing) theories, understandings of nature (xing) and body (ti), the concept of qi as life force, and various microcosm-macrocosm analogies that emerged from Chinese religious and philosophical traditions. It explores how these religious and philosophical frameworks, beginning with the Daoist classic, Basic Questions in the Inner Classic of the Yellow Emperor (Huangdi Neijing Suwen) have evolved to undergird the development of diet, acupuncture, moxibustion, meditation, and various alchemical practices within Chinese holistic conceptions of health and practices of Traditional Chinese Medicine. Offered as RLGN 307, RLGN 407, CHIN 307, HSTY 308, and ETHS 307. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.
CHIN 316. Christianity in China. 3 Units.
This course critically evaluates Christianity's long history in China, beginning with the "Luminous Religion" (Jingjiao) that was propagated by Assyrian Christian missionaries in Tang China (7th century CE), the missionary endeavors of Catholic and Protestant foreign missionaries and mission societies, the rise of indigenous Chinese Christianities that sought independence from foreign missionaries, the impact of communist rule and the Cultural Revolution, and current developments involving both the official government-approved churches (i.e., the Three Self Patriotic Movement and the Chinese Patriotic Catholic Association) on the one hand, and the house church movement (jiaoting jiaohui) on the other hand. Students will critically discuss and analyze the historical dimensions of Christianity's presence in China and engagement with various social, cultural, political, philosophical, and religious aspects of Chinese society, past and present, and consider the implications of emergent forms of contemporary indigenous Chinese Christian movements for the future of Chinese Christianity. Offered as RLGN 316, RLGN 416, HSTY 322, CHIN 316 and ETHS 326. Counts for CAS Global & Cultural Diversity Requirement.

CHIN 320. Chinese Popular Culture. 3 Units.
In this course we are going to study Chinese (including Mainland China, Hong Kong, Taiwan, and Chinese Diaspora) popular culture since the 1980s. By examining different forms of popular culture, including popular literature, film, music, TV programs, posters, the Internet, etc., we will be looking into their political, ideological, sociological, cultural, and psychological mechanisms. The film viewing will take place outside the class. Offered as: CHIN 320, ASIA 320 and WLIT 320. Counts for CAS Global & Cultural Diversity Requirement.

CHIN 330. Chinese Cinema. 3 Units.
This course is an exploration to the history of and critical issues in Chinese cinema: we will discuss early film making in Shanghai, leftist melodrama, Socialist films, the Chinese New Wave, underground films, the film making in the era of globalization, and etc. Themes and genres that will be investigated include melodrama, the "Fifth Generation", underground film making, filmic representations of women, minority films, and historical epics. Films from mainland China, Hong Kong, Taiwan, and diasporic communities will be discussed to illuminate what it means to be "Chinese." All of the films in this course come with English subtitles; the film viewing will take place outside the class. Offered as CHIN 330 and ASIA 330. Counts for CAS Global & Cultural Diversity Requirement.

CHIN 340. China Modernizes. 3 Units.
This three credit-hour course is a content-based Chinese language course, which combines Chinese language learning with an introduction to various dimensions of modernization in contemporary China, including economic, cultural, social, political, and technological changes such as business and jobs, urban and rural development and migration, housing and tourism, as a result of economic reforms, trade expansion, international relations, foreign investments, technology transfer, education, science and technology advancement, especially in the production, research and development, and market expansion. The course will also assess the impacts of these changes on various aspects of globalization and vice versa. This class is taught in both Chinese and English. At the end of the class, the students are expected to have improved both their Chinese language proficiency and their competence of understanding, communicating, and critically thinking the covered China related topics. Counts for CAS Global & Cultural Diversity Requirement. Prereq: CHIN 202.

CHIN 350. China and Green Cultural Transformation. 3 Units.
Taught in Chinese, this course aims at enhancing the students' proficiency in listening to, speaking, reading and writing Chinese at the intermediate and higher levels. As a content-driven course, it introduces students to the recent major green culture movements in China, focusing on the way the green cultural changes took place in relation to globalization, environment and climate change, technology innovation, income redistribution, domestic consumption, and education, to meet the challenges of financial crisis, climate change, energy insecurity, and international competition. At the end of the semester, the students are expected to be able to understand readings and audiovisual materials, as well as communicate and present orally and in written formats green cultural issues covered in the course. Students who take CHIN350 are not allowed to earn credit for CHIN350D (Department Seminar), vice versa. Counts for CAS Global & Cultural Diversity Requirement. Prereq: CHIN 301.

CHIN 350D. China and Green Cultural Transformation. 3 Units.
Taught in Chinese, this course aims at enhancing the students' proficiency in listening to, speaking, reading and writing Chinese at the intermediate and higher levels. As a content-driven course, it introduces students to the recent major green culture movements in China, focusing on the way the green cultural changes took place in relation to globalization, environment and climate change, technology innovation, income redistribution, domestic consumption, and education, to meet the challenges of financial crisis, climate change, energy insecurity, and international competition. At the end of the semester, the students are expected to be able to understand readings and audiovisual materials, as well as communicate and present orally and in written formats green cultural issues covered in the course. Students who take CHIN350 are not allowed to earn credit for CHIN350D (Department Seminar), vice versa. Counts for CAS Global & Cultural Diversity Requirement. Prereq: CHIN 301.

CHIN 350E. China and Globalization. 3 Units.
Taught in Chinese, this course aims at enhancing the students' proficiency in listening to, speaking, reading and writing Chinese at the intermediate and higher levels. As a content-driven course, it introduces students to the recent major green culture movements in China, focusing on the way the green cultural changes took place in relation to globalization, environment and climate change, technology innovation, income redistribution, domestic consumption, and education, to meet the challenges of financial crisis, climate change, energy insecurity, and international competition. At the end of the semester, the students are expected to be able to understand readings and audiovisual materials, as well as communicate and present orally and in written formats green cultural issues covered in the course. Students who take CHIN350 are not allowed to earn credit for CHIN350D (Department Seminar), vice versa. Counts for CAS Global & Cultural Diversity Requirement. Prereq: CHIN 301.

CHIN 380. Contemporary Chinese Texts I. 3 Units.
This course is designed for students who have completed CHIN 302 or equivalent. It provides intensive trainings in communicational skills by reading, watching, and discussing a variety of texts. Counts for CAS Global & Cultural Diversity Requirement. Prereq: CHIN 302 or equivalent.

CHIN 381. Contemporary Chinese Texts II. 3 Units.
This course is designed for students who have completed CHIN 380 or equivalent. It provides intensive training in communication skills by reading, watching, and discussing a variety of texts. Counts for CAS Global & Cultural Diversity Requirement. Prereq: CHIN 380.

CHIN 396. Senior Capstone - Chinese. 3 Units.
This course is a required capstone course for Chinese majors. Students will complete a substantial research thesis in Chinese or English and make a public presentation in English with significant Chinese elements. Students take this course under the supervision of their faculty advisor. Permission required.

CHIN 397. Senior Thesis I. 3 Units.
This course is the first of the two-semester thesis-writing sequence for majors in Chinese pursuing honors in the major. The two-semester sequence leads to a substantial research paper in Chinese or English with significant Chinese elements. Students take this course under the supervision of their faculty advisor. Counts for CAS Global & Cultural Diversity Requirement. Prereq: Chinese major with Senior standing.
CHIN 398. Senior Thesis II. 3 Units.
This course is the second of the two-semester thesis-writing sequence required for Chinese majors pursuing honors in the major. The two semester sequence leads to a substantial research paper in Chinese or English with significant Chinese elements. Students take this course under the supervision of their faculty advisor. Prereq: CHIN 397.

CHIN 399. Independent Study. 1 - 3 Units.
Directed study for those students who have progressed beyond available course offerings and who want to continue study of Chinese language, Chinese culture, Chinese literature, or other Chinese Studies topics in Chinese. Counts for CAS Global & Cultural Diversity Requirement. Prereq: CHIN 302.

FRCH Courses

FRCH 101. Elementary French I. 4 Units.
Emphasizes conversational skills. Students are expected to achieve control of sound system and basic sentence structures of French. Students must complete assignments at the Online Language Learning Center in addition to attending scheduled class meetings.
FRCH 102. Elementary French II. 4 Units.

FRCH 201. Intermediate French I. 4 Units.
Intensive review of grammar and usage through readings, discussions and other activities that emphasize contemporary French life. Students must complete assignments at the Online Language Learning Center in addition to attending scheduled class meetings. Recommended preparation: FRCH 102 or equivalent.

FRCH 202. Intermediate French II. 4 Units.
A continuation of FRCH 201, the course focuses on the acquisition of intermediate-level skills in language and culture. Students must complete assignments at the Online Language Learning Center in addition to attending scheduled class meetings. Recommended preparation: FRCH 201 or equivalent.

FRCH 208. The Montreal Experience. 1 Unit.
One-week immersion learning experience performing community service in Montreal, Canada. Students meet several times for orientation before spending spring break in French-speaking Montreal. Community service may include volunteering in a homeless center, a hospital, or school. Application available from Department office. This course may be repeated once. Permit required. Prereq or Coreq: FRCH 202 or equivalent.

FRCH 295. The Francophone World. 3 Units.
The course offers an introduction to the Francophone World from a historical, cultural, and literary perspective. The Francophone World includes countries and regions around the globe with a substantial French-speaking population (and where French is sometimes, but not always, an official language): North America (Louisiana, Quebec, and Acadia); North Africa (Tunisia, Morocco, Algeria, and Egypt); the Middle-East (Lebanon, Syria); the Caribbean (Martinique, Guadeloupe, Haiti); Southeast Asia (Vietnam); and Europe (France, Belgium, Switzerland, and Luxembourg). FRCH 295 provides a comprehensive overview of the Francophone World, while focusing on a particular area or areas in any given semester. Offered as AFST 295, ETHS 295, FRCH 295, and WLIT 295. Counts for CAS Global & Cultural Diversity Requirement.

FRCH 308. Immigration and the Paris Experience. 3 Units.
Three-week immersion learning experience living and studying in Paris. The focus of the course is the culture, literature, and the arts of the African, Arab, and Asian communities of Paris. At least half of the course looks at issues surrounding immigration that affect women in particular. Students spend a minimum of fifteen hours per week visiting cultural centers and museums and interviewing authors and students about the immigrant experience. Assigned readings complement course activities. Students enrolled in FRCH 308/408 do coursework in French. WLIT 308/408, ETHS 308, and WGST 308 students have the option of completing coursework in English. Graduate students have additional course requirements. Offered as FRCH 308, WLIT 308, ETHS 308, WGST 308, FRCH 408, and WLIT 408. Counts for CAS Global & Cultural Diversity Requirement. Prereq: FRCH 202.

FRCH 309. French for Diplomacy and International Relations. 3 Units.
French for Diplomacy is an upper-level course with a focus on learning the linguistic and socio-cultural competency specific to the professions associated with diplomacy and international relations within the Francophone world. The course will outline the characteristics of European institutions and will focus on interpersonal and social relations necessary for working within them. In this course, students will develop their communication and comprehension skills through oral and written activities in the context of authentic situations of negotiations, thematic presentations and reports including missions and projects. Some examples of themes covered are negotiations in the professional world, economics, social and human rights, finance, education, peacekeeping and ecology. Finally, whenever possible, the course will be complemented by cultural exchanges in conjunction with programs featured by the French Consulate in Chicago. Counts for CAS Global & Cultural Diversity. This course prepares students for the French for Professions Diploma (DFP Diplômes de Français Professionnel) in International Relations offered by the French Chamber of Commerce and Industry of Paris. Students may undertake the DFP on a voluntary basis. Students must pay a nominal fee for certification testing. Counts for CAS Global & Cultural Diversity Requirement. Prereq: FRCH 202.

FRCH 310. Advanced Composition and Reading. 3 Units.
An initiation to the literature of Francophone expression with a focus on close reading. Texts may include short stories, essays, and novels. Students engage in the discussion of their readings and learn how to express their ideas both orally and in written form. Counts for CAS Global & Cultural Diversity Requirement. Prereq: FRCH 202 or equivalent.

FRCH 311. Advanced Conversation I. 3 Units.
Designed to enhance pronunciation, speaking and listening-comprehension through the discussion of French literature and media for children. Required for Teacher Licensure candidates. Prereq: FRCH 202 or equivalent.

FRCH 312. Advanced Conversation II. 3 Units.
A functional approach to conversation. Students work to develop fluency in spoken French using current colloquial vocabulary and focusing on current issues. Practice in using speech appropriate to a variety of situations, including public debates. Counts for CAS Global & Cultural Diversity Requirement. Prereq: FRCH 202 or equivalent.
FRCH 313. Medical French. 3 Units.
Medical French is an upper-level course with a focus on health care in France and other Francophone countries. Students gain knowledge of the health care structures of various Francophone countries, as well as the vocabulary used in professional medical communication. Special emphasis on Doctors without Borders (Medecins sans frontieres). There will be visits to local hospitals and health care sites. Press articles, media reports, films, videos, and short literary texts are used as resources. Offered as FRCH 313 and FRCH 413. Counts for CAS Global & Cultural Diversity Requirement. Prereq: FRCH 202 or equivalent.

FRCH 314. Translation Techniques. 3 Units.
Contrastive grammar analysis and stylistics are used to foster linguistic awareness and to introduce students to the methods and skills of translation. Recommended preparation: FRCH 310. Counts for CAS Global & Cultural Diversity Requirement. Prereq: FRCH 202 or equivalent.

FRCH 315. French for Business. 3 Units.
Business French is an upper-level course with a focus on the economic life of France and other Francophone countries. In this course, students will enhance their comprehension and communications skills through oral and written activities in the context of authentic situations of negotiations as related to the economic structures and the business organization of Francophone countries. Some examples of themes covered are negotiations in the professional world, economics, social rights, finance, and business and commercial contexts. Finally, whenever possible, the course will be complemented by cultural exchanges in conjunction with programs featured by the French Consulate in Chicago and/or internships in French-speaking companies in the region or abroad. Counts for CAS Global & Cultural Diversity Requirement. This course prepares students for the French for Professions Diploma (DFP, Diplômes de Français Professionnel) in Business offered by the French Chamber of Commerce and Industry of Paris. Students may undertake the DFP on a voluntary basis. Students must pay a nominal fee for certification testing. Counts for CAS Global & Cultural Diversity Requirement. Prereq: FRCH 202 or equivalent.

FRCH 316. Contemporary France. 3 Units.
A study of contemporary France, this course features discussions and lectures on a variety of topics (geography, political and social life, contemporary culture) to develop factual knowledge about France and a sound understanding of current issues as presented in the media. Counts for CAS Global & Cultural Diversity Requirement. Taught in French. An introduction to literary analysis through the study of important works of French literature. Written assignments are designed to develop skills in close reading, to introduce students to literary terminology in French, and to develop a capacity for clear, precise communication of an argument. Classes are discussion-based. Recommended preparation: FRCH 310. Counts as SAGES Departmental Seminar. Prereq: FRCH 202 or equivalent.

FRCH 317. French Cinema. 3 Units.

FRCH 318. The Origins of France. 3 Units.
Examination through texts, films, and other media of major historical, intellectual, and artistic influences that have shaped the evolution of French civilization. Students will attempt to identify the values and myths that have contributed to the ongoing formation of modern France. Recommended preparation: FRCH 310. Counts for CAS Global & Cultural Diversity Requirement. Prereq: FRCH 202.

FRCH 319. Modern France. 3 Units.

FRCH 320. Introduction to French Literature. 3 Units.
Taught in French. An introduction to literary analysis through the study of important works of French literature. Written assignments are designed to develop skills in close reading, to introduce students to literary terminology in French, and to develop a capacity for clear, precise communication of an argument. Classes are discussion-based. Recommended preparation: FRCH 310. Counts as SAGES Departmental Seminar. Prereq: FRCH 202 or equivalent.

FRCH 321. Twelfth to Sixteenth-Century French Literature. 3 Units.
Medieval and Renaissance literature, from the chanson de geste and the roman courtois to Rabelais and Montaigne. Authors, works and topics may vary. May be offered on both Medieval and Renaissance, or on either. May be repeated if time period is different. Maximum 6 credits. Offered as: FRCH 321 and FRCH 421. Counts for CAS Global & Cultural Diversity Requirement. Prereq: FRCH 202. Coreq: FRCH 320.

FRCH 328. Science and Technology in France. 3 Units.
This course is an exploration of the development of science and technology in France, from their rise in the 18th and 19th centuries to their recent renaissance, from both a scientific and a humanities perspective. A significant component will focus on the contributions of women to science in France. Site visits in France will include the Marie Curie laboratory, the Pasteur Institute, and the Museum of Natural History. Readings will come from the fields of history of science, French cultural history, and French literature. Offered as FRCH 328, FRCH 428, WGST 333, WLIT 353 and WLIT 453. Counts for CAS Global & Cultural Diversity Requirement. Prereq: FRCH 202 or Requisites Not Met permission.

FRCH 331. Seventeenth-Century French Literature. 3 Units.
The Age of Classicism, from Racine to Mme de Lafayette. Authors, works and topics may vary. Prereq: FRCH 320.
FRCH 337. Women in the Arab World. 3 Units.
The purpose of this course is twofold: It is a course that allows students an in-depth look at the diverse women who represent a number of cultures in the Arab world in nations from the Mashrek to the Maghreb. The second primary goal of the course is to study such women through the eyes of leading Arab women theorists who have made an impact not only in their own countries, but also on disciplines intersecting with women's studies worldwide. We will study the Arab woman's place in her respective society, in political and economic systems, in education, and in the family. We will also analyze her contributions to art and literature as well as to the sciences. The course will provide an overview of the Arab woman throughout history, from her origins to her place within recent movements within the Arab Spring and other current world events. As Arab women are Muslim, Christian, and Jewish, views of women within these major world religions will also be taken into account as we study the Arab woman as well as religion's impact on culture in the Middle East and in the Maghreb in particular. In the course, we will utilize theoretical texts, but also case studies as well as examples from media and the arts. During the semester, we will take advantage of teleconferencing opportunities between CWRU and two major academic units for Women's Studies in the Arab world: The Institute for Women's Studies in the Arab World (IWSAW) in Beirut, Lebanon, and the University of Jordan's Center for Women's Studies in Amman. Offered as FRCH 337, FRCH 437, ARAB 337, ETHS 337 and WGST 337. Counts for CAS Global & Cultural Diversity Requirement.

FRCH 341. Eighteenth Century French Literature. 3 Units.
Topics from the Age of Enlightenment, from libertinage to revolution. Authors and works may vary. Offered as FRCH 341 and FRCH 441. Prereq or Coreq: FRCH 320.

FRCH 351. Nineteenth-Century French Literature. 3 Units.
Romanticism, realism, and naturalism in the novel and the dramatic tradition. Authors, works, and topics may vary. Offered as FRCH 351 and FRCH 451. Counts for CAS Global & Cultural Diversity Requirement. Prereq or Coreq: FRCH 320.

FRCH 361. Twentieth-Century French Literature. 3 Units.
A study of representative novelists (e.g., Proust, Gide, Colette, Sartre, Beauvoir) and playwrights (e.g., Claudel, Beckett, Genet) in historical context. Authors, works, and topics may vary. Offered as FRCH 361 and FRCH 461. Prereq or Coreq: FRCH 320.

FRCH 372. Topics in French Drama. 3 Units.
A topical approach to issues and problems specific to drama. Plays, playwrights, aesthetic theories, and historical periods studied in this course may vary. Offered as FRCH 372 and FRCH 472. Counts for CAS Global & Cultural Diversity Requirement. Prereq or Coreq: FRCH 320.

FRCH 373. The Novel and the Novella. 3 Units.
A study of narrative fiction focused on either a particular genre (the novel, the short story) or a particular type of novel (psychological novel, realist novel, detective novel), tale (the fantastic tale, the fairytale), or novella. Offered as FRCH 373 and FRCH 473. Prereq or Coreq: FRCH 320.

FRCH 374. Major Writers and Literary Movements. 3 Units.
In-depth study of the work of a major writer, film director, or intellectual figure; or of a significant literary, intellectual, or artistic movement. Approaches, content, and instructor will vary. Offered as FRCH 374 and FRCH 474. Counts for CAS Global & Cultural Diversity Requirement. Prereq: FRCH 320.

FRCH 375. Francophone Literature. 3 Units.
An examination of Francophone literature focused on the problematics of identity within the colonial and post-colonial context. Writers and works may vary. Offered as FRCH 375 and FRCH 475. Counts for CAS Global & Cultural Diversity Requirement. Prereq or Coreq: FRCH 320.

FRCH 377. Special Topics. 3 Units.
The special topics course is designed to provide a forum for specific themes or subjects not otherwise covered in the curriculum. Approaches and content will vary. Maximum 6 credits. Offered as FRCH 377 and FRCH 477. Counts for CAS Global & Cultural Diversity Requirement. Prereq or Coreq: FRCH 320.

FRCH 395. French Literature in Translation. 3 Units.
Topics vary according to student and faculty interest. May include Francophone literature, literature and cinema, women writers, contemporary literature. Counts toward French major only as related course. No knowledge of French required. Offered as FRCH 395 and FRCH 495.

FRCH 396. Senior Capstone - French. 3 Units.
The Senior Capstone in French in an independent study project chosen in consultation with a capstone advisor. The capstone project should reflect both the student's interest within French and/or Francophone Studies and the courses he or she has taken to fulfill the major. The project requires independent research using an approved bibliography and plan of action. In addition to written research, the student will also present the capstone project in a public forum that is agreed upon by the project advisor and the student. Counts as SAGES Senior Capstone. Prereq: Senior status required. Major in French or Francophone Studies required.

FRCH 397. Honors Thesis I. 3 Units.
Intensive study of a literary, linguistic, or cultural topic with a faculty member, leading to the writing of a research paper in French. Limited to senior majors. Permit required.

FRCH 398. Honors Thesis II. 3 Units.
Continuation of FRCH 397. Limited to senior majors. Permit required. Prereq: FRCH 397.

FRCH 399. Independent Study. 1 - 3 Units.
The course is for students who have special interests and commitments that are not addressed in regular courses, and who wish to work independently.

FRCH 408. Immigration and the Paris Experience. 3 Units.
Three-week immersion learning experience living and studying in Paris. The focus of the course is the culture, literature, and the arts of the African, Arab, and Asian communities of Paris. At least half of the course looks at issues surrounding immigration that affect women in particular. Students spend a minimum of fifteen hours per week visiting cultural centers and museums and interviewing authors and students about the immigrant experience. Assigned readings complement course activities. Students enrolled in FRCH 308/408 do coursework in French. WLIT 308/408, ETHS 308, and WGST 308 students have the option of completing coursework in English. Graduate students have additional course requirements. Offered as FRCH 308, WLIT 308, ETHS 308, WGST 308, FRCH 408, and WLIT 408. Counts for CAS Global & Cultural Diversity Requirement. Prereq: Graduate standing.
FRCH 413. Medical French. 3 Units.
Medical French is an upper-level course with a focus on health care in France and other Francophone countries. Students gain knowledge of the health care structures of various Francophone countries, as well as the vocabulary used in professional medical communication. Special emphasis on Doctors without Borders (Medecins sans frontieres). There will be visits to local hospitals and health care sites. Press articles, media reports, films, videos, and short literary texts are used as resources. Offered as FRCH 313 and FRCH 413. Counts for CAS Global & Cultural Diversity Requirement. Prereq: Graduate Standing.

FRCH 421. Twelfth to Sixteenth-Century French Literature. 3 Units.
Medieval and Renaissance literature, from the chanson de geste and the roman courtois to Rabelais and Montaigne. Authors, works and topics may vary. May be offered on both Medieval and Renaissance, or on either. May be repeated if time period is different. Maximum 6 credits. Offered as: FRCH 321 and FRCH 421. Counts for CAS Global & Cultural Diversity Requirement. Prereq: Graduate Standing.

FRCH 428. Science and Technology in France. 3 Units.
This course is an exploration of the development of science and technology in France, from their rise in the 18th and 19th centuries to their recent renaissance, from both a scientific and a humanities perspective. A significant component will focus on the contributions of women to science in France. Site visits in France will include the Marie Curie laboratory, the Pasteur Institute, and the Museum of Natural History. Readings will come from the fields of history of science, French cultural history, and French literature. Offered as FRCH 328, FRCH 428, WGST 333, WLIT 353 and WLIT 453. Counts for CAS Global & Cultural Diversity Requirement. Prereq: Graduate Standing.

FRCH 437. Women in the Arab World. 3 Units.
The purpose of this course is twofold: It is a course that allows students an in-depth look at the diverse women who represent a number of cultures in the Arab world in nations from the Mashrek to the Maghreb. The second primary goal of the course is to study such women through the eyes of leading Arab women theorists who have made an impact not only in their own countries, but also on disciplines intersecting with women's studies worldwide. We will study the Arab woman's place in her respective society, in political and economic systems, in education, and in the family. We will also analyze her contributions to art and literature as well as to the sciences. The course will provide an overview of the Arab woman throughout history, from her origins to her place within recent movements within the Arab Spring and other current world events. As Arab women are Muslim, Christian, and Jewish, views of women within these major world religions will also be taken into account as we study the Arab woman as well as religion's impact on culture in the Middle East and in the Maghreb in particular. In the course, we will utilize theoretical texts, but also case studies as well as examples from media and the arts. During the semester, we will take advantage of teleconferencing opportunities between CWRU and two major academic units for Women's Studies in the Arab world: The Institute for Women's Studies in the Arab world (IWSA/W) in Beirut, Lebanon, and the University of Jordan's Center for Women's Studies in Amman. Offered as FRCH 337, FRCH 437, ARAB 337, ETHS 337 and WGST 337. Counts for CAS Global & Cultural Diversity Requirement.

FRCH 441. Eighteenth Century French Literature. 3 Units.
Topics from the Age of Enlightenment, from libertinage to revolution. Authors and works may vary. Offered as FRCH 341 and FRCH 441.

FRCH 451. Nineteenth-Century French Literature. 3 Units.
Romanticism, realism, and naturalism in the novel and the dramatic tradition. Authors, works, and topics may vary. Offered as FRCH 351 and FRCH 451. Counts for CAS Global & Cultural Diversity Requirement.

FRCH 461. Twentieth-Century French Literature. 3 Units.
A study of representative novelists (e.g., Proust, Gide, Colette, Sartre, Beauvoir) and playwrights (e.g., Claudel, Beckett, Genet) in historical context. Authors, works, and topics may vary. Offered as FRCH 361 and FRCH 461.

FRCH 472. Topics in French Drama. 3 Units.
A topical approach to issues and problems specific to drama. Plays, playwrights, aesthetic theories, and historical periods studied in this course may vary. Offered as FRCH 372 and FRCH 472. Counts for CAS Global & Cultural Diversity Requirement.

FRCH 473. The Novel and the Novella. 3 Units.
A study of narrative fiction focused on either a particular genre (the novel, the short story) or a particular type of novel (psychological novel, realist novel, detective novel), tale (the fantastic tale, the fairytale), or novella. Offered as FRCH 373 and FRCH 473.

FRCH 474. Major Writers and Literary Movements. 3 Units.
In-depth study of the work of a major writer, film director, or intellectual figure; or of a significant literary, intellectual, or artistic movement. Approaches, content, and instructor will vary. Offered as FRCH 374 and FRCH 474. Counts for CAS Global & Cultural Diversity Requirement. Prereq: Graduate standing.

FRCH 475. Francophone Literature. 3 Units.
An examination of Francophone literature focused on the problematics of identity within the colonial and post-colonial context. Writers and works may vary. Offered as FRCH 375 and FRCH 475. Counts for CAS Global & Cultural Diversity Requirement.

FRCH 477. Special Topics. 3 Units.
The special topics course is designed to provide a forum for specific themes or subjects not otherwise covered in the curriculum. Approaches and content will vary. Maximum 6 credits. Offered as FRCH 377 and FRCH 477. Counts for CAS Global & Cultural Diversity Requirement.

FRCH 495. French Literature in Translation. 3 Units.
Topics vary according to student and faculty interest. May include Francophone literature, literature and cinema, women writers, contemporary literature. Counts toward French major only as related course. No knowledge of French required. Offered as FRCH 395 and FRCH 495. Coreq: Graduate standing.

FRCH 601. Independent Study. 1 - 18 Units.
For individual students or larger groups with special interests.

FRCH 651. Thesis M.A.. 6 - 9 Units.
Thesis M.A. serves the graduate plan A of the Graduate Handbook.

GRMN Courses

GRMN 101. Elementary German I. 4 Units.
Introductory course emphasizing conversational skills. Students achieve control of the sound system and basic sentence structures of spoken and written German. Students must use the course material offered by the Online Language Learning Center in addition to class meetings.

GRMN 102. Elementary German II. 4 Units.
Continuation of GRMN 101, emphasizing conversational skills. Prereq: GRMN 101 or equivalent.

GRMN 201. Intermediate German I. 4 Units.
Emphasizes both language and culture and is taught in German. Review of grammar and usage of German while studying texts and videotapes which focus on contemporary life in Germany. Prereq: GRMN 102 or equivalent.
GRMN 202. Intermediate German II. 4 Units.
Continuation of GRMN 201; conducted in German. Study of texts and videotapes which focus on contemporary life in Germany. Prereq: GRMN 201 or equivalent.

GRMN 303. German Culture & Civilization. 3 Units.
Examines aspects of contemporary Germany, including political and social systems and cultural life through seminar discussions of texts, films, and other media. Along with oral presentations and essay tests, students must select a research topic of interest to the discipline and write an analytic essay in German on the topic. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement. Prereq: GRMN 202.

GRMN 310. Advanced German Reading and Composition. 3 Units.
This advanced-level course focuses on reading and writing on the German-speaking world for students who have already studied intermediate German. Develops abilities to read authentic cultural texts, such as contemporary newspaper and magazine articles on current affairs; readings increase progressively in length and vary in genre. It also builds advanced writing skills through composition, such as summaries, reviews, opinion pieces, letters, short creative texts, and analytic essays. Includes instruction on use of English- and German-language research tools. Taught in German. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement. Prereq: GRMN 202 or equivalent.

GRMN 311. Advanced Conversation. 3 Units.
Students work to improve fluency in spoken German. Topics include contemporary issues; current vocabulary is stressed. Students practice using speech appropriate to various situations and participate in topical discussions. Prereq: GRMN 202 or equivalent.

GRMN 312. German Proficiency Through Drama. 3 Units.
Readings begin with single scenes and progress to full length radio plays and theater plays which gradually increase in linguistic difficulty and complexity of central themes. Introduction to the elements of drama such as dialogue, character and dramatic structure, as well as the genres of tragedy, comedy, and tragicomedy. Focus: effective communication of critical, interpretative, and analytic ideas in discussion and in writing. Counts as SAGES Departmental Seminar. Prereq: GRMN 202 or equivalent.

GRMN 313. Intro to German Literature. 3 Units.
Introduction to German literature and the cultural issues it addresses. Readings include the main literary and folk genres (short texts or excerpts), gradually increasing in linguistic difficulty and complexity of central themes. They cover the major literary periods from the 18th to the 21st centuries. Focus: effective communication of critical, interpretative, and analytic ideas in discussion and in writing. Counts as SAGES Departmental Seminar. Prereq: GRMN 202 or equivalent.

GRMN 315. Business German. 3 Units.
This course is taught in German. It is designed to enhance students' German listening, speaking, reading, and writing skills through a variety of activities. It also aims at developing students' cross-cultural awareness and communicative competence in the specialized field of German for Business and Economics in an increasingly global workplace. The course will explore German demography and economic geography; the European Union, the Euro, and Germany's role in this union; German economic systems, industries, banking systems, advertising and sales, transportation and tourism; Germany's corporate culture, industrial relations, codetermination in German companies, etc. Counts for CAS Global & Cultural Diversity Requirement. Prereq: GRMN 202 or equivalent.

GRMN 320. Topics in Narrative. 3 Units.
This course examines representative prose works (tales, novellas, short novels, letters, and essays) chosen to present reactions and impressions to social and aesthetic conditions in German-speaking countries and to introduce students to different styles and varieties of German prose. Counts for CAS Global & Cultural Diversity Requirement. Prereq: One 300-level GRMN course.

GRMN 326. Witches, Weddings, and Wolves. 3 Units.
Intensive study of German Folk Tales as collected and altered by the Brothers Grimm. The Maerchen as both children's and adult literature. Counts for CAS Global & Cultural Diversity Requirement. Prereq: One 300-level GRMN course.

GRMN 330. Topics in German Cinema. 3 Units.
This course has the following objectives: 1) View and comprehend 14 German movies; 2) discuss German language, history, and culture as well as film making as they are reflected in the German movies featured in this course; and 3) learn how to write film reviews on German movies in German and English. It provides an overview of German Cinema from the beginning to the present. Film selection representative of major directors, major periods (such as expressionism or The New German Cinema), particular themes from different historical perspectives, and literature in film. All films are in German. The course will be mainly taught in German. It counts to SAGES Departmental Seminar Requirement. Counts as SAGES Departmental Seminar. Prereq: One 300-level GRMN course.

GRMN 340. Topics in German Drama. 3 Units.
Overview of German drama from the beginning to the present. Explores German plays by applying different disciplinary approaches such as historical, cultural, and literary analyses. All plays are in German. Taught in German. Counts for CAS Global & Cultural Diversity Requirement. Prereq: One 300-level GRMN course.

GRMN 350. Topics in German Lyric. 3 Units.
This course presents a detailed study of German lyric through the frequent writing of critical papers and literary analysis of the formal elements of poetry: rhyme schemes, diction, meter, figures of speech. The poems selected cover a variety of styles, a range of historical periods, and a sampling of authors. Readings and discussions in German. Counts for CAS Global & Cultural Diversity Requirement. Prereq: One 300-level GRMN course.

GRMN 360. Topics in Major German Authors. 3 Units.
Concentrates on a specific author or small group of authors within an aesthetic or historical context, for example: Goethe, Heine, Bachmann, Junges Deutschland, or die Gruppe 47. Examines the breadth of themes and styles and may include literary, philosophical, biographical, and other kinds of texts. Readings and discussions in German. Counts for CAS Global & Cultural Diversity Requirement. Prereq: One 300-level GRMN course.

GRMN 365. German Literature in Translation. 3 Units.
Goethe defined "World Literature" (Weltliteratur) as "Intellectual Trade Relations" (geistiger Handelsverkehr). This course gives students the opportunity to study German literary works in translation and thus to trade intellectual relations with a literary culture previously unknown to them. Counts toward the German major only as a related course. No knowledge of German required. Offered as GRMN 365 and WLIT 365.

GRMN 367. German Classicism/Romanticism. 3 Units.
Selected works of Goethe, Schiller, Hoelderlin, von Kleist, and others. Counts for CAS Global & Cultural Diversity Requirement. Prereq: One 300-level GRMN course.
GRMN 370. Topics in Literary Periods. 3 Units.
Overview of German literary periods from the beginning to the present. Explores German literary works in all three major genres from the historical, social, and literary perspectives. All works are in German. Taught in German. Counts for CAS Global & Cultural Diversity Requirement. Prereq: One 300-level GRMN course.

GRMN 380. Topics in Advanced German Culture Studies. 3 Units.
Exploration of the culture of the arts, political culture, and the cultural self-expression of the German-speaking countries from their beginnings to the present. Focus: The cultural changes within certain historical periods. Examination of particular aspects such as culture as mass deception in fascist Germany and the GDR, the reflection of contemporary culture in literature and cinema, problems of cultural identity and multiculturalism, and the role of postmodern culture industry and the critical discourse today. Taught in German. Counts for CAS Global & Cultural Diversity Requirement. Prereq: One 300-level GRMN course.

GRMN 395. Special Topics in German Literature. 3 Units.
An advanced seminar on German literature with a specific focus that transcends author, period or genre, probably but not limited to theme or motif, such as "Faust and Monsters." Counts for CAS Global & Cultural Diversity Requirement. Prereq: One 300-level GRMN course.

GRMN 396. Senior Capstone - German. 3 Units.
The Senior Capstone in German in an independent study project chosen in consultation with a capstone advisor. The capstone project should reflect both the student's interest within German and/or German studies and the courses he or she has taken to fulfill the major. The project requires independent research using and approved bibliography and plan of action. In addition to written research, the student will also present the capstone project in a public forum that agreed upon by the project advisor and the students. Counts as SAGES Senior Capstone. Prereq: Senior status required. Major in German required.

GRMN 399. Independent Study in German. 1 - 3 Units.
For majors and advanced students under special circumstances. Permit required.

HBRW Courses

HBRW 101. Elementary Modern Hebrew I. 4 Units.
The course objective is to enable students to develop basic communicative skills in standard Modern Hebrew. Students will become acquainted with the Hebrew alphabet and vowels, and with basic grammar and vocabulary.

HBRW 102. Elementary Modern Hebrew II. 4 Units.
The course objective is to continue to develop the students' basic communicative skills in standard Modern Hebrew. Students will be introduced to more complex grammatical constructs, linguistic forms and vocabulary. Prereq: HBRW 101 or consent of department.

HBRW 201. Intermediate Modern Hebrew I. 4 Units.
The course objective is to advance the students' Hebrew communicative skills by studying the language in its cultural context. The focus will be on speaking, reading, and writing, with an emphasis on the use of the language as reflected in Israeli culture. Prereq: HBRW 102 or consent of department.

HBRW 202. Intermediate Modern Hebrew II. 4 Units.
The course objectives are to enhance and strengthen the students' Hebrew language skills, and to develop the ability to express thoughts, ideas and opinions freely, in both verbal and written forms. Prereq: HBRW 201 or consent of department.

HBRW 301. Advanced Modern Hebrew I. 3 Units.
The course objectives are to enhance the students' language skills and to develop their ability to use an advanced level of Hebrew effectively. Classes will be conducted in Hebrew, and will focus on speaking, reading, and writing with an emphasis on active and creative use of the language. Prereq: HBRW 202 or consent of department.

HBRW 302. Advanced Modern Hebrew II. 3 Units.
The course objectives are to enhance the students' language skills within the domain of Modern Hebrew literature, and to enable them to use their Hebrew skills to perform detailed literary analyses in Hebrew. Classes will be conducted in Hebrew. Prereq: HBRW 301 or consent of department.

HBRW 399. Independent Studies. 1 - 3 Units.
The course is for students with special interests and commitments that are not fully addressed in regular courses, and who wish to work independently. Prereq: HBRW 301 or consent of department.

ITAL Courses

ITAL 101. Elementary Italian I. 4 Units.
Introductory course; stress on mastery of the sound system and basic sentence structure of spoken and written Italian. Independent laboratory practice is a requirement.

ITAL 102. Elementary Italian II. 4 Units.
Continuation of ITAL 101; independent laboratory practice is required in addition to scheduled class meetings. Prereq: ITAL 101.

ITAL 201. Review and Progress in Italian. 4 Units.
Emphasizes language and culture. Review of Italian grammar and usage while studying written forms. Independent laboratory practice is required in addition to scheduled class meetings. Prereq: ITAL 102 or equivalent.

ITAL 202. Read and Discuss Italian Texts. 4 Units.
Focus on increasing proficiency acquired in elementary Italian and on mastering short narratives. Review of Italian grammar and usage through reading, conversation, and media. Independent laboratory practice is required in addition to scheduled class meetings. Prereq: ITAL 201 or equivalent.

ITAL 308. The Italian Experience. 3 Units.
A three-week summer study abroad course spent at a university in an Italian city well-known for its cultural and linguistic heritage and at other important sites during travel. Focus: Language immersion and processing of cultural experience. Main features: 1. Intense collaboration with an Italian university. Students interact with Italian peers; seminars are co-taught by Italian faculty. 2. Creation of an individual journal that synthesizes students' perception of and reflections on their experience, records the progress of their final project, and documents their improvement in language proficiency. 3. Final project. Students meet M-F in a formal setting for advanced language study designed to improve proficiency in speaking, comprehension, reading, and writing. They attend seminars on varied topics in literature, history, and civilization. Visits to museums, galleries, and attendance at cultural events are included. Counts for CAS Global & Cultural Diversity Requirement. Prereq: ITAL 202 or equivalent.

ITAL 311. Conversation in Italian. 3 Units.
Focused on oral communication, ITAL 311 is designed to enhance listening/comprehension skills in Italian. Using audio-visual materials, students acquire the skills necessary to understand conversations between native-speakers and to emulate them. The situational and functional approach to the course facilitates progress towards advanced-level fluency in Italian. Counts for CAS Global & Cultural Diversity Requirement. Prereq: ITAL 202 or equivalent.
JAPN Courses

JAPN 101. Elementary Japanese I. 4 Units.
Introduction to understanding, speaking, reading, and writing Japanese. Students learn to read and write hiragana and katakana syllabaries and 50 kanji characters. Students are expected to achieve control of the sound system and basic structure of the language. Emphasizes aural comprehension and speaking.

JAPN 102. Elementary Japanese II. 4 Units.

JAPN 201. Intermediate Japanese I. 4 Units.
Further study of fundamental structures of Japanese. Students improve aural comprehension, speaking, reading, and writing abilities and learn approximately 100 new characters. Recommended preparation: JAPN 102 or equivalent. Counts for CAS Global & Cultural Diversity Requirement.

JAPN 202. Intermediate Japanese II. 4 Units.
Continuation of JAPN 201. Students learn an additional 100 kanji characters. With the completion of JAPN 201 - 202, students should have control of the fundamentals of modern Japanese and a firm foundation in the writing system. Recommended preparation: JAPN 201 or equivalent. Counts for CAS Global & Cultural Diversity Requirement.

JAPN 215. The World of Manga. 3 Units.
Manga (comic books and graphic novels) is one of the most important aspects of contemporary visual culture in Japan. It is consumed by millions of Japanese every day, and has attracted intense attention around the world. As it constitutes one third of the annual publications in Japan today, its breadth and scope are limitless. What does manga reveal about contemporary cultural production and consumption in Japan? What kind of special features are used in manga to attract people so much? What kind of genres do they have and what kind of readers do they have? These are some of the questions we will explore by surveying a large number of works produced in the last fifty years. Introducing graphic novels by major artists and writers, the course will expand your understanding of key components, social movements and discourses associated with manga. You will examine the history of manga, its aesthetics, and social impact through assigned readings, including scholarly papers and manga books, as well as works selected by each student (in original Japanese or in English translation). Offered as JAPN 215 and WLIT 215. Counts for CAS Global & Cultural Diversity Requirement.

JAPN 225. Japanese Popular Culture. 3 Units.
This course highlights salient aspects of modern Japanese popular culture as expressed in animation, comics and literature. The works examined include films by Hayao Miyazaki, writings by Kenji Miyazawa, Haruki Murakami and Banana Yoshimoto, among others. The course introduces students to essential aspects of modern Japanese popular culture and sensibility. Offered as JAPN 225 and WLIT 225. Counts for CAS Global & Cultural Diversity Requirement.

JAPN 235. The Japan Experience: Kyoto - Language, Culture & Exchanges. 3 Units.
The Japan Experience: Kyoto is designed to provide students an opportunity to use Japanese language skills they have acquired in real life situations and deepen their understanding of Japanese language and culture through experiential learning. The course has three major learning components: "Japanese Language Learning through Activities and Cultural Experiences," "Japan Exploration Project," and "Exchanges with Local College Students" and will consist of class meetings before the trip focused on preparation followed by 15 days in Kyoto. Japanese Language Learning through Activities and Cultural Experiences: In Kyoto students will explore the local neighborhood and report their findings in class. Several cultural activities will be organized: Zen meditation, tea activity, Japanese cooking class, etc. The tea activity will include a rare opportunity for students to meet a tea ceremony master and experience the way of Japanese traditional tea. Exchanges with Local College Students: Students from CWRU will be able to take advantage of Ritsumeikan University's "Buddies" program where Japanese student volunteers are paired with participants to improve conversational skills and become better acquainted with the campus and Kyoto. CWRU students will also visit classes at a local college in Osaka for exchanges with students there. These exchanges will allow participants to reinforce their language skills, develop better communication skills, and deepen cultural understanding in both classroom and real-life settings. Japan Exploration Project: Students will complete individual projects during the course. They will design their own projects using resources available in Kyoto before the trip and prepare for it. Project themes will be chosen by students based on their interests. At the end of course, students will give presentations in Japanese, demonstrating their language proficiency development. Counts for CAS Global & Cultural Diversity Requirement. Prereq: JAPN 201.

JAPN 245. Classical Japanese Literature in Translation. 3 Units.
Readings, in English translation, of classical Japanese poetry, essays, narratives, and drama to illustrate essential aspects of Japanese culture and sensibility before the Meiji Restoration (1868). Lectures explore the sociohistorical contexts and the character of major literary genres; discussions focus on interpreting the central images of human value within each period. Japanese sensibilities compared to and contrasted with those of Western and other cultures. Offered as JAPN 245 and WLIT 245. Counts for CAS Global & Cultural Diversity Requirement.

JAPN 255. Modern Japanese Literature in Translation. 3 Units.
Focus on the major genres of modern Japanese literature, including poetry, short story, and novel (shosetsu). No knowledge of Japanese language or history is assumed. Lectures, readings, and discussions are in English. Films and slides complement course readings. Offered as JAPN 255 and WLIT 255. Counts for CAS Global & Cultural Diversity Requirement.
JAPN 265. Constructing the Samurai: Images of Japanese Warriors from 1100’s to the Present. 3 Units.
From concepts of premodern warriors calling out their names before doing hand-to-hand combat to modern salary men crushing the world with their economic prowess, samurai have come to be an iconic image of the Japanese people. Throughout the semester we will pay particular attention to the central themes in the historiography of warrior society, roughly, the years between ca. 1110 and 1850 C.E. We will investigate how these documents were translated by modern societies, both east and west, in samurai film. Students will explore the category of “samurai” through reading selections from The Tale of the Heike, as well as selected Noh plays, legal documents, travel diaries, autobiographies, short stories, and historical texts. In addition, we will investigate other genres contributing to the construction of the idea of “samurai,” such as film. This seminar will closely examine the concept of “samurai,” particularly its connection to the Japanese identity using an interdisciplinary context of the arts, history, religion, and literature. We will also explore the ways in which daimyo (feudal lords), authors, Buddhist officials, and filmmakers throughout the world created, shaped, and altered the ideal image of the samurai. Key to understanding the concept of samurai will be wrestling with questions of authorship, spirit pacification, nationality, and patronage, with specific focus on the Japanese relationship with Western nations and cultures. We will focus on language and its role in legitimizing the global concepts of “samurai” and “bushido.” This class will provide additional insight geared toward the cultural study of linguistic identities beyond those informed by the English language and will include terms expressed in Japanese. Many of the resources used in this course will be translated from the Japanese, allowing us to consider Naoki Sakai’s theories of enunciation/translation/subjectivity, Haruo Shirane’s theory of reception, and Michael Emmerich’s theory of replacement. Especially important will be to focus on terms in Japanese with no, or poor, English equivalent (such as samurai, shogun, daimyo, bushido, etc.) but with clear images in the English-speaking imagination(s). The instructor will provide background information on details of linguistic identities beyond those informed by the English language and will include terms expressed in Japanese. Many of the resources used in this course will be translated from the Japanese, allowing us to consider Naoki Sakai’s theories of enunciation/translation/subjectivity, Haruo Shirane’s theory of reception, and Michael Emmerich’s theory of replacement. Especially important will be to focus on terms in Japanese with no, or poor, English equivalent (such as samurai, shogun, daimyo, bushido, etc.) but with clear images in the English-speaking imagination(s). The instructor will provide background information on political, cultural, and religious history. Class sessions will be conducted in Japanese. Counts for CAS Global & Cultural Diversity Requirement.

JAPN 301. Advanced Japanese I. 4 Units.

JAPN 302. Advanced Japanese II. 4 Units.
Continuation of JAPN 301; emphasizes conversational proficiency and reading. Recommended preparation: JAPN 301 or equivalent. Counts for CAS Global & Cultural Diversity Requirement.

JAPN 306. Readings in Manga. 3 Units.
This course aims to enhance students’ reading skills in Japanese as well as in the other three main areas of language learning (speaking, listening, and writing) through the use of the extensive reading (a.k.a. Graded reading) method with manga in Japanese. In this course, the emphasis is put on acquiring the skill needed to enjoy reading content without translation. Students will review and learn Japanese structures and expressions as well as have the opportunity to explore colloquialisms, speech styles, onomatopoeia, contractions, interjections, and other elements of speech. The class also will incorporate individual reading activities such as oral reading sessions, timed reading, speed reading, and book discussion groups. We will also explore how Japanese scripts such Hiragana, Katakana, and Kanji, as well as Roman alphabets, are integrated in manga. Our primary textbooks will be manga in Japanese; however, some additional readings in English will be given to students as a point of reference for the course lectures. The classes will primarily be conducted in Japanese. Counts for CAS Global & Cultural Diversity Requirement. Prereq: JAPN 202 with a C or higher.

JAPN 315. Origins of Anime: Classical Texts, Modern Manga, Anime, and Tales. 3 Units.
Modern anime and manga authors and artists captivate audiences with rich stories and stylized art. This course investigates the origins of these stories by engaging premodern Japanese texts (in English language translation) and modern literary theory. Throughout the semester we will pay particular attention to commonalties among these literatures and narrative genres, as well as the extent they differ due to temporal/socio/religio/political concerns. Western and Asian literary theories, especially those concerning topics of translation, replacement, negotiation with classics, and gender and sexuality will also be extensively explored. We will interpret the historic human endeavor of story telling within the contexts of time and space and through a critical self-awareness of our own positions in the modern world. Students will prepare individual research projects and be responsible for finding and presenting primary sources and secondary research. The instructor will provide background information on political, cultural, and religious history as well as present on details of literary theory. The aim is to encourage students to critically analyze the modern perception of past events. Every topic will be addressed in three phases. First, the students will discover historical events, literature, and people through reading primary sources in English translation. In a second phase, we will see how these stories are depicted in movies, animation, or manga. Finally, students will perform research to explore the differences between the premodern sources and their modern adaptation and determine how we can use such a comparison to critically analyze the way modern storytellers recreate the past. Class sessions will combine lectures, discussion, and audio-visual materials. Offered as JAPN 315 and WLIT 315. Counts for CAS Global & Cultural Diversity Requirement.
JAPN 335. Japanese Linguistics. 3 Units.
The purpose of this course is to survey the principal research in Japanese linguistics for students who have basic knowledge of Japanese and are interested in more in-depth treatment of linguistic phenomena (phonetics, phonology, morphology, syntax, semantics, etc.). Lectures and discussions will cover many different aspects of the Japanese language. There is a great deal of analytic studies of the Japanese language done both inside and outside Japan, which will be surveyed in this course. Students will become familiar with the major issues through lectures and class discussions, as well as through their reading of both primary and secondary sources. Both formal and functional approaches to the analysis of Japanese will be examined, and the acquisition of these structures will also be discussed. The course will also be useful for the improvement of students' Japanese language proficiency. Recommended preparation: JAPN 101 and JAPN 102, or equivalent competence in Japanese. Offered as COGS 335, COGS 435, JAPN 435, LING 335 and LING 435. Counts for CAS Global & Cultural Diversity Requirement.

JAPN 337. Love and Loss: Reading The Tale of Genji. 3 Units.
Murasaki Shikibu's The Tale of Genji (c. 1000 CE), the great Japanese classic often referred to as "the world's first novel," has been praised by countless readers and scholars since it was first circulated within the imperial court. In this course we will read the entire text in English translation. We will focus on themes of love and loss, paying special attention to the substitution that results from the hero, the shining prince Genji losing his mother at a tender age and attempting to fill the void she left. Since Genji is popularly thought of as a "playboy," we will investigate the thematic, historic, political, social, and religious descriptions within Genji's (many) love affairs, with a special emphasis on issues of gender. We will also consider the poetry, imagery, costume, music, religion, theater, and material culture of the mid-Heian era, which is encapsulated in the tale. Students will prepare individual research projects and be responsible for finding and presenting primary sources and secondary research. The instructor will provide background information on political, cultural, and religious history as well as present on details of literary theory. The aim is to encourage students to critically analyze the modern perception of the past. Class sessions will combine lectures, discussion, and audio-visual materials. All material is in English translation. There are no prerequisites. The course is conducted in English. Offered as JAPN 337 and WLIT 337. Counts for CAS Global & Cultural Diversity Requirement.

JAPN 345. Japanese Women Writers. 3 Units.
Contributions of women writers to the literature of pre-modern and modern Japan; investigations of how their works exemplify and diverge from "mainstream" literary practices. Emphasis on the social and cultural contexts of the texts. Offered as JAPN 345 and WLIT 345. Counts for CAS Global & Cultural Diversity Requirement.

JAPN 347. Power of Words: Ritual Uses of Premodern Japanese Literature. 3 Units.
In premodern Japan, it was not only death and mourning ritual and practice that could pacify the spirit of the deceased, but also language. Authors consciously crafted the words of their works to simultaneously express the grief associated with longing and pacify the spirits of the dead. These words are called kotodama (power of words). From as far back as the eighth-century Kojiki (Records of Ancient Matters) and Nihon Shoki (The Chronicles of Japan) textual representations of mourning were linked with special uses of language and spirit pacification. At the death of Ame-no-wakahiko (a mythological god), his parents constructed a mourning hut and performed songs to secure his spirit in the afterworld. As several authors have demonstrated, from kotodama in the mid-eighth-century poetic anthology Man'yoshū (Collection of Ten Thousand Leaves) to linked verse (renga) in medieval Japan, carefully constructed literary language also had a place in ritual pacification of the spirits of the dead. Words were not simple expressions of grief; they held power. All material is in English translation. The course is conducted in English. All material will be provided via PDF. Offered as JAPN 347 and WLIT 347 and RLGN 347. Counts for CAS Global & Cultural Diversity Requirement.

JAPN 350. Contemporary Japanese Texts I. 3 Units.
The primary aim of this course is to develop communication skills in Japanese based on those that the students have acquired in JAPN 302 or equivalent. The students will read and discuss various texts such as daily conversations, essays, and news scripts with the assistance of vocabulary and kanji (Chinese character) lists and formal grammar explanations. Attention also will be given to enhancing the students' writing and aural/oral proficiencies through regularly assigned homework, presentations, tape listening, video viewing, and classroom discussion. Recommended preparation: JAPN 302 or equivalent. Counts for CAS Global & Cultural Diversity Requirement.

JAPN 351. Contemporary Japanese Texts II. 3 Units.
This course is a continuation of JAPN 350 and its primary aim overlaps with that of JAPN 350: to develop more sophisticated communication skills in Japanese. Students will read and discuss various texts such as daily conversations, essays, and news scripts largely with the assistance of vocabulary and kanji (Chinese character) lists. Attention will be given to enhancing the students' writing and aural/oral proficiencies through regularly assigned homework, presentations, tape listening, video viewing, and classroom discussion. Counts for CAS Global & Cultural Diversity Requirement. Prereq: JAPN 350 or consent of instructor.

JAPN 355. Modern Japanese Novels and the West. 3 Units.
This course will compare modern Japanese and Western novellas, drama, and novels. Comparisons will focus on the themes of family, gender and alienation, which subsume a number of interrelated sub-themes such as marriage, home, human sexuality, amae (dependence), innocence, experience, death, God/gods, and nature (the ecosystem). Offered as JAPN 355 and WLIT 355. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

JAPN 396. Senior Capstone - Japanese. 3 Units.
The Senior Capstone in Japanese is an independent study project chosen in consultation with a capstone advisor. The capstone project should reflect both the student's interest within Japanese and the courses he or she has taken to fulfill the major. The project requires independent research using an approved bibliography and plan of action. In addition to written research, the student will also present the capstone project in a public forum that is agreed upon by the project advisor and the student. Counts as SAGES Senior Capstone. Prereq: Senior status required. Major in Japanese required.
JAPN 397. Senior Thesis I. 3 Units.
Intensive study of a literary, linguistic, or cultural topic with a faculty member, leading to the writing of a research paper in English or Japanese. Limited to senior majors. Permit required.

JAPN 398. Senior Thesis II. 3 Units.
Continuation of JAPN 397. Limited to senior majors. Prereq: JAPN 397.

JAPN 399. Independent Study. 1 - 3 Units.
Directed study for students who have progressed beyond available course offerings.

JAPN 435. Japanese Linguistics. 3 Units.
The purpose of this course is to survey the principal research in Japanese linguistics for students who have basic knowledge of Japanese and are interested in more in-depth treatment of linguistic phenomena (phonetics, phonology, morphology, syntax, semantics, etc.). Lectures and discussions will cover many different aspects of the Japanese language. There is a great deal of analytic studies of the Japanese language done both inside and outside Japan, which will be surveyed in this course. Students will become familiar with the major issues through lectures and class discussions, as well as through their reading of both primary and secondary sources. Both formal and functional approaches to the analysis of Japanese will be examined, and the acquisition of these structures will also be discussed. The course will also be useful for the improvement of students' Japanese language proficiency. Recommended preparation: JAPN 101 and JAPN 102, or equivalent competence in Japanese. Offered as COGS 335, COGS 435, JAPN 435, LING 335 and LING 435. Counts for CAS Global & Cultural Diversity Requirement.

JAPN 450. Japanese in Cultural Context I. 3 Units.
The primary aim of this graduate course is to develop sophisticated communication skills (listening, speaking, reading, and writing) in Japanese. The students will read and discuss various texts in the original, such as essays, news scripts, and literary works. Classroom instruction and discussion will be conducted in Japanese. The students also will be required to write a research paper of 4000-6000 letters/characters (10-15 genkoyoshi pages) in Japanese on a topic related to Japan and the student's specialty. Recommended preparation: JAPN 351 or equivalent.

JAPN 451. Japanese in Cultural Context II. 3 Units.
This course is a continuation of JAPN 450 and it aims at a further development of sophisticated communication skills (listening, speaking, reading, and writing) in Japanese. The students will read and discuss various texts in the original, such as essays, news scripts, and literary works both classical and modern. Classroom instruction and discussion will be conducted in Japanese. The students also will be required to write a research paper of 6000-8000 letters/characters (15-20 genkoyoshi pages) in Japanese on a topic related to Japan and the student's specialty. Recommended preparation: JAPN 450 or equivalent.

LING Courses

LING 301. Second Language Acquisition I. 3 Units.
This course is an introduction to the growing field of second language acquisition (SLA). SLA seeks to understand the linguistic, psychological and social processes that underlie the learning and use of second language(s). The goal of research is to identify the principles and processes that govern second language learning and use. SLA is approached from three perspectives in the course: 1) as linguistic knowledge; 2) as a cognitive skill; and 3) as a socially and personality-mediated process. Important factors in second language learning will be identified and discussed. These include: age-related differences, the influence of the first language, the role played by innate (universal) principles, the role of memory processes, attitudes, motivation, personality and cognitive styles, and formal versus naturalistic learning contexts. The objective of this course is to survey the principal research in second language acquisition. Students will become familiar with the major research issues through their reading of both primary and secondary sources, as well as through lectures and class discussions. Offered as COGS 312, COGS 412, LING 301 and LING 401.

LING 302. Second Language Acquisition II: Second Language Acquisition Research and Second Language Teaching. 3 Units.
This course will examine various issues in second language acquisition research that are particularly relevant to foreign language teaching and learning. Topics covered will include: the role of input (listening/reading) vs. output (speaking/writing); implicit vs. explicit learning; negative vs. positive evidence (including the role of error correction); affective factors (motivation, anxiety); individual differences; teachability hypothesis and syllabus construction, program design/evaluation, language testing, among others. The purpose of this course is to survey the principal research in the acquisition of second language that is relevant to second language teaching in a classroom setting, and to obtain the state-of-the-art knowledge of the SLA research literature that is relevant to L2 teaching. The focus is not necessarily on the practical application of the SLA research, although we will not exclude discussion of classroom application. Rather, we critically examine and evaluate SLA research and come up with our own syntheses with respect to various issues. To achieve this goal, we should ask following questions in reading and discussing the relevant literature: 1) What are the main claims that the author(s) make(s)? 2) Are the author's claims sound? If not why? 3) What further research is needed to answer remaining questions? Students will become familiar with the major research issues through their reading of both primary and secondary sources, as well as through lectures and class discussions. The students are required to complete a term project that addresses the issues treated in the course. Offered as LING 302, LING 402, COGS 314 and COGS 414. Prereq: LING 301 or requisites not met permission.

LING 309. Introduction to Applied Linguistics. 3 Units.
This course provides students with answers to the question, "Linguistics? What can you do with that?" We will survey the ways that linguistics has been used (i.e. applied) to solve 'real world' problems. Some of these, like computational linguistics and the teaching of language, are intimately involved in language, even though they do not necessarily concern themselves with linguistic theory. Others, such as language and the law, use linguistics as a tool to do their work. We will be concerned with understanding the various ways that linguistic inquiries have been used or neglected, and also with the implications of applied fields for linguistic theories. Offered as LING 309, LING 409, COGS 331 and COGS 431. Counts for CAS Global & Cultural Diversity Requirement.
LING 335. Japanese Linguistics. 3 Units.
The purpose of this course is to survey the principal research in Japanese linguistics for students who have basic knowledge of Japanese and are interested in more in-depth treatment of linguistic phenomena (phonetics, phonology, morphology, syntax, semantics, etc.). Lectures and discussions will cover many different aspects of the Japanese language. There is a great deal of analytic studies of the Japanese language done both inside and outside Japan, which will be surveyed in this course. Students will become familiar with the major issues through lectures and class discussions, as well as through their reading of both primary and secondary sources. Both formal and functional approaches to the analysis of Japanese will be examined, and the acquisition of these structures will also be discussed. The course will also be useful for the improvement of students’ Japanese language proficiency. Recommended preparation: JAPN 101 and JAPN 102, or equivalent competence in Japanese. Offered as COGS 335, COGS 435, JAPN 435, LING 335 and LING 435. Counts for CAS Global & Cultural Diversity Requirement.

LING 401. Second Language Acquisition I. 3 Units.
This course is an introduction to the growing field of second language acquisition (SLA). SLA seeks to understand the linguistic, psychological and social processes that underlie the learning and use of second language(s). The goal of research is to identify the principles and processes that govern second language learning and use. SLA is approached from three perspectives in the course: 1) as linguistic knowledge; 2) as a cognitive skill; and 3) as a socially and personality-mediated process. Important factors in second language learning will be identified and discussed. These include: age-related differences, the influence of the first language, the role played by innate (universal) principles, the role of memory processes, attitudes, motivation, personality and cognitive styles, and formal versus naturalistic learning contexts. The objective of this course is to survey the principal research in second language acquisition. Students will become familiar with the major research issues through their reading of both primary and secondary sources, as well as through lectures and class discussions. Offered as COGS 312, COGS 412, LING 301 and LING 401.

LING 402. Second Language Acquisition II: Second Language Acquisition Research and Second Language Teaching. 3 Units.
This course will examine various issues in second language acquisition research that are particularly relevant to foreign language teaching and learning. Topics covered will include: the role of input (listening/reading) vs. output (speaking/writing); implicit vs. explicit learning; negative vs. positive evidence (including the role of error correction); affective factors (motivation, anxiety); individual differences; teachability hypothesis and syllabus construction, program design/evaluation, language testing, among others. The purpose of this course is to survey the principal research in the acquisition of second language that is relevant to second language teaching in a classroom setting, and to obtain the state-of-the-art knowledge of the SLA research literature that is relevant to L2 teaching. The focus is not necessarily on the practical application of the SLA research, although we will not exclude discussion of classroom application. Rather, we critically examine and evaluate SLA research and come up with our own syntheses with respect to various issues. To achieve this goal, we should ask following questions in reading and discussing the relevant literature: 1) What are the main claims that the author(s) make(s)? 2) Are the author’s claims sound? If not why? 3) What further research is needed to answer remaining questions? Students will become familiar with the major research issues through their reading of both primary and secondary sources, as well as through lectures and class discussions. The students are required to complete a term project that addresses the issues treated in the course. Offered as LING 302, LING 402, COGS 314 and COGS 414. Prereq: LING 401 or requisites not met permission.

LING 409. Introduction to Applied Linguistics. 3 Units.
This course provides students with answers to the question, “Linguistics? What can you do with that?” We will survey the ways that linguistics has been used (i.e. applied) to solve ‘real world’ problems. Some of these, like computational linguistics and the teaching of language, are intimately involved in language, even though they do not necessarily concern themselves with linguistic theory. Others, such as language and the law, use linguistics as a tool to do their work. We will be concerned with understanding the various ways that linguistic inquiries have been used or neglected, and also with the implications of applied fields for linguistic theories. Offered as LING 309, LING 409, COGS 331 and COGS 431. Counts for CAS Global & Cultural Diversity Requirement.

LING 435. Japanese Linguistics. 3 Units.
The purpose of this course is to survey the principal research in Japanese linguistics for students who have basic knowledge of Japanese and are interested in more in-depth treatment of linguistic phenomena (phonetics, phonology, morphology, syntax, semantics, etc.). Lectures and discussions will cover many different aspects of the Japanese language. There is a great deal of analytic studies of the Japanese language done both inside and outside Japan, which will be surveyed in this course. Students will become familiar with the major issues through lectures and class discussions, as well as through their reading of both primary and secondary sources. Both formal and functional approaches to the analysis of Japanese will be examined, and the acquisition of these structures will also be discussed. The course will also be useful for the improvement of students’ Japanese language proficiency. Recommended preparation: JAPN 101 and JAPN 102, or equivalent competence in Japanese. Offered as COGS 335, COGS 435, JAPN 435, LING 335 and LING 435. Counts for CAS Global & Cultural Diversity Requirement.
MLIT Course

MLIT 327. Gesture in Cognition and Communication. 3 Units.
Most people never notice that when they are talking, they’re also gesturing. Why do we produce these gestures? What can studying them tell us about the human mind? This course surveys scientific research on gesture, exploring topics such as the role of gesture in communication, cross-cultural differences in gesture, and the relationship between gesture and signed languages. The course will focus on gestures produced with speech, but will cover symbolic and ritualized gesture in the visual arts and in dance. Offered as COGS 327, COGS 427 and MLIT 327. Counts as SAGES Departmental Seminar.

PORT Courses

PORT 101. Elementary Portuguese I. 4 Units.
Introductory course. Students achieve control of the sound system and basic sentence structures of spoken and written Portuguese. Students use materials offered through the Language Center in addition to class meetings.

PORT 102. Elementary Portuguese II. 4 Units.
Continuation of PORT 101, emphasizing conversational skills. Prereq: PORT 101 or equivalent.

PORT 201. Intermediate Portuguese I. 4 Units.
PORT 201 is an intermediate language course. It assumes a fair knowledge of basic grammar that is reviewed and expanded. The course needs the student to show a strong determination to engage in conversation in Portuguese, and to commit to develop better writing in Portuguese. The student learns more about cultural aspects in the Portuguese-speaking world. The course is taught completely in Portuguese. Prereq: PORT 102 or equivalent.

PORT 399. Independent Study. 1 - 3 Units.
This course is for students with special interests and commitments that are not addressed in regular courses and who wish to work independently.

RUSN Courses

RUSN 101. Elementary Russian I. 4 Units.
An introductory course with emphasis on oral skills. Students learn the Cyrillic alphabet and grammatical case structure while building their basic vocabulary and elementary conversational skills. In addition to scheduled class meetings, students must complete interactive lab assignments done outside of class.

RUSN 102. Elementary Russian II. 4 Units.
Continuation of RUSN 101 with emphasis on oral skills. Students continue to learn cases, verb conjugations, and other major grammar concepts necessary to effective communication in spoken Russian. In addition to scheduled class meetings, students must complete interactive lab assignments done outside of class.

RUSN 201. Intermediate Russian I. 4 Units.
Special attention to Russian grammar, more detailed study of grammatical issues, vocabulary building, and word-formation, reading of intermediate-level spoken and written texts in Russian. Students engage with some historical and contemporary aspects of Russian culture. In addition to scheduled class meetings, students must complete interactive lab assignments done outside of class.

RUSN 202. Intermediate Russian II. 4 Units.
Continuation of RUSN 201. Students continue to increase their knowledge of grammar and vocabulary. Emphasis on developing oral fluency and using authentic language materials. Students deepen their engagement with Russian culture in the target language. In addition to scheduled class meetings, students must complete interactive lab assignments done outside of class.

RUSN 305. Russian Song. 1 Unit.
The Russian Song course is dedicated to the exploration and performance of vocal music from Russia and the former USSR. Russia comprises many ethnic groups and has a vast repertoire of folk music, folk instruments, and singing styles. Students will learn children’s songs, art songs, "city" romances, Cossack songs, Georgian polyphony and folk dances. Each song is placed in context, with an eye towards culture, symbolism, history, poetry/lyrics, and customs. Students will look at how classical composers use Russian folk music in their long forms. The study of Chastushki, an ancient Russian village phenomenon which continues to evolve, will lead to creating students' own stylistically appropriate poetry and ostinato. Russian percussion and other instruments will enhance the song and dance, all culminating in a final performance at the end of the semester. Offered as RUSN 305 and MUGN 310.

RUSN 311. Advanced Conversation. 3 Units.
Students work to improve fluency in spoken Russian. Topics of conversation include aspects of contemporary civilization; current vocabulary is stressed. Recommended preparation: RUSN 202.

RUSN 370. Special Topics in Russian. 3 Units.
This course is designed to address the students’ and faculty interests in specific themes or issues not otherwise covered in the curriculum. Approaches and content will vary. This course may have a focus that crosses generic, artistic, historical, disciplinary and geographical boundaries. The honing of the analytical and interpretive skills as well as development of Russian language skills are also integral objectives of the course. The class is conducted in Russian. All written assignments are in Russian. Recommended preparation: Two years of Russian. Counts for CAS Global & Cultural Diversity Requirement.

RUSN 375. Russian Literature in Translation. 3 Units.
Topics vary according to student and faculty interest. May include Russian classical and modern literature, cinema, women writers, individual authors. May count towards Russian minor. No knowledge of Russian required. Offered as RUSN 375 and WLIT 375. Counts for CAS Global & Cultural Diversity Requirement.

RUSN 380. Russian Culture and Civilization: From Varangians to Revolutionaries (862-1917). 3 Units.
This course will explore the history, art, and literature of the Eastern Slavic/Russian people from the ninth century to the end of the Russian empire in 1917. Students will trace the formation and transformation of the Slavic/Russian state, from Kievan Rus' to the Tsardom of Muscovy and to the Russian empire. The historical background will be illuminated by the literary and artistic works created by outstanding Russian writers, poets, painters, and composers. At the end of the course, students will gain a solid knowledge of the Russian cultural ground and understand the roots of Russian national and cultural identity. Offered as RUSN 386 and WLIT 386. Counts for CAS Global & Cultural Diversity Requirement.
SPAN 101. Elementary Spanish I. 4 Units.
This course is for students who wish to establish a solid foundation in the language. Open to students who have little or no prior knowledge of Spanish. The course will introduce the learner to all regular, stem-changing and irregular verbs. In addition, the comparison of ser v estar, saber v conocer, tener with noun expressions, emotional and mental states and prepositions of location. Students will learn the mechanics of pronoun usage; reflexive, direct object, indirect object and double object pronouns. Lexical expressions, useful vocabulary, nouns, adverbs and adjectives will be acquired via themed chapters. Cultural topics are also explored, providing a glimpse into the daily life of Spanish-speaking countries. This course concludes with learning the past tense forms: preterit and imperfect. Upon completion of the course, the student will be able to master basic conversation, listening, reading comprehension and writing skills related to everyday life, including appreciation and awareness of Hispanic multiculturalism.

SPAN 102. Elementary Spanish II. 4 Units.
This is a course for students who have a solid foundation in the language and who wish to advance their grammar. This is a course open to students who have mastered the topics outlined in SPAN 101, or for students who successfully completed 101 at CWRU. This course is a continuation of 101, and begins with an in-depth comparison of preterit and imperfect during the first few weeks. SPAN 102 will go on to cover all other indicative verb forms such as the imperative, future, present perfect, conditional and pluperfect. The subjunctive mood is also explored in depth; both present and imperfect subjunctive. A variety of cultural topics will help the student develop a stronger appreciation of Hispanic society and multiculturalism. Lexical expressions and useful vocabulary will be acquired via themed chapters. Upon completion of this course, the student will be able to read, write, listen and speak Spanish with reasonable accuracy on a wider variety of everyday topics within the indicative and subjunctive moods. Prereq: SPAN 101 or SPAN 101H.

SPAN 201. Intermediate Spanish I. 4 Units.
This course is an intermediate language course with a focus on advanced grammar and conversation. The student must be equipped with a fair amount of grammatical proficiency that includes knowing the simple verb tenses of the present, future, and past tenses of the indicative mood, along with the present and imperfect subjunctive. This course will introduce the learner to more advanced applications of these grammar topics. Along with other grammatical explorations, this course will help the student to critically think about real world topics such as familial, generational, and personal relationships, customs, traditions, and values, food and eating habits, leaders and politics, and contemporary society and technology. Students will develop better articulation of their opinions, perspectives and commentary in Spanish; both verbally and written. Students will acquire some knowledge and appreciation of Spanish-speaking authors and literature. This course will also explore the cultural traditions, customs and diversity shared by the people of countries in which Spanish is spoken. Students will also work on building confidence to deliver oral presentations in Spanish regarding different cultural topics. The course is taught completely in Spanish. Prereq: SPAN 102.

SPAN 202. Intermediate Spanish II. 4 Units.
This course is an intermediate language course with a focus on advanced grammar and conversation. The student must be equipped with a fair amount of grammatical proficiency that includes knowing the differences between preterit and imperfect, the indicative and subjunctive moods (both present and imperfect), conditional and future tenses and the imperative and present perfect. This course will introduce the learner to more advanced compound verb constructions such as the present perfect (both in the indicative and subjunctive) and the pluperfect, the future perfect, conditional perfect and pluperfect subjunctive. Students will learn how to accurately construct ‘si clauses’, the passive voice and ‘se’ constructions, as well as know the difference between resultant and passive states. Along with other advanced grammar topics, this course will help the student to critically think about real world topics such as film and entertainment, work and finances, urban and rural life, music, musical instruments and literature. Students will develop better articulation of their opinions, perspectives and commentary in Spanish; both verbally and written. The course will also explore the cultural traditions, customs and diversity shared by the people of countries in which Spanish is spoken. Students will acquire some knowledge and appreciation of Spanish-speaking authors and literature, while learning the differences between narrative, biographical, argumentative and descriptive texts. This course will also help students to build confidence to deliver oral presentations in Spanish regarding different cultural topics. The course is taught completely in Spanish. Prereq: SPAN 201.
SPAN 301. Multicultural Spain: Christian, Jewish and Muslim Coexistence. 3 Units.

Why is Medieval Iberia so often depicted as an example of tolerant multiculturalism? What constituted tolerance in the Middle Ages? In what sense can we speak of medieval multiculturalism? Is Americo Castro’s optimistic model of convivencia (coexistence) valid, or is Brian Catlos’ idea of conveniencia (convenience) more accurate? In this course we will study cultural theory, medieval and modern historiography, and literature from medieval Castile to the present to approach an understanding of Medieval Iberian ‘multiculturalism.’ This class will allow students to get in contact with the history of Spain through the study of the presence and influence of the Roman Empire, the Jewish and Muslim cultures and religions in the Peninsula. Through literature, cinema and art students will learn how the Spanish civilization and culture developed through the years. The class will be offered during a regular semester, with a study abroad component at the end of it. Students will receive a handout about how to prepare for the class abroad. Students will have the option of completing the class by traveling to Spain, or completing a cultural project at the end of the semester if they are not able to travel. Offered as RLGN 303 and SPAN 301. Counts for CAS Global & Cultural Diversity Requirement.

SPAN 305. Spanish for Political Science and International Relations. 3 Units.

Spanish 305 is an upper-level Spanish language course designed to give students interested in political science and international relations specific field-related vocabulary and cultural information not found in basic textbooks. The course is divided into two parts: the first deals with political science; the second with international relations. Readings, discussions, and lectures are conducted in Spanish. Prereq: SPAN 202 or requisites not met permission.

SPAN 306. The Cuban Experience: an immersion in its culture and society. 3 Units.

This is a three-week study-abroad intensive course that takes place in Matanzas and Havana, Cuba. The course combines the unique advantages of a total immersion environment in the Cuban culture with a classroom curriculum that includes the study of relevant cultural, literary and historical issues. Students complete three hours of classroom instruction and an hour and a half of workshop four days per week. Also, they participate in organized visits to historic sites and museums connected to the culture curriculum. The focus of the culture curriculum is the study of Cuban history and culture through its literature, visual arts, films, and music. After applying and being accepted into the program, students meet for personal advising with the program director and attend four different one-hour orientation-information meetings in the spring semester. After successful completion of the study-abroad program, students receive three upper-level credits in Spanish or Ethnic Studies. The course is interdisciplinary in its approach and provides students with the tools they need to analyze and understand the complexities of modern Cuba. Students will have formal classes taught by their professor and talks, and meetings with specialists on Cuban literature, art, architecture, history and other aspects of culture and society. Also, they will attend lectures, participate in discussions, and take field trips that will expose them to many aspects of Cuban culture, such as art, architecture, music, dance, film, literature, artisan work, folklore, history and urban growth. Offered as SPAN 306, SPAN 406, and ETHS 306. Counts for CAS Global & Cultural Diversity Requirement.

SPAN 307. Spanish Phonetics and Phonology. 3 Units.

Spanish Phonetics and Phonology is designed to introduce students to the study and practice of the sound system of Spanish. The course will focus on the articulatory descriptions of native pronunciations, the differences between letters and sounds, and the classification of sounds. The course will focus mainly on the sounds of Spanish but will also include the differences with English Language sounds. It will also develop awareness of the different dialectal variations of Spanish across the world. In addition, cultural competency will be achieved through a contextualized approach. The main goal of this course is to improve pronunciation and intonation in Spanish with special emphasis in the production of native-like sounds. Prereq: SPAN 202.

SPAN 310. Advanced Composition and Reading. 3 Units.

Designed to facilitate the transition between lower and upper division courses in Spanish, and focus upon the simultaneous development of the reading and writing skills expected of students in all advanced Spanish courses. Prereq: SPAN 202.

SPAN 311. Advanced Spanish Conversation. 3 Units.


SPAN 312. Business Spanish. 3 Units.

Spanish for business is an upper-level language and culture course which is designed for students at the advance intermediate level. The course stresses the vocabulary and expressions used to describe economic and commercial structure, the language to solve problems and conduct negotiations, and the culture of specific aspects of the Spanish world of the business. Students will continue being exposed to listening, speaking, reading and writing through a variety of activities. Prereq: SPAN 202 or permission.

SPAN 313. Spanish for Health Professionals. 3 Units.

Designed for students who are majoring in, or considering a major in, a health-related field. Focus on the vocabulary and expressions needed for the workplace, task-based practical skills, and grammatical structures. Prereq: SPAN 202 or equivalent.

SPAN 314. Practice of Translation. 3 Units.

Students learn necessary skills and techniques for solving linguistic problems in translation. Texts with a variety of contents, including articles from current press, will be translated from English into Spanish and occasionally from Spanish into English. Prereq: SPAN 202.

SPAN 315. Latin American Cultural Conflicts. 3 Units.

Evolution of Latin American socioeconomic characteristics and artistic production up to the present. Class discussions of diverse literary works, social research essays, and testimonials focus on conflicting elements in class structures, ethnicity, and urban modernization as well as family ethos, religious trends, cultural identity, and educational problems. Offered as SPAN 315 and SPAN 415. Counts for CAS Global & Cultural Diversity Requirement. Prereq: SPAN 202.

SPAN 317. Contemporary Latin American Culture. 3 Units.

An intensive study of Latin American culture and civilization through the examination of its arts: literature, music, film, painting, photography, popular art. Designed to bring together the various strands of Latin American realities, emphasis is placed on the predominant view among Latin American intellectuals that artists and intellectuals have the power and the obligation to modify society. Counts for CAS Global & Cultural Diversity Requirement. Prereq: SPAN 202.
SPAN 318. Contemporary Spanish Culture. 3 Units.
Study of several key historical moments and several key aspects in contemporary Spain: Spanish civil war, Franco's dictatorship, and democratic Spain; rural-urban differences, industrialization and migratory movements; nationalism and terrorism; foreign immigration and tourism, the cultural renaissance and the cultural wars in Madrid and Barcelona. Feature films and literary texts will illustrate the issues under study. Counts for CAS Global & Cultural Diversity Requirement. Prereq: SPAN 202.

SPAN 320. Introduction to Readings in Hispanic Literature. 3 Units.
Introduction to major literary movements and genres, and the works of outstanding authors of Spanish and Latin American literature through close readings and seminar-based discussions of the texts, as well as to disciplinary modes of inquiry and presentation. Requirements include active participation in seminar discussions, oral presentations, tests, and several written assignments, such as response papers, in-class writing exercises, and an analytic essay in Spanish on a research topic of interest to the discipline. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement. Prereq: SPAN 202.

SPAN 322. Latin American Short Story. 3 Units.
The history and development of the Latin American short story from the nineteenth century to the present. Intertextuality, rise of the Nuevo Cuento, and major characteristics of the works. Offered as SPAN 322 and SPAN 422. Counts for CAS Global & Cultural Diversity Requirement. Prereq: SPAN 320.

SPAN 325. Hispanic Intellectuals and Society: A Critical Approach. 3 Units.
This course offers an overview of the most important critical approaches to Spanish American culture and literature, with a socio-historical emphasis. Some of the authors we will discuss are Angel Rama, Jose Antonio Cornejo Polar and Nestor Garcia Canclini. We will analyze how the Latin American intellectuals had thought about specific issues such as identity, race, ideology, colonial and post-colonial relations with the metropolis and the process of formation of the nations in the continent. The class, the discussions, exams, oral presentations and papers will be in Spanish. Some of the readings must be in English, but most of them will be in Spanish. Offered as SPAN 325, SPAN 425, ETHS 325, WLIT 325 and WLIT 425. Counts for CAS Global & Cultural Diversity Requirement. Prereq: SPAN 320.

SPAN 326. The Fantastic in Latin American Prose. 3 Units.
Introduction to a distinctive trend in contemporary Latin American literature, the prose portrayal of the "fantastic," a new narrative mode in Latin America. Critical examination of selected texts reveals new concepts of space and time and an increasing complexity of structure and style, one which juxtaposes and analyzes fantasy and reality. Offered as SPAN 326 and SPAN 426. Counts for CAS Global & Cultural Diversity Requirement. Prereq: SPAN 320.

SPAN 331. Spanish Golden Age Literature. 3 Units.
Through close reading and discussion of representative texts, we will study different examples of Spanish and Latin American writing from the Middle Ages, Renaissance and Baroque periods. We will stress connections between Spain and Latin America, as well as cultural and literary topics of special relevance for contemporary Hispanic cultures. Counts for CAS Global & Cultural Diversity Requirement. Prereq: SPAN 320.

SPAN 333. Contemporary Caribbean Literature. 3 Units.
In addition to developing a general familiarity with the literature and history of this region, students will acquire an awareness of the interrelation of national identity, memory, and language in the texts produced by contemporary Caribbean authors, and of the cultural hybridity characteristic of this production. The themes treated by these authors include colonialism and postcolonialism, cultural and religious syncretism, and sexual politics. Offered as SPAN 333, SPAN 433, and ETHS 333. Counts for CAS Global & Cultural Diversity Requirement. Prereq: SPAN 320.

SPAN 334. Mexican Literature. 3 Units.
The course studies, through a series of representative literary works, the most significant literary movements and styles in 20th and 21st Centuries Mexican Literature. Special attention will be paid to the political, aesthetic, and philosophical debates that have shaped the development of Mexican literature from the 1920s to the present, and to the different narrative techniques and ideologies that have characterized different historical periods, literary movements, and individual authors' styles in contemporary Mexican literature. Offered as SPAN 334 and SPAN 434. Counts for CAS Global & Cultural Diversity Requirement. Prereq: SPAN 320.

SPAN 339. Latin American Poetic Revolt. 3 Units.
Introduction to some of the most important poets in contemporary Latin America, focusing on the political and social struggles of the poets and how they are expressed in the poetry. Students explore Latin American literature through a series of representative literary works, focusing on the dominant themes of the period. Offered as SPAN 339 and SPAN 439. Counts for CAS Global & Cultural Diversity Requirement. Prereq: SPAN 320.

SPAN 340. Contemporary Latin-American Narrative. 3 Units.
Students explore the most significant narrative techniques since 1945 in Latin American fiction: Borges, Cortazar, Garcia Marquez, Vargas Llosa, Isabel Allende. Counts for CAS Global & Cultural Diversity Requirement. Prereq: SPAN 320.

SPAN 342. Latin American Feminist Voices. 3 Units.
Examination of the awakening of feminine and feminist consciousness in the literary production of Latin American women writers, particularly from the 1920s to the present. Close attention paid to the dominant themes of love and dependency; imagination as evasion; alienation and rebellion; sexuality and power; the search for identity and the self-preservation of subjectivity. Readings include prose, poetry, and dramatic texts of female Latin American writers contributing to the emergence of feminist ideologies and the mapping of feminist identities. Offered as SPAN 342, SPAN 442, ETHS 342, and WGST 342. Counts for CAS Global & Cultural Diversity Requirement. Prereq: SPAN 320.

SPAN 343. The New Drama in Latin America. 3 Units.
Representative works of contemporary Latin American drama. Critical examination of selected dramatic works of twentieth-century Latin America provides students insight into the nature of drama and into the structural and stylistic strategies utilized by Latin American dramatists to create the "new theater," one which is closely related to Latin American political history. Offered as SPAN 343, SPAN 443 and ETHS 343. Counts for CAS Global & Cultural Diversity Requirement. Prereq: SPAN 320.
SPAN 345. Hispanic Autobiographical Writing. 3 Units.
The course studies issues of self-representation through the reading of autobiographical works from different periods from Latin America, Spain, and the U.S., and of theoretical works that address topics of first-person narratives, autobiography, and sub-alternity. Satisfies Global and Cultural Diversity Requirement. Offered as SPAN 345 and SPAN 445. Prereq: SPAN 320.

SPAN 350. Spanish Fiction. 3 Units.

SPAN 351. Hispanic Turn of the Century Literature. 3 Units.
Cultural and political transitions between 19th and 20th Centuries, between Spain and Latin America, and between literary models. Study of Spanish and Latin American writers and their literary connections (Generation of 1898, modernistas) in the context of colonial conflicts and economic changes. Offered as SPAN 351 and SPAN 451. Counts for CAS Global & Cultural Diversity Requirement. Prereq: SPAN 320.

SPAN 353. Transatlantic Vanguard. 3 Units.
Presentation of transatlantic tendencies of the early vanguard movements represented by poets from Spain, Central and South America. Beginning with the advent of Modernism in Latin America and Symbolism in Spain, this course will trace the development of resulting movements in the early twentieth century. Surrealism, Creationism, Futurism, Ultraism and Dadaism forged a vital link between poets and artists from the Americas and their European counterparts. We will focus on the similarities and differences between these "isms" while drawing conclusions about the uniqueness of vanguard movements on both sides of the Atlantic. Offered as SPAN 353 and SPAN 453. Prereq: SPAN 320.

SPAN 356. Afro-Hispanic Literature. 3 Units.
This course will survey the literary and cultural production of writers and artists of African descent in Latin America and the Caribbean, paying attention to both their creative and theoretical texts. Discussion of questions of race and ethnicity will allow students to explore the ways in which these texts reformulate the idea of national identity and cultural belonging in the context of the nation-state, whose traditional centrality is being weakened through the effects of migration and exile. Readings include works by writers from Cuba, Puerto Rico, Dominican Republic, Costa Rica, Colombia, Panama, Ecuador, and Peru. Offered as SPAN 356, SPAN 456 and ETHS 356. Counts for CAS Global & Cultural Diversity Requirement. Prereq: SPAN 320.

SPAN 358. Latin American Cinema. 3 Units.
This course is designed to introduce students to the basic tools of film analysis as well as to the major trends and movements in Latin American cinema from the 1960s to the present. Through the analysis of representative films from Latin America, the course will examine the development of a variety of cinematic styles, paying particular attention to the historical contexts in which the films were produced and to the political, cultural, and aesthetic debates that surrounded their production. Offered as SPAN 358, SPAN 458 and ETHS 358. Counts for CAS Global & Cultural Diversity Requirement. Prereq: SPAN 320 or equivalent.

SPAN 370. Special Topics in Spanish. 3 Units.
This course is designed to respond to students' and faculty interest in specific themes or issues not otherwise covered in the curriculum. Approaches, content, and instructor will vary and this course may have a focus that crosses generic, artistic, historical, disciplinary, and geographical boundaries. The honing of analytical and interpretative skills as well as the further development of Spanish language skills also are integral objectives of this course. The class is conducted in Spanish. Counts for CAS Global & Cultural Diversity Requirement. Prereq: SPAN 320 or equivalent.

SPAN 385. Hispanic Literature in Translation. 3 Units.
Critical analysis and appreciation of representative literary masterpieces from Spain and Latin America, and by Hispanics living in the U.S. Texts cover a variety of genres and a range of literary periods, from works by Cervantes to those of Gabriel Garcia Marquez. The course will examine the relationship between literature and other forms of artistic production, as well as the development of the Hispanic literary text within the context of historical events and cultural production of the period. Counts toward Spanish major only as related course. No knowledge of Spanish required. Offered as ETHS 385, ETHS 485, SPAN 385, SPAN 485, WLIT 385, and WLIT 485. Counts for CAS Global & Cultural Diversity Requirement.

SPAN 396. Senior Capstone - Spanish. 3 Units.
The Senior Capstone in Spanish is an independent study project chosen in consultation with a capstone advisor. The capstone project should reflect both the student's interest within Spanish and the courses he or she has taken to fulfill the major. The project requires independent research using an approved bibliography and plan of action. In addition to written research, the student will also present the capstone project in a public forum that is agreed upon by the project advisor and the student. Counts as SAGES Senior Capstone. Counts for CAS Global & Cultural Diversity Requirement. Senior status required. Major in Spanish required.

SPAN 397. Honors Thesis I. 3 Units.
Intensive study of a literary, linguistic, or cultural topic with a faculty member, leading to the writing of a research paper in Spanish. Limited to senior majors. Counts for CAS Global & Cultural Diversity Requirement.

SPAN 398. Honors Thesis II. 3 Units.
Continuation of SPAN 397. Limited to senior majors. Permit required. Prereq: SPAN 397.

SPAN 399. Independent Study. 1 - 3 Units.
The course is for students with special interests and commitments that are not fully addressed in regular courses, and who wish to work independently.

SPAN 400. Foreign Language Teaching Methodology Practicum. 3 Units.
This class is a requirement for first year MA students. This class will allow the Graduate students in Hispanic Studies to improve their teaching skills. Students will learn the most recent theories and methodologies regarding the teaching of a foreign language and will have practical experience dealing with pedagogical situations in a classroom while teaching a foreign language. Students will work and study under the supervision of their instructor. The course is designed as a practicum and it will work as an independent study while the student attends different language and culture classes to observe them. The combination of study and practice will allow the students to reflect about the teaching techniques they will learn.
SPAN 401. Introduction to Critical Theory. 3 Units.
This course is an introduction to the field of critical theory. It examines many of the major theoretical approaches to the study of literary and cultural texts such as Marxism, Post-structuralism, Feminism, and Post-colonial studies. It provides students with a critical map of some of the most influential theoretical approaches to the study of culture as well as with the necessary analytical tools for the interpretation of texts. The course is a requirement for first-year MA students in Hispanic Studies.

SPAN 406. The Cuban Experience: an immersion in its culture and society. 3 Units.
This is a three-week study-abroad intensive course that takes place in Matanzas and Havana, Cuba. The course combines the unique advantages of a total immersion environment in the Cuban culture with a classroom curriculum that includes the study of relevant cultural, literary and historical issues. Students complete three hours of classroom instruction and an hour and a half of workshop four days per week. Also, they participate in organized visits to historic sites and museums connected to the culture curriculum. The focus of the culture curriculum is the study of Cuban history and culture through its literature, visual arts, films, and music. After applying and being accepted into the program, students meet for personal advising with the program director and attend four different one-hour orientation-information meetings in the spring semester. After successful completion of the study-abroad program, students receive three upper-level credits in Spanish or Ethnic Studies. The course is interdisciplinary in its approach and provides students with the tools they need to analyze and understand the complexities of modern Cuba. Students will have formal classes taught by their professor and talks, and meetings with specialists on Cuban literature, art, architecture, history and other aspects of culture and society. Also, they will attend lectures, participate in discussions, and take field trips that will expose them to many aspects of Cuban culture, such as art, architecture, music, dance, film, literature, artisan work, folklore, history and urban growth. Offered as SPAN 306, SPAN 406, and ETHS 306. Counts for CAS Global & Cultural Diversity Requirement. Prereq: SPAN 202.

SPAN 415. Latin American Cultural Conflicts. 3 Units.
Evolution of Latin American socioeconomic characteristics and artistic production up to the present. Class discussions of diverse literary works, social research essays, and testimonials focus on conflicting elements in class structures, ethnicity, and urban modernization as well as family ethos, religious trends, cultural identity, and educational problems. Offered as SPAN 315 and SPAN 415. Counts for CAS Global & Cultural Diversity Requirement.

SPAN 422. Latin American Short Story. 3 Units.
The history and development of the Latin American short story from the nineteenth century to the present. Intertextuality, rise of the Nuevo Cuento, and major characteristics of the works. Offered as SPAN 322 and SPAN 422. Counts for CAS Global & Cultural Diversity Requirement.

SPAN 425. Hispanic Intellectuals and Society: A Critical Approach. 3 Units.
This course offers an overview of the most important critical approaches to Spanish American culture and literature, with a socio-historical emphasis. Some of the authors we will discuss are Angel Rama, Jose Antonio Cornejo Polar and Nestor Garcia Canclini. We will analyze how the Latin American intellectuals had thought about specific issues such as identity, race, ideology, colonial and post-colonial relations with the metropolis and the process of formation of the nations in the continent. The class, the discussions, exams, oral presentations and papers will be in Spanish. Some of the readings must be in English, but most of them will be in Spanish. Offered as SPAN 325, SPAN 425, ETHS 325, WLIT 325 and WLIT 425. Counts for CAS Global & Cultural Diversity Requirement.

SPAN 426. The Fantastic in Latin American Prose. 3 Units.
Introduction to a distinctive trend in contemporary Latin American literature, the prose portrayal of the “fantastic,” a new narrative mode in Latin America. Critical examination of selected texts reveals new concepts of space and time and an increasing complexity of structure and style, one which juxtaposes and analyzes fantasy and reality. Offered as SPAN 326 and SPAN 426. Counts for CAS Global & Cultural Diversity Requirement.

SPAN 433. Contemporary Caribbean Literature. 3 Units.
In addition to developing a general familiarity with the literature and history of this region, students will acquire an awareness of the interrelation of national identity, memory, and language in the texts produced by contemporary Caribbean authors, and of the cultural hybridity characteristic of this production. The themes treated by these authors include colonialism and postcolonialism, cultural and religious syncretism, and sexual politics. Offered as SPAN 333, SPAN 433, and ETHS 333. Counts for CAS Global & Cultural Diversity Requirement.

SPAN 434. Mexican Literature. 3 Units.
The course studies, through a series of representative literary works, the most significant literary movements and styles in 20th and 21st Centuries Mexican Literature. Special attention will be paid to the political, aesthetic, and philosophical debates that have shaped the development of Mexican literature from the 1920s to the present, and to the different narrative techniques and ideologies that have characterized different historical periods, literary movements, and individual authors’ styles in contemporary Mexican literature. Offered as SPAN 334 and SPAN 434. Counts for CAS Global & Cultural Diversity Requirement. Prereq: SPAN 320.

SPAN 439. Latin American Poetic Revolt. 3 Units.
Introduction to the most important poets in contemporary Latin America, a region home to a significant number of eminent poets, including Nobel Laureates from Chile, Gabriela Mistral and Pablo Neruda. The course focuses on detailed textual analysis of pivotal works, combined with historical-literary perspective, so students gain insight into the diverse styles and tendencies that reflect the tumultuous history of poetry’s development in a relentless search for a Latin American cultural identity. Offered as SPAN 339 and SPAN 439. Counts for CAS Global & Cultural Diversity Requirement.

SPAN 442. Latin American Feminist Voices. 3 Units.
Examination of the awakening of feminine and feminist consciousness in the literary production of Latin American women writers, particularly from the 1920s to the present. Close attention paid to the dominant themes of love and dependency; imagination as evasion; alienation and rebellion; sexuality and power; the search for identity and the self-preservation of subjectivity. Readings include prose, poetry, and dramatic texts of female Latin American writers contributing to the emerging of feminist ideologies and the mapping of feminist identities. Offered as SPAN 342, SPAN 442, ETHS 342, and WGST 342. Counts for CAS Global & Cultural Diversity Requirement.

SPAN 443. The New Drama in Latin American. 3 Units.
Representative works of contemporary Latin American drama. Critical examination of selected dramatic works of twentieth-century Latin America provides students insight into the nature of drama and into the structural and stylistic strategies utilized by Latin American dramatists to create the “new theater,” one which is closely related to Latin American political history. Offered as SPAN 343, SPAN 443 and ETHS 343. Counts for CAS Global & Cultural Diversity Requirement.
SPAN 445. Hispanic Autobiographical Writing. 3 Units.
The course studies issues of self-representation through the reading of autobiographical works from different periods from Latin America, Spain, and the U.S., and of theoretical works that address topics of first-person narratives, autobiography, and sub-alternity. Satisfies Global and Cultural Diversity requirement. Offered as SPAN 345 and SPAN 445. Prereq: SPAN 320.

SPAN 451. Hispanic Turn of the Century Literature. 3 Units.
Cultural and political transitions between 19th and 20th Centuries, between Spain and Latin America, and between literary models. Study of Spanish and Latin American writers and their literary connections (Generation of 1898, modernistas) in the context of colonial conflicts and economic changes. Offered as SPAN 351 and SPAN 451. Counts for CAS Global & Cultural Diversity Requirement.

SPAN 453. Transatlantic Vanguard. 3 Units.
Presentation of transatlantic tendencies of the early vanguard movements represented by poets from Spain, Central and South America. Beginning with the advent of Modernism in Latin America and Symbolism in Spain, this course will trace the development of resulting movements in the early twentieth century. Surrealism, Creationism, Futurism, Ultraiism and Dadaism forged a vital link between poets and artists from the Americas and their European counterparts. We will focus on the similarities and differences between these "isms" while drawing conclusions about the uniqueness of vanguard movements on both sides of the Atlantic. Offered as SPAN 353 and SPAN 453.

SPAN 456. Afro-Hispanic Literature. 3 Units.
This course will survey the literary and cultural production of writers and artists of African descent in Latin America and the Caribbean, paying attention to both their creative and theoretical texts. Discussion of questions of race and ethnicity will allow students to explore the ways in which these texts reformulate the idea of national identity and cultural belonging in the context of the nation-state, whose traditional centrality is being weakened through the effects of migration and exile. Readings include works by writers from Cuba, Puerto Rico, Dominican Republic, Costa Rica, Colombia, Panama, Ecuador, and Peru. Offered as SPAN 356, SPAN 456 and ETHS 356. Counts for CAS Global & Cultural Diversity Requirement.

SPAN 458. Latin American Cinema. 3 Units.
This course is designed to introduce students to the basic tools of film analysis as well as to the major trends and movements in Latin American cinema from the 1960s to the present. Through the analysis of representative films from Latin America, the course will examine the development of a variety of cinematic styles, paying particular attention to the historical contexts in which the films were produced and to the political, cultural, and aesthetic debates that surrounded their production. Offered as SPAN 358, SPAN 458 and ETHS 358. Counts for CAS Global & Cultural Diversity Requirement.

SPAN 485. Hispanic Literature in Translation. 3 Units.
Critical analysis and appreciation of representative literary masterpieces from Spain and Latin America, and by Hispanics living in the U.S. Texts cover a variety of genres and a range of literary periods, from works by Cervantes to those of Gabriel Garcia Marquez. The course will examine the relationship between literature and other forms of artistic production, as well as the development of the Hispanic literary text within the context of historical events and cultural production of the period. Counts toward Spanish major only as related course. No knowledge of Spanish required. Offered as ETHS 385, ETHS 485, SPAN 385, SPAN 485, WLIT 385, and WLIT 485. Counts for CAS Global & Cultural Diversity Requirement. Prereq: Graduate standing.

SPAN 499. Graduate Independent Study. 3 Units.
This class will fulfill the requirement of graduate students who need to complete their course-loud focusing on specific topics related to their fields of study.
A top-ranked private research university with programs spanning the arts and sciences, engineering, health sciences, law, management, and social work, CWRU excels in musicology, historical performance practice, and music education. CIM is one of just three independent conservatories in the United States devoted exclusively to classical music performance. For over half a century, these distinguished institutions have used the Joint Music Program (JMP) to share collective resources, focusing on the strengths of each institution.

Students enrolled at CWRU take applied music lessons/studio instruction, chamber music, theory, and eurhythmics courses taught by CIM faculty (https://music.case.edu/about/associated-cim-faculty/), while students enrolled at CIM take music history, music education, and general electives in the humanities and sciences taught by CWRU faculty.

Both CWRU and CIM are located in University Circle (http://universitycircle.org/), giving students access to a wealth of cultural institutions within a short walking distance from campus.

Facilities, Centers, and Partnerships
Details about our operating hours, usage guidelines, building access, practice rooms, and more, can be found on the Department of Music Facilities webpage (https://case.edu/artsci/music/about/facilities/).

Haydn Hall
Haydn Hall (https://goo.gl/ghQde8/) houses the Department of Music faculty and staff offices, a small lounge, three classrooms, four practice rooms (2nd floor), HPP studio spaces, the Music Education Resource Room, and a Macintosh computer classroom/lab (The Core). It is located in the heart of the Mather Quad. Originally a combination of a dormitory and classrooms, this building served as the only student center on campus. It was given to the college by Flora Stone Mather (https://case.edu/ech/articles/m/mather-flora-stone/) and named in honor of Hiram Collins Haydn (https://case.edu/ech/articles/h/haydn-hiram-collins/), fifth president of Western Reserve University, pastor of the Old Stone Church, and the individual most active in convincing Western Reserve College to move to Cleveland. Charles F. Schweinfurth (https://case.edu/ech/articles/s/schweinfurth-charles-f/), the prominent residential architect of Euclid Avenue (https://case.edu/ech/articles/e/euclid-ave/) (“Millionaires’ Row”) mansions, who also rebuilt the interior of the Old Stone Church (https://case.edu/ech/articles/f/first-presbyterian-church-old-stone/) in 1884 and designed Trinity Cathedral (https://case.edu/ech/articles/t/trinity-cathedral/), designed Haydn Hall. Scheduling is controlled by the Department of Music.

The Core is actively involved in bringing technology to the community and it works closely with faculty in providing support facilities for technology-related courses.

Florence Harkness Memorial Chapel
Harkness Chapel (https://case.edu/artsci/music/about/facilities/florence-harkness-memorial-chapel/), built during 1902, features neo-Gothic architecture, antique oak and Georgia pine woodwork, and Tiffany windows. It is a warm, intimate, and acoustically resonant space for the performance of vocal and instrumental chamber music. The building provides space for concerts, music classes, and department recitals. Harkness Chapel was built to honor Florence Harkness Severance (https://case.edu/ech/articles/s/severance-louis-henry/) (Louis Henry Severance), the only daughter of Stephen V. Harkness (https://case.edu/ech/articles/h/harkness-stephen-v/) and his second wife, Anna M. Richardson Harkness (https://case.edu/ech/articles/h/harkness-anna-m-richardson/).

Harkness Chapel, Classroom
Harkness Classroom (https://case.edu/utech/departments/client-experience/mediavision/technology-enhanced-classroom-tec/list-classrooms/harkness-classroom/) is located inside of Harkness Chapel and serves as an academic classroom, and a backstage area during performances. This room features a capacity of 45 desks on risers with Level 2 Technology, including video projection, stereo sound system, and a grand piano. Scheduling is controlled by the University Registrar and available for non-music classes with permission from the Department of Music.

Denison Hall
Denison Hall (https://goo.gl/uauDeZ/), located next to Wade Commons near the North Residential Village, is used primarily for ensemble rehearsals. This facility houses six Wenger practice modules, one of which is a “virtual reality” acoustic room; a percussion studio; and a music library. The four classrooms include the Spartan Rehearsal Hall (Rm. 197), Wade Rehearsal Hall (Rm. 119), Denison Rehearsal Hall (Rm. 160), and Denison Classroom (Rm. 152). The facility also has storage rooms for marching band uniforms, equipment and instrument storage lockers (available to music majors and students enrolled in ensembles). In general, the classrooms in Denison Hall are to be utilized by music majors or CWRU students enrolled in music ensembles or applied music lessons. Scheduling is controlled by the Department of Music.

Denison Hall is a Macintosh computer classroom and lab dedicated to mind, sound, and vision. The Core is a collaborative space for all CWRU students, faculty and staff, as well as the University Circle community, to gather and collaborate, design visual and aural mediums, and create masterpieces. It not only offers computers and software, but also video and digital cameras and microphones for checkout, one-on-one tutorial time, course instruction, and space for meetings/demonstrations. The Core is actively involved in bringing technology to the community and it works closely with faculty in providing support facilities for technology-related courses.

Kulas Music Collection
The Kulas Music Collection (https://case.edu/library/spaces/kulas-music-collection/), located on the first floor of the Kelvin Smith Library (https://case.edu/library/spaces/kulas-music-collection/), contains more than 42,000 items, including books, scores, media, microforms, and music periodicals. Users can borrow books and scores; the library provides listening and reading areas to use media and reference collections. In addition to print resources, access is provided to online databases and research guides. A partnership with the Robinson Music Library (https://www.cim.edu/about/muslib/) at the Cleveland Institute of Music,
which coordinates acquisitions and services, is available to faculty, staff and students with a valid ID.

**Kulas Collection of Historical Instruments**
The Department of Music maintains an impressive collection of modern reproductions of early instruments. The Historical Performance Practice (https://case.edu/artsci/music/academics/areas-study/historical-performance-practice/) program offers a wide range of ensembles from Medieval to romantic, and the Kulas Collection of historical instruments (renaissance, medieval and baroque string, wind, and brass instruments) is available to all students. The program also owns a wide range of historical keyboard instruments (French, Italian, and German Harpsichords, a continuo organ, and two fortepianos).

**Music Education Resource Room**
The Music Education Resource Center (https://case.edu/artsci/music/academics/areas-study/music-education/) (Haydn Hall, Rm. 10) is a space for music education students to prepare educational materials and research projects, and it contains a variety of audiovisual media, including a library of education-oriented music software. Students may borrow items from a large collection of music textbooks, educational recordings, testing materials, vocal and instrumental books, curriculum guides, and classroom instruments. The use of this center is encouraged and sometimes required for many of the projects/assignments throughout the music education curriculum.

**Center for Popular Music Studies**
The Center for Popular Music Studies (https://case.edu/artsci/music/academics/center-popular-music-studies/) exists to promote scholarship and teaching about the history and significance of popular music, which includes collaborations and partnerships with institutions in Cleveland and around the world. The goals and objectives of the CPMS include: supporting collaboration between researchers and historians of popular music, investigating and creating new approaches to teaching popular music (including performance), providing opportunities for graduate students to learn about popular music in an active, critically robust program, and advancing emerging research in popular music through sponsorship of visiting scholars.

**Maltz Performing Arts Center**
The Milton and Tamar Maltz Performing Arts Center at The Temple–Tifereth Israel (https://case.edu/maltzcenter/) opened in 2015 after extensive restoration and renovation of the structure, which first served as a synagogue in 1924. Today, the center is an active venue for performances and events, including lectures and music concerts, including the Silver Hall Concert Series (https://case.edu/maltzcenter/silverhallsseries/) (during which our department ensembles perform). *Phase One* includes Silver Hall, a 1,000-seat concert hall for large ensemble performances, and Koch Hall, a 90-seat recital hall for smaller performances. *Phase Two*, which includes a proscenium theater, a blackbox studio theater, rehearsal studios, practice rooms, and costume and scene shops, is scheduled to open in 2021.

**News and Events**
Enjoy events and performances presented by the Department of Music, find an archive of past concerts, recitals and more, discover our weekly forum for presentation and discussion of recent research, and explore some of our latest news and headlines! Find all of this information in the News and Events section on the Department of Music webpage (https://case.edu/artsci/music/news-events/).

**Ensembles and Lessons**
The Department of Music is pleased to offer a variety of academic ensembles open to all students and Case Western Reserve University affiliated individuals. Applied music lessons are available to all students through our Joint Music Program with the Cleveland Institute of Music. Find a list of ensembles, audition and participation details, and general information about private lessons in the Ensembles and Lessons section of the Department of Music webpage (https://case.edu/artsci/music/ensembles-lessons/).

**Department Faculty**
David J. Rothenberg, PhD  
(Yale University)  
*Associate Professor and Chair*  
Medieval and Renaissance music

Julie Andrijeski, DMA  
(Case Western Reserve University)  
*Senior Instructor; Artistic Coordinator of Historical Performance Ensembles*  
Historical performance; dance

L. Peter Bennett, D Phil  
(Oxford University)  
*Professor; Head of Historical Performance Practice*  
17th-century French music; historical performance

Francesca Brittan, PhD  
(Cornell University)  
*Associate Professor*  
19th-century France; Romantic aesthetics; popular music

Eric Charnofsky, MM  
(The Juilliard School)  
*Senior Instructor; Coordinator of Undergraduate Studies in Music (BA); Coordinator of Undergraduate Enrollment*  
20th-century music; collaborative piano; keyboard ensemble

Georgia J. Cowart, PhD  
(Rutgers University)  
*Professor; Coordinator of Graduate Studies in Musicology*  
17th and 18th centuries; music, the arts, and politics

Paul S. Ferguson, MM  
(Eastman School of Music)  
*Senior Instructor*  
Jazz studies and arranging

Matthew L. Garrett, PhD  
(Florida State University)  
*Associate Professor; Coordinator of Undergraduate Studies in Music Education (BS); Director, University Center for Innovation in Teaching and Education (UCITE)*  
Music teacher education; choral music education

Daniel Goldmark, PhD  
(University of California, Los Angeles)  
*Professor; Head of Popular Music Studies; Director of the Center for Popular Music Studies*  
American popular music; film music; history of the music industry
Benjamin C. Helton, PhD  
(University of Illinois)  
Assistant Professor; Director of Spartan Marching Band  
Music teacher education; instrumental music education

Kathleen A. Horvath, PhD  
(The Ohio State University)  
Professor; Director of Orchestras  
Music teacher education; string education and pedagogy

Lisa Huisman Koops, PhD  
(Michigan State University)  
Professor; Head of Music Education; Coordinator of Graduate Studies in Music Education  
Music teacher education; general music; early childhood music

Nathan B. Kruse, PhD  
(Michigan State University)  
Associate Professor  
Music teacher education; research methods

Susan McClary, PhD  
(Harvard University)  
Fynette H. Kulas Professor of Music; Head of Musicology  
16th- and 17th-century music; cultural criticism; music theory and analysis; 21st-century opera

Ryan Scherber, PhD  
(Florida State University)  
Assistant Professor; Director of Bands  
Music teacher education; instrumental education; quantitative research methods

## Undergraduate Programs

### Admission

Students interested in a music major can pursue a BA in Music (https://case.edu/artsci/music/academics/undergraduate-degree-programs/ba-music/) or a BS in Music Education (https://case.edu/artsci/music/academics/undergraduate-degree-programs/bs-music-education/). Both degree programs require submission of the Common Application and Music Arts Supplement on an acceptable primary instrument or voice (the BS in Music Education also requires a live interview component). All incoming music majors take a music theory placement exam. Students may pursue the minor in music (https://case.edu/artsci/music/academics/undergraduate-degree-programs/minor-music/) or participate in ensembles and lessons as non-majors without passing an audition. However, all students applying for music scholarship must submit a Music Arts Supplement with the Common Application. More information about the undergraduate admission and audition process is provided in the Undergraduate Application Procedures on the Department of Music Webpage (https://case.edu/artsci/music/admissions/undergraduate/application-procedures/).

For students who do not major in music but want to participate in musical activities on campus, our many ensembles (https://case.edu/artsci/music/ensembles-lessons/) are open to all CWRU students (regardless of major), and we offer music lessons (https://case.edu/artsci/music/ensembles-lessons/) through the Joint Music Program with faculty from the Cleveland Institute of Music.

### Academics

The Department of Music offers majors in music (a BA degree in the College of Arts and Sciences or a BS degree in a unit other than the college with music as a secondary major) and music education (BS degree).

**Double Major, Dual-Degree, and Secondary Major Opportunities.** The department encourages qualified students to consider a double major in music and another BA degree program. Most music majors at CWRU also pursue a second major. Once the SAGES and General Education Requirements have been met, a BA student can add another major within the College of Arts and Sciences by meeting the course and credit unit requirements found in this bulletin under the appropriate department. In most cases, it is possible to finish a double major with music in four years.

It is also possible to receive two degrees, although this may take more than four years. Typical combinations of dual degrees include the BA in music (College of Arts and Sciences) with the BS in engineering (School of Engineering). All admissions requirements must be met for each school, and course and credit unit requirements for each degree must be fulfilled. Students interested in double degrees should declare their intent as early as possible and receive advice from faculty about both degrees.

Finally, students completing a BS in a unit other than the College of Arts and Sciences (for example, a BS in engineering) can choose music as a secondary major within that BS degree. Students pursuing music as a secondary major only need to meet the SAGES and General Education Requirements of the school in which they are earning their degree.

### Bachelor of Arts in Music (BA) or a BS degree with a secondary major in music

The Bachelor of Arts (BA) in Music (https://case.edu/artsci/music/academics/undergraduate-degree-programs/ba-music/) allows students to study music within a larger context of a liberal arts education. This degree is designed for students whose interests are not fully encompassed by a more specialized degree track. It is usually the case that students in this degree program have other interests that will shape their studies. These may include engineering, computer science, business, psychology, or any other field of study. The BA in Music is designed to accommodate this diversity while still providing a thorough grounding in fundamental musical skills and knowledge.

Many of our students combine musical study with study in other areas through a double major or dual degree (https://case.edu/artsci/music/academics/undergraduate-degree-programs/double-major-secondary-major-dual-degree/). Students are encouraged to collaborate with each other across disciplines. This creative atmosphere provides the unique opportunity for students to learn about specializations from some of the leading faculty in diverse areas (historical performance practice, musicology, and music education).

CWRU students participate in a SAGES Capstone (https://case.edu/artsci/music/sagescapstone_musicmajors/) project over one or two semesters, culminating in a final public presentation of their work in a university-wide celebration of scholarship and service. This is a self-designed project, which explores a subject of particular interest. It may take the form of a research paper, a presentation, a presentation with a performance component, a recording project, or any other format that demonstrates the student’s achievement.

After completing the BA in Music, students are able to do the following:
• Demonstrate technical and artistic proficiency on a primary performance medium (instrument or voice)
• Contribute positively to musical ensembles of various sizes and types, and collaborate effectively with fellow ensemble members and ensemble directors
• Demonstrate facility with the major concepts and techniques of tonal and post-tonal music theory and analysis
• Demonstrate familiarity with the major musicians, musical thinkers, musical styles, techniques, procedures, and cultural trends of all periods in the history of Western music
• Draw on knowledge and skills in performance, music theory, music history, and/or music education to write a substantial critical assessment of musical works, concepts, and/or practices in the Western classical and/or popular traditions

The Music BA program requires that 43–51 of the total 120 credit units necessary for the degree be devoted to music study, with the remaining credits devoted to the SAGES and College of Arts and Sciences general education requirements, a possible minor program, and a liberal selection of elective courses.

Requirements for the major in music:

**Applied Music**

Private instruction on primary instrument in sequence (department consent required):

MUAP 121  Principal Performance Area I  2
MUAP 122  Principal Performance Area II  2
MUAP 10  Progress Jury Examination  0
MUAP 221  Principal Performance Area III  2
MUAP 222  Principal Performance Area IV  2
MUAP 20  Level 300 Applied Music Entrance Jury Exam  0
MUAP 321  Principal Level Performance Area V  2
MUAP 322  Principal Level Performance Area VI  2
MUAP 30  BA Performance Exit Jury Examination  0

Recital Class component required (auto-enrolled) with each principal performance area. Participation in weekly Recital Class (W 3:20-4:10pm), including a performance one per academic year required.

**Ensembles**

Eight semesters of ensemble participation for 0–1 credits each, of which six semesters must be a Primary Ensemble designated for the student’s primary instrument. ¹

Primary Ensembles:

MUEN 385  Case/University Circle Orchestra (Strings)
MUEN 383  Symphonic Winds (Winds/Percussion)
MUEN 382  Case Concert Choir (Voice)
MUEN 389  Keyboard Ensemble (Piano)
MUEN 355  Miscellaneous Ensembles (Guitar)
MUEN 395  Collegium Musicum (Historical Performance Practice)
MUEN 396  Early Music Singers (Historical Performance Practice)

MUEN 397  Baroque Orchestra (Historical Performance Practice)
MUEN 370  Popular Music Ensemble (Popular Music)

Additional Ensembles (two semesters, one full year):

MUEN 324  Case Percussion Ensemble
MUEN 371A  Klezmer Music Ensemble
MUEN 371B  Klezmer Music Ensemble
MUEN 373  Jazz Ensemble I
MUEN 374  Jazz Ensemble II
MUEN 380A  Case Men's Glee Club
MUEN 380B  Case Men's Glee Club
MUEN 384  Spartan Marching Band
MUEN 386  Case Camerata Chamber Orchestra
MUEN 388A  University Chorale
MUEN 388B  University Chorale
MUEN 393  Baroque Chamber Ensembles
MUEN 394  Baroque Dance Ensemble
MUEN 355 (Woodwind & Brass Chamber Music or studio classes in flute, guitar, horn, saxophone)

**Music Theory and Eurhythmics**

MUTH 101  Theory and Aural Skills I  4
or MUTH 101I  Intensive Theory and Aural Skills 1
Students who do not place into MUTH 101 must take MUTH 101I.

MUTH 102  Theory and Aural Skills II  4
MUTH 201  Harmony-Keyboard IV  4
MUDE 101  Eurhythmics I  0
MUDE 102  Eurhythmics II  0

**Music History**

MUHI 201  History of Western Music I [pre-req MUTH 102]  3
MUHI 202  History of Western Music II [pre-req MUHI 201]  3

**Music Electives**

Music majors must take 9 credit units of elective courses drawn from the Electives table below.

Total Units  43–51

¹ The faculty may place you in an alternate primary ensemble in certain semesters (see the Undergraduate Music Handbook (https://case.edu/artsci/music/academics/current-students/undergraduate-music-majors/)). The two additional semesters may be any combination of primary ensembles or one or more additional ensembles.

**Electives (Music Major)**

MUHI at 300 level or higher

MUHI 309  Christian Music: Historical and Global Perspectives  3
MUHI 310  Music Cultures of the World  3
MUHI 312  History and Analysis of Rock and Roll  3
MUHI 314  Blues Histories and Cultures  3
MUHI 315 History of Jazz and American Popular Music 3
MUHI 316 The Lemonade Class: Religion, Race, Sex and Black Music 3
MUHI 320 Global Pop 3
MUHI 341 Introduction to Historical Performance Practice 3
MUHI 342 Seminar in Historical Performance Practice 3
MUHI 350 Topics in Music History 3
MUHI 390 Undergraduate Seminar in Music History 3
MUHI 395A Capstone for Music Majors A pre-req MUHI 201 and MUHI 202 2
MUHI 395B Capstone for Music Majors B 1-4
MUTH at 300 level
MUTH 311 16th Century Counterpoint 2
MUTH 312 Eighteenth Century Counterpoint 3
MUTH 319 Jazz Skills 3
MUTH 320 Form and Analysis 3
MUTH 390 Music Theory Literature Review 2
General Musicianship
MUGN 308 Digital Music: Composition and Production 3
Music Education
MUED 240 Foundations of Music Education 3
MUED 275 Elements of Conducting (instructor permission required) 3
MUED 276 Advanced Conducting, Score Analysis and Rehearsal Techniques (instructor permission required) 3
MUED 310 Instrumental and Choral Arranging 3
MUED 391 Music in Early Childhood 3
Skills and Pedagogy
instructor permission required
MUED 200A Basic Skills and Pedagogy: Voice 2
MUED 200B Basic Skills and Pedagogy: Guitar 2
MUED 200C Basic Skills and Pedagogy: Brass 2
MUED 200E Basic Skills and Pedagogy: Clarinet and Saxophone 2
MUED 200F Basic Skills and Pedagogy: Double Reeds and Flute 2
MUED 200H Basic Skills and Pedagogy: Strings 2
MUED 200J Basic Skills & Pedagogy: Piano for Music Educators 2
MUED 200P Basic Skills and Pedagogy: Percussion 2
SAGES Capstone for Music Majors & Departmental Honors
The Music Capstone (https://case.edu/artsci/music/sagescapstone_musicismajors/) is focused on a major project, such as a senior thesis or senior recital with supporting document. A project must have a substantial writing component and must include a public presentation. For recitalists, this requirement is satisfied by the recital. The written component should represent an original argument, beyond the scope of a typical term paper. In MUHI 395A Capstone for Music Majors A, offered for 2.00 credit units in the fall, students will begin research and complete a formal Capstone Prospectus consisting of a 5 - 6 page proposal followed by a detailed outline and annotated bibliography. In MUHI 395B Capstone for Music Majors B, offered for 1.00-4.00 credit units in the spring, students will complete the written component of the project and deliver a public presentation. Students are urged to complete the department seminar and as many music history electives as possible before embarking upon a Capstone project, which represents the culmination and synthesis of the totality of previous undergraduate study.

Double majors and dual degree candidates may opt to take the Capstone in a department other than music. All other music majors must do a Capstone in music or another program of interest to which they are accepted. Students must take the 2-semester sequence in order (strictly enforced), usually in the senior year.

Music majors who maintain a GPA of 3.75 or above in the major, and who complete an ambitious and outstanding Music Capstone project, can earn Departmental Honors by music faculty nomination and vote. This distinction appears on the transcript, is announced at commencement, and is printed in the commencement program.

More information about registration, applied instruction, document length, and public presentation can be found in the Capstone for Music Majors on the Department of Music webpage (https://case.edu/artsci/music/sagescapstone_musicismajors/).

BS in Music Education
The Bachelor of Science in Music Education (BS) (https://case.edu/artsci/music/academics/undergraduate-degree-programs/bs-music-education/) requires a total of 127 credit units and is designed to educate professional teachers of music education in K12 schools. Students develop skills, concepts, and methodologies in music theory, composition, general musicianship, music history, arranging/orchestrating, improvising, conducting, and music performance. The program meets the requirements of the Ohio Department of Education to prepare students to take state-mandated teacher exams (Ohio Assessments for Educators) and apply for teacher licensure. Most states recognize the Ohio teaching license through reciprocity.

Requirements for the BS in music education are as follows

A. Core Courses
Music Theory/Musicianship; Eurhythmics:
MUTH 101 Theory and Aural Skills I 4
or MUTH 101I Intensive Theory and Aural Skills I

Students who do not place into MUTH 101 must take MUTH 101I.

MUTH 102 Theory and Aural Skills II 4
MUTH 201 Theory and Aural Skills III 4
MUTH 202 Harmony-Keyboard IV 4
MUDE 101 Eurhythmics I (fulfills SAGES Phys Ed requirement) 0
MUDE 102 Eurhythmics II (fulfills SAGES Phys Ed requirement) 0

Music History/Literature (must be taken in sequential order):

More information about registration, applied instruction, document length, and public presentation can be found in the Capstone for Music Majors on the Department of Music webpage (https://case.edu/artsci/music/sagescapstone_musicismajors).
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUHI 201</td>
<td>History of Western Music I (fulfills CAS Arts and Humanities requirement) pre-req MUTH 102</td>
<td>3</td>
</tr>
<tr>
<td>MUHI 202</td>
<td>History of Western Music II (fulfills CAS Arts and Humanities requirement) pre-req MUHI 201</td>
<td>3</td>
</tr>
<tr>
<td>MUED 305</td>
<td>World Music in Education (fulfills SAGES Global and Cultural Diversity requirement)</td>
<td>3</td>
</tr>
<tr>
<td>MUAP 121</td>
<td>Principal Performance Area I</td>
<td>2</td>
</tr>
<tr>
<td>MUAP 122</td>
<td>Principal Performance Area II</td>
<td>2</td>
</tr>
<tr>
<td>MUAP 10</td>
<td>Progress Jury Examination</td>
<td>0</td>
</tr>
<tr>
<td>MUAP 221</td>
<td>Principal Performance Area III</td>
<td>2</td>
</tr>
<tr>
<td>MUAP 222</td>
<td>Principal Performance Area IV</td>
<td>2</td>
</tr>
<tr>
<td>MUAP 20</td>
<td>Level 300 Applied Music Entrance Exam</td>
<td>0</td>
</tr>
<tr>
<td>MUAP 201</td>
<td>Case Concert Choir (Voice)</td>
<td></td>
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<tr>
<td>MUAP 202</td>
<td>Symphonic Winds (Winds/Percussion)</td>
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<tr>
<td>MUAP 203</td>
<td>Case/University Circle Orchestra (Strings)</td>
<td></td>
</tr>
<tr>
<td>MUAP 204</td>
<td>Keyboard Ensemble (Piano)</td>
<td></td>
</tr>
<tr>
<td>MUAP 205</td>
<td>Miscellaneous Ensembles (Guitar)</td>
<td></td>
</tr>
<tr>
<td>MUAP 206</td>
<td>Collegium Musicum (Historical Performance Practice)</td>
<td></td>
</tr>
<tr>
<td>MUAP 207</td>
<td>Early Music Singers (Historical Performance Practice)</td>
<td></td>
</tr>
<tr>
<td>MUAP 208</td>
<td>Baroque Orchestra (Historical Performance Practice)</td>
<td></td>
</tr>
<tr>
<td>MUAP 209</td>
<td>Popular Music Ensemble (Popular Music)</td>
<td></td>
</tr>
<tr>
<td>MUAP 210</td>
<td>Case Men's Glee Club</td>
<td></td>
</tr>
<tr>
<td>MUAP 211</td>
<td>Klezmer Music Ensemble</td>
<td></td>
</tr>
<tr>
<td>MUAP 212</td>
<td>Jazz Ensemble I</td>
<td></td>
</tr>
<tr>
<td>MUAP 213</td>
<td>Jazz Ensemble II</td>
<td></td>
</tr>
<tr>
<td>MUAP 214</td>
<td>Case Men's Glee Club</td>
<td></td>
</tr>
<tr>
<td>MUAP 215</td>
<td>Spartan Marching Band</td>
<td></td>
</tr>
<tr>
<td>MUAP 216</td>
<td>Case Camerata Chamber Orchestra</td>
<td></td>
</tr>
<tr>
<td>MUEN 388A</td>
<td>University Chorale</td>
<td></td>
</tr>
<tr>
<td>MUEN 388B</td>
<td>University Chorale</td>
<td></td>
</tr>
<tr>
<td>MUEN 393</td>
<td>Baroque Chamber Ensembles</td>
<td></td>
</tr>
<tr>
<td>MUEN 394</td>
<td>Baroque Dance Ensemble</td>
<td></td>
</tr>
<tr>
<td>MUED 240</td>
<td>Foundations of Music Education</td>
<td>3</td>
</tr>
<tr>
<td>MUED 320</td>
<td>Technology Assisted Music Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>MUED 350</td>
<td>General Music Methods</td>
<td>3</td>
</tr>
<tr>
<td>MUED 355</td>
<td>Vernacular Music in Education (fulfills SAGES Departmental Seminar requirement)</td>
<td>3</td>
</tr>
<tr>
<td>MUED 352</td>
<td>Instrumental Methods and Materials</td>
<td>3</td>
</tr>
<tr>
<td>MUED 353</td>
<td>Choral Methods and Materials</td>
<td></td>
</tr>
<tr>
<td>MUED 275</td>
<td>Elements of Conducting</td>
<td>3</td>
</tr>
<tr>
<td>MUED 276</td>
<td>Advanced Conducting, Score Analysis and Rehearsal Techniques</td>
<td>3</td>
</tr>
<tr>
<td>MUED 310</td>
<td>Instrumental and Choral Arranging</td>
<td>3</td>
</tr>
<tr>
<td>MUED 200A</td>
<td>Basic Skills and Pedagogy: Voice</td>
<td></td>
</tr>
<tr>
<td>MUED 200B</td>
<td>Basic Skills and Pedagogy: Guitar</td>
<td></td>
</tr>
<tr>
<td>MUED 200C</td>
<td>Basic Skills and Pedagogy: Brass</td>
<td></td>
</tr>
<tr>
<td>MUED 200E</td>
<td>Basic Skills and Pedagogy: Clarinet and Saxophone</td>
<td></td>
</tr>
<tr>
<td>MUED 200F</td>
<td>Basic Skills and Pedagogy: Double Reeds and Flute</td>
<td></td>
</tr>
<tr>
<td>MUED 200H</td>
<td>Basic Skills and Pedagogy: Strings</td>
<td></td>
</tr>
<tr>
<td>MUED 200J</td>
<td>Basic Skills &amp; Pedagogy: Piano for Music Educators</td>
<td></td>
</tr>
<tr>
<td>MUED 200P</td>
<td>Basic Skills and Pedagogy: Percussion</td>
<td></td>
</tr>
<tr>
<td>MUED 220</td>
<td>Marching Band Techniques</td>
<td></td>
</tr>
<tr>
<td>MUED 300</td>
<td>Intensive Field Experience (taken in sixth and seventh semester)</td>
<td>0</td>
</tr>
<tr>
<td>MUED 396A</td>
<td>Student Teaching in Music Education</td>
<td>9</td>
</tr>
<tr>
<td>MUED 396B</td>
<td>Student Teaching Seminar in Music Education (counts as Music Education Capstone)</td>
<td>3</td>
</tr>
<tr>
<td>PSCL 101</td>
<td>General Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 301</td>
<td>Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 304</td>
<td>Educational Psychology (fulfills CAS Social Science requirement)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 255</td>
<td>Literacy Across the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td></td>
<td><strong>108</strong></td>
</tr>
</tbody>
</table>
The faculty may place you in an alternate primary ensemble in certain semesters (see the Undergraduate Music Handbook (https://case.edu/artsci/music/academics/current-students/undergraduate-music-majors/)). The two additional semesters may be any combination of primary ensembles or one or more additional ensembles.

See the required methods and secondary instrument courses by music education focus area (chart below).

Required Methods and Secondary Instrument Courses by Music Education Focus Area

**Choral/General Focus**

**Required Methods Specialization Class**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUED 353</td>
<td>Choral Methods and Materials</td>
<td>3</td>
</tr>
</tbody>
</table>

**Secondary Instruments**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUED 200A</td>
<td>Basic Skills and Pedagogy: Voice</td>
<td>2</td>
</tr>
<tr>
<td>MUED 200B</td>
<td>Basic Skills and Pedagogy: Guitar</td>
<td>2</td>
</tr>
<tr>
<td>MUED 200H</td>
<td>Basic Skills and Pedagogy: Strings</td>
<td>2</td>
</tr>
<tr>
<td>MUED 200J</td>
<td>Basic Skills &amp; Pedagogy: Piano for Music Educators</td>
<td>2</td>
</tr>
<tr>
<td>MUED 200P</td>
<td>Basic Skills and Pedagogy: Percussion</td>
<td>2</td>
</tr>
</tbody>
</table>

Plus at least one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUED 200C</td>
<td>Basic Skills and Pedagogy: Brass</td>
<td>2</td>
</tr>
<tr>
<td>MUED 200E</td>
<td>Basic Skills and Pedagogy: Clarinet and Saxophone</td>
<td>2</td>
</tr>
<tr>
<td>MUED 200F</td>
<td>Basic Skills and Pedagogy: Double Reeds and Flute</td>
<td>2</td>
</tr>
</tbody>
</table>

**Instrumental Focus- Winds/Percussion**

**Required Methods Specialization Class**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUED 352</td>
<td>Instrumental Methods and Materials</td>
<td>3</td>
</tr>
</tbody>
</table>

**Secondary Instruments**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUED 200A</td>
<td>Basic Skills and Pedagogy: Voice</td>
<td>2</td>
</tr>
<tr>
<td>MUED 200C</td>
<td>Basic Skills and Pedagogy: Brass</td>
<td>2</td>
</tr>
<tr>
<td>MUED 200H</td>
<td>Basic Skills and Pedagogy: Strings</td>
<td>2</td>
</tr>
<tr>
<td>MUED 200J</td>
<td>Basic Skills &amp; Pedagogy: Piano for Music Educators</td>
<td>2</td>
</tr>
<tr>
<td>MUED 200P</td>
<td>Basic Skills and Pedagogy: Percussion</td>
<td>2</td>
</tr>
</tbody>
</table>

Plus at least one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUED 200B</td>
<td>Basic Skills and Pedagogy: Guitar</td>
<td>2</td>
</tr>
<tr>
<td>MUED 200E</td>
<td>Basic Skills and Pedagogy: Clarinet and Saxophone</td>
<td>2</td>
</tr>
<tr>
<td>MUED 200F</td>
<td>Basic Skills and Pedagogy: Double Reeds and Flute</td>
<td>2</td>
</tr>
</tbody>
</table>

**Instrumental Focus- Strings**

**Required Methods Specialization Class**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUED 352</td>
<td>Instrumental Methods and Materials</td>
<td>3</td>
</tr>
</tbody>
</table>

**Secondary Instruments**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUED 200A</td>
<td>Basic Skills and Pedagogy: Voice</td>
<td>2</td>
</tr>
<tr>
<td>MUED 200C</td>
<td>Basic Skills and Pedagogy: Brass</td>
<td>2</td>
</tr>
<tr>
<td>MUED 200H</td>
<td>Basic Skills and Pedagogy: Strings</td>
<td>2</td>
</tr>
<tr>
<td>MUED 200J</td>
<td>Basic Skills &amp; Pedagogy: Piano for Music Educators</td>
<td>2</td>
</tr>
<tr>
<td>MUED 200P</td>
<td>Basic Skills and Pedagogy: Percussion</td>
<td>2</td>
</tr>
</tbody>
</table>

Recommended as optional electives:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUED 200B</td>
<td>Basic Skills and Pedagogy: Guitar</td>
<td>2</td>
</tr>
<tr>
<td>MUED 220</td>
<td>Marching Band Techniques</td>
<td>1</td>
</tr>
</tbody>
</table>

**Admission and Retention in Music Education**

There are five decision points in the Music Education Program. For each of the decision points, there are three possible outcomes: unconditional admission to the next level; conditional admission with a prescribed action plan which when successfully completed will result in unconditional admission; or denial of admission. Denial of admission at any decision point means the student is no longer able to pursue a music education degree at Case Western Reserve.

**Decision Point 1: Application for Admission to the Program**

Official admission to the Music Education Program generally occurs at the end of the third semester of study or after the completion of MUED 240 Foundations of Music Education. Admission to the program requires:

1. admission to Case Western Reserve University
2. acceptance as a music major through an audition and interview process before matriculation
3. successful completion of MUED 240 Foundations of Music Education, including evaluation of an initial Teaching ePortfolio
4. a cumulative Case Western Reserve University GPA of 2.7 or better
5. submission of a signed Statement of Assurance of Good Moral Character, and
6. a satisfactory interview with music education faculty, documented on the Teacher Licensure Admission Assessment Form

**Decision Point 2: Application for Advanced Standing**

Application for Advanced Standing should be submitted by the end of the second semester after Decision Point 1 (usually during the fifth semester of study). Application for Advanced Standing requires:

1. a successful review of the updated Teaching ePortfolio
2. submission of a current Academic Requirements Report documenting the following: a cumulative GPA of 2.7 or better, a music GPA of 2.7 or better, and an education GPA of 3.0 or better
3. a passing score on the Candidate Disposition Assessment Inventory completed by the student and the music education faculty

**Decision Point 3: Application for Student Teaching**

Application for Student Teaching should be completed by the end of the semester prior to student teaching (seventh semester of study). The application requires:

1. a successful review of the updated Teaching ePortfolio
2. submission of a current Academic Requirements Report documenting the following: a cumulative GPA of 2.7 or better, a music GPA of 2.7 or better, and an education GPA of 3.0 or better
3. a passing score on the Candidate Disposition Assessment Inventory completed by the student and the music education faculty
4. passing a TB test
5. presenting documentation of Hepatitis B vaccination
6. passing an official criminal background check
7. a satisfactory interview with music education faculty

**Decision Point 4: Retention during Student Teaching**

Retention during Student Teaching should be completed by midterms of the student teaching semester. The assessment requires:

1. a passing score on the Candidate Disposition Assessment Inventory completed by the student and the music education faculty
2. passing scores on the Case Student Teaching Mid-Semester Assessment by the cooperating teacher(s) and university supervisor
3. completion of a self-reflective essay

**Decision Point 5: Application for Initial Licensure**

Application for Initial Licensure occurs after successful completion of all degree requirements. This application requires:

1. a successful review of the updated Teaching ePortfolio
2. submission of a current Academic Requirements Report documenting the following: a cumulative GPA of 2.7 or better, a music GPA of 2.7 or better, and an education GPA of 3.0 or better
3. a passing score on the Candidate Disposition Assessment Inventory completed by the student and the music education faculty
4. passing scores on Ohio licensure exams
5. completion of the Case Teacher Licensure Exit Interview and Survey
6. passing scores on the Case Student Teaching Final Assessment by the cooperating teacher(s) and university supervisor
7. successful completion of Student Teaching coursework with a grade of B or better

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUED 396A</td>
<td>Student Teaching in Music Education</td>
<td>12</td>
</tr>
<tr>
<td>&amp; MUED 396B</td>
<td>Student Teaching Seminar in Music Education</td>
<td>12</td>
</tr>
<tr>
<td>MUED 496A</td>
<td>Student Teaching in Music Education</td>
<td>12</td>
</tr>
<tr>
<td>&amp; MUED 496B</td>
<td>Student Teaching Seminar in Music Education (for master's students seeking licensure)</td>
<td>12</td>
</tr>
</tbody>
</table>

After successfully completing all requirements at the five decision points, the student is recommended by the university's director of teacher education for the Ohio Provisional Music (Pre-K-12) License to teach music in public schools in Ohio and more than 40 reciprocating states. Completion of the BS degree does not ensure that the State of Ohio music teacher license will be awarded. Additional information is available from the Teacher Licensure (p. 589) section in this bulletin.

**Departmental Honors**

Music education majors who maintain a GPA of 3.75 or above in the major and who receive a high score on their Teacher Work Sample (TWS) from the music education faculty, can earn Departmental Honors by vote of the music faculty. The distinction appears on the transcript, is announced at commencement, and is printed in the commencement program.

**Undergraduate General Degree Requirements**

Candidates for a baccalaureate degree in music, in addition to meeting the general requirements for bachelor's degrees (https://bulletin.case.edu/undergraduatestudies/degreeprograms/), including the SAGES and physical education requirements, must also complete the College of Arts and Sciences undergraduate degree requirements (https://bulletin.case.edu/undergraduatestudies/casdegree/#bachelorofartsdegreetext), as described in the relevant sections of the General Bulletin (https://bulletin.case.edu/undergraduatestudies/).

**Undergraduate Music Handbook and Advising**

Current undergraduate music majors should review departmental policies and procedures in the Undergraduate Music Handbook (https://case.edu/artsci/music/academics/resources-current-students/undergraduate-music-majors/undergraduate-handbooks/). Music majors can use the Advising Forms (https://case.edu/artsci/music/resources-students/current-undergraduate-music-major-information/advising-forms-music-degree-programs/) to track academic progress in all performance and course requirements.

Additional resources, tutorials, and forms are available on the Resources for Current Undergraduate Music Majors webpage.

**Minor in Music**

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Music Theory</strong></td>
<td>6</td>
</tr>
<tr>
<td>MUTH 103 Theory I</td>
<td></td>
</tr>
<tr>
<td>MUTH 104 Theory II</td>
<td></td>
</tr>
<tr>
<td><strong>Music History or Appreciation</strong></td>
<td>6</td>
</tr>
<tr>
<td>Any two 3-credit courses drawn from MUHI or MUGN.</td>
<td></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>3</td>
</tr>
<tr>
<td>Any 3 credits in MUGN, MUHI, MUAP (applied lessons) or MUEN (ensembles).</td>
<td></td>
</tr>
</tbody>
</table>
Electives designed for students not majoring in music:

Electives for Non-Majors

Undergraduate Studies. can be substituted with the approval of the Department Coordinator of in the development of minor programs suited to their needs. Courses

MUHI courses. The department welcomes students' initiative

CIM students may pursue a minor in music history by taking 15 credit units of MUHI courses. The department welcomes students' initiative in the development of minor programs suited to their needs. Courses can be substituted with the approval of the Department Coordinator of Undergraduate Studies.

Electives for Non-Majors

Electives designed for students not majoring in music:

Applied Music

MUAP courses may be taken for 1 or 2 credits each and can be used in any combination to fulfill this requirement. MUAP courses require an applied lesson fee.

Total Units 15

Note that credit earned through AP Music Theory or CIM Music Theory proficiency examination does not reduce the overall 15-credit hour requirement for the minor. The additional 3 credits may be taken in MUTH, MUHI or MUGN.

CIM students may pursue a minor in music history by taking 15 credit units of MUHI courses. The department welcomes students' initiative in the development of minor programs suited to their needs. Courses can be substituted with the approval of the Department Coordinator of Undergraduate Studies.

Electives for Non-Majors

Electives designed for students not majoring in music:

Applied Music

MUAP 131 Secondary Performance 1 - 2

Applied music lessons for students not majoring in music are available with consent of the department (additional fee). For more information about studio offerings, please visit the Department of Music website or contact the music office.

Music Ensembles 0 - 1

MUEN courses are open to all students. Most require an audition. For more information, visit the Department of Music website or contact the individual ensembles director.

MUEN 355 Miscellaneous Ensembles 0 - 2

MUEN 324 Case Percussion Ensemble 0 - 1

MUEN 370 Popular Music Ensemble 0 - 1

MUEN 371A Klezmer Music Ensemble 0

MUEN 371B Klezmer Music Ensemble 1

MUEN 373 Jazz Ensemble I 0 - 1

MUEN 374 Jazz Ensemble II 0 - 1

MUEN 380A Case Men's Glee Club 0

MUEN 380B Case Men's Glee Club 1

MUEN 382 Case Concert Choir 0 - 1

MUEN 383 Symphonic Winds 0 - 1

MUEN 384 Spartan Marching Band 0 - 1

MUEN 385 Case/University Circle Orchestra 0 - 1

MUEN 386 Case Camerata Chamber Orchestra 0 - 1

MUEN 388A University Chorale 0

MUEN 388B University Chorale 1

MUEN 389 Keyboard Ensemble 0 - 1

MUEN 393 Baroque Chamber Ensembles 0 - 1

MUEN 394 Baroque Dance Ensemble 0 - 1

MUEN 395 Collegium Musicum 0 - 1

MUEN 396 Early Music Singers 0 - 1

MUEN 397 Baroque Orchestra 0 - 1

Music Theory

MUTH 103 Theory I 3

MUTH 104 Theory II 3

Music History or Appreciation

MUGN 201 Introduction to Music: Listening Experience I 3

MUGN 212 History of Rock and Roll 3

MUGN 220 Composers of the Musical on Stage and Screen 3

MUGN 308 Digital Music: Composition and Production 3

MUGN 310 Russian Song 1

Music Minors or Non-Majors Resources and Advising

Current undergraduate music minors or non-majors should review departmental policies and procedures in the Resources for Minors or Non-Majors on the Department of Music webpage (https://case.edu/artsci/music/academics/current-students/music-minors-or-non-majors/). This page also provides recommended courses, registration information, and student forms.

Graduate Programs

Admission

Admission to each degree program follows established guidelines of the School of Graduate Studies (https://case.edu/gradstudies/). Applicants with good academic records from fully accredited universities and colleges will be considered for admission to graduate study at Case Western Reserve University. Admission must be recommended by the department or professional school of the university in which the applicant proposes to study and must be approved by the dean of graduate studies. More information about the graduate application and audition process in music is provided in the Graduate Application Procedures on the Department of Music webpage (https://case.edu/artsci/music/admissions/graduate/application-procedures/).

Academics

The Department of Music offers graduate degree programs in three areas of study (https://case.edu/artsci/music/academics/areas-study/):

Historical Performance Practice

- Master of Arts (MA) in Historical Performance Practice (https://case.edu/artsci/music/academics/graduate-degree-programs/ma-historical-performance-practice.hppp/)
- DMA in Historical Performance Practice (https://case.edu/artsci/music/academics/graduate-degree-programs/dma-historical-performance-practice.hppp/)

Musicology

- Master of Arts (MA) in Music History (https://case.edu/artsci/music/academics/graduate-degree-programs/ma-music-history/)
- PhD in Historical Musicology (https://case.edu/artsci/music/academics/graduate-degree-programs/phd-musicology/)

Music Education

- Master of Arts (MA) in Music Education for Teacher Licensure (https://case.edu/artsci/music/academics/graduate-degree-programs/ma-music-education-teacher-licensure/)
- Master of Arts (MA) in Music Education (https://case.edu/artsci/music/academics/graduate-degree-programs/ma-music-education/)
MA in Historical Performance Practice

This program in early music (up to 1850) combines advanced study in performance, music history, and performance practices. Students should expect to spend two years in full-time study. Admission to the program is granted to those who demonstrate a high level of early music performance skills and good scholarship potential. An audition is required.

Degree Overview
The MA is a two-year degree that requires 21 credit units of coursework, together with 12 units of applied music, proficiency in one relevant foreign language, a jury, and a lecture recital in the second year (3 units).

Coursework and Applied Music
Coursework must include MUHI 610 Research Methods in Music, MUHI 441 Introduction to Historical Performance Practice, MUHI 443 Medieval/Renaissance Notation or MUTH 416 Pre-common Practice Theory and Analysis, and at least two seminars in MUHI 442 Seminar in Historical Performance Practice. Students are also expected to attend MUAP 698 Historical Performance Practice Studio Class each semester of study.

Ensemble Participation and Outside Engagements
Two or more early music ensembles are required each semester (MUEN). Students are encouraged to take outside engagements that will contribute to their professional development, but any engagements that might have a significant impact on class attendance, TA/RA duties, or ensemble participation must be cleared by the HPP committee. See the Graduate Music Handbook for the policy to request an absence for an outside engagement.

Jury
A jury is required in the spring of the first year (MUAP 600 Historical Performance Progress Jury). The program should be decided in consultation with the student's applied teacher and should consist of approximately 15 minutes of music. The jury will consist of the applied teacher with at least two other HPP faculty. If the performance is unsatisfactory, the student will have the opportunity to repeat the jury the following semester. If the second attempt is also unsatisfactory, the student will not be allowed to continue in the degree program.

Foreign Languages
Students must demonstrate the ability to read one language approved by the HPP committee as relevant to the student's research (generally drawn from German, French, Italian, and Latin, though exceptions can be made). For more details, see "Language Examinations" under the PhD requirements.

The minimum required level of reading ability is usually attained by the equivalent of two years of college-level study of the language plus further reading in musical and musicological writings in the language.

Lecture-Recital and Document
One juried lecture-recital is required, taken in the spring of the second year (MUAP 651 M.A. Lecture - Recital and Document M.A. Lecture - Recital and Document) at 3 credit units. The lecture-recital consists of a 45-minute performance generally preceded by a 30-45 minute researched-based lecture dealing with the musical, historical and performance practice issues relevant to the chosen repertoire. The entire lecture-recital should not exceed 90-minutes. See the Graduate Music Handbook for the policy to submit a proposal, prepare for the lecture-recital, and to complete the accompanying document.

Degree Overlap
Students in the MA in HPP program who wish to continue on to the DMA may audition after three semesters of study. If successful, coursework already completed will count toward the DMA requirements. A student who graduates with an MA in HPP but who subsequently wishes to return to the program, may, if readmitted, continue on to the DMA by completing the remaining DMA requirements (typically the final two years of the degree).

Course Distribution

<table>
<thead>
<tr>
<th>Historical Performance Practice</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUHI 610 Research Methods in Music</td>
<td></td>
</tr>
<tr>
<td>MUHI 441 Introduction to Historical Performance Practice</td>
<td></td>
</tr>
<tr>
<td>MUHI 442 Seminar in Historical Performance Practice (two courses required)</td>
<td></td>
</tr>
<tr>
<td>Notation or Pre-Tonal Theory</td>
<td>3</td>
</tr>
<tr>
<td>MUHI 443 Medieval/Renaissance Notation</td>
<td></td>
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<tr>
<td>or MUTH 416 Pre-common Practice Theory and Analysis</td>
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<tr>
<td>Music History/HPP Electives</td>
<td>6</td>
</tr>
<tr>
<td>May include any of the following:</td>
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<tr>
<td>MUHI 431, MUHI 432, MUHI 433, MUHI 434, MUHI 435, MUHI 436</td>
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<tr>
<td>MUHI 450 Topics in Music History</td>
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<tr>
<td>MUHI 590 Seminar in Musicology</td>
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<tr>
<td>MUHI 501 Special Reading (M.A. and M.M.) (by special arrangement)</td>
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</tr>
<tr>
<td>Applied Music and Ensembles</td>
<td>12</td>
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<tr>
<td>MUAP 500 Applied Music/Ensembles (taken each semester to reflect participation in multiple ensembles)</td>
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<tr>
<td>Primary Lessons:</td>
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<tr>
<td>MUAP 521 Principal Performance Area IX</td>
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<td>MUAP 522 Principal Performance Area IX</td>
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<td>MUAP 523 Principal Performance Area IX</td>
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<tr>
<td>MUAP 524 Principal Performance Area IX</td>
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<tr>
<td>Secondary Lessons (optional):</td>
<td></td>
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<tr>
<td>MUAP 531 Secondary Performance (0 credit units)</td>
<td></td>
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<tr>
<td>Jury:</td>
<td></td>
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<tr>
<td>MUAP 600 Historical Performance Progress Jury (required in the spring of the first year)</td>
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<tr>
<td>Studio Class:</td>
<td></td>
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<tr>
<td>MUAP 698 Historical Performance Practice Studio Class (taken each semester)</td>
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<tr>
<td>Two HPP ensembles each semester:</td>
<td></td>
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<tr>
<td>MUEN 393 Baroque Chamber Ensembles</td>
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<tr>
<td>MUEN 394 Baroque Dance Ensemble</td>
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<tr>
<td>MUEN 395 Collegium Musicum</td>
<td></td>
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<tr>
<td>MUEN 396 Early Music Singers</td>
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</tbody>
</table>
The DMA is a four-year degree. A minimum of 33 credit units of academic coursework is required together with a minimum of 18 units of applied music, proficiency in two relevant foreign languages, a jury, a recital and the first lecture-recital (3 credit units), all to be completed during the first three years of the degree. Qualifying examinations are taken early in the fall of the fourth year, after the successful completion of these examinations, the student will advance to candidacy and prepare and perform the second lecture-recital (6 units) by the end of the fourth year. (Students may also take academic classes during this year, but are not required to.)

**Coursework and Applied Music**
Coursework must include MUHI 610 Research Methods in Music, MUHI 441 Introduction to Historical Performance Practice, MUHI 443 Medieval/Renaissance Notation, MUTH 416 Pre-common Practice Theory and Analysis, and at least three seminars in MUHI 442 Seminar in Historical Performance Practice. Electives may include topics courses (MUHI 450 Topics in Music History), musicology seminars (MUHI 590 Seminar in Musicology), or independent study courses by special arrangement (MUHI 601 Special Readings Ph.D./D.M.A.). Students are also expected to attend MUAP 698 Historical Performance Practice Studio Class.

**Ensembles and Outside Engagement**
Two or more early music ensembles are required each semester (MUEN). Students are encouraged to take outside engagements that will contribute to their professional development, but any engagements that might have a significant impact on class attendance, TA/RA duties, or ensemble participation must be cleared by the HPP committee. See the Graduate Music Handbook (https://music.case.edu/graduate-handbooks/) for more details.

**Jury**
A jury is required in the spring of the first year (MUAP 600). The program should be decided in consultation with the student’s applied teacher and should consist of approximately 15 minutes of music. The jury will consist of the applied teacher with at least two other HPP faculty. If the performance is unsatisfactory, the student will have the opportunity to repeat the jury the following semester. If the second attempt is also unsatisfactory, the student will not be allowed to continue in the degree program.

**Foreign Languages**
Students must demonstrate the ability to read two languages approved by the HPP committee as relevant to the student’s research (generally drawn from German, French, Italian, and Latin, though exceptions can be made). See the Graduate Music Handbook (https://music.case.edu/graduate-handbooks/) for more details.

**Lecture-Recitals and Document**
Two or more early music ensembles are required each semester (MUEN). Students are encouraged to take outside engagements that will contribute to their professional development, but any engagements that might have a significant impact on class attendance, TA/RA duties, or ensemble participation must be cleared by the HPP committee. See the Graduate Music Handbook (https://music.case.edu/graduate-handbooks/) for more details.

**Lecture-Recitals and Document**
Two or more early music ensembles are required each semester (MUEN). Students are encouraged to take outside engagements that will contribute to their professional development, but any engagements that might have a significant impact on class attendance, TA/RA duties, or ensemble participation must be cleared by the HPP committee. See the Graduate Music Handbook (https://music.case.edu/graduate-handbooks/) for more details.
A juried recital is required by the end of the third year, MUAP 700 (0 credit units). The recital (50-60 minutes) should feature works from a variety of national school and periods, and should showcase the student's solo performing abilities: the program will be decided in consultation with the applied teacher and HPP advisor, and must be approved by the HPP committee. See the Graduate Music Handbook for the policy to submit a proposal, prepare for the recital.

Qualifying Examinations
Qualifying examinations are taken at the beginning of the fourth year. See the Graduate Music Handbook for detailed information.

Historical Performance Practice 33-39
- MUHI 610 Research Methods in Music
- MUHI 441 Introduction to Historical Performance Practice
- MUHI 442 Seminar in Historical Performance Practice (three required)

Notation and Pre-Tonal Theory
- MUHI 443 Medieval/Renaissance Notation
- MUTH 416 Pre-common Practice Theory and Analysis

Music History/HPP Electives
May include any of the following:
- MUHI 431, MUHI 432, MUHI 433, MUHI 434, MUHI 435, MUHI 436
- MUHI 450 Topics in Music History
- MUHI 590 Seminar in Musicology
- MUHI 601 Special Readings Ph.D./D.M.A. (by special arrangement)

Recital
- MUAP 700 Historical Performance Recital (required by the end of third year)

Lecture-Recital
- MUHI 751 Recital Document I - D.M.A. 3
- MUHI 753 Recital Document III-D.M.A. 6
  The 6 units of MUHI 753 can be split across two semesters.

Applied Music and Ensembles 18-24
Students are required to take 3 credit units of applied music lessons and ensembles every semester.
- MUAP 500 Applied Music/Ensembles (taken each semester for 1 credit unit to reflect participation in multiple ensembles)

Primary Lessons (2 credit units):
- MUAP 521 Principal Performance Area IX
- MUAP 522 Principal Performance Area IX
- MUAP 523 Principal Performance Area IX
- MUAP 524 Principal Performance Area IX
- MUAP 525 Principal Performance Area IX
- MUAP 526 Principal Performance Area IX

Secondary Lessons (optional):
- MUAP 531 Secondary Performance

Jury:

MUAP 600 Historical Performance Progress Jury (required in the spring of the first year)

Studio Class:
- MUAP 698 Historical Performance Practice Studio Class (taken each semester)

Ensembles:
- MUEN 393 Baroque Chamber Ensembles
- MUEN 394 Baroque Dance Ensemble
- MUEN 395 Collegium Musicum
- MUEN 396 Early Music Singers
- MUEN 397 Baroque Orchestra

Foreign Language
Proficiency in two relevant foreign languages.

Total Units 60-72

MA in Music Education
This program is for individuals with an undergraduate degree in Music Education, a teaching certificate/license, and at least one year of successful music classroom teaching experience, who wish to pursue further academic study as a means to develop professionally. Coursework combines the study of philosophical, research-based, and theoretical positions of teaching and learning music with pragmatic approaches to improving music learning. Additional courses and independent studies enable students to tailor programs to their interests and needs, while maintaining standard of musical and scholarly excellence.

The MA in Music Education has two options for final project:

Plan A (thesis and oral defense)
Students write a thesis based on original research and defend the thesis in an oral examination. Students in Plan A receive 6 credit units for thesis research.

Plan B (comprehensive written examination and oral defense)
Students complete a comprehensive examination in music education at the conclusion of coursework.

Applicants for Plans A or B should have an undergraduate degree in music education with a GPA of 3.0 or better and at least one year of successful music teaching experience, usually in the public schools.

A minimum of 30 credit units is required for Plan A and Plan B. MA students may take 300-level classes provided that 18 credit units of 400-level courses have been completed (faculty approval required).

Summary of MA in Music Education (Plan A, thesis)
Graduate music education core (Plan A) 15
- MUED 440 Scholarship in Music Education
- MUED 441 Philosophical Foundations of Music Education
- MUED 442 Curriculum and Assessment in Music Education
- MUED 443 Music Cognition and Learning
- MUED 640 Qualitative Research in Music Education
or MUED 641  Quantitative Research Methods in Music Education

Graduate Music Core  9
MUTH 422  Musical Analysis for Educators
MUHI 430  Music History for Educators
Additional course in theory (MUTH), history (MUHI), and/or performance (MUAP or MUEN).

Thesis  6
MUED 651  Thesis (M.A. and M.M.)

Total Units  30

Summary of MA in Music Education (Plan B, comprehensive exams)

Graduate Music Education Core (Plan B)  12
MUED 440  Scholarship in Music Education
MUED 441  Philosophical Foundations of Music Education
MUED 442  Curriculum and Assessment in Music Education
MUED 443  Music Cognition and Learning

Graduate Music Core  9
MUTH 422  Musical Analysis for Educators
MUHI 430  Music History for Educators
Additional courses in theory (MUTH), history (MUHI), and/or performance (MUAP or MUEN).

Electives  6
Music education courses, seminars, and independent studies suited to the student's interests and approved by the music faculty.

Degree Credit  3
One additional core or elective course to meet the minimum of 30 credit units required to earn the MA in Music Education.

Comprehensive Exam  0
Total Units  30

MAL in Music Education

Plan C (MA for Licensure, or MAL)
The MAL option is for students with an undergraduate degree in music who wish to obtain a licensure to teach music in the public schools while simultaneously pursuing graduate study in music education. Applicants for the MAL should have an undergraduate degree in music (BA or BM) with a GPA of 3.0 or better and some prior experience in working with children.

Course requirements span six semesters and combine core graduate music and music education courses (30 credit units), licensure courses (31 credit units), with student teaching (12 credit units). The regulations for students in the BS program regarding advanced standing, grade point averages, and the Ohio Assessments for Educators exam apply to graduate students in Plan C as well. Completion of the Plan C degree does not ensure that the State of Ohio music teacher license will be awarded.

Plan C requires a minimum of 73 credit units. Classes at the 200-level, while required for teacher licensure, do not count toward the graduate degree and therefore are not included in GPA calculations. However, they do appear on the transcript with a grade and serve to satisfy the academic requirements for licensure. MAL students may take 300-level classes provided that 18 credit units of 400-level courses have been completed (faculty approval required).

To remain in the MAL program, students must meet GPA and professional standards each year. Please review the Graduate Music Handbook (https://music.case.edu/graduate-handbooks/) for more information.

Summary of MAL in Music Education (Plan C)

Music Education Licensure Area  43

Methods
MUED 410  Professional Music Education: A Career Introduction
MUED 400  Intensive Field Experience
MUED 420  Technology Assisted Music Teaching and Learning
MUED 305  World Music in Education
MUED 350  General Music Methods
MUED 352  Instrumental Methods and Materials
or MUED 353  Choral Methods and Materials
MUED 355  Vernacular Music in Education
MUED 275  Elements of Conducting

Secondary Instrument Classes (6 of 8 are required):  see the required methods for choral, instrumental, and general focus (BS Music Education)

MUED 200A  Basic Skills and Pedagogy: Voice
MUED 200B  Basic Skills and Pedagogy: Guitar
MUED 200C  Basic Skills and Pedagogy: Brass
MUED 200E  Basic Skills and Pedagogy: Clarinet and Saxophone
MUED 200F  Basic Skills and Pedagogy: Double Reeds and Flute
MUED 200H  Basic Skills and Pedagogy: Strings
MUED 200J  Basic Skills & Pedagogy: Piano for Music Educators
MUED 200P  Basic Skills and Pedagogy: Percussion

Student Teaching
MUED 496A  Student Teaching in Music Education
MUED 496B  Student Teaching Seminar in Music Education

Teacher Licensure Professional Education Core  9
EDUC 301  Introduction to Education
EDUC 304  Educational Psychology
EDUC 255  Literacy Across the Content Areas

Graduate Music Education Core  12
MUED 440  Scholarship in Music Education
MUED 441  Philosophical Foundations of Music Education
MUED 442  Curriculum and Assessment in Music Education
MUED 443  Music Cognition and Learning

Graduate Music Core  9
MUTH 422  Musical Analysis for Educators
MUHI 430  Music History for Educators
PhD in Music Education

The doctorate in music education is offered to persons who have shown a strong and continuing dedication to music teaching and scholarship. Applicants must have completed at least three years of full-time music teaching, usually in the public schools. The degree is designed to prepare professionals to assume positions of leadership in elementary, secondary, and collegiate instruction. Prior to graduation, doctoral students demonstrate competency in teaching, research, and musicianship. Every effort will be made to plan a program based on individual student needs and interests while maintaining standards of musical and scholarly excellence. Electives, therefore, will be chosen in consultation with a faculty advisor in order to ensure a balance between individual interests and traditional graduate expectations. To remain in the program, students must meet GPA and professional standards each year. For more information, contact the area head of music education.

A qualifying examination follows the completion of coursework, prior to beginning research for the dissertation. Upon completion of the dissertation, an oral defense is held. The dissertation topic is chosen by the student in consultation with the faculty.

A total of 60 credit units is required for the doctoral degree beyond the master's level.

Summary of PhD in Music Education

Graduate Music Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUED 440</td>
<td>Scholarship in Music Education</td>
<td>3</td>
</tr>
<tr>
<td>MUED 441</td>
<td>Philosophical Foundations of Music Education</td>
<td>3</td>
</tr>
<tr>
<td>MUED 442</td>
<td>Curriculum and Assessment in Music Education</td>
<td>3</td>
</tr>
<tr>
<td>MUED 443</td>
<td>Music Cognition and Learning</td>
<td>3</td>
</tr>
<tr>
<td>MUED 640</td>
<td>Qualitative Research in Music Education</td>
<td>3</td>
</tr>
<tr>
<td>MUED 641</td>
<td>Quantitative Research Methods in Music Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Graduate Music Core

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
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<td>3</td>
</tr>
<tr>
<td>MUHI 430</td>
<td>Music History for Educators</td>
<td>3</td>
</tr>
<tr>
<td>MUHI 610</td>
<td>Research Methods in Music</td>
<td>3</td>
</tr>
<tr>
<td>MUHI 612</td>
<td>Analysis for Music Historians</td>
<td>3</td>
</tr>
<tr>
<td>MSRC 680</td>
<td>Research Methods in Music</td>
<td>3</td>
</tr>
<tr>
<td>MUHI 651</td>
<td>Thesis (M.A. and M.M.)</td>
<td>3</td>
</tr>
<tr>
<td>MUHI 701</td>
<td>Dissertation Ph.D.</td>
<td>3</td>
</tr>
</tbody>
</table>

Outside Cognate

Two courses in a related field, outside of music education, suited to the student’s interests and needs. Faculty approval required.

Music Education Electives

Music education courses, seminars, and independent studies suited to the student’s interests and approved by the music faculty.

Degree Credit

One additional core or elective course to meet the minimum of 60 credit units required to earn the PhD in Music Education.

Qualifying Exams

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>MUED 701</td>
<td>Dissertation Ph.D.</td>
<td>18</td>
</tr>
</tbody>
</table>

Total Units 73

MA in Music History

This degree emphasizes research, in the history, literature, and theory of music. The following are minimum requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUHI 610</td>
<td>Research Methods in Music</td>
<td>3</td>
</tr>
<tr>
<td>Music History (MUHI)</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Theory-Analysis (MUTH)</td>
<td></td>
<td>3-6</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>9-12</td>
</tr>
<tr>
<td>MUHI 651</td>
<td>Thesis (M.A. and M.M.)</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Units 30-36

PhD in Musicology

The PhD in Musicology is granted in recognition of superior scholarly ability and attainment. Award of the degree is based not only on computation of time or enumeration of courses, but also upon distinguished work. Highly qualified applicants may enter this program directly upon completion of a bachelor’s degree. All programs of study are formulated to suit the individual needs of the student and require the consent of the advisor.

The PhD requires 36 credit units of coursework and an additional 18 credit units of dissertation research MUHI 701 Dissertation Ph.D.. Required coursework includes MUHI 610 Research Methods in Music and MUHI 612 Analysis for Music Historians, as well as three doctoral MUHI 590 Seminar in Musicology courses. In the first two years, students will be expected to take three courses (or 9 credit units) per semester, for a total of 36 units.

Under the rules of the School of Graduate Studies, a student must complete the thesis no later than five years after registering for the first MUHI 701 Dissertation Ph.D. credits.

Students admitted to the program will take diagnostic examinations prior to the start of classes in their first year. Based on these examinations, students may be required to enroll in specific courses to address deficiencies; these course credits may be applied toward the degree requirements. In December of each year, students will submit an Academic Progress Report (APR).

Written evaluations included as part of this report, along with course grades and materials, will constitute the beginnings of the portfolio maintained by the coordinator of graduate studies that will be the basis for considering each student’s advancement into the PhD program.

At the beginning of the fall in the third year of study, students will take qualifying examinations. These examinations will consist of written and oral sections, and will be conducted and evaluated by the musicology faculty. Following the examinations, the faculty will review each student’s portfolio and, based on work contained therein, make a decision regarding advancement to candidacy in the PhD program. Students who do not advance but who have done satisfactory work will be eligible to receive the MA in music history at this juncture.
Students who advance to candidacy for the PhD will register for MUHI 701 Dissertation Ph.D. credits and begin research for the dissertation. Working with a faculty advisor, each student will develop a proposal for the dissertation, which will be presented in writing to the faculty no later than March 15 at the end of the third year of study. This document should be submitted at least two weeks prior to a prospectus defense, scheduled no later than April 1. It is expected that the fourth and fifth year of study will be devoted to work on the dissertation; during this time, students will enroll in MUHI 710 Dissertation Seminar. Upon completion of the thesis, each student will present a formal defense to the musicology faculty.

The Graduate Music Handbook (http://music.case.edu/graduate-handbooks/) outlines in detail the procedures and timeline for dissertation completion and graduation.

**Course Distribution**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>MUHI 610</td>
<td>Research Methods in Music</td>
<td>3</td>
</tr>
<tr>
<td>MUHI 612</td>
<td>Analysis for Music Historians</td>
<td>3</td>
</tr>
<tr>
<td>MUHI 590</td>
<td>Seminar in Musicology (three required)</td>
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**Electives (generally MUHI or MUTH)**

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<tr>
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**Students who advance to candidacy for the PhD will register for dissertation research credits and begin research for the dissertation.**

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<tbody>
<tr>
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<td>Dissertation Seminar</td>
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</table>

It is expected that the third, fourth and fifth year of study will be devoted to work on the dissertation; during this time students will enroll in MUHI 710.

**Total Units**

| Total Units | 54 |

**Sample Plan of Study**

**First Year**

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<thead>
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<tr>
<td>Topics in Music History (MUHI 450)</td>
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</tr>
<tr>
<td>Research Methods in Music (MUHI 610)</td>
<td>3</td>
</tr>
<tr>
<td>TA Training (UNIV 400C)</td>
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- first foreign language exam-

<table>
<thead>
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<th>Course Title</th>
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<tbody>
<tr>
<td>Topics in Music History (MUHI 450)</td>
<td>3</td>
</tr>
<tr>
<td>Seminar in Musicology (MUHI 590)</td>
<td>3</td>
</tr>
<tr>
<td>Analysis for Music Historians (MUHI 612)</td>
<td>3</td>
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**Year Total:**

| Year Total | 9 9 |

**Second Year**

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<th>Course Title</th>
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<tr>
<td>Topics in Music History (MUHI 450)</td>
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<tr>
<td>Seminar in Musicology (MUHI 590)</td>
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- second foreign language exam-

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<td>Seminar in Musicology (MUHI 590)</td>
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<tr>
<td>Special Readings Ph.D./D.M.A. (MUHI 601)</td>
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**Year Total:**

| Year Total | 3 3 |

**Total Units in Sequence:**

| Total Units in Sequence | 18 |

**Third Year**

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</tr>
<tr>
<td>Dissertation Seminar (MUHI 710)</td>
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</table>

- write and defend dissertation prospectus by April 1 of their year-

<table>
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<th>Units</th>
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<td>Dissertation Seminar (MUHI 710)</td>
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**Year Total:**

| Year Total | 3 3 |

**Total Units in Sequence:**

| Total Units in Sequence | 6 |

**Fourth Year**

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<th>Units</th>
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<tr>
<td>Dissertation Seminar (MUHI 710)</td>
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<td>Dissertation PhD (MUHI 701)</td>
<td>3</td>
</tr>
<tr>
<td>Dissertation Seminar (MUHI 710)</td>
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</table>

**Year Total:**

| Year Total | 3 3 |

**Total Units in Sequence:**

| Total Units in Sequence | 6 |

**Fifth Year**

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<th>Units</th>
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<tr>
<td>Dissertation Seminar (MUHI 710)</td>
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<tr>
<td>Dissertation PhD (MUHI 701)</td>
<td>3</td>
</tr>
<tr>
<td>Dissertation Seminar (MUHI 710)</td>
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</tbody>
</table>

**Year Total:**

| Year Total | 3 3 |

**Total Units in Sequence:**

| Total Units in Sequence | 6 |

**School of Graduate Studies Academic Requirements**

The School of Graduate Studies (https://bulletin.case.edu/schoolofgraduatestudies/) (SGS) oversees the university-wide standards of performance in graduate study. Current music students are strongly encouraged to become familiar with their academic policies and requirements, as described in the relevant sections of the General Bulletin (https://bulletin.case.edu/schoolofgraduatestudies/).

For an organized breakdown of all exact policies, see the SGS Policies and Procedures webpage (https://case.edu/gradstudies/about-school/policies-procedures/).

**Graduate Music Handbook and Advising**

Current graduate and professional students in music should review departmental policies and procedures in the Graduate Music Handbook (https://music.case.edu/graduate-handbooks/). The handbook provides
additional information regarding graduate assistantships, general expectations and responsibilities, program outcomes, decision points, performances, scholarly activity, outside work, prizes/awards, deadlines, petitions, examinations, advancement to candidacy, and student record-keeping.

Additional resources, tutorials and forms are available on the Resources for Current Graduate and Professional Music Students webpage (https://case.edu/artsci/music/academics/current-students/graduate-and-professional-students/).

**MUAP Courses**

**MUAP 10. Progress Jury Examination. 0 Unit.**
Progress Jury Examination (All BA and BS Music Majors)

**MUAP 11. Recital Class. 0 Unit.**

**MUAP 20. Level 300 Applied Music Entrance Jury Exam. 0 Unit.**
Level Jury Examination

**MUAP 25. BA Exit Jury Examination. 0 Unit.**
BA Exit Jury Examination (Audio and General Music Concentrations)

**MUAP 26. BA Exit Jury Examination. 0 Unit.**
BA Exit Jury Examination (Music History, Music Theory, and Early Music Performance Practice)

**MUAP 30. BA Performance Exit Jury Examination. 0 Unit.**
BA Performance Exit Jury Examination

**MUAP 35. BS Music Education Jury Examination. 0 Unit.**
BS Music Education Jury Examination

**MUAP 121. Principal Performance Area I. 2 Units.**
Limited to music and music education majors. Recommended preparation: Entrance Jury/Audition

**MUAP 122. Principal Performance Area II. 2 Units.**

**MUAP 131. Secondary Performance. 1 - 2 Units.**
Secondary instrumental or vocal instruction (undergraduate level). Each student has the option of taking one-hour weekly lessons (2 credit units) or half-hour weekly lessons (1 credit unit). The applied lesson fee is waived for all music majors. Contact the Department of Music directly for registration consent.

**MUAP 221. Principal Performance Area III. 2 Units.**
Limited to music and music education majors. Prereq: (MUTH 101 or 101I) and MUAP 122 and MUAP 10. Coreq: MUTH 101 or 101I.

**MUAP 222. Principal Performance Area IV. 2 Units.**

**MUAP 225. Principal Performance Area VII. 2 Units.**
Limited to music and music education majors. Prereq: MUAP 224.

**MUAP 226. Principal Performance Area VIII. 2 Units.**
Limited to music and music education majors. Prereq: MUAP 225.

**MUAP 321. Principal Level Performance Area V. 2 Units.**
Limited to music and music education majors. Prereq: MUAP 222 and MUAP 20. Prereq or Coreq: MUTH 201.

**MUAP 322. Principal Level Performance Area VI. 2 Units.**

**MUAP 323. Principal Performance Area VII. 2 Units.**
Limited to music performance and music education majors.
MUAP 700. Historical Performance Recital. 0 Unit.
Historical Performance Recital. Intended to demonstrate mastery of historically-informed performance in a number of different national styles.

MUAR Courses

MUAR 200. Audio Recording I. 2 Units.
A study of basic recording principles and systems and techniques of recording and editing. Recommended preparation: Audio recording majors only.

MUAR 201. Audio Recording II. 2 Units.
Further study of basic recording principles and systems with an introduction to digital recording. Recommended preparation: MUAR 200.

MUAR 202. Pro Tools Production I. 2 Units.
Pro Tools is the Industry standard for digital Audio Production. This course follows the avid curriculum for Pro Tools user certification. Requires a personal laptop computer (Mac preferred) with Pro Tools 10 and the complete production toolkit software. Prereq: Audio Recording majors only.

MUAR 203. Pro Tools Production II. 2 Units.
Pro Tools is the Industry standard for digital Audio Production. This course follows the avid curriculum for Pro Tools user certification. Requires a personal laptop computer (Mac preferred) with Pro Tools 10 and the complete production toolkit software. Prereq: MUAR 203 and Audio Major.

MUAR 250. Audio Recording for Non-Majors. 2 Units.
This is a hands-on course for musicians who wish to understand the processes for recording music and speech that will be beneficial to their musical careers. Topics include microphone techniques, signal processing, delivering audio masters, computer workstations, audio software and the business of music.

MUAR 252B. Case Audio Recording Internship II. 0 Unit.

MUAR 253B. Case Audio Recording Internship III. 0 Unit.

MUAR 254B. Case Audio Recording Internship IV. 0 Unit.

MUAR 300. Advanced Recording Techniques I. 2 Units.
A study of advanced microphone, recording, and monitoring systems and techniques with an emphasis on two track digital recordings of classical music and critical listening. Recommended preparation: MUAR 201.

MUAR 301. Advanced Recording Techniques II. 2 Units.
Further study of advanced microphone, recording, and monitoring systems and techniques, with an emphasis on two track digital recordings of large ensemble classical music. Recommended preparation: MUAR 300.

MUAR 302. Multitrack Recording Techniques I. 2 Units.
A study of multitrack recording and mixdown techniques. Recommended preparation: MUAR 301. Audio recording majors only.

MUAR 303. Multitrack Recording Techniques II. 2 Units.
Further study of multitrack recording and mixdown techniques, with an emphasis on synchronization to video. Recommended preparation: MUAR 302.

MUAR 310. Recording Studio Maintenance I. 1 Unit.
Study of techniques for optimizing professional recording equipment performance. Recommended preparation: MUAR 201. Audio recording majors only.

MUAR 311. Recording Studio Maintenance II. 1 Unit.

MUAR 320. Acoustics of Music I. 1 Unit.
A seminar in the basic concepts of musical acoustics and research in this area. The students actively participate in experiments exploring various topics in musical acoustics.

MUAR 321. Acoustics of Music II. 1 Unit.
A seminar in the basic concepts of musical acoustics and research in this area. The students actively participate in experiments exploring various topics in musical acoustics.

MUAR 322. Recording Workshop I. 1 Unit.
Recording Workshop provides an increased level of hands-on intensive study of microphone placement. Each week a different instrument or group of instruments will be available for experimentation. Each class represents a recording session centered on a specific instrument, resulting in a comprehensive set of test recordings at the end of each semester. These will provide the basis of reference for future recording decisions. Recommended preparation: MUAR 200.

MUAR 323. Recording Workshop II. 1 Unit.
Recording Workshop provides an increased level of hands-on intensive study of microphone placement. Each week a different instrument or group of instruments will be available for experimentation. Each class represents a recording session centered on a specific instrument, resulting in a comprehensive set of test recordings at the end of each semester. These will provide the basis of reference for future recording decisions. Recommended preparation: MUAR 200.

MUAR 380. Junior Recording Techniques Thesis. 3 Units.

MUAR 385. Recording Studio Internship. 4 Units.

MUAR 390. Senior Recording Tech Thesis/Senior Capstone. 6 Units.
Students will originate, design, organize, and complete a project that will demonstrate and document proficiency with his/her accumulated audio recording technology skills. This project must include evidence of critical thinking, clear planning, and establishment of reasonable goals with an appropriate plan of action. There is a significant written component that requires regular submission of drafts, progress reports, evidence of project advancement, and a final written document. There must also be a public presentation of the project in a venue approved by the department. Counts as SAGES Senior Capstone.

MUCP Courses

MUCP 200. Composition Seminar. 0 Unit.

MUCP 399. Undergraduate Independent Studies. 1 - 3 Units.
Each student develops a topic of interest to be explored with a faculty member.

MUCP 400. Composition Seminar. 0 Unit.

MUCP 501. Composition Independent Study. 1 Unit.

MUED Courses

MUED 200A. Basic Skills and Pedagogy: Voice. 2 Units.
Designed for music education majors to provide the fundamentals of teaching methods for various instruments. Recommended preparation: Music education majors. Non-music majors accepted with consent of department.

MUED 200B. Basic Skills and Pedagogy: Guitar. 2 Units.
Designed for music education majors to provide the fundamentals of teaching methods for various instruments. Recommended preparation: Music education majors. Non-music majors accepted with consent of department.
MUED 200C. Basic Skills and Pedagogy: Brass. 2 Units.
This course is designed to provide music education majors with basic skills and pedagogy in the areas of group and individual brass instruction techniques. The course will consist of two components: applied study on each brass instrument; and study/discussion of current pedagogical practices. Students need not have completed any prior music education courses prior to enrolling.

MUED 200E. Basic Skills and Pedagogy: Clarinet and Saxophone. 2 Units.
Designed for music education majors to provide the fundamentals of teaching methods for various instruments. Recommended preparation: Music education majors. Non-music majors accepted with consent of department.

MUED 200F. Basic Skills and Pedagogy: Double Reeds and Flute. 2 Units.
Designed for music education majors to provide the fundamentals of teaching methods for various instruments. Recommended preparation: Music education majors. Non-music majors accepted with consent of department.

MUED 200H. Basic Skills and Pedagogy: Strings. 2 Units.
Designed for music education majors to provide the fundamentals of teaching methods for various instruments. Recommended preparation: Music education majors. Non-music majors accepted with consent of department.

MUED 200J. Basic Skills & Pedagogy: Piano for Music Educators. 2 Units.
Designed for music education majors to provide the fundamentals of using piano in the classroom for pedagogy and accompaniment. Prereq: MUED 240.

MUED 200P. Basic Skills and Pedagogy: Percussion. 2 Units.
Designed for music education majors to provide the fundamentals of teaching methods for various instruments. Recommended preparation: Music education majors. Non-music majors accepted with consent of department.

MUED 220. Marching Band Techniques. 1 Unit.
This course is designed to provide music education majors with the training and techniques to effectively direct a marching band. Topics will include rehearsal methodology, drill design, and arranging. The course will meet synchronously with the CWRU Marching Spartans as the lab portion of the class and at a time TBD once per week to cover the content areas. Coreq: MUEN 384.

MUED 240. Foundations of Music Education. 3 Units.
An introduction to and overview of the music education profession. Philosophical, historical and psychological perspectives on music education in schools, including contemporary topics and trends. Introduction of Ohio academic content standards and curriculum model for music, along with K-12 National Music Standards. Observation of area music teachers and peer-teaching experience. Recommended preparation: Music education major or permission. A student may not receive credit for both MUED 240 and MUED 410.

MUED 275. Elements of Conducting. 3 Units.
This course is designed to develop the cognitive, affective and psychomotor skills necessary for students to communicate effectively with performing ensembles. Students will learn to listen, think, and communicate verbally and nonverbally through systematic exercises, in order to prepare for ensemble rehearsal and performance experiences.

MUED 276. Advanced Conducting, Score Analysis and Rehearsal Techniques. 3 Units.
This course is designed to continue development of the cognitive, affective and psychomotor skills necessary for students to communicate effectively with performing ensembles. Students will learn to listen, think, and communicate nonverbally through systematic exercises, in order to prepare for ensemble rehearsal and performance experiences. In addition, students will apply foundational study of musical forms to score analysis and score preparation. Students will also develop a working vocabulary of rehearsal techniques for use with instrumental and vocal ensembles. Prereq: MUED 275.

MUED 300. Intensive Field Experience. 0 Unit.
This course is intended for BS and MA-Licensure music education majors, and acquaints students with various teaching settings in P-12 schools in the greater Cleveland area; allows students to observe and teach with practicing music teachers; and fosters critical thinking skills related to effective teaching, lesson planning, and other elements of teaching. Offered as MUED 300 and MUED 400. Prereq: MUED 240, MUED 305, and MUED 350. Coreq: MUED 355 and (MUED 352 or MUED 353).

MUED 305. World Music in Education. 3 Units.
This course acquaints students with the use of world music, or multicultural music, in the music education classroom. Students are given an overview of the history of world music within American music education, discuss topics related to world music in education, research diverse world music practices, and lead lessons based on this research. Topics and content include: definitions of world/multicultural music; philosophical basis for world music in education; diversity in our Cleveland community; authenticity; ethnomusicology; informal/formal music learning; international perspectives; pedagogical approaches; addressing the State and National Standards through world music in education; and the development of culturally informed music pedagogy based on the study of diverse music. Throughout the course students will become acquainted with the music of diverse cultures and people groups; these will be chosen in part based on student’s own research interests. In addition to the musical cultures chosen by students for study and presentation, the music of The Gambia, West Africa; the Caribbean; and India will be highlighted during in-class activities and lessons. Recommended preparation: MUED 240. Counts for CAS Global & Cultural Diversity Requirement.

MUED 310. Instrumental and Choral Arranging. 3 Units.
Techniques of writing and arranging for instruments of the band and orchestra and voice. Study of scoring problems for school instrumental and vocal groups of all ages and abilities.

MUED 320. Technology Assisted Music Teaching and Learning. 3 Units.
Fundamental concepts and skills for using technology in music teaching and learning. This project-oriented class will develop knowledge and competencies related to electronic musical instruments, MIDI sequencing, music notation software, computer-assisted instruction, digital media, the Internet, information processing, computer systems, and lab management as they relate to music education in K-12 schools. Recommended preparation: MUED 240. Offered as MUED 320 and MUED 420.
MUED 348. Arts Education Advocacy and Policy. 3 Units.
In arts education, policy experts operate as plumbers. They seem to only be acknowledged when a problem occurs - like when a newly implemented policy creates a barrier to licensure or a state department of education changes high school graduation requirements; not to mention perennial budgetary crises that have elective teachers jockeying for legitimacy in the eyes of the decision-makers. Through the study of arts advocacy, political science, and education policy, this course empowers arts advocates and teachers to participate in local policy activism by clarifying their goals and expectations as well as help them explore the education policy quagmire through the arts education lens. Recommended Preparation: moderate understanding of statistical reasoning. Offered as MUED 348, MUED 448, POSC 382B, and POSC 482B. Prereq: Junior or Senior Standing and (STAT 201 or STAT 312 or MATH 121).

MUED 350. General Music Methods. 3 Units.
General Music Methods introduces student to methods and materials for planning and implementing general music experiences for all ages, with concentration on Pre-K through sixth grade children. Topics of the course include: multiple meanings of music for children; characteristics/needs of young children and creating a supportive learning environment; theories of music learning and teaching; learning styles and collaborative learning; assorted teaching methods, rhythm, pitch, listening, movement, performing, composing; curriculum design; technology for music instruction; multicultural music; music for exceptional children; integrating music with the arts and other curricula; motivation and classroom management; lesson planning and record keeping; developing a personal philosophy of music education; national, state, and professional standards; and assessment. Clinical/Field experiences (Clinical-all ages; Field-focus on Pre-K through elementary) required.

MUED 352. Instrumental Methods and Materials. 3 Units.
This course acquaints students with effective ways to develop, organize and maintain a successful instrumental program for any age group, based on a comprehensive instrumental music education model. Students are given a "womb to tomb" view of the instrumentalists’ development, including physiological development and age appropriate instrumental exceptions. Topics and content include: philosophical basis for music education, considerations for selecting repertoire including multicultural music; rehearsal techniques; assessment and record keeping; planning for the rehearsal; recruitment, auditioning, and placement; motivation and classroom management; team teaching and collaborative learning; managing an instrumental program; participation in professional activities; effective use of technology in the instrumental program; philosophy; and national, state, and professional standards. Clinical/Field experiences (all ages) required.

MUED 353. Choral Methods and Materials. 3 Units.
This course acquaints students with effective ways to develop, organize and maintain a successful choral program for any age group, based on a comprehensive choral music education model. Students review fundamental vocal pedagogy of the singing voice, including physiological development, age appropriate vocal expectations, and establishing and maintaining vocal health. Topics include: philosophical basis for vocal music education; the child voice, the adolescent voice, and the adult voice; vocal tone; considerations for selecting repertoire including ensemble assessment, music evaluation, and multicultural music; rehearsal techniques, collaborative learning, and motivation; planning for the rehearsal; developing conducting technique; recruitment, auditioning, placement, score analysis and preparation; classroom management; managing a choral program; participation in professional activities; effective use of technology in a choral program; and national state, and professional standards. Clinical/Field experiences (all ages) required. Recommended preparation: MUED 276.

MUED 355. Vernacular Music in Education. 3 Units.
This Music Education Department Seminar brings together all strands of the Music Education program by focusing on curriculum as the organizational element of instruction. Topics and content include: understanding the issues presented by special learners; techniques for integrating special learners into the music teaching environment; developing learning outcomes; designing instruction; planning classroom experiences; defining assessment and measurement; assessment techniques and instruments for the music classroom; and exploring elements of school music program organization and administration. Professional writing and clinical and field experiences will be a large part of the activities in this course. This course is presented in a seminar format that provides for discussions of classroom topics and commentary on field experiences. Counts as SAGES Departmental Seminar.

MUED 391. Music in Early Childhood. 3 Units.
The goal of the course is to provide students with an understanding of the role of music in early childhood and approaches to music education with young children. Students will experience an overview of selected theories of musical development of young children, discuss the importance of music to various areas of child development, explore cultural perspectives and influences on musical development, evaluate curricular materials and methods used in early childhood music education, observe children’s music making in early childhood classrooms, and develop teaching skills for early childhood music settings. Topics and content of this course include: music’s role in early childhood development; music aptitude and its measurement; theories of early childhood music learning; early childhood making; evaluating curricular materials for early childhood music; the importance of play in early childhood musical development; incorporating State and National Music Education Standards; designing instruction for early childhood music settings; assessment in early childhood music education; cultural perspectives on music in early childhood; cultural influences on musical development; music therapy with young children; benefits of family interaction in music; the role of listening in early childhood musical development; and formal music instruction with young children. The class will participate in a weekly service learning project providing music instruction for young children and parents or caregivers from an underserved population. Offered as MUED 391 and MUED 491.
MUED 396A. Student Teaching in Music Education. 9 Units.
Teaching music in both elementary and secondary schools, full-time five days a week for 15 weeks. Closely supervised field experiences of all types with a wide variety of students. Emphasis on planning lessons and organizing materials, teaching methodologies, motivation, and student assessment. Topics addressed include communications and the arts, technology in learning, interdisciplinary learning, collaborative learning and teaching, creating a supportive environment, and professional development. Development of skills needed for self-assessment as well as student assessment. Clinical/Field experiences (all ages) required. Recommended preparation: Concurrent enrollment in MUED 396B. Offered as MUED 396A and MUED 496A. Counts as SAGES Senior Capstone. Prereq: EDUC 255 and MUAP 323 and MUAP 35.

MUED 396B. Student Teaching Seminar in Music Education. 3 Units.
This is the SAGES Senior Capstone requirement for students majoring in Music Education. Taken at the same time as the student teaching experience (MUED 396A/496A), this seminar will guide students through preparation for entering the professional world of music education, and mentor them in their preparation of their Senior Capstone Project and Presentation. Recommended preparation: Concurrent enrollment in MUED 496A. Offered as MUED 396B and MUED 496B. Counts as SAGES Senior Capstone.

MUED 399. Undergraduate Independent Studies. 1 - 3 Units.
Each student develops a topic of interest to be explored with a faculty member.

MUED 400. Intensive Field Experience. 0 Unit.
This course is intended for BS and MA-Licensure music education majors, and acquaints students with various teaching settings in P-12 schools in the greater Cleveland area; allows students to observe and teach with practicing music teachers; and fosters critical thinking skills related to effective teaching, lesson planning, and other elements of teaching. Offered as MUED 300 and MUED 400. Prereq: MUED 305, MUED 350, and MUED 410. Coreq: MUED 355 and (MUED 352 or MUED 353).

The role of a Music Educator is complex and involves the practical application of music content in various Pre K-12 teaching environments. This course is designed for entering Master of Arts with Teaching License majors who have a performance-based undergraduate education to give a comprehensive overview of the profession and facilitate the journey and transition from music student to professional music educator. Admission into the Master of Arts with Teacher License Music Education Program is a prerequisite for this course. A student may not receive credit for both MUED 240 and MUED 410. Prereq: Admission into the Master of Arts with Teacher License Music Education Program.

MUED 420. Technology Assisted Music Teaching and Learning. 3 Units.
Fundamental concepts and skills for using technology in music teaching and learning. This project-oriented class will develop knowledge and competencies related to electronic musical instruments, MIDI sequencing, music notation software, computer-assisted instruction, digital media, the Internet, information processing, computer systems, and lab management as they relate to music education in K-12 schools. Recommended preparation: MUED 240. Offered as MUED 320 and MUED 420.

MUED 440. Scholarship in Music Education. 3 Units.
In MUED 440 we will be examining critically the research of others. We will explore the various paradigms and methods in music education research and will learn to become educated consumers of published research. In addition, we will be learning the beginnings of how to conduct our own research. Specific topics of this course include utilizing music education research tools, resources, and materials; identifying and generating research problems; reviewing related literature; designing research procedures; conducting quantitative and qualitative research studies; and writing empirical research reports and proposals. Writing skills are an important part of this course, for unless one can convey the findings of his or her research to other people with clarity, that research will be of limited value. Prereq: Graduate Student in Music Education.

MUED 441. Philosophical Foundations of Music Education. 3 Units.
In this course, students explore major aesthetic philosophies that have influenced contemporary music education, and discuss current issues central to our field. Among topics included: basic views about art/music; creating art/music; meaning in art/music, experiencing art/music; music and aesthetic education; criticism in music; multicultural music; and critical theories and inquiry regarding music education. Students are asked to assess their own roles in music education, as well as their obligations and potential capacities for leadership in the profession. Students will work toward development of a personal professional philosophy of music education.

MUED 442. Curriculum and Assessment in Music Education. 3 Units.
This course is designed to give graduate music education students thorough knowledge of the overarching role of curriculum and assessment as the organizational elements of instruction. In depth coverage of such topics as: the role of assessment and measurement in teaching; epistemology; scope and sequence; backward design; instructional goals; validity; reliability; performance assessments; measuring assessment; curriculum design; and teaching for understanding. These concepts and procedures will be explored in depth to give daily music instruction a global framework in the larger organizational structure of profession, state, national, and accreditation standards for P-12 and college music settings.

MUED 443. Music Cognition and Learning. 3 Units.
Survey and critical review of the literature as it relates to music teaching and learning, and music performance. Specific topics may include basic psychoacoustical processes, auditory perception, cognitive organization of musical sound, tonal and musical memory, neuromuscular research, affective and physiological responses to music, learning theory, musical aptitude, developmental processes, and motivation.

MUED 444. Informal Music Learning in Education. 3 Units.
This course explores the tenets of informal music making as it relates to teaching school music. Students will learn how to create, compose, improvise, and perform on a variety of folk and traditional instruments. Specific topics of this course include songwriting, cover tunes, original songs, and creative warm-ups for traditional ensembles. This course also is designed to assist students in developing diverse school music offerings through utilizing research tools and resources on creativity, generating project-based learning opportunities for school students, assessing creativity, and fostering critical thinking, all within the contexts of formal and informal modes of music teaching and learning. Prereq: Graduate Student in Music Education or requisites not met permission of instructor.
MUED 445. Pedagogy in Practice. 3 Units.
This course is designed to help students better understand music teaching skills and characteristics of effective teachers, and to critique teaching practices and abilities through an examination of research-based and pedagogy-based scholarship. Students will learn to find, interpret, and use music education research to improve their own classroom pedagogy. Group class meetings will take place on campus, and individual, mentored lab experiences will be held via Skype or in students' schools. Prereq: Graduate Student in Music Education or requisites not met permission of instructor.

MUED 446. Sociology of Music Education. 3 Units.
In this course, students explore philosophical, social, cultural, and theoretical issues regularly encountered by music educators in classroom and rehearsal settings. Topics covered include: local, state, and national issues and policies intersecting with music education; social challenges and classroom realities facing music educators; social and cultural diversity issues in music education; and the role(s) of music education in society. Prereq: MUED 440.

MUED 447. Seminar in College Music Teaching. 3 Units.
Seminar in College Music Teaching is a course to help prepare CWRU and CIM music graduate students for careers in university teaching. This course includes information on creating class syllabi, assessing students, interviewing for college jobs, and understanding the university ecosystem. Coursework will be tailored to meet the needs and goals of each graduate student, regardless of content area. Perspectives will be drawn from music education, applied music, musicology, conducting, music theory, and music technology. Prereq: Graduate music student at CWRU and CIM.

MUED 448. Arts Education Advocacy and Policy. 3 Units.
In arts education, policy experts operate as plumbers. They seem to only be acknowledged when a problem occurs - like when a newly implemented policy creates a barrier to licensure or a state department of education changes high school graduation requirements; not to mention perennial budgetary crises that have elective teachers jockeying for legitimacy in the eyes of the decision-makers. Through the study of arts advocacy, political science, and education policy, this course empowers arts advocates and teachers to participate in local policy activism by clarifying their goals and expectations as well as help them explore the education policy quagmire through the arts education lens. Recommended Preparation: moderate understanding of statistical reasoning. Offered as MUED 348, MUED 448, POSC 382B, and POSC 482B.

MUED 450. Special Topics in Music Education. 3 Units.
Close study of a theme or aspect of music education, such as brain development in music education, biomechanics and music, gender studies in music education, and gerontology and music learning.

MUED 491. Music in Early Childhood. 3 Units.
The goal of the course is to provide students with an understanding of the role of music in early childhood and approaches to music education with young children. Students will experience an overview of selected theories of musical development of young children, discuss the importance of music to various areas of child development, explore cultural perspectives and influences on musical development, evaluate curricular materials and methods used in early childhood music education, observe children's music making in early childhood classrooms, and develop teaching skills for early childhood music settings. Topics and content of this course include: music's role in early childhood development; music aptitude and its measurement; theories of early childhood music learning; early childhood making; evaluating curricular materials for early childhood music; the importance of play in early childhood musical development; incorporating State and National Music Education Standards; designing instruction for early childhood music settings; assessment in early childhood music; cultural perspectives on music in early childhood; cultural influences on musical development; music therapy with young children; benefits of family interaction in music; the role of listening in early childhood musical development; and formal music instruction with young children. The class will participate in a weekly service learning project providing music instruction for young children and parents or caregivers from an underserved population. Offered as MUED 391 and MUED 491.

MUED 496A. Student Teaching in Music Education. 9 Units.
Teaching music in both elementary and secondary schools, full-time five days a week for 15 weeks. Closely supervised field experiences of all types with a wide variety of students. Emphasis on planning lessons and organizing materials, teaching methodologies, motivation, and student assessment. Topics addressed include communications and the arts, technology in learning, interdisciplinary learning, collaborative learning and teaching, creating a supportive environment, and professional development. Development of skills needed for self-assessment as well as student assessment. Clinical/Field experiences (all ages) required. Recommended preparation: Concurrent enrollment in MUED 396B. Offered as MUED 396A and MUED 496A. Counts as SAGES Senior Capstone. Prereq: EDUC 255.

MUED 496B. Student Teaching Seminar in Music Education. 3 Units.
This is the SAGES Senior Capstone requirement for students majoring in Music Education. Taken at the same time as the student teaching experience (MUED 396A/496A), this seminar will guide students through preparation for entering the professional world of music education, and mentor them in their preparation of their Senior Capstone Project and Presentation. Recommended preparation: Concurrent enrollment in MUED 496A. Offered as MUED 396B and MUED 496B. Counts as SAGES Senior Capstone.

MUED 501. Special Reading (M.A. and M.M.). 1 - 18 Units.

MUED 565. Graduate Chamber Ensemble. 1 Unit.
This course is intended for graduate music education students who desire to perform at a high level. The purposes of this course are to give students the opportunity to further their technical and musical development through the performance of chamber music repertoire; work collaboratively with colleagues in the preparation of this repertoire by functioning as both performer and coach; foster score study and repertoire research by planning each program, writing program notes, and running the performance; and work with other chamber groups and evaluate their performances and assist them with their preparation.
MUED 590. Seminar in Music Education. 3 Units.
This seminar is designed for music education doctoral students to pursue advanced research methodologies and procedures. Topics might include meta-analysis, multiple regression, advanced qualitative coding, and mixed methods research.

MUED 591. Music Education Seminar in Conducting. 3 Units.
In this course, students focus on advanced score study, preparation, and analysis. In depth conducting techniques on contemporary music and mixed meter compositions, along with the development of a comprehensive conducting bibliography are the major components in this seminar. Historical research, analytical evaluation, and the practical elements of the physical techniques required for one to conduct a chosen composition are all addressed for each composition studies. Seminar discussions include aesthetic and philosophical ideologies, and the practical issues a conductor faces when put in control of the advanced ensemble.


MUED 640. Qualitative Research in Music Education. 3 Units.
This course provides music education graduate students with an in-depth look at qualitative research techniques in educational settings, along with an emphasis on design and analysis, and a critical review of selected research studies in music education. The goals of this class include gaining an understanding of the qualitative research paradigm, learning to write effectively and efficiently as a qualitative researcher, and conducting a small-scale qualitative research project. Prereq: Graduate Music Education major and MUED 440 or requisites not met permission.

MUED 641. Quantitative Research Methods in Music Education. 3 Units.
Effective educators of all levels are expected to continually refine their knowledge of how students best learn music in practical applications through assimilation of current research. Implementation of research findings in one’s classroom, as well as contributions back to the profession through scholarship, should remain a priority. Quantitative Research Methods will explore fundamentals of research design and appropriate statistical methods for interpretation of data. Specific topics will include: identification of research issues, selection of appropriate experimental designs for investigation, application of statistical methods for data interpretation, and evaluation of available research. Effective and efficient skills in writing and presentation will be expected and reinforced in all course activities. Prereq: MUED 440.

MUED 650. Fieldwork and Advanced Qualitative Analysis in Music Education. 3 Units.
This course provides graduate students interested in music education research with an advanced work on fieldwork and analysis technique for qualitative research in educational setting, and a critical review of selected research studies within and beyond music education. The three main goals of this class are (1) to critique qualitative research paradigm in music education; (2) to learn to conduct data analysis for grounded theory, phenomenology, and narrative inquiry; and (3) to prepare a research proposal for one of the three methodologies listed in point 2. With these perspectives, students will be better prepared to understand qualitative research in music education, evaluate research, and know how to use it in their classrooms. Prereq: MUED 640 or Requisites Not Met permission.

MUED 651. Thesis (M.A. and M.M.). 1 - 6 Units.
(Credit as arranged.)

MUED 696. College Teaching Practicum. 0 Unit.

MUED 701. Dissertation Ph.D.. 1 - 9 Units.
(Credit as arranged.) Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

MUED 710. Music Education Doctoral Seminar. 0 Unit.
This seminar will provide PhD students in music education with a unique opportunity to examine, explore, and discuss topics relevant to their professional lives. Rotating topics will vary in nature and will include developing and presenting research presentations, publishing student work, discussing the political and social landscapes of academia, considering research-oriented collaborations between doctoral students and/or faculty members, preparing for the job hunt, planning for the tenure process, and other pertinent issues surrounding music teaching and learning in higher education. Prereq: PhD student in Music Education.

MUEN Courses

MUEN 324. Case Percussion Ensemble. 0 - 1 Units.
The Case Percussion Ensemble is open to all interested Case-affiliated individuals who seek to continue their musical development by performing percussion ensemble literature. Membership is contingent on an audition that demonstrates moderate percussion ability and the ability to read music. Audition materials can be acquired through the director. Recommended preparation: Audition required. Coreq: MUEN 383.

MUEN 355. Miscellaneous Ensembles. 0 - 2 Units.

MUEN 356. University Circle Wind Ensemble. 1 Unit.
Designed for the most advanced woodwind, brass, and percussion players. Stresses the single-performance concept utilizing only players needed for a given piece. Audition required.

MUEN 370. Popular Music Ensemble. 0 - 1 Units.
The Popular Music Ensemble at Case Western rehearses and performs a wide range of non-jazz popular music styles. Repertoire is usually suggested by students and chosen in collaboration with the instructor. Current popular music of the United States has tended to be favored, but the ensemble has also worked on music that originated as much as several decades ago. The group's instrumentation is typically drums, bass, guitars, keyboard, and a number of vocalists. Occasionally original material is brought into the repertoire.

MUEN 371A. Klezmer Music Ensemble. 0 Unit.
The Klezmer Music Ensemble is dedicated to learning and performing traditional East European Jewish folk music (Klezmer Music). This important genre of world music involves a specialized performance style, a unique repertoire, and chamber-music interaction. Classes will consist of two-hour sessions (once a week) culminating with a performance to be scheduled at the end of the semester. The ensemble is open by audition to all CWRU and CIM instrumentalists and vocalists.

MUEN 371B. Klezmer Music Ensemble. 1 Unit.
The Klezmer Music Ensemble is dedicated to learning and performing traditional East European Jewish folk music (Klezmer Music). This important genre of world music involves a specialized performance style, a unique repertoire, and chamber-music interaction. Classes will consist of two-hour sessions (once a week) culminating with a performance to be scheduled at the end of the semester. The ensemble is open by audition to all CWRU and CIM instrumentalists and vocalists.

MUEN 373. Jazz Ensemble I. 0 - 1 Units.
Recommended preparation: Audition required.
MUEN 374. Jazz Ensemble II. 0 - 1 Units.

MUEN 380A. Case Men's Glee Club. 0 Unit.
Case Mens Glee Club is a lower voice choral ensemble open to all students enrolled in the University who enjoy singing. The ensemble performs a wide variety of accompanied and a cappella repertoire written specifically for tenor, baritone, and bass voices. The ability to read music is not required for participation and there is no formal audition. The director will lead members in exercises to ensure everyone is singing the appropriate voice part. Goals of the Case Mens Glee Club include developing basic musicianship skills, learning healthy singing habits, and enjoying sharing music with fellow singers and the community.

MUEN 380B. Case Men's Glee Club. 1 Unit.
Case Mens Glee Club is a lower voice choral ensemble open to all students enrolled in the University who enjoy singing. The ensemble performs a wide variety of accompanied and a cappella repertoire written specifically for tenor, baritone, and bass voices. The ability to read music is not required for participation and there is no formal audition. The director will lead members in exercises to ensure everyone is singing the appropriate voice part. Goals of the Case Mens Glee Club include developing basic musicianship skills, learning healthy singing habits, and enjoying sharing music with fellow singers and the community.

MUEN 382. Case Concert Choir. 0 - 1 Units.
Case Concert Choir is open to any undergraduate or graduate student by audition. The ensemble performs both a cappella and accompanied choral music from a variety of time periods and genres. Concert Choir members have the opportunity to perform choral-orchestral repertoire through collaborations with the Case University Circle Orchestra and our other University Circle neighbors. The ensemble maintains a tradition of excellence in performance, strives to improve group and individual musicianship skills, and fosters community building. Recommended preparation: Audition required.

MUEN 383. Symphonic Winds. 0 - 1 Units.
Performance of advanced symphonic band repertoire. Open to all Case students, faculty and staff. Audition required for part placement only.

MUEN 384. Spartan Marching Band. 0 - 1 Units.

MUEN 385. Case/University Circle Orchestra. 0 - 1 Units.
The orchestra is comprised of Case students, faculty, staff and community players who play strings, woodwinds, brass and percussion. Recommended preparation: Audition required.

MUEN 386. Case Camerata Chamber Orchestra. 0 - 1 Units.
This chamber string ensemble is open to all interested Case affiliated individuals who seek to continue their music development by performing orchestral literature. Each person is required to audition to determine initial placement, section assignment, and seating. All members are required to perform a minimum of 2 concerts per academic year. Recommended preparation: Audition required.

MUEN 387. University Singers. 0 - 1 Units.
University Singers is open to all students enrolled in the University who enjoy singing. The ensemble performs a wide variety of accompanied and a cappella repertoire. The ability to read music is not required for participation and no audition is necessary. Students must be able to match pitch and can expect to sing for the conductor to determine their appropriate vocal parts. Goals of the University Singers include developing basic musicianship skills, learning to sing safely and efficiently, and enjoying sharing music with fellow singers and the community.

MUEN 388. University Chorale. 0 Unit.
University Chorale is a treble vocal ensemble open to all students enrolled in the University who enjoy singing. The ensemble performs a wide variety of accompanied and a cappella repertoire written specifically for treble voices. The ability to read music is not required for participation and there is no formal audition. The director will lead members in exercises to ensure everyone is singing the appropriate voice part. Goals of the University Chorale include developing basic musicianship skills, learning healthy singing habits, and enjoying sharing music with fellow singers and the community.

MUEN 388A. University Chorale. 0 Unit.
University Chorale is a treble vocal ensemble open to all students enrolled in the University who enjoy singing. The ensemble performs a wide variety of accompanied and a cappella repertoire written specifically for treble voices. The ability to read music is not required for participation and there is no formal audition. The director will lead members in exercises to ensure everyone is singing the appropriate voice part. Goals of the University Chorale include developing basic musicianship skills, learning healthy singing habits, and enjoying sharing music with fellow singers and the community.

MUEN 388B. University Chorale. 1 Unit.
University Chorale is a treble vocal ensemble open to all students enrolled in the University who enjoy singing. The ensemble performs a wide variety of accompanied and a cappella repertoire written specifically for treble voices. The ability to read music is not required for participation and there is no formal audition. The director will lead members in exercises to ensure everyone is singing the appropriate voice part. Goals of the University Chorale include developing basic musicianship skills, learning healthy singing habits, and enjoying sharing music with fellow singers and the community.

MUEN 389. Keyboard Ensemble. 0 - 1 Units.
Keyboard Ensemble is designed for music majors whose primary instrument is piano. The format involves coaching of in-class performances of solo literature, piano duets, and collaborative piano genres by enrolled students, as well as written and spoken presentations focusing on keyboard history, literature, and performance critique. The course meets once per week. It is highly recommended that students be concurrently enrolled in applied lessons. Non-majors who are pianists and majors whose primary instrument is not piano may enroll with instructor permission following a successful audition.

MUEN 393. Baroque Chamber Ensembles. 0 - 1 Units.
Designed for students interested in exploring baroque music in a chamber setting on historical instruments. Prereq: Audition required.

MUEN 394. Baroque Dance Ensemble. 0 - 1 Units.
This course allows musicians and dancers alike to explore historical dance steps and notation. History of dance and its relationships to music will be emphasized as students learn and perform historical dances. Prereq: MUHI 342 or MUHI 442 or permission of Instructor.

MUEN 395. Collegium Musicum. 0 - 1 Units.
Recommended preparation: Audition required.

MUEN 396. Early Music Singers. 0 - 1 Units.
Recommended preparation: Audition required.

MUEN 397. Baroque Orchestra. 0 - 1 Units.
Recommended preparation: Audition required.

MUGN Courses

MUGN 201. Introduction to Music: Listening Experience I. 3 Units.
A flexible approach to the study of the materials and literature of music. Aural and analytical skills primarily for classical music.

MUGN 212. History of Rock and Roll. 3 Units.
This course surveys the musical practices of the rock and roll era, broadly defined to include much popular music since the 1950s. Music majors are to enroll in MUHI 312. Offered as AFST 212 and MUGN 212. Counts for CAS Global & Cultural Diversity Requirement. Prereq: For Non-Music Majors only.
MUGN 220. Composers of the Musical on Stage and Screen. 3 Units.
This course is meant to provide students with an introduction to the role of music in the history, reception, and popularity of the Broadway and Hollywood musical, with a particular focus on the creators—the composers, lyricists, and orchestrators. We will survey the early history, going back to 19th century experiments, revues, and the origins of the "book" musical, going through the golden age of the 1930s to the 1950s, the nadir of output in the 1960s and 1970s (Oh, Calcutta!, anyone?), the revival in the 1980s with the rise of the megamusical, all the way to today's rock-music driven puppet extravaganzas. Classes will also discuss ever-shifting genres and styles of music, new approaches to songwriting, and changes to what qualifies as "acceptable" music. There's also the structure of the stories to consider, as well as gender roles, racial stereotypes, ethnic under/overtones, and camp.

MUGN 294. Stage Movement for Opera I. 1 Unit.
MUGN 296. Acting Technique I. 1 Unit.
MUGN 298. Opera Role Preparation. 1 Unit.
MUGN 308. Digital Music: Composition and Production. 3 Units.
Course focuses on digital music creation and composition using audio sequencing software. Topics include song writing, synthesizers, recording, editing, mixing, and film scoring. Course is open to music majors, minors, and non-majors with sufficient musical background. Emphasis on group work, creativity, and imagination. All work done on Macintosh computers in The Core, the Department of Music's multimedia classroom.

MUGN 309. Audio Production in Pro Tools. 3 Units.
Audio Production in Pro Tools. Practical training in contemporary audio production methods using the industry standard software, Pro Tools. Also covers the use of Pro Tools for musical analysis and evaluation of music copyright issues.

MUGN 310. Russian Song. 1 Unit.
The Russian Song course is dedicated to the exploration and performance of vocal music from Russia and the former USSR. Russia comprises many ethnic groups and has a vast repertoire of folk music, folk instruments, and singing styles. Students will learn children's songs, art songs, "city" romances, Cossack songs, Georgian polyphony and folk dances. Each song is placed in context, with an eye towards culture, symbolism, history, poetry/lyrics, and customs. Students will look at how classical composers use Russian folk music in their long forms. The study of Chastushki, an ancient Russian village phenomenon which continues to evolve, will lead to creating students' own stylistically appropriate poetry and ostinato. Russian percussion and other instruments will enhance the song and dance, all culminating in a final performance at the end of the semester. Offered as RUSN 305 and MUGN 310.

MUGN 323. Applied Diction: German. 1 Unit.
Intended for undergraduate/graduate voice and collaborative piano majors with insufficient background in the fundamental rules of German pronunciation and the International Phonetic Alphabet. Prereq: MUGN 321.

MUGN 324. Applied Diction: French. 1 Unit.
Intended for undergraduate/graduate voice and collaborative piano majors with insufficient background in the fundamental rules of French pronunciation and the International Phonetic Alphabet. Prereq: MUGN 321.

MUGN 370. Intro to Improvisation. 1 Unit.
MUGN 399. Undergraduate Independent Studies. 1 - 3 Units.
Each student develops a topic of interest to be explored with a faculty member.

MUGN 501. Special Reading (M.A. and M.M.). 1 - 18 Units.
MUGN 651. Thesis: (M.A. and M.M.). 1 - 6 Units.
(Credit as arranged.)

MUGN 751. Recital Document I-D.M.A.. 1 - 3 Units.
MUGN 752. Recital Document II - D.M.A.. 1 - 3 Units.

MUHI Courses
MUHI 201. History of Western Music I. 3 Units.
A survey of Western music from the earliest notations to c1800. Prereq: MUTH 102 or MUTH 104.

MUHI 202. History of Western Music II. 3 Units.
A survey of Western music from c1800 to the present. Prereq: MUHI 201.

MUHI 309. Christian Music: Historical and Global Perspectives. 3 Units.
Music has played an outsized role in the history and development of Christianity, from plainchant to polyphony, shape note singing to gospel, congregational hymns to contemporary genres and global musical expressions at Christian worship across different continents and cultures. Offered as an upper-division seminar for advanced undergraduate and graduate students, this seminar examines the history and development of Christian music around the world within the social, cultural, regional, ritual, and spiritual contexts that inspired their emergence and growth. While the primary approach in this seminar is historiographical, ethnomusicological principles may be utilized where appropriate to examine contemporary genres of Christian music from the Two-Thirds or Majority World. Offered as RLGN 318, RLGN 418, and MUHI 309. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

MUHI 310. Music Cultures of the World. 3 Units.
An introduction to musics of the world, focusing on the relationship of musical traditions and practices to culture and society. Counts for CAS Global & Cultural Diversity Requirement.

MUHI 312. History and Analysis of Rock and Roll. 3 Units.
This course surveys American popular song from the 1890s to the present, with an emphasis on rock 'n' roll and pop music of the last sixty years. The relationship of popular song to important currents in American life and culture will be examined. The origins of various styles of song in the cultures of different ethnic and national groups will be discussed, along with the subsequent diffusion and transformation of such music through mass mediation. The characteristics and meanings of music, lyrics, and images will be discussed with the aid of sound recordings, music videos and films. Students taking this course may not receive credit for MUGN 212. Counts for CAS Global & Cultural Diversity Requirement. Prereq: For Music Majors only.
MUHI 314. Blues Histories and Cultures. 3 Units.
An investigation of the blues as a musical and lyrical form as well as a set of social and cultural practices. Beginning in the Mississippi Delta with the country blues, the course moves roughly chronologically, looking at classic and urban blues, the role of blues language and culture during the Harlem Renaissance, and their 'revival' in Britain in the 1960s. Our aim will be to open up questions surrounding blues transformations and black authenticities, the relationship between blues cultures and the rise of modernism, the racial and sexual coding of both black and white blues, and the ways in which blues sounds and aesthetics have permeated American popular music since the 1920s. Offered as AFST 314 and MUHI 314. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

MUHI 315. History of Jazz and American Popular Music. 3 Units.
Musical styles and structures of jazz and American popular music; emphasis on music since 1900. Recommended preparation: MUTH 202 or MUHI 302. Offered as AFST 315 and MUHI 315. Counts for CAS Global & Cultural Diversity Requirement.

MUHI 316. The Lemonade Class: Religion, Race, Sex and Black Music. 3 Units.
Charles Long suggests that black musical forms are creative responses to the particular circumstances of black peoples' presence in the U.S and black notions of the sacred. In April of 2016, Beyoncé released her visual album Lemonade two days after the death of Prince. This course is organized around the album's title cuts and links these two artists together in an examination of religion and musical performance as creative response to the racial and gendered conditions of black life. The course investigates how both artists have used music as a platform to explore issues of race, gender, commerce, sexuality, power and divinity. The course also looks at examples from the works of earlier artists who address similar themes such as Ma Rainey, Bessie Smith, Muddy Waters, Billie Holiday, Nina Simone, Little Richard, James Brown, Marvin Gaye, and Aretha Franklin. Offered as AFST 302, ETHS 302, MUHI 316, RLGN 302, RLGN 402, and WGST 302. Counts for CAS Global & Cultural Diversity Requirement.

MUHI 320. Global Pop. 3 Units.
Exploration of popular music practices, particularly rock, pop, and hip hop, outside the United States. Counts for CAS Global & Cultural Diversity Requirement.

MUHI 341. Introduction to Historical Performance Practice. 3 Units.
Summary and perspective of the problems and issues associated with the field of historical performance practices. Offered as MUHI 341 and MUHI 441. Prereq: MUHI 301 and MUHI 302.

MUHI 342. Seminar in Historical Performance Practice. 3 Units.
Seminar in a specific instrument and/or vocal area of historical performance practices, such as baroque vocal, instrumental, or keyboard practices. May be repeated because topics vary. Offered as MUHI 342 and MUHI 442. Prereq: MUHI 341 or MUHI 441

MUHI 350. Topics in Music History. 3 Units.
Close study of a theme or aspect of music such as "Music and Gender," "Symphonies of Mahler," and "Wagner's Ring." Offered as MUHI 350 and MUHI 450.

MUHI 390. Undergraduate Seminar in Music History. 3 Units.
An intensive research seminar in music history for music majors. Counts as SAGES Departmental Seminar.

MUHI 395A. Capstone for Music Majors A. 2 Units.
Not required for the music major, but intended for music majors in concentrations other than Audio Recording who choose to complete a capstone project in music. Course consists of projects varying according to the students' area of study and interests, but each must include a document of appropriate length and scope and must be presented publicly in an appropriate forum. MUHI 395A guides students through the preliminary stages of the project and preparation of a formal Capstone proposal. Counts as SAGES Senior Capstone. Prereq: Successful completion of MUHI 201 and MUHI 202.

MUHI 395B. Capstone for Music Majors B. 1 - 4 Units.
Not required for the music major, but intended for music majors in concentrations other than Audio Recording who choose to complete a capstone project in music. Course consists of projects varying according to the students' area of study and interests, but each must include a document of appropriate length and scope and must be presented publicly in an appropriate forum. MUHI 395B guides students through completion of the project, including the document and public presentation. Counts as SAGES Senior Capstone. Prereq: Successful completion of MUHI 395A.

MUHI 399. Undergraduate Independent Studies. 1 - 3 Units.
Each student develops a topic of interest to be explored with a faculty member.

MUHI 401. Methodologies of Music History. 3 Units.
Introduction to the scholarly study of music, including principles of music bibliography, techniques of library research, and evaluation of editions. Special emphasis given to the relationship between musical performance and research in the history and criticism of music. Attention will also be given to design of program notes and essays. Required of first-year students in the Master of Music degree program.

MUHI 430. Music History for Educators. 3 Units.
Examines the intersections of composers' musical output as it overlaps with theories of general education, music education, and pedagogy.

MUHI 431. Medieval Music: Early Christian to 1425. 3 Units.
The mass, liturgical drama, and early polyphony through the Ars Nova.

MUHI 432. Music of the Renaissance. 3 Units.
Vocal polyphonic music from the Burgundian school through the Elizabethan madrigal.

MUHI 433. Music of the Baroque. 3 Units.
Musical developments from Monteverdi to Bach and Handel.

MUHI 434. Viennese Classicism. 3 Units.
Development of the symphony, concerto, chamber music, and opera in the works of the Mannheim composers, Haydn, Mozart, and Beethoven.

MUHI 435. Nineteenth Century Music. 3 Units.
Romanticism and other 19th century trends in music up to impressionism.

MUHI 436. Twentieth Century Music. 3 Units.
Critical and analytical study of music since 1900. Examination and discussion of stylistic characteristics and aesthetic aims of contemporary composers.

MUHI 441. Introduction to Historical Performance Practice. 3 Units.
Summary and perspective of the problems and issues associated with the field of historical performance practices. Offered as MUHI 341 and MUHI 441.
MUHI 442. Seminar in Historical Performance Practice. 3 Units.
Seminar in a specific instrument and/or vocal area of historical performance practices, such as baroque vocal, instrumental, or keyboard practices. May be repeated because topics vary. Offered as MUHI 342 and MUHI 442. Prereq: MUHI 341 or MUHI 441

MUHI 443. Medieval/Renaissance Notation. 3 Units.
Theory of chant, modal, mensural, and tablature notations. Practice in making literal transcriptions, editing, and preparing scores for performances.

MUHI 450. Topics in Music History. 3 Units.
Close study of a theme or aspect of music such as "Music and Gender," "Symphonies of Mahler," and "Wagner's Ring." Offered as MUHI 350 and MUHI 450.

MUHI 501. Special Reading (M.A. and M.M.). 1 - 18 Units.

MUHI 590. Seminar in Musicology. 3 Units.
Problems in musical criticism, aesthetics, and analysis, as well as interdisciplinary methodologies.

MUHI 601. Special Readings Ph.D./D.M.A.. 1 - 18 Units.

MUHI 610. Research Methods in Music. 3 Units.
Seminar in research methods and techniques, including a historical overview of modern musicology and an introduction to different research methodologies. Significant time will be spent on writing abilities related to writing for scholarly versus general audiences.

MUHI 611. DMA Lecture-Recital and Document Seminar. 3 Units.
This seminar prepares DMA students from CIM to produce either the Lecture-Recital or DMA Document, a crucial degree requirement for which students must demonstrate both scholarly and musical expertise. Over the course of the semester each student will identify a viable topic, develop a bibliography, and write a prospectus. Registered students are expected to attend and participate in every session.

MUHI 612. Analysis for Music Historians. 3 Units.
This seminar will be required of all first-year graduate students in Musicology and Historical Performance Practices. It seeks to develop the analytical skills of music historians, deepening their earlier technical training and teaching them how to approach repertories (music before 1700, after 1900, popular music) they are unlikely to have studied in depth previously. In contrast to the instruction offered at CIM, this seminar will present a range of ways in which to bridge between the details of a musical composition and the historical context within which it first appeared. The seminar deals with five case studies, one representative of each of the following repertories: Before 1700 (e.g., Josquin motets, Monteverdi madrigals, Frescobaldi toccatas) 1700-1820 (e.g., Rameau keyboard suites, Beethoven sonatas, Schubert string quartets) 1820-1910 (e.g., Berlioz Symphonie Fantastique, Brahms symphonies, Mahler songs) After 1910 (e.g., Stravinsky Sacre du Printemps, Webern Symphony, Ruth Crawford Seeger String Quartet, Ligeti Etudes) Popular Music (e.g. 12-bar blues, "rhythm changes," "Round Midnights") Of these, most students will have received training only in the analysis of music 1700-1820, and that training will have concentrated strictly on harmony and structure, without engagement with cultural context. Each unit of this seminar will proceed from basic grammatical norms for the repertory in question to formal criticism to cultural interpretation.

MUHI 651. Thesis (M.A. and M.M.). 1 - 6 Units.
(Credit as arranged.)

MUHI 699. Qualifying Exam Practicum. 0 Unit.
This class is meant to guide students as they prepare their bibliographies and works lists (if applicable) for their qualifying exams. We will discuss how best to address the broad topics they have chosen for their exams, and the manner in which they can begin to focus their research to an achievable list, one that they will craft with input from their exam committee. Beginning with the key works in their areas, they will be shown how best to expand the list to include current literature, and how to prioritize what should and should not be on the list.

MUHI 701. Dissertation Ph.D.. 1 - 9 Units.
(Credit as arranged.) Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

MUHI 710. Dissertation Seminar. 0 Unit.
This class is meant to give students a place to deal with writing their dissertation: discussion, critique, complaints, and questions are all an accepted and expected part of the process. Once during the semester students will provide the group with a chapter (or part of a chapter, or conference paper), which they will read. The group will discuss the work as a group, giving everyone a chance to provide suggestions, corrections, and other forms of critique. Everyone will get a chance to present their own work and will get many chances to read the work of others. Exposure to different topics and writing styles will not only broaden students’ approach to their own work, but will also prepare them for the multiplicity of research and writing styles they'll face on the job market and in the academy.

MUHI 751. Recital Document I - D.M.A.. 1 - 3 Units.

MUHI 753. Recital Document III-D.M.A.. 1 - 6 Units.

MULI Courses

MULI 330. Song Literature I. 2 Units.
This course traces the history of the art song genre, including its precursors, major figures, trends, representative works, musical style, and poetry. Primary focus will be on German Lieder. Prereq: MUHI 201.

MULI 331. Song Literature II. 2 Units.
This course traces the history of the art song genre, including its precursors, major figures, trends, representative works, musical style, and poetry. Primary focus will be on national trends in France and other countries, which may include Russia, Spain, England, the US and those in Latin America and Scandinavia. Prereq: MUHI 201.

MUPD Courses

MUPD 399. Undergraduate Independent Studies. 1 - 3 Units.
Each student develops a topic of interest to be explored with a faculty member.

MUPD 501. Special Reading (M.A. and M.M.). 1 - 18 Units.

MURP Courses

MURP 310. Trumpet Repertoire. 1 Unit.

MURP 311. Horn Repertoire Class. 1 Unit.

MURP 317. Flute Repertoire Class. 1 Unit.

MUSP Courses

MUSP 101. Keyboard Skills I. 1 Unit.
Keyboard Skills class is designed to build basic keyboard skills and musicianship and to provide the necessary skills for using the keyboard as a tool within one's musical studies and profession. Emphasis on reading, technique and study of solo and ensemble repertoire.
MUTH 104. Keyboard Skills IV. 1 Unit.
Keyboard Skills class is designed to build basic keyboard skills and musicianship and to provide the necessary skills for using the keyboard as a tool within one's musical studies and profession. Emphasis on reading, technique and study of solo and ensemble repertoire.

MUTH Courses

MUTH 101. Theory and Aural Skills I. 4 Units.
An investigation of common-practice tonality through written exercises, keyboard work, ear training, and sight singing. MUTH 101 contains four components: (1) written work emphasizing topics such as key signatures, scales, intervals, triad and seventh chord construction, voice leading, and harmonic analysis; (2) keyboard exercises that complement theoretical studies, including scales, folk melody accompaniment, chorale harmonization, and figured bass; (3) ear training consisting of various types of dictation and listening exercises; and (4) sight singing with an emphasis on diatonic materials. Placement by examination.

MUTH 101I. Intensive Theory and Aural Skills I. 4 Units.
An investigation of common-practice tonality through written exercises, keyboard work, ear training, and sight singing. MUTH 101I contains four components: (1) written work emphasizing topics such as key signatures, scales, intervals, triad and seventh chord construction, voice leading, and harmonic analysis; (2) keyboard exercises that complement theoretical studies, including scales, folk melody accompaniment, chorale harmonization, and figured bass; (3) ear training consisting of various types of dictation and listening exercises; and (4) sight singing with an emphasis on diatonic materials. This course includes a required Lab component. Each day students will meet for 20 minutes to drill the written and skills material covered in MUTH 101I. Placement by examination.

MUTH 102. Theory and Aural Skills II. 4 Units.
An investigation of common-practice tonality through written exercises, keyboard work, ear training, and sight singing. MUTH 102 contains four components: (1) written exercises including voice leading and analysis of topics including nondominant seventh chords, harmonic sequences, and tonization; (2) keyboard exercises that complement theoretical studies, including harmonic progressions, folk melody accompaniment, chorale harmonization, and figured bass realization; (3) ear training consisting of various types of dictation and listening exercises; and (4) sight singing with an emphasis on advanced diatonic and beginning chromatic materials. Prereq: MUTH 101 or MUTH 101I or placement by exam.

MUTH 103. Theory I. 3 Units.
Music theory for the nonmusic major. Intervals, scales, rhythmic drill, sight singing, ear training, keyboard work, and harmony through inversions of triads and seventh chords. Not open to music majors.

MUTH 104. Theory II. 3 Units.
(See MUTH 103.) Recommended preparation: MUTH 103 or consent of department.

MUTH 201. Theory and Aural Skills III. 4 Units.
An investigation of common-practice tonality through written exercises, keyboard work, ear training, and sight singing. MUTH 201 contains four components: (1) written exercises including voice leading and analysis of topics including tonization, modulation, mixture, and the Neapolitan chord; (2) keyboard exercises that complement theoretical studies, including modulatory progressions, folk melody accompaniment, chorale harmonization, and figured bass realization; (3) ear training consisting of harmonic dictation and listening exercises; and (4) sight singing with an emphasis on chromatic materials. Prereq: MUTH 102 or placement by exam.

MUTH 202. Harmony-Keyboard IV. 4 Units.
(See MUTH 201.) Recommended preparation: MUTH 102 or placement examination.

MUTH 311. 16th Century Counterpoint. 2 Units.
Sixteenth century modal counterpoint. Exercises in the five species. Writing of short compositions and motets in two, three and four voices. Recommended preparation: MUTH 202 or MUTH 206.

MUTH 312. Eighteenth Century Counterpoint. 3 Units.
Analysis and writing of inventions in two parts, and fugues in three and four parts. Recommended preparation: MUTH 202 or MUTH 206.

MUTH 319. Jazz Skills. 3 Units.
This class is designed to teach students basic skills in jazz improvisation, jazz keyboard, arranging/composition and pedagogy. Basic theory is required. Students will eventually arrange their own composition for big band, which will feature them as the improvising soloist. Prereq: MUTH 102 or MUTH 104.

MUTH 320. Form and Analysis. 3 Units.
Aural and visual analysis of structural and stylistic features of 16th through 20th century music. Prereq: MUTH 202 or MUTH 208.

MUTH 390. Music Theory Literature Review. 2 Units.

MUTH 399. Undergraduate Independent Studies. 1 - 3 Units.
Each student develops a topic of interest to be explored with a faculty member.

MUTH 400B. Sightsinging and Eartraining Review. 2 Units.
Background in fundamentals of sight singing in four clefs; melodic and harmonic dictation including chromatic harmony and modulation. Designed for graduate students; credit not applicable toward degree requirements.

MUTH 416. Pre-common Practice Theory and Analysis. 3 Units.
An exploration of treatises and analytical methods appropriate to music of the Medieval and Renaissance eras.

MUTH 422. Musical Analysis for Educators. 3 Units.
Musical Analysis for Educators is designed to strengthen the analysis skills of music educators and explore practical application of these skills. Recommended preparation: Placement exam.

MUTH 423. Analysis of Musical Styles. 3 Units.
Analysis of selected musical compositions from various periods of the common practice era. Emphasis on traditional structures, stylistic features, and the relationship of analysis and performance.

MUTH 424. Introduction to Schenkerian Analysis. 3 Units.

MUTH 461. Theory Pedagogy. 3 Units.
Principles of the teaching of theory at all levels, with examination and appraisal of teaching methods, textbooks, recent concepts, etc.
MUTH 495. Seminar in Music Theory. 3 Units.
MUTH 501. Special Reading (M.A. and M.M.). 1 - 18 Units.

MUDE (MUDE)

MUDE 100. First Year Eurhythmics Lab. 0 Unit.
First-Year Eurhythmics Lab is an experience designed to provide additional support for students as they take Eurhythmics I as first-year students. This class will allow students to review for Eurhythmics I assessments and seek clarification as needed. Materials will be presented aurally, visually, and kinesthetically to provide an immersive rhythmic experience. Coreq: MUDE 101.

MUDE 101. Eurhythmics I. 0 Unit.
(See MUDE 101.)
MUDE 102. Eurhythmics II. 0 Unit.
MUDE 501. Special Reading (M.M. and M.A.). 1 Unit.

Natural Sciences Program

112 AW Smith Bldg
www.case.edu/artsci/natsci (http://www.case.edu/artsci/natsci/)
Phone: 216.368.3989
Peter Whiting, Program Advisor
peter.whiting@case.edu

The Natural Sciences Program offers an interdepartmental major that leads to a Bachelor of Arts degree. It is intended to serve students who wish to acquire a broad background in the natural sciences while pursuing a separate major in the humanities, the social sciences, or the arts.

Undergraduate Programs

Major

Natural Sciences is available as a second major for the BA; the first major must be in a department or program within the arts, humanities, or social sciences, excluding the programs in Environmental Studies, Gerontological Studies, and Pre-Architecture. For a student who completes a BS degree in management or accounting, Natural Sciences may serve as the sole major for the BA degree.

The program requires a minimum of 50 semester hours of work in natural sciences and mathematics. The natural science departments included in the major are Astronomy; Biology; Chemistry; Earth, Environmental, and Planetary Sciences; and Physics. The student must complete a minimum of 20 hours in one of these departments, a minimum of 8 hours each in two of the other departments, and 3 hours each in the remaining two departments. In addition, all Natural Sciences majors must complete:

One of the following sequences:

<table>
<thead>
<tr>
<th>MATH 121 &amp; MATH 122</th>
<th>Calculus for Science and Engineering I and Calculus for Science and Engineering II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Units</td>
<td>8</td>
</tr>
</tbody>
</table>

The courses used to satisfy the Natural Sciences major should be courses that would satisfy requirements of an existing science major. However, any 200-level or higher astronomy course is acceptable for the Natural Sciences major.

Minor

A minor is achieved through completion of the requirements listed below in any four of the six participating departments.

Astronomy

One of the following sequences: 6

<table>
<thead>
<tr>
<th>ASTR 221 &amp; ASTR 222</th>
<th>Stars and Planets and Galaxies and Cosmology</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTR 101</td>
<td>Introduction to the Sun and Its Planets (and any other 100-level ASTR course - 3 credits or more)</td>
</tr>
<tr>
<td>Total Units</td>
<td>6</td>
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</table>

Biology

Two of the following sequences: 8

<table>
<thead>
<tr>
<th>BIOL 214 &amp; 214L</th>
<th>Genes, Evolution and Ecology and Genes, Evolution and Ecology Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 215 &amp; 215L</td>
<td>Cells and Proteins and Cells and Proteins Laboratory</td>
</tr>
<tr>
<td>BIOL 216 &amp; 216L</td>
<td>Development and Physiology and Development and Physiology Lab</td>
</tr>
<tr>
<td>Total Units</td>
<td>8</td>
</tr>
</tbody>
</table>

Chemistry

One of the following sequences: 8-10

| CHEM 105 & CHEM 106 & CHEM 113 | Principles of Chemistry I and Principles of Chemistry II and Principles of Chemistry Laboratory |
| CHEM 111 & CHEM 113 & ENGR 145 | Principles of Chemistry for Engineers and Principles of Chemistry Laboratory and Chemistry of Materials |
| Total Units                  | 8-10                                                          |

Earth, Environmental, and Planetary Sciences

One of the following: 1-3

<table>
<thead>
<tr>
<th>EEPS 101</th>
<th>The Earth and Planets</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEPS 110</td>
<td>Physical Geology</td>
</tr>
<tr>
<td>EEPS 115</td>
<td>Introduction to Oceanography</td>
</tr>
<tr>
<td>EEPS 117</td>
<td>Weather and Climate</td>
</tr>
<tr>
<td>EEPS 119</td>
<td>Geology Laboratory</td>
</tr>
</tbody>
</table>
One additional EEPS course  

<table>
<thead>
<tr>
<th>Total Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

**Mathematics, Applied Mathematics, and Statistics**

One of the following sequences:

<table>
<thead>
<tr>
<th>Course Combination</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 125 &amp; MATH 126</td>
<td>Math and Calculus Applications for Life, Managerial, and Social Sci I</td>
</tr>
<tr>
<td></td>
<td>and Math and Calculus Applications for Life, Managerial, and Social Sci II</td>
</tr>
<tr>
<td>MATH 121 &amp; MATH 122</td>
<td>Calculus for Science and Engineering I and Calculus for Science and Engineering II</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
</tr>
</tbody>
</table>

**Physics**

One of the following sequences:

<table>
<thead>
<tr>
<th>Course Combination</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 115 &amp; PHYS 116</td>
<td>Introductory Physics I and Introductory Physics II</td>
</tr>
<tr>
<td>PHYS 121 &amp; PHYS 122 &amp; PHYS 221</td>
<td>General Physics I - Mechanics and General Physics II - Electricity and Magnetism and Introduction to Modern Physics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-11</td>
</tr>
</tbody>
</table>

**Nutrition**

The College of Arts and Sciences awards the Bachelor of Arts and Bachelor of Science degrees in nutrition. The required courses for the majors and minors are offered by the Department of Nutrition (p. 882) in the School of Medicine.

**Major Programs**

The undergraduate degree in nutrition is appropriate for students who wish to:

1. pursue graduate programs in nutritional biochemistry, dietetics, public health and community nutrition or other biomedical sciences
2. enter professional schools of dentistry, medicine, physical therapy, or pharmacy
3. apply to dietetic internships or approved experience programs in order to prepare for the professional practice of dietetics
4. pursue careers with the government or in the food or pharmaceutical industry

This major offers flexibility in course selection within a framework of general program requirements. The selection of courses depends on the student’s choice of emphasis. Students wishing to qualify for admission to professional or graduate programs need to include specific courses considered prerequisites for admission. Students interested in applying to dietetic internships must meet specific course requirements (Didactic Program in Dietetics) as required by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics. These requirements are met in the courses that comprise the Didactic Program in Dietetics (DPD). The DPD at Case Western Reserve University is currently granted Accreditation by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 800.877.1600. A department advisor should be consulted in the freshman year to plan the dietetics coursework.

**Nutrition Bachelor of Science degree requires:**

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTRN 201</td>
<td>Nutrition</td>
</tr>
<tr>
<td>NTRN 342</td>
<td>Food Science</td>
</tr>
<tr>
<td>NTRN 342L</td>
<td>Food Science Lab</td>
</tr>
<tr>
<td>NTRN 343</td>
<td>Dietary Patterns</td>
</tr>
<tr>
<td>NTRN 363</td>
<td>Human Nutrition I: Energy, Protein, Minerals</td>
</tr>
<tr>
<td>NTRN 364</td>
<td>Human Nutrition II: Vitamins</td>
</tr>
<tr>
<td>NTRN 397</td>
<td>SAGES Capstone Proposal Seminar</td>
</tr>
<tr>
<td>NTRN 398</td>
<td>SAGES Senior Capstone Experience</td>
</tr>
</tbody>
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Three nutrition electives chosen from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>NTRN 300</td>
<td>Healthy Lifestyles as Preventive Medicine</td>
</tr>
<tr>
<td>NTRN 328</td>
<td>Child Nutrition, Development and Health</td>
</tr>
<tr>
<td>NTRN 338</td>
<td>Dietary Supplements</td>
</tr>
<tr>
<td>NTRN 341</td>
<td>Food as Medicine: How what we eat influences how we feel, think, and our health status</td>
</tr>
<tr>
<td>NTRN 351</td>
<td>Food Service Systems Management</td>
</tr>
<tr>
<td>NTRN 360</td>
<td>Clinical Assessment and Diagnosis: Nutritional, Functional, Physical</td>
</tr>
<tr>
<td>NTRN 361</td>
<td>Metabolic Dysregulation of Energy from Obesity to Anorexia</td>
</tr>
<tr>
<td>NTRN 362</td>
<td>Exercise Physiology and Macronutrient Metabolism</td>
</tr>
<tr>
<td>NTRN 365</td>
<td>Nutrition for the Prevention and Management of Disease: Pathophysiology</td>
</tr>
<tr>
<td>NTRN 366</td>
<td>Nutrition for the Prevention and Management of Disease: Clinical Applications</td>
</tr>
<tr>
<td>NTRN 367</td>
<td>Nutrition Strategies and Wellness Programming</td>
</tr>
<tr>
<td>NTRN 371</td>
<td>Special Problems</td>
</tr>
<tr>
<td>NTRN 388</td>
<td>Seminar in Sports Nutrition</td>
</tr>
<tr>
<td>NTRN 390</td>
<td>Undergraduate Research</td>
</tr>
<tr>
<td>NTRN 435</td>
<td>Nutrition during Pregnancy and Lactation</td>
</tr>
<tr>
<td>NTRN 436</td>
<td>Pediatric Nutrition</td>
</tr>
<tr>
<td>NTRN 437</td>
<td>Nutrition Communication, Counseling and Behavior Change Strategies</td>
</tr>
<tr>
<td>NTRN 438</td>
<td>Dietary Supplements</td>
</tr>
<tr>
<td>NTRN 439</td>
<td>Food Behavior: Physiological, Psychological and Environmental Determinants</td>
</tr>
<tr>
<td>NTRN 440</td>
<td>Nutrition for the Aging and Aged</td>
</tr>
<tr>
<td>NTRN 452</td>
<td>Nutritional Biochemistry and Metabolism</td>
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</table>
### Bachelor of Arts degree requires:

**Required Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>NTRN 201</td>
<td>Nutrition</td>
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<td>NTRN 342</td>
<td>Food Science</td>
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</tr>
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<td>NTRN 342L</td>
<td>Food Science Lab</td>
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<tr>
<td>NTRN 343</td>
<td>Dietary Patterns</td>
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<tr>
<td>NTRN 363</td>
<td>Human Nutrition I: Energy, Protein, Minerals</td>
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<td>NTRN 364</td>
<td>Human Nutrition II: Vitamins</td>
<td>3</td>
</tr>
<tr>
<td>NTRN 397</td>
<td>SAGES Capstone Proposal Seminar</td>
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</tr>
<tr>
<td>NTRN 398</td>
<td>SAGES Senior Capstone Experience</td>
<td>3</td>
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</table>

Two nutrition electives chosen from the following: 6

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTRN 300</td>
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<td></td>
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<tr>
<td>NTRN 328</td>
<td>Child Nutrition, Development and Health</td>
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<td>NTRN 338</td>
<td>Dietary Supplements</td>
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<tr>
<td>NTRN 341</td>
<td>Food as Medicine: How what we eat influences how we feel, think, and our health status</td>
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<tr>
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<td>Food Service Systems Management</td>
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<tr>
<td>NTRN 360</td>
<td>Clinical Assessment and Diagnosis: Nutritional, Functional, Physical</td>
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<tr>
<td>NTRN 361</td>
<td>Metabolic Dysregulation of Energy from Obesity to Anorexia</td>
<td></td>
</tr>
<tr>
<td>NTRN 362</td>
<td>Exercise Physiology and Macronutrient Metabolism</td>
<td></td>
</tr>
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</table>

### Bachelor of Science in Nutrition - Nutrition Major Example Plan of Study

#### First Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTRN 201</td>
<td>Nutrition</td>
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<td>Food Science</td>
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</tr>
<tr>
<td>NTRN 342L</td>
<td>Food Science Lab</td>
<td>2</td>
</tr>
<tr>
<td>NTRN 343</td>
<td>Dietary Patterns</td>
<td>3</td>
</tr>
<tr>
<td>NTRN 363</td>
<td>Human Nutrition I: Energy, Protein, Minerals</td>
<td>3</td>
</tr>
<tr>
<td>NTRN 364</td>
<td>Human Nutrition II: Vitamins</td>
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</tr>
<tr>
<td>NTRN 397</td>
<td>SAGES Capstone Proposal Seminar</td>
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<tr>
<td>NTRN 398</td>
<td>SAGES Senior Capstone Experience</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units: 49

* Only one of these courses is permitted.
400 level courses require instructor consent for undergraduates to enroll.
### Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>NTRN Electives</td>
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<td></td>
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<tr>
<td>Introductory Organic Chemistry I (CHEM 223)</td>
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<tr>
<td>SAGES University Seminar</td>
<td>3</td>
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<tr>
<td>Development and Physiology (BIOL 216)</td>
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<td>SAGES University Seminar</td>
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<tr>
<td>Basic Statistics for Social and Life Sciences (STAT 201)</td>
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<td>Electives</td>
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<td>Dietary Patterns (NTRN 343)</td>
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### Third Year

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<tr>
<th>Course</th>
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<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Introduction to Biochemistry: From Molecules To Medical Science (BIOC 307)</td>
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### Fourth Year

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| Total Units in Sequence:                                               | 118   |      |        |

### Bachelor of Arts degree requires:

**Required courses:**

- NTRN 201 Nutrition 3
- NTRN 343 Dietary Patterns 3
- NTRN 363 Human Nutrition I: Energy, Protein, Minerals 3
- NTRN 364 Human Nutrition II: Vitamins 3
- NTRN 397 SAGES Capstone Proposal Seminar 3
- NTRN 398 SAGES Senior Capstone Experience 3
- NTRN 452 Nutritional Biochemistry and Metabolism 3

**Three nutrition electives at 300-level (or above with instructor consent) chosen from the following:**

- NTRN 300 Healthy Lifestyles as Preventive Medicine
- NTRN 328 Child Nutrition, Development and Health
- NTRN 338 Dietary Supplements
- NTRN 341 Food as Medicine: How what we eat influences how we feel, think, and our health status
- NTRN 351 Food Service Systems Management
- NTRN 360 Clinical Assessment and Diagnosis: Nutritional, Functional, Physical
- NTRN 361 Metabolic Dysregulation of Energy from Obesity to Anorexia
- NTRN 365 Nutrition for the Prevention and Management of Disease: Pathophysiology
- NTRN 366 Nutrition for the Prevention and Management of Disease: Clinical Applications
- NTRN 367 Nutrition Strategies and Wellness Programming
- NTRN 371 Special Problems
- NTRN 388 Seminar in Sports Nutrition
- NTRN 390 Undergraduate Research

**Additional required courses:**

- MATH 125 Math and Calculus Applications for Life, Managerial, and Social Sci I 4
- or MATH 121 Calculus for Science and Engineering I 4
- MATH 126 Math and Calculus Applications for Life, Managerial, and Social Sci II 4
- or MATH 122 Calculus for Science and Engineering II 4
- CHEM 105 Principles of Chemistry I 3
- CHEM 106 Principles of Chemistry II 3
- CHEM 113 Principles of Chemistry Laboratory 2
- CHEM 223 Introductory Organic Chemistry I 3
- or CHEM 323 Organic Chemistry I 3
- CHEM 224 Introductory Organic Chemistry II 3
- or CHEM 324 Organic Chemistry II 3
- CHEM 233 Introductory Organic Chemistry Laboratory I 2
- CHEM 234 Introductory Organic Chemistry Laboratory II 2
- BIOL 214 Genes, Evolution and Ecology 3
- BIOL 215 Cells and Proteins 3
- BIOL 216 Development and Physiology 3
- or BIOL 340 Human Physiology and Human Anatomy 3
- BIOL 216L Development and Physiology Lab 1
- PHYS 115 Introductory Physics I 4
- or PHYS 121 General Physics I - Mechanics 4
- PHYS 116 Introductory Physics II 4
- or PHYS 122 General Physics II - Electricity and Magnetism 4
- BIOC 307 Introduction to Biochemistry. From Molecules To Medical Science 4
- BIOC 334 Structural Biology 3
Bachelor of Science degree requires:

Required courses:

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<th>Units</th>
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<td>Dietary Patterns</td>
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<td>Human Nutrition I: Energy, Protein, Minerals</td>
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<td>NTRN 398</td>
<td>SAGES Senior Capstone Experience</td>
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<tr>
<td>NTRN 452</td>
<td>Nutritional Biochemistry and Metabolism</td>
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Three nutrition electives at 300-level (or above with instructor consent) chosen from the following:

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<td>NTRN 300</td>
<td>Healthy Lifestyles as Preventive Medicine</td>
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<td>Child Nutrition, Development and Health</td>
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<td>Dietary Supplements</td>
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<td>NTRN 341</td>
<td>Food as Medicine: How what we eat influences how we feel, think, and our health status</td>
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<td>NTRN 351</td>
<td>Food Service Systems Management</td>
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<td>NTRN 360</td>
<td>Clinical Assessment and Diagnosis: Nutritional, Functional, Physical</td>
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<td>NTRN 361</td>
<td>Metabolic Dysregulation of Energy from Obesity to Anorexia</td>
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<td>NTRN 365</td>
<td>Nutrition for the Prevention and Management of Disease: Pathophysiology</td>
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<tr>
<td>NTRN 366</td>
<td>Nutrition for the Prevention and Management of Disease: Clinical Applications</td>
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<td>NTRN 367</td>
<td>Nutrition Strategies and Wellness Programming</td>
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<td>NTRN 371</td>
<td>Special Problems</td>
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<tr>
<td>NTRN 388</td>
<td>Seminar in Sports Nutrition</td>
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Additional required courses:

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<td>MATH 227</td>
<td>Calculus III</td>
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<td>Principles of Chemistry I</td>
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<td>CHEM 106</td>
<td>Principles of Chemistry II</td>
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<td>CHEM 113</td>
<td>Principles of Chemistry Laboratory</td>
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<tr>
<td>CHEM 223</td>
<td>Introductory Organic Chemistry I</td>
<td>3</td>
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<td>CHEM 224</td>
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<td>General Physics II - Electricity and Magnetism</td>
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<td>Introduction to Modern Physics</td>
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<td>Introduction to Biochemistry. From Molecules To Medical Science</td>
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<td>BIOL 334</td>
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<td>BIOL 312</td>
<td>Proteins and Enzymes</td>
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<tr>
<td>NTRN 454</td>
<td>Advanced Nutrition and Metabolism: Investigative Methods</td>
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One of the following:

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<tr>
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Total Units: 90

Bachelor of Arts in Nutrition - Nutritional Biochemistry and Metabolism Major Example Plan of Study

First Year

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<td>SAGES Senior Capstone Experience (NTRN 398)</td>
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<td>Nutritional Biochemistry and Metabolism (NTRN 452)</td>
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<td>Human Nutrition I: Energy, Protein, Minerals (NTRN 363)</td>
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Nutrition majors are not eligible for this minor.

Non Nutrition majors may only take one minor: either Minor in Nutrition, Minor in Sports Nutrition, or Minor in Environmental Nutrition.

**Minor in Sports Nutrition**

Nutrition majors are not eligible for this minor.

Non Nutrition majors may only take one minor: either Minor in Nutrition, Minor in Sports Nutrition, or Minor in Environmental Nutrition.

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<td>Nutrition</td>
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<tr>
<td>NTRN 362</td>
<td>Exercise Physiology and Macronutrient Metabolism</td>
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<td>NTRN 363</td>
<td>Human Nutrition I: Energy, Protein, Minerals</td>
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<td>NTRN 388</td>
<td>Seminar in Sports Nutrition</td>
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<tr>
<td>NTRN 300</td>
<td>Healthy Lifestyles as Preventive Medicine</td>
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<tr>
<td>NTRN 338</td>
<td>Dietary Supplements</td>
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<tr>
<td>NTRN 361</td>
<td>Metabolic Dysregulation of Energy from Obesity to Anorexia</td>
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<td>NTRN 364</td>
<td>Human Nutrition II: Vitamins</td>
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**Minor in Environmental Nutrition**

Nutrition majors are not eligible for this minor.

Non Nutrition majors may only take one minor: either Minor in Nutrition, Minor in Sports Nutrition, or Minor in Environmental Nutrition.

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<td>Introduction to Environmental Thinking</td>
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<tr>
<td>NTRN 200H</td>
<td>Case Cooks: Healthy Lifestyles</td>
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<td>NTRN 201</td>
<td>Nutrition</td>
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<tr>
<td>NTRN 342</td>
<td>Food Science</td>
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<td>NTRN 340 Global Food Systems: Environmental Issues, Sustainability, and Health</td>
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<td>NTRN 300</td>
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<td>NTRN 328</td>
<td>Child Nutrition, Development and Health</td>
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<td>NTRN 337</td>
<td>Nutrition Communication, Counseling and Behavior Change Strategies</td>
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<tr>
<td>NTRN 341</td>
<td>Food as Medicine: How what we eat influences how we feel, think, and our health status</td>
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<td>Dietary Patterns</td>
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Didactic Program in Dietetics (DPD)

The following courses must be included in the program*.

Required courses:

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<td>Nutrition</td>
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<tr>
<td>NTRN 337</td>
<td>Nutrition Communication, Counseling and Behavior Change Strategies</td>
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</tr>
<tr>
<td>or NTRN 437</td>
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<tr>
<td>NTRN 342</td>
<td>Food Science</td>
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<td>NTRN 342L</td>
<td>Food Science Lab</td>
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<td>NTRN 343</td>
<td>Dietary Patterns</td>
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<tr>
<td>NTRN 351</td>
<td>Food Service Systems Management</td>
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<td>NTRN 363</td>
<td>Human Nutrition I: Energy, Protein, Minerals</td>
<td>3-4</td>
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<td>Advanced Human Nutrition I</td>
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<td>Human Nutrition II: Vitamins</td>
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<td>Nutrition for the Prevention and Management of Disease: Pathophysiology</td>
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Nutrition Electives (2 courses**)  

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<tr>
<td>BIOC 307</td>
<td>Introduction to Biochemistry: From Molecules To Medical Science</td>
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<tr>
<td>BIOL 216</td>
<td>Development and Physiology (or BIOL 340 and BIOL 346)</td>
</tr>
<tr>
<td>BIOL 343</td>
<td>Microbiology</td>
</tr>
<tr>
<td>CHEM 223</td>
<td>Introductory Organic Chemistry I</td>
</tr>
<tr>
<td>ENGL 150</td>
<td>Expository Writing (or SAGES Writing Portfolio)</td>
</tr>
<tr>
<td>SOCI 101</td>
<td>Introduction to Sociology</td>
</tr>
</tbody>
</table>

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 215</td>
<td>Health, Culture, and Disease: An Introduction to Medical Anthropology</td>
</tr>
<tr>
<td>SOCI 311</td>
<td>Health, Illness, and Social Behavior</td>
</tr>
</tbody>
</table>

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 319</td>
<td>Introduction to Statistical Analysis in the Social Sciences</td>
</tr>
<tr>
<td>PSCL 282</td>
<td>Quantitative Methods in Psychology</td>
</tr>
<tr>
<td>PQHS 431</td>
<td>Statistical Methods I</td>
</tr>
<tr>
<td>STAT 201</td>
<td>Basic Statistics for Social and Life Sciences</td>
</tr>
<tr>
<td>STAT 243</td>
<td>Statistical Theory with Application I</td>
</tr>
<tr>
<td>STAT 312</td>
<td>Basic Statistics for Engineering and Science</td>
</tr>
<tr>
<td>STAT 313</td>
<td>Statistics for Experimenters</td>
</tr>
</tbody>
</table>

Total Units 61-62

* Please contact DPD Director in Department of Nutrition to confirm DPD courses and other requirements.

**Undergraduate students = Two 3-credit 300-level + NTRN Dept. courses; Master’s students = Two 3-credit 400-level+ NTRN Dept. courses; excluding NTRN 341.

Origins Sciences Program

217 Rockefeller, Institute for the Science of Origins  
http://origins.case.edu/major/  
Phone: 216.368.4257  
Patricia Princehouse, Director of the Major  
patricia.princehouse@case.edu

The Origins Sciences Program offers the Bachelor of Arts degree. The major provides a rigorous course of study with great flexibility in the choice of specific topics and courses. Students play a creative role in designing their own individual educational plans within the major. As a result, they are free to explore nontraditional, multidisciplinary and transdisciplinary subjects.

The Origins Sciences major is designed to connect students with professors who are breaking through barriers to ask big questions in ways that matter, both at the highest theoretical levels and with immediate practical applications in areas such as medicine and technology. Its concerns range from the nanoscale to ecological relationships to galaxies at the edge of the universe itself. The major’s sponsor, the Institute for the Science of Origins (http://origins.case.edu/) (ISO), brings together scientists from Case Western Reserve University, (http://www.case.edu/) the Cleveland Museum of Natural History (https://www.cmnh.org/) and other partner institutions to answer questions about the origin and evolution of simple and complex systems, from the big bang to the human mind.

The curriculum emphasizes a broad grounding in the origins sciences, including fundamentals of physics, biology, chemistry and mathematics, and encompassing aspects of anthropology, cognitive science, astronomy and earth, environmental and planetary sciences, making it reasonable for students to consider a double or secondary major or a dual degree. A faculty actively engaged in research in these fields and beyond provides first-rate instruction and opportunities for undergraduate involvement in cutting-edge research, including laboratory and museum experience and fieldwork across the globe.

An undergraduate degree in Origins Sciences can be tailored to meet the needs of pre-med or other pre-health students or to prepare students for graduate programs in any of the allied disciplines, including anthropology, astronomy, biology, chemistry, cognitive science, geosciences, applied mathematics, paleontology and physics.

Majoring in Origins Sciences gives students added value in applying to medical school, graduate school or the increasingly technical science-related MBA and JD programs. The major also provides a strong background for students interested in pursuing careers in science writing; internships are available at ideastream, ISO’s public TV and radio partner institution.
Program Faculty

Patricia Princehouse, PhD  
Senior Research Associate, Department of History; Director, Origins Sciences Program; Director, Program in Evolutionary Biology; Outreach Director, Institute for the Science of Origins

Glenn Starkman, PhD  
Distinguished University Professor, Department of Physics; Director, Institute for the Science of Origins; Director, Center for Education and Research in Cosmology and Astrophysics (CERCA)

Cynthia Beall, PhD  
Distinguished University Professor and Sarah Idell Pyle Professor of Anthropology; Co-Director, Center for Research on Tibet

Daniela Calvetti, PhD  
James Wood Williamson Professor, Department of Mathematics, Applied Mathematics, and Statistics

Darin Croft, PhD  
Associate Professor, Department of Anatomy, School of Medicine

Christopher A. Cullis, PhD  
Francis Hobart Herrick Professor of Biology

Michael Decker, PhD  
Associate Professor, Frances Payne Bolton School of Nursing

Neil S. Greenspan, MD PhD  
Professor, Department of Pathology, School of Medicine

Mark Griswold, PhD  
Professor, School of Medicine

Yohannes Haile-Selassie, PhD  
Curator and Head of Physical Anthropology, Cleveland Museum of Natural History

Ralph Harvey, PhD  
Professor, Department of Earth, Environmental, and Planetary Sciences

Joseph LaManna, PhD  
Jeanne M. and Joseph S. Silber Professor, Department of Physiology and Biophysics, School of Medicine

Harsh Mathur, PhD  
Professor, Department of Physics

J. Christopher Mihos, PhD  
Worcester R. and Cornelia B. Warner Professor of Astronomy, Department of Astronomy

John E. Ruhl, PhD  
Connecticut Professor, Department of Physics

Scott W. Simpson, PhD  
Professor, Department of Anatomy, School of Medicine

Erkki Somersalo, PhD  
Professor, Department of Mathematics, Applied Mathematics, and Statistics

Giuseppe Strangi, PhD  
Professor and Ohio Research Scholar in Surfaces of Advanced Materials, Department of Physics

Kingman P. Strohl, MD  
Professor, School of Medicine

Wanda Strychalski, PhD  
Assistant Professor, Department of Mathematics, Applied Mathematics, and Statistics

James Van Orman, PhD  
Professor, Department of Earth, Environmental, and Planetary Sciences

Mark A. Willis, PhD  
Professor, Department of Biology

Major

Origins Sciences is a primary major, but may also be pursued in conjunction with a more traditional disciplinary major. Up to 12 credits in required and elective courses taken by students for their other major may be applied to their Origins Sciences major.

The 30-credit interdisciplinary major in Origins Sciences consists of:

1. Science Core
2. Origins Core
3. Origins Foci

Within the Origins foci, each student will design a curriculum that includes concentrations in at least two Origins Sciences fields, such as:

- Cosmology and astrophysics
- Integrative evolutionary biology (e.g., biochemistry, physical anthropology, paleontology, and evolutionary cognitive science)
- Planetary science and astrobiology

In consultation with a major advisor, students create individual plans of study to suit their particular interests within the major. A typical student will develop a proposal as a sophomore and submit that plan for approval by the Origins Sciences Major Advisory Committee. Each concentration must include at least two 300 or higher level classes and their prerequisites. Subsequent revisions to the plan are encouraged when appropriate but must be submitted for approval by the committee at least two weeks before the beginning of the semester preceding the one in which the revisions take effect. Students are strongly encouraged to include an Origins Sciences research experience in their educational plans.

Science Core:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 214</td>
<td>Genes, Evolution and Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 214L</td>
<td>Genes, Evolution and Ecology Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 225</td>
<td>Evolution</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 105</td>
<td>Principles of Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 106</td>
<td>Principles of Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 121</td>
<td>Calculus for Science and Engineering I</td>
<td>4</td>
</tr>
<tr>
<td>or MATH 125</td>
<td>Math and Calculus Applications for Life,</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Managerial, and Social Sci I</td>
<td></td>
</tr>
<tr>
<td>MATH 122</td>
<td>Calculus for Science and Engineering II</td>
<td>4</td>
</tr>
<tr>
<td>or MATH 126</td>
<td>Math and Calculus Applications for Life,</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Managerial, and Social Sci II</td>
<td></td>
</tr>
<tr>
<td>PHYS 121</td>
<td>General Physics I · Mechanics</td>
<td>4</td>
</tr>
<tr>
<td>or PHYS 123</td>
<td>Physics and Frontiers I · Mechanics</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Units</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>PHYS 122</td>
<td>General Physics II - Electricity and Magnetism</td>
<td></td>
</tr>
<tr>
<td>or PHYS 124</td>
<td>Physics and Frontiers II - Electricity and Magnetism</td>
<td></td>
</tr>
<tr>
<td>ORIG 101</td>
<td>Origins Prologue: Life, the Universe, and Everything (Optional)</td>
<td>1</td>
</tr>
<tr>
<td>ORIG 201</td>
<td>Origins I: From the Beginning</td>
<td>3</td>
</tr>
<tr>
<td>ORIG 202</td>
<td>Origins II: Life in all its diversity</td>
<td>3</td>
</tr>
<tr>
<td>ORIG 301</td>
<td>Mathematical Modeling Across the Sciences</td>
<td>3</td>
</tr>
<tr>
<td>ORIG 351</td>
<td>Topics in Origins (Must be taken twice)</td>
<td>3</td>
</tr>
</tbody>
</table>

### Sample First Year Schedule

#### Freshman

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Origins Prologue: Life, the Universe, and Everything (ORIG 101) or ORIG 202</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculus for Science and Engineering I (MATH 121) or Math and Calculus Applications for Life, Managerial, and Social Sci II (MATH 125)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Physics I - Mechanics (PHYS 121) or PHYS 123 or BIOL 214 or CHEM 105</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAGES First Seminar</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHED Elective</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Origins I: From the Beginning (ORIG 201) or The Earth and Planets (EEPS 101)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculus for Science and Engineering II (MATH 122) or Genes, Evolution and Ecology (BIOL 214)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or Math and Calculus Applications for Life, Managerial, and Social Sci II (MATH 126) or General Physics I - Mechanics (PHYS 121) or Physics and Frontiers I - Mechanics (PHYS 123) or Evolution (BIOL 225)</td>
<td>3-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Genes, Evolution and Ecology (BIOL 214) or General Physics I - Mechanics (PHYS 121) or Physics and Frontiers I - Mechanics (PHYS 123) or Evolution (BIOL 225)</td>
<td>3-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities or Global/Cultural Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAGES University Seminar</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHED Elective</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year Total:</td>
<td>15</td>
<td>17-18</td>
<td></td>
</tr>
</tbody>
</table>

### Total Units in Sequence: 32-33

#### Courses

**ORIG 101. Origins Prologue: Life, the Universe, and Everything. 1 Unit.**
This one-credit course introduces students to the research interests of Origins faculty, and thereby to some of the possibilities for student research or focused study. Topics range across cosmology, astronomy, planetary sciences, astrobiology, evolutionary biology, evolutionary cognitive science, anthropology, and evolutionary medicine.

**ORIG 201. Origins I: From the Beginning. 3 Units.**
A three-credit quantitative introduction to cosmology, astrophysics, planetary science and geology in which they are connected through the narrative of origins setting the stage for the development of life on Earth.
Prereq: PHYS 121 or PHYS 123.

**ORIG 202. Origins II: Life in all its diversity. 3 Units.**
An integrated introduction to the origins sciences including aspects of evolutionary biology, ecology, paleontology, physical anthropology and cognitive science. The course will generally meet at the Cleveland Museum of Natural History.

**ORIG 301. Mathematical Modeling Across the Sciences. 3 Units.**
A three-credit course on mathematical modeling as it applies to the origins sciences. Students gain practical experience in a wide range of techniques for modeling research questions in cosmology and astrophysics, integrative evolutionary biology (including physical anthropology, ecology, paleontology, and evolutionary cognitive science), and planetary science and astrobiology. Offered as ORIG 301, ORIG 401 and MATH 357.
Prereq: ORIG 201, ORIG 202, BIOL 225, MATH 122, CHEM 106 and (PHYS 122 or PHYS 124).

**ORIG 351. Topics in Origins. 3 Units.**
A three-credit special topics course in any Origins discipline or interdisciplinary combination. Instruction may take place on campus or at partner institutions such as the Cleveland Museum of Natural History, and may at times include fieldwork. Offered as ORIG 351 and ORIG 451.
Prereq: ORIG 201, ORIG 202, ORIG 301.

**ORIG 360. Independent Study in Origins. 1 - 3 Units.**
A 1-3 credit offering available on an ad hoc basis to students wishing to pursue in-depth study in an appropriate origins topic under the supervision of a willing faculty member.
Prereq: ORIG 201, ORIG 202, ORIG 301.

**ORIG 370. Research in Origins. 1 - 6 Units.**
A 1-6 credit offering available on an ad hoc basis to students wishing to pursue independent research in an origins topic under the supervision of a willing faculty member.
Prereq: ORIG 301, ORIG 470.
Prereq: ORIG 201, ORIG 202, ORIG 301.

**ORIG 401. Mathematical Modeling Across the Sciences. 3 Units.**
A three-credit course on mathematical modeling as it applies to the origins sciences. Students gain practical experience in a wide range of techniques for modeling research questions in cosmology and astrophysics, integrative evolutionary biology (including physical anthropology, ecology, paleontology, and evolutionary cognitive science), and planetary science and astrobiology. Offered as ORIG 301, ORIG 401 and MATH 357.
Prereq: ORIG 201, ORIG 202, BIOL 225, MATH 122, CHEM 106 and (PHYS 122 or PHYS 124).

**ORIG 451. Topics in Origins. 3 Units.**
A three-credit special topics course in any Origins discipline or interdisciplinary combination. Instruction may take place on campus or at partner institutions such as the Cleveland Museum of Natural History, and may at times include fieldwork. Offered as ORIG 351 and ORIG 451.
Prereq: ORIG 201, ORIG 202, ORIG 301.

**ORIG 470. Research in Origins. 1 - 6 Units.**
A 1-6 credit offering available on an ad hoc basis to students wishing to pursue independent research in an origins topic under the supervision of a willing faculty member.
Prereq: ORIG 301, ORIG 470.
**ORIG 485. Comparative & Evolutionary Physiology. 4 Units.**
This course presents physiological concepts from the comparative and evolutionary perspective. Aspects of vertebrate and mammalian evolution will be considered with respect to the generation of adaptive advantages for organisms to changing environmental challenges since the Cambrian. Comparative physiological concepts include scaling, variations in nutrition, energy metabolism and work efficiency. The important influences of time, temperature, water and energy on mammalian biology will be presented. The course is a lecture based course that can be taken in person or on-line. Evaluations will be by regular quizzes, a mid-term and a final exam, all MCQ. Offered as PHOL 485 and ORIG 485.

**Department of Philosophy**

211 A Clark Hall  
www.case.edu/artsci/phil (http://www.case.edu/artsci/phil/)  
Phone: 216.368.2810; Fax: 216.368.0814  
Colin McLarty, Department Chair  
colin.mclarty@case.edu

The Department of Philosophy offers an undergraduate major leading to the Bachelor of Arts degree. It also offers minor programs for undergraduates as well as graduate-level courses for candidates for the Master of Arts degree in such fields as biomedical ethics, history, English, mathematics, and the sciences.

The department’s course offerings are designed not only to provide knowledge and skills required for students whose main interest is in philosophy, but also to educate students in general about the intellectual issues that a reflective person is likely to encounter in various life contexts. The department emphasizes the relevance of philosophy to mathematics, computer science, the natural sciences, the social sciences, the humanities and arts, and law.

The major program in philosophy, besides offering a solid foundation for advanced study in philosophy and enriching programs in other disciplines, develops the skills for analytical and critical thinking, effective communication, and rational decision making needed in a wide range of endeavors. The program thus provides majors with unusual flexibility in the choice of subsequent careers, including law, medicine, and management, while complementing the pursuit of career objectives with a greater perspective and a richer quality of intellectual life.

In collaboration with the Department of History, the department participates in an interdisciplinary major in the History and Philosophy of Science Program (p. 396), leading to the Bachelor of Arts degree. The department also participates in, and contributes courses to, the interdisciplinary minor in artificial intelligence in the Department of Computer and Data Sciences (p. 88), Case School of Engineering.

**Department Faculty**

Colin McLarty, PhD  
(Case Western Reserve University)  
*Truman P. Handy Professor of Philosophy and Chair*  
Logic; philosophy of logic; philosophy of mathematics; philosophy of science; contemporary French philosophy

Jeremy Bendik-Keymer, PhD  
(University of Chicago)  
*Professor*  
Ethics and moral philosophy; environmental philosophy; philosophy of education; meta-philosophy; history of ethics and moral philosophy

Shannon D. French, PhD  
(Brown University)  
*Inamori Professor of Ethics*  
Military ethics; leadership ethics; professional ethics; moral psychology; biomedical and environmental ethics

Chris Haufe, PhD  
(Columbia University)  
*Associate Professor*  
Philosophy of science, philosophy of biology

Laura E. Hengehold, PhD  
(Loyola University of Chicago)  
*Professor*  
Political and social philosophy; philosophy of feminism; Foucault; contemporary continental philosophy

Anthony Jack, PhD  
(University College London, UK)  
*Associate Professor*  
Experimental psychology, extensive training in philosophy and neuroscience

Chin-Tai Kim, PhD  
(Harvard University)  
*Professor*  
History of philosophy (17th, 18th, and 19th centuries); theory of knowledge; metaphysics; foundations of ethics; phenomenology; comparative philosophy

**Adjunct Faculty**

Joel Levin, DPhil  
(University of Oxford, U.K.)  
*Adjunct Associate Professor; Adjunct Professor, Case Western Reserve University School of Law*  
Philosophy of law; political philosophy; ethical theory

David Whetham, PhD  
(King’s College London )  
*Director of King’s Centre for Military Ethics, King’s College London*

**Secondary Faculty**

Insoo Hyun, PhD  
(Brown University)  
*Associate Professor, Department of Bioethics*  
Bioethics; moral and political philosophy

Deepak Sarma, PhD  
(University of Chicago)  
*Professor, Department of Religious Studies*  
Hinduism; Indian philosophy; philosophy of religion; method and theory

**Undergraduate Programs**

**Major**

The major consists of 30 hours (ten 3-credit courses) in philosophy, including PHIL 101 Introduction to Philosophy, PHIL 201 Introduction to Logic, PHIL 301 Ancient Philosophy, PHIL 302 Modern Philosophy, and six other elective philosophy courses to be determined in consultation with the department’s undergraduate advisor. However, a student may request permission to take up to 6 hours (two 3-credit courses) of the
required 18 hours of philosophy electives in another field or other fields. Such a request should be supported by considerations showing how the substitution(s) would strengthen the student’s major in philosophy. The advisor must approve the substitution(s) in advance.

<table>
<thead>
<tr>
<th>Major Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 101 Introduction to Philosophy 3</td>
</tr>
<tr>
<td>PHIL 201 Introduction to Logic 3</td>
</tr>
<tr>
<td>PHIL 301 Ancient Philosophy 3</td>
</tr>
<tr>
<td>PHIL 302 Modern Philosophy 3</td>
</tr>
<tr>
<td>Six philosophy electives chosen in consultation with advisor 18</td>
</tr>
</tbody>
</table>

Six philosophy electives chosen in consultation with advisor. With permission of advisor, up to 6 hours may be taken outside the department. Only 3 units are permitted to be from a University Seminar. Please contact the department for a current list of University Seminars that may be taken for credit towards the major.

<table>
<thead>
<tr>
<th>Total Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
</tr>
</tbody>
</table>

**Departmental Honors**

The department offers an honors program for students pursuing a major in philosophy. Students in this program must complete a substantial thesis, pass an oral examination on the thesis, and maintain a B average in philosophy courses. To be eligible for admission, a student should have an overall grade point average of B or better, and a grade of B or better in each philosophy course already taken. A student normally should have taken at least four, and at most seven, philosophy courses at the time of application for admission. An honors student should register for PHIL 399 Philosophy Honors Thesis to do honors work. Interested students should apply for admission to the program during the first semester of junior year. The honors thesis counts for capstone credit as well.

**Minor in Philosophy**

The department offers a range of possible minor programs, each of which must include PHIL 101 Introduction to Philosophy and four other courses in philosophy at the 200 or 300 level (excluding PHIL 390 Senior Research Seminars in History and Philosophy of Science and PHIL 399 Philosophy Honors Thesis), chosen to meet the specific needs of students majoring in other fields. The undergraduate advisor will assist students in devising minor programs.

<table>
<thead>
<tr>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 101 Introduction to Philosophy 3</td>
</tr>
<tr>
<td>Four philosophy electives chosen in consultation with advisor 12</td>
</tr>
<tr>
<td>Total Units 15</td>
</tr>
</tbody>
</table>

**Minor in Ethics**

The minor in ethics allows undergraduate students in any field to pursue a concentration of studies in ethics from multiple perspectives: theoretical and practical, philosophical and empirical/interdisciplinary. The goal is to encourage analytical reflection on the principles and situations of ethical action, social, interpersonal, or individual, in historical and contemporary contexts.

The ethics minor requires a total of 15 credit hours (i.e., five 3-credit hour courses), as follows: PHIL 101 Introduction to Philosophy, PHIL 305 Ethics, two other PHIL courses at the 200-300 level, and one of several identified courses in a field other than philosophy.

<table>
<thead>
<tr>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 101 Introduction to Philosophy 3</td>
</tr>
<tr>
<td>PHIL 305 Ethics 3</td>
</tr>
<tr>
<td>Two philosophy courses chosen in consultation with advisor 6</td>
</tr>
</tbody>
</table>

| PHIL 207 Good Relationships |
| PHIL 271 Bioethics: Dilemmas |
| PHIL 311 Neuroethics |
| PHIL 315 Selected Topics in Philosophy |
| PHIL 317 War and Morality |
| PHIL 318 People and Planet |
| PHIL 330 Topics in Ethics |
| PHIL 334 Political and Social Philosophy |
| PHIL 356 Comparative Philosophy |
| PHIL 371 Advanced Bioethics |
| PHIL 375 Issues in Aesthetics |
| PHIL 384 Ethics and Public Policy |
| PHIL 399 Philosophy Honors Thesis |
| One course from the following interdisciplinary list: 3 |
| BETH 315 International Bioethics: Policy and Practice |
| BETH 315B International Bioethics Policy and Practice: Public Health in the Netherlands |
| COGS 272 Morality and Mind |
| ECON 338 Law and Economics |
| ECON 346 Economic Perspectives |
| ECON 378 Health Care Economics |
| ESTD 101 Introduction to Environmental Thinking |
| POSC 322 Political Movements and Political Participation |
| RLGN 206 Religion and Ecology |
| RLGN 311 Representations of Black Religion in Film |
| RLGN 350 Jewish Ethics |
| SOCI 250 Law & Society: Law, Rights and Policy |
| SOCI 349 Social Inequality |
| SOCI 356 Economic Sociology: Money, Markets, Morals, and Social Life |

*Student may petition for courses to be applied to this minor if they involve significant ethics content. No more than two courses may count for both the ethics minor and the philosophy major or minor.

<table>
<thead>
<tr>
<th>Total Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
</tr>
</tbody>
</table>

**Philosophy Capstone**

Students may fulfill their SAGES capstone requirement in philosophy by registering for PHIL 398 Philosophy Capstone after devising a suitable project in consultation with the undergraduate advisor and the supervising faculty member. The honors thesis counts for capstone credit as well.
Master's Program in Military Ethics

Tinkham Veale University Center, Room 260
http://militaryethics.case.edu
Phone: 216.368.2579; Fax: 216.368.4455
Shannon French, Program Director
shannon.french@case.edu

Military ethics is a broadly interdisciplinary study, incorporating concerns about the conduct of war, decisions on how and when to engage in military operations, and issues relating to the moral psychology and care of those who serve and of veterans of military service. It focuses on the core values and moral principles that collectively govern the men and women serving in the military forces of nations around the world, as members of what is sometimes termed the “military profession” or “the profession of arms.” The ethical foundations that define the profession of arms have developed over millennia from the shared values and experiences, unique role responsibilities, and reflections of members of the profession on their own practices—eventually coming to serve as the basis for various warrior codes and the Law of Armed Conflict (LOAC). Traditional just war theory (political and moral philosophy governing when the use of military force is justified for the resolution of international conflicts) plays a key role in international relations as well as in international law, including the LOAC and international humanitarian law.

The Program

The program has been designed to educate students on and guide their research into vital global issues in military ethics. These issues include (but are not limited to) modern applications of classical just war theory and traditional warrior’s codes, the principle of noncombatant immunity, human rights, international humanitarian law, humanitarian intervention, the ethical use of emerging military technologies, civil-military relations and society’s obligations to troops and veterans, transitional justice, and the moral foundations of sustainable peace.

The study of military ethics supports long-term humanitarian goals, such as preventing unjust wars; decreasing incidents of war crimes, genocide, human rights abuses, and other atrocities produced by the dehumanizing effects of armed conflict; supporting the mental health and successful transitions of military service members and combat veterans; and fostering a lasting peace founded in justice.

Curriculum

The program curriculum is interdisciplinary, with a foundation in moral and political philosophy and international relations. Each student will complete a minimum of 30 credit hours, including a six-credit “capstone course” that will typically be completed during the summer term following a full academic year of course work.

Over a 12- to 15-month program of study (designed to facilitate the enrollment of military personnel on educational assignment and the academic student looking for an intensive program), students will study foundational topics in moral and political philosophy, together with advanced core and elective topics in military and professional ethics, military medical ethics, military law, ethical leadership, and other related subjects (including optional supplemental electives in areas such as religious studies, history, literature, journalism, political science, classics, and the arts).

Required Courses

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PHIL 405</td>
<td>Ethics</td>
<td>3</td>
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<tr>
<td>PHIL 417</td>
<td>War and Morality</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 436</td>
<td>Military Ethics, the Military Profession, and International Law</td>
<td>3</td>
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<tr>
<td>PHIL 484</td>
<td>Ethics and Public Policy</td>
<td>3</td>
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<tr>
<td>PHIL 501</td>
<td>Military Ethics MA Capstone</td>
<td>3-6</td>
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</tbody>
</table>

Capstone

When students begin the program, the program director will work with them individually to develop initial concepts for their specific concentrations of study and their capstones. The capstone/culminating project involves both academic research and fieldwork, and is integrated with the degree candidate’s professional experience or interest. PHIL 501 Military Ethics MA Capstone will feature a summative project designed to integrate their common studies, but tailored to their individual future interests in teaching, further graduate study, or employment in public policy or foreign affairs, and may produce outcomes other than a traditional paper/thesis (such as the detailed and well-defended design of a military ethics training/education curriculum).

The outline of the project will typically be presented and defended by the spring recess of the candidate’s second semester in residence, and the project itself completed over the following summer term, for graduation in August the year following matriculation. If special circumstances prevent a student from completing the program in the intended time frame, the academic advisor will work with the student to create an alternative schedule.

Electives

Students will take a minimum of four elective courses. The selection of topic for the capstone project will dictate the selection of relevant elective courses by each student (in consultation with program faculty) to create an appropriate concentration of study. Electives may be in military and professional ethics, military medical ethics, military law, or ethical leadership, or in optional supplemental areas such as religious studies, history, literature, journalism, and the arts.

Elective courses from the College of Arts and Sciences and the School of Law include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ARTH 436</td>
<td>Representations of War in Ancient Rome</td>
<td>3</td>
</tr>
<tr>
<td>CLSC 419</td>
<td>Greek Tragedy: Plays and Performance in Ancient Athens</td>
<td>3</td>
</tr>
<tr>
<td>CLSC 420</td>
<td>Alexander the Great: Materials and Methods</td>
<td>3</td>
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<tr>
<td>LAWS 1901</td>
<td>International Law: Fundamentals</td>
<td>1</td>
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<tr>
<td>LAWS 4101</td>
<td>International Law</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5110</td>
<td>Contemporary Issues in International and Comparative Law</td>
<td>1</td>
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<tr>
<td>LAWS 5111</td>
<td>Admiralty Law</td>
<td>2</td>
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<td>LAWS 5113</td>
<td>Counterterrorism Law</td>
<td>3</td>
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<tr>
<td>LAWS 5116</td>
<td>International Human Rights</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5118</td>
<td>International Law Research Lab</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5121</td>
<td>International Criminal Law and Procedure</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5124</td>
<td>Islamic Law</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 5136</td>
<td>International Humanitarian Law</td>
<td>1</td>
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</tbody>
</table>
PHIL 203. Revolutions in Science. 3 Units.
Historical and philosophical interpretation of some epochal events in development of science. Copernican revolution, Newtonian mechanics, Einstein’s relativity physics, quantum mechanics, and evolutionary theory; patterns of scientific growth; structure of scientific "revolutions;" science and "pseudo-science." First half of a year-long sequence. Offered as HSTY 203 and PHIL 203.

PHIL 204. Philosophy of Science. 3 Units.
Conceptual, methodological, and epistemological issues about science: concept formation, explanation, prediction, confirmation, theory construction and status of unobservables; metaphysical presuppositions and implications of science; semantics of scientific language; illustrations from special sciences. Second half of a year-long sequence. Offered as HSTY 207 and PHIL 204.

PHIL 207. Good Relationships. 3 Units.
What is a good relationship? What is the difference between everyday work relationships, friendships, and romance? What is love? What is the role of desire in relationships? What is the role of respect and of moral judgment? What can a bad relationship teach us? In this class, we explore the logic of personal relationships by focusing on the central experience of being in love. However, our approach is indirect. We begin with what we can learn from a bad relationship. In addition to philosophical and psychological reading, students design exercises that might improve a personal relationship as found in fiction or history. By thus imaginatively studying relationships in narration, they are asked to develop their own concept of a good relationship.

PHIL 211. Indian Philosophy. 3 Units.
We will survey the origins of Indian philosophical thought, with an emphasis on early Buddhist, Hindu and Jain literature. Our concern will be the methods, presuppositions, arguments, and goals of these schools and trajectories of thought. What were their theories on the nature of the person, the nature of reality, and the nature and process of knowing? What were the debates between the schools and the major points of controversy? And, most importantly, are the positions/arguments internally incoherent? Offered as PHIL 221 and RLGN 221. Counts for CAS Global & Cultural Diversity Requirement.

PHIL 222. The Science of Happiness. 3 Units.
What actually makes us happy? Scientific research shows most of us get this badly wrong. For instance, money is far less important, and embracing negative emotions far more important, than most people realize. When philosophy first got started, it focused on the single most practically important question anyone can ask: How can I live a good life? A recent boom in scientific research is now validating insights from traditions that take this approach of philosophy as a way of life, including ancient greek, eastern & continental schools of philosophy. Open to all students (no pre-requisites), this course combines intellectual inquiry with experiential approaches, blending philosophical insight, evidence-based interventions and cutting-edge science. For instance, students will learn about approaches to emotion regulation and stress resilience all the way from the ancient Stoics to recently published work in psychological science. This course won’t make you happy. It will sometimes make you sad. It will expose you to tools that you can use to improve your physical and psychological well-being, and - most important of all - your sense of purpose in life.
PHIL 225. Evolution. 3 Units.
Multidisciplinary study of the course and processes of organic evolution provides a broad understanding of the evolution of structural and functional diversity, the relationships among organisms and their environments, and the phylogenetic relationships among major groups of organisms. Topics include the genetic basis of micro- and macro-evolutionary change, the concept of adaptation, natural selection, population dynamics, theories of species formation, principles of phylogenetic inference, biogeography, evolutionary rates, evolutionary convergence, homology, Darwinian medicine, and conceptual and philosophic issues in evolutionary theory. Offered as ANTH 225, BIOL 225, EEPS 225, HSTY 225, and PHIL 225.

PHIL 253. Religion and Philosophy in China. 3 Units.
This course critically examines the three principal religious and philosophical traditions of China: the Confucian, Daoist, and Chinese Buddhist traditions. Through a combination of assigned print and online readings, video clips and documentaries, class discussions, and written assignments, students explore the origins and historical developments, principal thinkers, central religious and doctrinal themes, ethics, spirituality, popular devotions, social movements, and contemporary developments of these three major religious and philosophical traditions of China. Students will consider the wider social, cultural, ethical, economic, and political dimensions of Chinese religions and philosophies generally, and themes of community and society, identity constructions, personal experiences, movements, as well as their socio-cultural reproductions in contemporary China, and where appropriate, the Chinese Diaspora in North America. Offered as CHIN 253C, ETHS 253C, PHIL 253 and RLGN 253. Counts for CAS Global & Cultural Diversity Requirement.

PHIL 261. Our Knowledge of Climate Change: What do we know and how do we know it?. 3 Units.
Traditional theories of knowledge have concentrated on the actions and beliefs of individuals, and how they marshal evidence from the world to support or refute their scientific hypotheses. This traditional epistemological framework has been challenged by the developments of the modern era of Big Science, resulting in the development of new approaches to a social epistemology of science. Reflective of how science is done, this epistemological framework in turn can provide guidance for the robust prosecution of the scientific enterprise. Perhaps nowhere is this more important than in climate science, where on the one hand the underlying dynamics of climate change pose an existential threat to our civilization, and on the other, there are active and well organized efforts to derail the scientific process and to denigrate the scientists. This course will first develop classical notions of the epistemology of science, including the role of models and issues of uncertainty (statistical, systematic, and gross) as well as the challenges of developing a robust scientific process resistant to fraud. These issues will be illustrated by consideration of various classical experiments. The course will then expand the epistemological framework to the collaborative context of modern big science, illustrating the issues by examples from the field of high energy physics (which saw the development of the World Wide Web by CERN, the European Organization for Nuclear Research, to allow physicists from around the world to share and collectively analyze data). With this in hand the course will explore the history and current state of climate science in the framework of a social epistemology of big science. Students will develop a good understanding of the role of hierarchical models of climate science, the empirical basis for our current understanding of anthropogenic climate change, the role and development of international coordination of climate science and its implications for policy, and the challenges posed by hostile, well-organized efforts to disrupt the scientific process, the public understanding of the science, and ultimately the processes necessary for addressing the challenges of climate change. Offered as PHIL 261 and PHYS 261.

PHIL 270. Introduction to Gender Studies. 3 Units.
This course introduces women and men students to the methods and concepts of gender studies, women’s studies, and feminist theory. An interdisciplinary course, it covers approaches used in literary criticism, history, philosophy, political science, sociology, anthropology, psychology, film studies, cultural studies, art history, and religion. It is the required introductory course for students taking the women’s and gender studies major. Offered as ENGL 270, HSTY 270, PHIL 270, RLGN 270, SOCI 201, and WGST 201. Counts for CAS Global & Cultural Diversity Requirement. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

PHIL 271. Bioethics: Dilemmas. 3 Units.
We have the genetic technology to change nature and human nature, but should we? We have the medical technology to extend almost any human life, but is this always good? Should we clone humans? Should we allow doctor-assisted suicide for the terminally ill? This course invites students from all academic disciplines and fields to examine current and future issues in bioethics—e.g., theory and methods in bioethics; death and dying; organ transplantation; genetics; aging and dementia; fertility and reproduction; distributive justice in health care access. The course will include guest lecturers from nationally-known Bioethics faculty. Offered as BETH 271 and PHIL 271.
PHIL 301. Ancient Philosophy. 3 Units.
Western philosophy from the early Greeks to the Skeptics. Emphasis on the pre-Socratics, Plato and Aristotle. Recommended preparation: PHIL 101 and consent of department. Offered as CLSC 301 and PHIL 301.

PHIL 302. Modern Philosophy. 3 Units.

PHIL 303. Topics in Philosophy of Science. 3 Units.
In-depth study of selected topics in general philosophy of science or philosophy of physical, biological, or social science. Topics may include: theories of explanation, prediction, and confirmation; semantics of scientific language; reductionism; space, time and relativity; philosophical issues about quantum mechanics; philosophical issues about life sciences (e.g., evolution, teleology, and functional explanation); explanation and understanding in social sciences; value in social science. Recommended preparation: PHIL 101 or PHIL 201 or PHIL 203. Offered as PHIL 303 and PHIL 403.

PHIL 305. Ethics. 3 Units.
Analysis of ethical theories and concepts of goodness, right, and obligation. Discussion of nature of justice, problem of justification of moral principles, and relation between facts and values. Offered as PHIL 305 and PHIL 405. Prereq: PHIL 101 or PHIL 205.

PHIL 306. Mathematical Logic and Model Theory. 3 Units.
Propositional calculus and quantification theory; consistency and completeness theorems; Gödel incompleteness results and their philosophical significance; introduction to basic concepts of model theory; problems of formulation of arguments in philosophy and the sciences. Offered as PHIL 306, MATH 406 and PHIL 406.

PHIL 307. Philosophy of Biology. 3 Units.
This class looks at the philosophical dimensions of various problems in historical and contemporary evolutionary biology. Topics covered include (1) the theory of natural selection; (2) extinction; (3) human evolution; and (4) higher order evolutionary units and processes. Offered as PHIL 307 and PHIL 407.

PHIL 311. Neuroethics. 3 Units.
Ethics is traditionally a branch of Philosophy. However, research in neuroscience, psychology and behavioral economics is shedding new light on the underlying bases of ethical behavior and ethical thinking. The class will examine how this work informs and enriches traditional philosophical ethics. Topical focus of the class will depend on student interest, but potentially include: What determines how ethically we behave: our character or our situation? What role do and should emotions play in ethical thinking? Can science tell us whether utilitarian or deontological ethics is better? The dark tetrad: narcissism, Machiavellianism, psychopathy and; sadism. What is empathy and what roles does it play in generating both ethical and unethical behavior. Varieties of moral disengagement, including dehumanizing. Cognitive dissonance and the slide into unethical behavior. Radicalization into violent extremism. Promoting ethical behavior. Offered as PHIL 311 and PHIL 411.

PHIL 313. Philosophy of Mathematics. 3 Units.
Logical paradoxes and their effects on foundations of mathematics. Status of mathematical entities and nature of mathematical truths. Formalist, logicist, and intuitionist positions. Recommended preparation: PHIL 101 or PHIL 201. Offered as PHIL 313 and PHIL 413.

PHIL 315. Selected Topics in Philosophy. 3 Units.
Examination of views of a major philosopher or philosophical school, a significant philosophical topic, or a topic that relates to philosophy and another discipline. Recommended preparation: PHIL 101. Offered as PHIL 315 and PHIL 415. Counts as SAGES Departmental Seminar.

PHIL 317. War and Morality. 3 Units.
The aim of this course is to explore a wide range of ethical issues relating to the decision to take a nation to war, how wars are conducted, and efforts to establish order in the wake of a conflict. Topics include the Just War tradition, pacifism, humanitarian intervention, moral repair and the establishment of a just peace, conduct of war, warrior codes, warrior transitions, and civil-military relations. We will be examining the ethics of war from the perspectives of both states and individuals. War is a crucible that strips those caught up in its horrors down to their fundamental selves inspiring acts of both inhuman depravity and seemingly superhuman nobility. This course is presented in a seminar format with lively discussions centering on contemporary readings in military ethics from texts and journals. Offered as PHIL 317, PHIL 417, and LAWS 5135.

PHIL 318. People and Planet. 3 Units.
In this course, we study the way in which the environment is a matter of politics. Our approach is philosophical, examining the concept of politics in light of how societies shape their environment on Earth. This elucidation’s aim is practical. We want to know not only what environmental politics is, but what we should do about it. Students from any major are welcome, without prerequisite. Offered as PHIL 318, POSC 318 and ESTD 318.

PHIL 325. Philosophy of Feminism. 3 Units.

PHIL 330. Topics in Ethics. 3 Units.
Examination of views in ethics of a major philosopher or philosophical school, a significant philosophical topic in ethics, or a topic that relates ethics to philosophy and another discipline. Recommended preparation: PHIL 101 or PHIL 205. Offered as PHIL 330 and PHIL 430.

PHIL 333. Philosophy of Religion. 3 Units.
Topics include: classical and contemporary arguments for God’s existence; divine foreknowledge and human freedom; the problem of evil and theodicy; nature and significance of religious experience; mysticism; varieties of religious metaphysics; knowledge, belief and faith; nature of religious discourse. Readings from traditional and contemporary sources. Recommended preparation for PHIL 433 and RLGN 433: PHIL 101 or RLGN 102. Offered as PHIL 333, RLGN 333, PHIL 433, and RLGN 433. Prereq: PHIL 101

PHIL 334. Political and Social Philosophy. 3 Units.
Justification of social institutions, primarily political ones. Such distinctions as that between de facto and legitimate authority; analysis of criteria for evaluation, such as social justice and equality; inquiry into theories of justification of the state; theory of democratic government and its alternatives. Readings from classical and contemporary sources. Recommended preparation: PHIL 101. Offered as PHIL 334, POSC 354, PHIL 434, and POSC 454.
PHIL 335. Philosophy of Law. 3 Units.
This is an examination of the general nature of law, the broad concerns of jurisprudence, the study of comparative law, and many of the issues raised in the literature of legal philosophy. Students will examine the principles of legal positivism, mitigated natural law, and rights theory. Selected readings and cases will illustrate these theories, which will also be examined in the context of rule selection by new governments in developing or revolutionary societies. The course also looks at the general nature of legal systems: how politics, morality, and individual views of justice and rights affect particular court cases and the course and development of law generally. Topics will include abortion, obscenity and sin, civil disobedience, affirmative action, surrogatehood, and the death penalty. This is unlike any other of the legal theory or jurisprudence courses, and those who have sampled legal theory elsewhere in a different form are welcome and encouraged to enroll. Recommended preparation: PHIL 101. Offered as LAWS 5747, PHIL 335, and PHIL 435.

PHIL 336. Military Ethics, the Military Profession, and International Law. 3 Units.
The aim of this course is to provide a foundational understanding of international law as it relates to war and to explore the relationship between international law, military ethics, and the military profession. In addition to traditional lectures and seminar-style discussions, this hybrid course will feature video lectures by international experts in the field of military ethics and online assignments, discussion sections led by the Visiting Distinguished Inamori Scholar in Military Ethics. Topics covered will concern the international legal framework pertaining to the use of force, viewed through the prism of a professional code of conduct that has been forged over centuries, across different warrior cultures. Offered as PHIL 336 and PHIL 436. Prereq: PHIL 317 or PHIL 417.

PHIL 345. Epistemology and Metaphysics. 3 Units.
Traditional problems of epistemology, such as definition of knowledge, justification of belief, nature of evidence and foundationalism, skepticism, the a priori, and the role of sense perception in knowledge. Metaphysical presuppositions and implications of epistemological views. Forms of realism and anti-realism. Recommended preparation: PHIL 101. Offered as PHIL 345 and PHIL 445.

PHIL 356. Comparative Philosophy. 3 Units.
Philosophy in the etymological sense of the term, love of wisdom, subsumes ontological, ethical and epistemological inquiries addressing fundamental questions about reality, the place of humans in that reality, the values of things and human obligations, and the sources of knowledge. The major purpose of this course is to discover, understand, explicate and articulate the affinities and differences in the way the fundamental questions are addressed in different cultural contexts, thereby to appreciate the cross-cultural kinship among human minds as well as to be challenged by the differences that may engender conflicts. We will explore the possibility of building a trans-cultural meta-cultural meta-discourse in which thinkers from many traditions can participate on equal footing. We will come to face up to the question whether truly universal philosophy is possible, upon what conditions. Representative texts from the Western, Chinese and Buddhist traditions including selected works of Plato, Aristotle, Augustine, Descartes, Kant, Nietzsche, Heidegger, Lao Tzu, Confucius, Chuang Tzu, Dhammapada of the Buddha and D. Suzuki's Zen Buddhism will be read. Offered as PHIL 356 and PHIL 456. Counts for CAS Global & Cultural Diversity Requirement. Prereq: PHIL 101 or requisites not met permission.

PHIL 360. Science and Society. 3 Units.
This course examines the complex ethical and other value relationships that exist between science and society. Students will be encouraged to question the simplistic view that science proceeds independently of societal values and contentious ethical commitments. A range of other social factors, such as ethical belief systems, political forces, and large-scale financial interests all influence new scientific and technological developments. In order to illuminate each of these larger themes, this course focuses on three exciting areas of scientific inquiry: stem cell research; synthetic biology; and nanotechnology. Each of these contentious scientific fields provides an excellent view into the challenging ethical, cultural, social, political, and economic issues that will face students, both as scholars and as citizens. No prior technical knowledge is necessary for any of these scientific areas. All relevant scientific information will be provided during the course by the professor. Offered as BETH 360, BETH 460 and PHIL 360.

PHIL 366. Brain, Mind and Consciousness: The Science and Philosophy of Mind. 3 Units.
The course introduces students to key topics in philosophy of mind from the perspective of our increasingly advanced scientific understanding of mind and brain (e.g. derived from neuroscience, psychology and cognitive science). Key philosophical topics covered include dualism, physicalism, idealism, consciousness and free will. Key scientific issues covered include methods and assumptions underlying research in psychology and neuroscience, introspection, essentialism, dehumanizing, and work on free will and consciousness. No pre-requisites other than curiosity are required, however students will benefit from having previously taken courses in philosophy, neuroscience, psychology and/or computer science. Students are expected to complete the assigned readings with care and attention, and to participate in discussion. The goal is for students to leave with an understanding of the rich ways in which different approaches can shed light on the human mind, including an appreciation of the limits of scientific inquiry into the mind. Offered as PHIL 366 and PHIL 466.

PHIL 367. Topics in Evolutionary Biology. 3 Units.
The focus for this course on a special topic of interest in evolutionary biology will vary from one offering to the next. Examples of possible topics include theories of speciation, the evolution of language, the evolution of sex, evolution and biodiversity, molecular evolution. ANAT/ANTH/EEPS/PHIL/PHOL 467/BIOL 468 will require a longer, more sophisticated term paper, and additional class presentation. Offered as ANTH 367, BIOL 368, EEPS 367, PHIL 367, ANAT 467, ANTH 467, BIOL 468, EEPS 467, PHIL 467 and PHOL 467. Prereq: PHIL 225 or equivalent.
PHIL 371. Advanced Bioethics. 3 Units.
This course offers upper-level instruction on many key bioethical issues introduced in BETH/PHIL 271. The class follows a discussion-intensive seminar format. Students begin with an in-depth analysis of ethical issues surrounding the conduct of clinical trials, both within the U.S. and through U.S.-sponsored research abroad. Next students examine the philosophical and practical challenges involved in medical decision making for adults and pediatric patients. This course concludes by addressing the broader ethical problem of what duties we owe to future generations in terms of our reproductive choices and the allocation of health-related public expenditures. Each of these general topic areas - clinical trials, medical decision making, and future generations - is of crucial importance for all students whether one plans to enter a career in biomedical research, the healthcare professions, or some other career path. Everyone is a potential patient or the family member of a potential patient. The topics covered in Advanced Bioethics will help prepare students to become responsible participants in an increasingly complex biomedical world. Offered as BETH 371 and PHIL 371. Prereq: BETH 271 or PHIL 271.

PHIL 375. Issues in Aesthetics. 3 Units.
This course will seek to offer insight into the nature of artistic expression, the role of criticism in the arts, and the place of the arts in society. The term "arts" will be construed broadly to include painting, photography, theater, film, music, dance, poetry, etc. The following are questions we will discuss. What does the term "beautiful" mean? Are there other measures of aesthetic value besides beauty? Do the arts, like the sciences, offer us knowledge of the world? What value do the arts have for society? Can aesthetic value conflict with moral value? Do artists have a responsibility to society? Should art ever be censored? What is the relationship between art and entertainment? Is the meaning and value of an artistic work a matter of individual opinion? What is the purpose of art criticism? How are interpretations and evaluations of art influenced by race, gender, class, etc.? What is creativity in the arts? Does it differ from creativity in the sciences? How important is originality in art? Offered as PHIL 375 and PHIL 475. Prereq: PHIL 101 or requisite not met permission.

PHIL 381. Philosophy and Cognitive Neuroscience. 3 Units.
This course will focus on the various methodologies used in the cognitive neurosciences, and explore their strengths and weaknesses from scientific and philosophical standpoints. We will begin by examining baseline measures (including IQ tests, tasks of cognitive flexibility, verbal and visual memory, causal/sequential thinking and narrative tasks) and their experimental design. Lesion methods will follow, with an eye toward understanding the strength of inferences that can be drawn from such data. The course will also focus on imaging techniques (CAT, PET, SPECT, fMRI, TMS, etc.) as well as measures of electrical activity such as EEG and single-cell recordings. Students will become familiar with many fundamental assumptions necessary for the implementation of each method, and philosophical questions associated with these endeavors and their potential impact on our knowledge and society. Recommend preparation: PHIL 101 or COGS 201. Offered as COGS 381 and PHIL 381.

PHIL 384. Ethics and Public Policy. 3 Units.
Evaluation of ethical arguments in contemporary public policymaking discourse. That is, approaches to evaluating not only the efficiency of policy (Will this policy achieve its end for the least cost?) but also the ethics of policy (Are a policy's intended ends ethically justified or "good"; and are our means to achieve those ends moral or "just"?). Overview of political ideologies that supply U.S. political actors with their ethical or moral arguments when proposing and implementing public policy, followed by an application of these differing perspectives to selected policy areas such as welfare, euthanasia, school choice, drug laws, censorship, or others. Offered as PHIL 384, PHIL 484, POSC 384 and POSC 484.

PHIL 390. Senior Research Seminars in History and Philosophy of Science. 3 Units.
Directed independent research seminar for seniors who are majors in the History and Philosophy of Science program. The goal of the course is to develop and demonstrate command of B.A.-level factual content, methodologies, research strategies, historiography, and theory relevant to the field of history of science and/or philosophy of science. The course includes both written and oral components. Offered as HSTY 380 and PHIL 390. Counts as SAGES Senior Capstone.

PHIL 396. Undergraduate Research in Evolutionary Biology. 3 Units.
Students propose and conduct guided research on an aspect of evolutionary biology. The research will be sponsored and supervised by a member of the CASE faculty or other qualified professional. A written report must be submitted to the Evolutionary Biology Steering Committee before credit is granted. Offered as ANTH 396, BIOL 396, EEPS 396, and PHIL 396.

PHIL 397. Directed Study. 3 Units.
Under faculty supervision, students will undertake a project that demonstrates critical thinking, has clear goals, features periodic reporting of progress, and will result in a final report.

PHIL 398. Philosophy Capstone. 3 Units.
Under faculty supervision, students will undertake a project that demonstrates critical thinking, has clear goals, features periodic reporting of progress, and will result in a final report and public presentation. Counts as SAGES Senior Capstone.

PHIL 399. Philosophy Honors Thesis. 3 Units.
Under faculty supervision, students will complete a substantial thesis that demonstrates critical thinking, has clear goals, features periodic reporting of progress, and will be the subject of an oral examination as well as a public presentation. Counts as SAGES Senior Capstone.

PHIL 403. Topics in Philosophy of Science. 3 Units.
In-depth study of selected topics in general philosophy of science or philosophy of physical, biological, or social science. Topics may include: theories of explanation, prediction, and confirmation; semantics of scientific language; reductionism; space, time and relativity; philosophical issues about quantum mechanics; philosophical issues about life sciences (e.g., evolution, teleology, and functional explanation); explanation and understanding in social sciences; value in social science. Recommended preparation: PHIL 101 or PHIL 201 or PHIL 203. Offered as PHIL 303 and PHIL 403.

PHIL 405. Ethics. 3 Units.
Analysis of ethical theories and concepts of goodness, right, and obligation. Discussion of nature of justice, problem of justification of moral principles, and relation between facts and values. Offered as PHIL 305 and PHIL 405.
PHIL 406. Mathematical Logic and Model Theory. 3 Units.
Propositional calculus and quantification theory; consistency and completeness theorems; Gödel incompleteness results and their philosophical significance; introduction to basic concepts of model theory; problems of formulation of arguments in philosophy and the sciences. Offered as PHIL 306, MATH 406 and PHIL 406.

PHIL 407. Philosophy of Biology. 3 Units.
This class looks at the philosophical dimensions of various problems in historical and contemporary evolutionary biology. Topics covered include (1) the theory of natural selection; (2) extinction; (3) human evolution; and (4) higher order evolutionary units and processes. Offered as PHIL 307 and PHIL 407.

PHIL 411. Neuroethics. 3 Units.
Ethics is traditionally a branch of Philosophy. However, research in neuroscience, psychology and behavioral economics is shedding new light on the underlying bases of ethical behavior and ethical thinking. The class will examine how this work informs and enriches traditional philosophical ethics. Topical focus of the class will depend on student interest, but potentially include: What determines how ethically we behave: our character or our situation? What role do and should emotions play in ethical thinking? Can science tell us whether utilitarian or deontological ethics is better? The dark tetrad: narcissism, Machiavellianism, psychopathy and sadism. What is empathy and what roles does it play in generating both ethical and unethical behavior. Varieties of moral disengagement, including dehumanizing. Cognitive dissonance and the slide into unethical behavior. Radicalization into violent extremism. Promoting ethical behavior. Offered as PHIL 311 and PHIL 411.

PHIL 413. Philosophy of Mathematics. 3 Units.
Logical paradoxes and their effects on foundations of mathematics. Status of mathematical entities and nature of mathematical truths. Formalist, logicist, and intuitionist positions. Recommended preparation: PHIL 101 or PHIL 201. Offered as PHIL 313 and PHIL 413.

PHIL 415. Selected Topics in Philosophy. 3 Units.
Examination of views of a major philosopher or philosophical school, a significant philosophical topic, or a topic that relates to philosophy and other discipline. Recommended preparation: PHIL 101. Offered as PHIL 315 and PHIL 415. Counts as SAGES Departmental Seminar.

PHIL 417. War and Morality. 3 Units.
The aim of this course is to explore a wide range of ethical issues relating to the decision to take a nation to war, how wars are conducted, and efforts to establish order in the wake of a conflict. Topics include the Just War tradition, pacifism, humanitarian intervention, moral repair and the establishment of a just peace, conduct of war, warrior codes, warrior transitions, and civil-military relations. We will be examining the ethics of war from the perspectives of both states and individuals. War is a crucible that strips those caught up in its horrors down to their fundamental selves inspiring acts of both inhuman depravity and seemingly superhuman nobility. This course is presented in a seminar format with lively discussions centering on contemporary readings in military ethics from texts and journals. Offered as PHIL 317, PHIL 417, and LAWS 5135.

PHIL 425. Philosophy of Feminism. 3 Units.
Dimensions of gender difference. Definition of feminism. Critical examination of feminist critiques of culture, including especially politics, ideology, epistemology, ethics, and psychology. Readings from traditional and contemporary sources. Offered as PHIL 325, PHIL 425 and WGST 325. Counts for CAS Global & Cultural Diversity Requirement.

PHIL 430. Topics in Ethics. 3 Units.
Examination of views in ethics of a major philosopher or philosophical school, a significant philosophical topic in ethics, or a topic that relates ethics to philosophy and another discipline. Recommended preparation: PHIL 101 or PHIL 205. Offered as PHIL 330 and PHIL 430.

PHIL 433. Philosophy of Religion. 3 Units.
Topics include: classical and contemporary arguments for God’s existence; divine foreknowledge and human freedom; the problem of evil and theodicy; nature and significance of religious experience; mysticism; varieties of religious metaphysics; knowledge, belief and faith; nature of religious discourse. Readings from traditional and contemporary sources. Recommended preparation for PHIL 433 and RLGN 433: PHIL 101 or RLGN 102. Offered as PHIL 333, RLGN 333, PHIL 433, and RLGN 433.

PHIL 434. Political and Social Philosophy. 3 Units.
Justification of social institutions, primarily political ones. Such distinctions as that between de facto and legitimate authority; analysis of criteria for evaluation, such as social justice and equality; inquiry into theories of justification of the state; theory of democratic government and its alternatives. Readings from classical and contemporary sources. Recommended preparation: PHIL 101. Offered as PHIL 334, POSC 354, PHIL 434, and POSC 454.

PHIL 435. Philosophy of Law. 3 Units.
This is an examination of the general nature of law, the broad concerns of jurisprudence, the study of comparative law, and many of the issues raised in the literature of legal philosophy. Students will examine the principles of legal positivism, mitigated natural law, and rights theory. Selected readings and cases will illustrate these theories, which will also be examined in the context of rule selection by new governments in developing or revolutionary societies. The course also looks at the general nature of legal systems: how politics, morality, and individual views of justice and rights affect particular court cases and the course and development of law generally. Topics will include abortion, obscenity and sin, civil disobedience, affirmative action, surrogacy, and the death penalty. This is unlike any other of the legal theory or jurisprudence courses, and those who have sampled legal theory elsewhere in a different form are welcome and encouraged to enroll. Recommended preparation: PHIL 101. Offered as LAWS 5747, PHIL 335, and PHIL 435.

PHIL 436. Military Ethics, the Military Profession, and International Law. 3 Units.
The aim of this course is to provide a foundational understanding of international law as it relates to war and to explore the relationship between international law, military ethics, and the military profession. In addition to traditional lectures and seminar-style discussions, this hybrid course will feature video lectures by international experts in the field of military ethics and online assignments, discussion sections led by the Visiting Distinguished Inamori Scholar in Military Ethics. Topics covered will concern the international legal framework pertaining to the use of force, viewed through the prism of a professional code of conduct that has been forged over centuries, across different warrior cultures. Offered as PHIL 336 and PHIL 436. Prereq: PHIL 317 or PHIL 417.

PHIL 445. Epistemology and Metaphysics. 3 Units.
Traditional problems of epistemology, such as definition of knowledge, justification of belief, nature of evidence and foundationalism, skepticism, the a priori, and the role of sense perception in knowledge. Metaphysical presuppositions and implications of epistemological views. Forms of realism and anti-realism. Recommended preparation: PHIL 101. Offered as PHIL 345 and PHIL 445.
PHIL 456. Comparative Philosophy. 3 Units.
Philosophy in the etymological sense of the term, love of wisdom, subsumes ontological, ethical and epistemological inquiries addressing fundamental questions about reality, the place of humans in that reality, the values of things and human obligations, and the sources of knowledge. The major purpose of this course is to discover, understand, explicate and articulate the affinities and differences in the way the fundamental questions are addressed in different cultural contexts, thereby to appreciate the cross-cultural kinship among human minds as well as to be challenged by the differences that may engender conflicts. We will explore the possibility of building a trans-cultural meta-cultural meta-discourse in which thinkers from many traditions can participate on equal footing. We will come to face up to the question whether truly universal philosophy is possible, upon what conditions. Representative texts from the Western, Chinese and Buddhist traditions including selected works of Plato, Aristotle, Augustine, Descartes, Kant, Nietzsche, Heidegger, Lao Tzu, Confucius, Chuang Tzu, Dhammapada of the Buddha and D. Suzuki’s Zen Buddhism will be read. Offered as PHIL 356 and PHIL 456. Counts for CAS Global & Cultural Diversity Requirement.

PHIL 466. Brain, Mind and Consciousness: The Science and Philosophy of Mind. 3 Units.
The course introduces students to key topics in philosophy of mind from the perspective of our increasingly advanced scientific understanding of mind and brain (e.g. derived from neuroscience, psychology and cognitive science). Key philosophical topics covered include dualism, physicalism, idealism, consciousness and free will. Key scientific issues covered include methods and assumptions underlying research in psychology and neuroscience, introspection, essentialism, dehumanizing, and work on free will and consciousness. No pre-requisites other than curiosity are required, however students will benefit from having previously taken courses in philosophy, neuroscience, psychology and/or computer science. Students are expected to complete the assigned readings with care and attention, and to participate in discussion. The goal is for students to leave with an understanding of the rich ways in which different approaches can shed light on the human mind, including an appreciation of the limits of scientific inquiry into the mind. Offered as PHIL 366 and PHIL 466.

PHIL 467. Topics in Evolutionary Biology. 3 Units.
The focus for this course on a special topic of interest in evolutionary biology will vary from one offering to the next. Examples of possible topics include theories of speciation, the evolution of language, the evolution of sex, evolution and biodiversity, molecular evolution. ANAT/ANTH/EEPS/PHIL/PHOL 467/BIOL 468 will require a longer, more sophisticated term paper, and additional class presentation. Offered as ANTH 367, BIOL 368, EEPS 367, PHIL 367, ANAT 467, ANTH 467, BIOL 468, EEPS 467, PHIL 467 and PHOL 467.

PHIL 475. Issues in Aesthetics. 3 Units.
This course will seek to offer insight into the nature of artistic expression, the role of criticism in the arts, and the place of the arts in society. The term “arts” will be construed broadly to include painting, photography, theater, film, music, dance, poetry, etc. The following are examples of questions we will discuss. What does the term “beautiful” mean? Are there other measures of aesthetic value besides beauty? Do the arts, like the sciences, offer us knowledge of the world? What value do the arts have for society? Can aesthetic value conflict with moral value? Do artists have a responsibility to society? Should art ever be censored? What is the relationship between art and entertainment? Is the meaning and value of an artistic work a matter of individual opinion? What is the purpose of art critics? How are interpretations and evaluations of art influenced by race, gender, class, etc.? What is creativity in the arts? Does it differ from creativity in the sciences? How important is originality in art? Offered as PHIL 375 and PHIL 475.

PHIL 484. Ethics and Public Policy. 3 Units.
Evaluation of ethical arguments in contemporary public policymaking discourse. That is, approaches to evaluating not only the efficiency of policy (Will this policy achieve its end for the least cost?) but also the ethics of policy (Are a policy’s intended ends ethically justified or “good,” and are our means to achieve those ends moral or “just”?). Overview of political ideologies that supply U.S. political actors with their ethical or moral arguments when proposing and implementing public policy, followed by an application of these differing perspectives to selected policy areas such as welfare, euthanasia, school choice, drug laws, censorship, or others. Offered as PHIL 384, PHIL 484, POSC 384 and POSC 484.

PHIL 499. Independent Study MA Level. 1 - 3 Units.
This course enables graduate students in departments or interdisciplinary programs with an MA to pursue intensive directed study with a faculty member in Philosophy. Students should consult with the Instructor and with their MA director or graduate program director before enrolling. Prereq: Graduate Standing.
PHIL 501. Military Ethics MA Capstone. 3 - 6 Units.
This Military Ethics MA capstone course will feature a summative project designed to integrate the students' common studies for the MA program, while being tailored to their individual future interests in teaching, further graduate study, or employment in public policy or foreign affairs. The capstone project, culminating in a paper, may involve both academic research and fieldwork, integrated with the degree-candidate's professional experience or interest. If the student opts to write a more traditional thesis, then the paper should be approximately 10,000-20,000 words. The write up for a more project-based capstone should be approximately 5,000 words. An example of such a non-thesis project would be to design and defend a military ethics curriculum to use for PME (professional military education), domestically or internationally, including justifications of which readings, case studies, examples, theories, and principles to include, and which to exclude, and why, based on work in the field of Military Ethics. In either case, the outline of the capstone project must be presented to and accepted by a professor or instructor in the MA program who is willing to serve as the student's capstone advisor. The Master's capstone should build on the relevant elective courses by each candidate (in consultation with program faculty) around an appropriate area of concentration (e.g., military medicine and ethics; military law and ethics; psychology, history, or literature). Distribution of the 6 credits over one or two semesters will be decided through consultation with the student's MA advisor. This course will also fulfill the SAGES capstone requirement for undergraduate students enrolled in the Military Ethics MA through the IGS program. For these students, the capstone must be presented publicly either at Intersections or at an annual Philosophy Department event for other capstones and honors theses. Counts as SAGES Senior Capstone.

PHIL 599. Neuroscience of Positive Change: Using Brain Imaging to Promote the Good Life. 1.5 Unit.
The brain is the primary organ responsible for learning, decision making, social interaction, happiness, and self-regulation. Hence, neuroscience has the potential to inform numerous applied disciplines. Over the last few decades, fields from Organizational Behavior to Social Work, and Ethics to Nursing, have increasingly been drawing upon findings from neuroscience to inform their discipline. Researchers working in these disciplines are also now starting to conduct their own neuroscientific studies. However, applied researchers face an education gap that hinders progress in the productive use of neuroscience to inform their discipline. This course will provide an introduction to neuroscience methods for applied researchers, with a focus on how neuroscience can inform interventions designed to produce positive change in individuals. Students will gain an overview of the basic methods of cognitive neuroscience, effective experimental design, and the challenges of interpretation. In addition, students will be introduced to current research on the neuroscience of motivation, social-emotional competencies and behavior change. This is a graduate seminar class. Students must do the reading ahead of class. The majority of class time will be devoted to discussion.

PHIL 699. Advanced Tutorial and Dissertation for Candidates in fields related to Philosophy. 1 - 3 Units.
This course enables students in departments offering the Ph.D. to pursue intensive directed study with a faculty member in Philosophy, on philosophical aspects of their dissertation topic. Students should consult with the instructor and with their dissertation director before enrolling.

Department of Physics
Rockefeller Building
physics.case.edu (http://physics.case.edu)
Edward M. Caner, MS  
(Case Western Reserve University)  
_Instructor_

Science entrepreneurship

Gary S. Chottiner, PhD  
(University of Maryland)  
_Professor, Director of Undergraduate Studies_

Experimental physics of surfaces and thin films

Craig J. Copi, PhD  
(University of Chicago)  
_Senior Instructor_

Theoretical cosmology; particle physics; astrophysics

Diana I. Driscoll, PhD  
(Case Western Reserve University)  
_Senior Instructor, Lab Director_

Introductory physics

Xuan Gao, PhD  
(Columbia University)  
_Professor, Director, Engineering Physics_

Experimental condensed matter physics; nanomaterials; electron transport in nanostructures; correlated electrons in low dimensions

Michael Hinczewski, PhD  
(Massachusetts Institute of Technology)  
_Assistant Professor_

Theoretical biophysics

Kurt Hinterbichler, PhD  
(Columbia University)  
_Associate Professor_

Theoretical physics; gravitation; cosmology

Kathleen Kash, PhD  
(Massachusetts Institute of Technology)  
_M. Roger Clapp University Professor in Arts and Sciences_

Experimental condensed matter physics and mesoscopic physics; synthesis and characterization of novel nitride semiconductors

Lydia Kisley, PhD  
(Rice University)  
_Warren E. Rupp Assistant Professor_

Optical microscopy; experimental biophysics; soft condensed matter physics; interfacial/surface science

Walter R. L. Lambrecht, PhD  
(Ghent University)  
_Professor, Faculty Distinguished Researcher_

Theoretical condensed matter physics; electronic structure-based physics of materials

Michael A. Martens, PhD  
(Case Western Reserve University)  
_Professor_

Medical imaging physics, high energy particle physics, accelerator physics

Harsh Mathur, PhD  
(Yale University)  
_Professor_

Theoretical Physics: Condensed matter physics, particle-astrophysics and cosmology

Benjamin Monreal, PhD  
(Massachusetts Institute of Technology)  
_Agnar Pytte Professor in Physics; Associate Professor_

Experimental particle astrophysics

Pavel Fileviez Perez, PhD  
(Max Planck Institute for Physics)  
_Associate Professor_

Particle and astro-particle physics

Charles Rosenblatt, PhD  
(Harvard University)  
_Professor, Ohio Eminent Scholar in Condensed Matter Physics, Faculty Distinguished Researcher_

Experimental condensed matter; liquid crystals and complex fluids

John E. Ruhl, PhD  
(Princeton University)  
_Connecticut Professor_

Experimental astrophysics and cosmology

Kenneth D. Singer, PhD  
(University of Pennsylvania)  
_Ambrose Swasey Professor of Physics, Faculty Distinguished Researcher_

Experimental condensed matter physics; nonlinear optics

Giuseppe Strangi, PhD  
(University of Calabria, Italy)  
_Professor and The Ohio Research Scholar in Surfaces of Advanced Materials_

Opto-plasmonics of soft composite metamaterials; liquid crystal photonics

Cyrus C. Taylor, PhD  
(Massachusetts Institute of Technology)  
_Albert A. Michelson Professor in Physics, Graduate Program Director_

Climate change; theoretical and experimental particle physics; physics entrepreneurship

Idit Zehavi, PhD  
(Hebrew University of Jerusalem)  
_Professor_

Astrophysics, cosmology, large-scale structure

Shulei Zhang, PhD  
(University of Arizona)  
_Assistant Professor_

Theoretical condensed matter physics: spintronics, plasmonics, and topological quantum materials

Secondary Faculty

Roger H. French, PhD  
(Massachusetts Institute of Technology)  
_F. Alex Nason Professor, Department of Materials Science and Engineering, Case School of Engineering_

Optical materials and technologies; experimental VIS/UV/VUV optical properties and long range interactions
Mark A. Griswold, PhD  
(University of Wuerzburg)  
Professor, Department of Radiology, School of Medicine  
Medical imaging, MRI

Eckhard Jankowsky, PhD  
(Dresden Institute of Technology)  
Associate Professor, Department of Biochemistry, School of Medicine  
Proteins and enzymes; structural biology; regulation of gene expression

Stacy S. McGaugh, PhD  
(University of Michigan)  
Professor, Department of Astronomy  
Galaxy formation and evolution, low surface brightness galaxies, cosmology, dark matter, and gravity

J. Christopher Mihos, PhD  
(University of Michigan)  
Worcester R. and Cornelia B. Warner Professor of Astronomy, Department of Astronomy  
Galaxy formation and evolution; galaxy interactions; clusters of galaxies; observational and computational astrophysics

Adjunct Faculty

James H. Andrews, PhD  
(Case Western Reserve University)  
Adjunct Professor of Physics; Professor of Physics, Youngstown State University  
Optical materials

Tanvir Baig, PhD  
(Case Western Reserve University)  
Adjunct Assistant Professor of Physics; University Hospitals Seidman Cancer Center  
Medical Physics

Pierre Carlès, PhD, Habilitation  
(National Polytechnic Institute, Toulouse)  
Adjunct Associate Professor of Physics; Associate Professor, Université Pierre et Marie Curie, Paris  
Fluid mechanics; critical behavior; stability

Michael Crescimanno, PhD  
(Youngstown State University)  
Adjunct Professor of Physics; Professor of Physics, Youngstown State University  
Theoretical Physics

De-Chang Dai, PhD  
(YangZhao University)  
Adjunct Professor of Physics  
Gravity, cosmology, astrophysics, particle physics, field theory

Claudia de Rham, PhD  
(University of Cambridge)  
Adjunct Professor of Physics  
Gravity, Cosmology, Quantum Field Theory and Particle Physics

Jeffrey S. Dyck, PhD  
(Case Western Reserve University)  
Adjunct Professor of Physics; Professor, John Carroll University  
Experimental condensed matter physics

Karsten Eggert, PhD  
(RWTH Aachen University)  
Adjunct Professor of Physics  
Experimental particle physics; cosmic ray physics; diffractive physics; TOTEM experiment at CERN

Hiroyuki Fujita, PhD  
(Case Western Reserve University)  
Adjunct Professor of Physics; President and CEO, Quality Electrodynamics  
Hardware technology in imaging

Evalyn Gates, PhD  
(Case Western Reserve University)  
Adjunct Professor of Physics  
Cosmology and particle astrophysics

John T. Giblin, Jr., PhD  
(Yale University)  
Adjunct Associate Professor of Physics  
Theoretical cosmology; high energy physics and particle physics; high performance computing and gravitational waves

E. Mark Haacke, PhD  
(University of Toronto)  
Adjunct Professor of Physics; Professor, Wayne State University  
Physics of imaging; experimental biophysics

David M. Jacobs, PhD  
(Case Western Reserve University)  
Adjunct Assistant Professor of Physics, Assistant Professor of Physics, Norwich University  
Theoretical astrophysics; particle physics

Emmanuelle Lacaze, PhD  
(Université Denis Diderot - Paris VII, Université Pierre et Marie Curie - Paris VI)  
Adjunct Professor of Physics  
Experimental condensed matter; soft materials

Jacob G Scott, MD, DPhil  
(Case Western Reserve University)  
Adjunct Professor of Physics  
Biophysics

Irina Shiyanovskaya, PhD  
(Institute of Physics, National Academy of Science of Ukraine, Kiev)  
Adjunct Assistant Professor of Physics; Kent Displays, Inc.  
General physics research and development

Mano Singham, PhD  
(University of Pittsburgh)  
Adjunct Associate Professor of Physics  
History and philosophy of science, nuclear and particle physics, and learning theory

Michael Thompson, PhD  
(Case Western Reserve University)  
Adjunct Assistant Professor of Physics; Director of Research, Development, and Advanced Applications, AllTech Medical Systems America  
MRI signal acquisition
Andrew Tolley, PhD  
(University of Cambridge)  
*Adjunct Professor of Physics*  
Early universe cosmology; dark energy; gravity; extra dimensions; branes

Mesfin Tsige, PhD  
(Case Western Reserve University)  
*Adjunct Professor of Physics*  
Theory of solids; polymers and other materials

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**Emeritus Faculty**

B.S. Chandrasekhar, PhD  
(Oxford University)  
*Perkins Professor Emeritus of Physics*

Arnold J. Dahm, PhD  
(University of Minnesota)  
*Emeritus Professor of Physics*

David E. Farrell  
(London University)  
*Emeritus Professor of Physics*

William J. Fickinger, PhD  
(Yale University)  
*Emeritus Professor of Physics*

Kenneth L. Kowalski, PhD  
(Brown University)  
*Emeritus Professor of Physics*

Rolfe G. Petschek, PhD  
(Harvard University)  
*Emeritus Professor of Physics*

Benjamin Segall, PhD  
(Eberhard Karls Universität Tübingen)  
*Emeritus Professor of Physics*

Philip L. Taylor  
(Cambridge University)  
*Emeritus Professor of Physics*

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**Majors**

Course requirements and typical schedules for the majors are summarized in the Plan of Study Grids. (To see them, click the link to the right of “Graduate” in the row along the top of this page. If you don’t see the link, expand the menu by clicking the three vertical dots at the far right end of the row.)

**Bachelor of Arts in Physics**

The BA physics major includes a large number of elective courses, making it easy for the student to pursue other interests or complete a second major while earning a degree in physics.

**Teacher Licensure Option**

The physics department offers a special option for undergraduate students who wish to pursue a physics major and a career in teaching. The Adolescent to Young Adult (AYA) Teacher Education Program in Physical Sciences prepares CWRU students to receive an Ohio Teaching License for grades 7-12. Students declare a second major in education, which involves 36 hours in education and practicum requirements, and complete a planned sequence of physics courses within the context of the BA Physics major. The program is designed to offer several unique features not found in other programs and to place students in mentored teaching situations throughout their teacher preparation career. This small, rigorous program is designed to capitalize on the strengths of CWRU’s physics department, its Teacher Education Program, and the relationships the university has built with area schools. (For details on education course work, see the program description for Teacher Licensure (p. 589) elsewhere in this bulletin.)

**Bachelor of Science in Physics**

The BS degree has two alternatives to the standard program: a mathematical physics concentration and a biophysics concentration.

**BSE Degree in Engineering Physics**

The BSE degree in engineering physics supplies an excellent background for graduate studies in physics, but is also designed for students who value an engineering credential and who are considering a career in engineering, either through employment following the BSE or through engineering graduate studies. This degree is awarded by the Case School of Engineering and includes the Engineering Core Curriculum. The technical electives in this program are concentrated in any of sixteen specific engineering areas.

**BS in Mathematics and Physics**

The BS in mathematics and physics is a single degree for students interested in advanced mathematics and theoretical physics. This degree is distinct from the mathematical physics concentration in the BS in physics degree. The program is jointly administered by the Department of Physics and the Department of Mathematics, Applied Mathematics, and Statistics. Students may be advised by faculty members from either department. All BS, BA, and BSE candidates have an opportunity to complete a year-long research project in which they work one-on-one with a faculty researcher, write a senior thesis, and present their work in public.

**Minor**

Course requirements for the minor in physics are as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 121</td>
<td>General Physics I - Mechanics</td>
<td>4</td>
</tr>
<tr>
<td>or PHYS 115</td>
<td>Introductory Physics I</td>
<td></td>
</tr>
<tr>
<td>or PHYS 123</td>
<td>Physics and Frontiers I - Mechanics</td>
<td></td>
</tr>
<tr>
<td>PHYS 122</td>
<td>General Physics II - Electricity and Magnetism</td>
<td>4</td>
</tr>
<tr>
<td>or PHYS 116</td>
<td>Introductory Physics II</td>
<td></td>
</tr>
<tr>
<td>or PHYS 124</td>
<td>Physics and Frontiers II - Electricity and Magnetism</td>
<td></td>
</tr>
<tr>
<td>PHYS 221</td>
<td>Introduction to Modern Physics</td>
<td>3</td>
</tr>
<tr>
<td>plus at least one additional 200 or higher-level course and one 300-level course, excluding the following: PHYS 260, 329*, 333*, 339*, 386*, 390*.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*PHYS 329, 339, 386 and 390 might be allowed to count towards a minor in physics on an individual basis based on the specific content of the course taken by the student, with approval of the academic advisor for the minor.

**Total Units**

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Graduate Programs in Physics

Overview

The graduate student in physics has two primary responsibilities: to broaden and deepen their own understanding of physics, and to contribute in a significant way to the progress of physics as a research discipline. Neither of these efforts can be completely separated from the other. Your understanding of physics is necessarily reflected in your research, and your research will help to deepen your understanding of physics. However, the relative emphasis gradually shifts during graduate study from early concentration on formal course work to the original research necessary for a PhD dissertation.

At Case Western Reserve University, the formal requirements for the PhD degree are a course requirement, a qualifying examination, and a dissertation requirement. Exceptions to these departmental requirements are possible, and individual requests for changes will be carefully considered. There is no foreign language requirement.

Although most students apply to the department's PhD program, the department maintains an active master's degree program to which it welcomes applications. This program involves fewer courses than the PhD program, and may or may not involve a dissertation, depending upon the student's needs and interests. The requirements for the master's degree are outlined in the relevant section below.

The department also has a master's track in Physics Entrepreneurship. This program is designed for students who have a background in physics and a passion for innovation, entrepreneurship, and working for small companies and startups. Students study graduate-level physics, practical business, and technology innovation while working on a real-world entrepreneurial project with an existing company or their own startup.

The Physics Entrepreneurship Program helps connect students with mentors, advisors, partners, funding sources and job opportunities. The requirements for this master's track are outlined in the relevant section below.

Requirements for Graduation

Requirements for the PhD degree include course work, the PhD qualifying examination, a topical oral examination, and submission and defense of a written thesis.

Requirements for the master's degree include course work and either a comprehensive examination or a thesis.

Requirements for the master's degree, Entrepreneurship Track, include course work and a thesis.

Required Courses for the PhD Degree

With the help of a faculty advisor, students choose a curriculum of course work from among a large array of offerings in physics and related science and engineering departments. The university requires a total of 36 hours of course work for students entering with a bachelor's degree, or 18 hours of course work for those students entering with a master's degree. This requirement may be met by supervised research, by lecture courses, by reading courses, or a combination. Twelve of the course hours involve required courses, but any of these requirements may be waived for students who have had the equivalent material elsewhere or, in the case of Graduate Laboratory, equivalent experience elsewhere. The required courses are:

Two from the following five:

- PHYS 427 Laser Physics
- PHYS 431 Physics of Imaging
- PHYS 441 Physics of Condensed Matter I
- PHYS 451 Empirical Foundations of the Standard Model
- PHYS 465 General Relativity or PHYS 436 Modern Cosmology

Additionally, students are required to take PHYS 472 Graduate Physics Laboratory plus one additional 400- or 500-level lecture course from the following list*:

- PHYS 442 Physics of Condensed Matter II
- PHYS 451 Empirical Foundations of the Standard Model
- PHYS 460 Advanced Topics in NMR Imaging
- PHYS 539 Special Topics Seminar
- PHYS 591 Gauge Field Theory I

*Other courses, either in physics or in other departments, may be substituted by petition. Note that courses that have dual listings with 300-level courses generally do not satisfy this requirement.

Although not required, most students take the following introductory courses during the first year, as much of the PhD qualifying exam is based on material in these courses:

- PHYS 481 Quantum Mechanics I and PHYS 482 Quantum Mechanics II
- PHYS 423 Classical Electromagnetism
- PHYS 413 Classical and Statistical Mechanics I and PHYS 414 Classical and Statistical Mechanics II

The classroom lecture courses will be augmented by official reading courses, which will have specified syllabi (published in the catalogue and monitored by the Graduate Committee), graded homework, and final examinations. Courses in special topics, as well as individualized study, can be arranged by mutual consent when the demand is sufficient.

Required Courses for the Master's Degree

The requirements for the MS degree depend on whether or not the candidate completes the research and writing for a master's thesis. A total of 30 credit hours of graduate course work must be completed. The two options corresponding to Program A (with thesis) and Program B (without thesis) are as follows:

**Program A: MS with Thesis**

- PHYS 413 Classical and Statistical Mechanics I (3 hours)
- PHYS 423 Classical Electromagnetism (3 hours)
- PHYS 651 Thesis M.S. (6 to 9 hours)
- Other graduate courses (18 to 15 hours, of which at least 6 must be in physics)
- Thesis and oral defense

**Program B: MS without Thesis**

- PHYS 413 Classical and Statistical Mechanics I (3 hours)
- PHYS 423 Classical Electromagnetism (3 hours)
- Other graduate courses (24 hours, of which at least 9 must be in physics)
- Comprehensive examination (Given in May and August)
of a written two-day examination. Several months in advance of the date
which they complete requirements and receive the degree, applications
for degree should be filed early in the third semester. Candidates for the
PhD degree may apply for and receive the MS degree on the basis of work
completed toward the PhD.

Required Courses for the Master's Degree, Entrepreneurship Track

The requirements for the master's degree, Entrepreneurship Track, are 30
credit hours as follows:

- PHYS 491 Modern Physics for Innovation I (3 hours)
- PHYS 492 Modern Physics for Innovation II (3 hours)
- LAWS 5341 Commercialization and Intellectual Property
  Management (3 hours)
- LAWS 5366 Venture Finance & Transactions (2 hours)
- 400-level Physics Elective (6 hours)
- Restricted Elective (4 - 7 hours)
- Thesis work (PHYS 651) (6 - 9 hours)

The program is typically completed in two years.

Additional Courses for Cultural Purposes

The university permits graduate students to enroll in up to eight
“fellowship” courses that are not counted toward the degree requirements
for no additional charge. These may include courses in foreign language,
history, philosophy, business and management, music, engineering, etc.
These courses will be graded, and a grade will appear on the student’s
transcript.

PhD Qualifying Examination and Master's Comprehensive Examination

The PhD qualifying examination is based on advanced undergraduate
material and on material covered in the introductory courses: Quantum
Mechanics I & II; Classical Electromagnetism; and Classical and
Statistical Mechanics I & II. Additionally, written material from the
graduate laboratory course and undergraduate courses (such as
relativity) may be incorporated into the qualifying exam.

A normally prepared student will be expected to take the qualifying
examination in May at the end of the first year of graduate study.
Students who fail the first time will speak with the chair of the qualifying
committee and Director of Graduate Studies to ascertain if there is a
disconnect between knowledge and performance on the exam. They
will discuss with the student how best to maximize the chance of
passing on the student’s second attempt, generally in mid to late August.
For students not passing the second time, the chair of the qualifying
committee and Director of Graduate Studies will discuss the student’s
future plans, or the unusual possibility of a third exam.

Program B candidates for the master’s degree (not Entrepreneurship
Track) must complete a comprehensive examination. This examination
is identical to, and offered the same time as, the PhD qualifying
examination. The passing grade for the master’s exam is set lower than
the passing grade for the PhD qualifying examination. Students who
fail the first time will be allowed a second opportunity in August. Under
special circumstances, students may be given an oral examination
instead of a written exam.

The PhD qualifying and master’s comprehensive examination consists
of a written two-day examination. Several months in advance of the date
for the qualifying examination, a written announcement is made which
gives more specific details about the forthcoming examination. Previous
examinations are on file and available to students.

Admission to PhD Candidacy

A student will be admitted to PhD candidacy upon passing the qualifying
exam and upon a vote of the faculty to determine whether the student is
making satisfactory academic progress.

Topical Oral Exam

Within one year of formal association with a research advisor, but no
later than the end of the fifth semester after a student matriculates,
each student will have an oral examination of her/his research progress
with the dissertation committee. The examination will consist of a
presentation by the student relating to literature in her/his thesis topic,
a proposed direction for work, and a progress report. Passing this
examination is a requirement for the PhD degree. If the time deadline
cannot be met because of extenuating circumstances, the student may
petition the graduate committee for an extension.

Advising

Upon entry to graduate school, the master's or PhD student's academic
advisor will be the department's Director of Graduate Studies. Eventually,
each successful student will acquire a research advisor and dissertation
committee. At that time, the responsibility of the Director of Graduate
Studies will greatly diminish, but not vanish entirely. It will remain the
Director’s responsibility to assist the research advisor in academic
matters. The Director of Graduate Studies, as well as the research advisor,
will countersign the student’s course program. It is the responsibility of
the Director of Graduate Studies to follow the career of the student and
see that all requirements for the degree are fulfilled.

The director of the Physics Entrepreneurship Program will be the
academic advisor for students in the Entrepreneurship Track of the
master’s program. Each successful student will also acquire a research
advisor and thesis committee, which will meet with the student at least
once per semester. It is the responsibility of the director of the Physics
Entrepreneurship Program to follow the career of the students in this
track and see that all requirements for the degree are fulfilled.

PhD Research and Dissertation

A PhD degree implies, in addition to the course and qualifying exam
requirements, the performance of a piece of original research and its
presentation as a doctoral dissertation. The research requirement for the
PhD is at the heart of the doctoral program. The final requirement for the
PhD degree is the written doctoral dissertation and oral defense.

Entering students should interest themselves in the available research
possibilities in the physics department at an early state of their careers.
They should be thinking about the area of interest, the kind of problem
they would like to tackle, and the faculty member under whose direction
they would like to work. As soon as they have passed the qualifying exam,
they should devote themselves increasingly to research.

By January or February of the first year, the student should begin to
speak with faculty members about their research, and ultimately find
a faculty member who will sponsor and supervise the student's work.
The relationship between a student and research advisor is a very close
one. It is in the course of this relationship that students develop their
skills in the actual doing of physics. Students should give much thought
to their choice of research area and research advisor. Once a student
has made this commitment, it takes the highest priority. Students must understand that they are unlikely to bring their thesis research to a successful conclusion without a total commitment on their part. Our policy on financial support of graduate students reflects the importance of such a commitment. Renewal of a student’s support will be contingent upon evidence of progress toward a degree.

Colloquia and Seminars

In addition to course work and individualized direction in research, the physics department provides a third medium of teaching, colloquia and seminars, which are shared by students and faculty alike.

Colloquia are talks of a general nature, given at a level that all graduate students in all areas of physics should be able to follow. They are usually held on Thursdays. Notices (and, whenever possible, brief introductions to the subject) will be distributed well in advance of each colloquium. Graduate students are urged and expected to attend all of these colloquia. (All graduate students are required to register each semester for the zero-credit-hour course PHYS 666 Frontiers in Physics, which consists of attendance at colloquia.)

Seminars tend to deal with more specific topics and often require some expertise in the field. Some groups hold weekly luncheon seminars; others meet whenever a speaker is available. Advanced students are expected not only to attend, but also to participate in the seminars in their fields. Students who have not yet chosen a field of research may find the seminars a valuable means of sampling the types of research available. Students in the Entrepreneurship Track are expected to attend all of that program’s seminars, and are encouraged to attend other relevant seminars.

Policy on Working Outside the Department

The teaching and research assistantships represent a rich and exciting experience and a total time commitment on the part of both the graduate student and his or her advisor. It is generally not advisable for a student to accept other employment or non-family responsibilities, inside or outside of the department or university. If a student nevertheless desires an additional position, written approval must first be obtained from the student’s advisor, and a petition then made to the Graduate Committee. Prior approval of the committee is required in order to avoid a possible reduction or termination in assistantship financial support.

A variety of special circumstances may arise in the case of students in the Entrepreneurship Track. Oversight will be provided by the Physics Entrepreneurship Committee, and approval of the director of the Physics Entrepreneurship Program is required.

Bachelor of Arts in Physics

The Bachelor of Arts degree with a physics major requires completion of the Arts and Sciences General Education Requirements (GER) and 120 total credits, of which 50 are specified by the physics department as shown below. Courses specified for this major satisfy the 6-credit Arts and Sciences GER in Sciences and Mathematics.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 115</td>
<td>Introductory Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 121</td>
<td>General Physics I - Mechanics</td>
<td></td>
</tr>
<tr>
<td>PHYS 123</td>
<td>Physics and Frontiers I - Mechanics</td>
<td></td>
</tr>
<tr>
<td>PHYS 122</td>
<td>General Physics II - Electricity and Magnetism</td>
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</tr>
<tr>
<td>PHYS 124</td>
<td>Physics and Frontiers II - Electricity and Magnetism</td>
<td></td>
</tr>
<tr>
<td>PHYS 221</td>
<td>Introduction to Modern Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 301</td>
<td>Advanced Laboratory Physics I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 303</td>
<td>Advanced Laboratory Physics Seminar</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 313</td>
<td>Thermodynamics and Statistical Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 331</td>
<td>Introduction to Quantum Mechanics I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 250</td>
<td>Computational Methods in Physics</td>
<td></td>
</tr>
<tr>
<td>PHYS 310</td>
<td>Classical Mechanics</td>
<td></td>
</tr>
<tr>
<td>PHYS 315</td>
<td>Introduction to Solid State Physics</td>
<td></td>
</tr>
<tr>
<td>PHYS 316</td>
<td>Introduction to Nuclear and Particle Physics</td>
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<tr>
<td>PHYS 320</td>
<td>Introduction to Biological Physics</td>
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</tr>
<tr>
<td>PHYS 324</td>
<td>Electricity and Magnetism I</td>
<td></td>
</tr>
<tr>
<td>PHYS 326</td>
<td>Physical Optics</td>
<td></td>
</tr>
<tr>
<td>PHYS 327</td>
<td>Laser Physics</td>
<td></td>
</tr>
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<td>PHYS 328</td>
<td>Cosmology and the Structure of the Universe</td>
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</tr>
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<td>PHYS 336</td>
<td>Modern Cosmology</td>
<td></td>
</tr>
<tr>
<td>PHYS 365</td>
<td>General Relativity</td>
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<tr>
<td>MATH 121</td>
<td>Calculus for Science and Engineering I</td>
<td>4</td>
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<tr>
<td>or MATH 125</td>
<td>Math and Calculus Applications for Life, Managerial, and Social Sci I</td>
<td></td>
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<tr>
<td>MATH 122</td>
<td>Calculus for Science and Engineering II</td>
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<tr>
<td>MATH 124</td>
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<td>MATH 126</td>
<td>Math and Calculus Applications for Life, Managerial, and Social Sci II</td>
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<td>MATH 223</td>
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<td>or MATH 227</td>
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<td>Elementary Differential Equations</td>
<td>3</td>
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<td>SAGES</td>
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<td>SAGES</td>
<td>Departmental Seminar</td>
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<tr>
<td>SAGES Capstone</td>
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<td>3-4</td>
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<td>Breadth</td>
<td>Requirements</td>
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<tr>
<td>Open electives</td>
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<tr>
<td>PHED</td>
<td>Physical Education (2 semesters)</td>
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</table>
Students may choose only one of these two courses to satisfy the requirements of the BA degree.

A two-course science sequence chosen from ASTR 221 Stars and Planets and ASTR 222 Galaxies and Cosmology; CHEM 105 Principles of Chemistry I and CHEM 106 Principles of Chemistry II; CHEM 111 Principles of Chemistry for Engineers and ENGR 145 Chemistry of Materials; BIOL 214 Genes, Evolution and Ecology and BIOL 215 Cells and Proteins; EEPS 101 (Earth & Planets) or EEPS 110 (Physical Geology); and EEPS 115 (Introduction to Oceanography) or EEPS 117 (Weather and Climate) or another two-course sequence totaling 6 or more credits in a quantitative science (other than physics), with approval of the physics undergraduate program committee.

PHYS 303 + PHYS 352 can be used to satisfy this requirement.

The breadth requirements include 6 hours of Social Sciences and 6 hours of Arts and Humanities. This may increase by 3 credits if the required Global and Cultural Diversity course is not also one of the breadth requirement courses. Courses required for the BA in Physics satisfy the 6-credit GER for Natural Sciences and Mathematics as well as the Quantitative Reasoning course requirement.

The number of open electives will vary depending on course choices made by each student. The BA degree requires a minimum of 30 semester hours at the 300-400 level, of which only 16 are specified as PHYS courses. No more than 42 hours beyond the 100-level in any one department (the physics BA specifies 19 such credits) may be applied to the 120 credit total and at least 90 credits must be in the College of Arts and Sciences.

### Typical Schedule

#### First Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>General Physics I - Mechanics (PHYS 121) or Physics and Frontiers I - Mechanics (PHYS 123)</td>
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<tr>
<td>Calculus for Science and Engineering I (MATH 121)</td>
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<td></td>
</tr>
<tr>
<td>Intro Science Elective I</td>
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</tr>
<tr>
<td>SAGES First Seminar</td>
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<td></td>
</tr>
<tr>
<td>Physics Today and Tomorrow (PHYS 166)</td>
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<td>Intro Science Elective II</td>
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<td>University Seminar</td>
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<td></td>
</tr>
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<td>Elementary Computer Programming (ENGR 131)</td>
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<td>PHED Physical Education Activities</td>
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#### Second Year

<table>
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<tr>
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<tr>
<td>Introduction to Modern Physics (PHYS 221)</td>
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<td></td>
</tr>
<tr>
<td>Calculus for Science and Engineering III (MATH 223)</td>
<td>3</td>
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<tr>
<td>Open Elective</td>
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<td></td>
</tr>
<tr>
<td>Physics Elective</td>
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<td></td>
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<tr>
<td>Humanities/Social Science Elective</td>
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</tr>
<tr>
<td>Open Elective</td>
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<tr>
<td>Year Total:</td>
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### Third Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>Advanced Laboratory Physics I (PHYS 301)</td>
<td>3</td>
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</tr>
<tr>
<td>Advanced Laboratory Physics Seminar (PHYS 303)</td>
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<td></td>
</tr>
<tr>
<td>Thermodynamics and Statistical Mechanics (PHYS 313)</td>
<td>3</td>
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</tr>
<tr>
<td>Introduction to Quantum Mechanics I (PHYS 331)</td>
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<td>Humanities/Social Science Elective</td>
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<tr>
<td>Open Elective</td>
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<tr>
<td>Physics Elective</td>
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</tr>
<tr>
<td>Global and Cultural Diversity Elective</td>
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<td>Humanities/Social Science Elective</td>
<td>3</td>
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</tr>
<tr>
<td>Open Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Open Elective</td>
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<td></td>
</tr>
<tr>
<td>Year Total:</td>
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### Fourth Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Senior Physics Project (PHYS 351)</td>
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<tr>
<td>Senior Physics Project Seminar (PHYS 352)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Open Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Open Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Open Elective</td>
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<td></td>
</tr>
<tr>
<td>Senior Physics Project (PHYS 351)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Senior Physics Project Seminar (PHYS 352)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Open Elective</td>
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</tr>
<tr>
<td>Open Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Open Elective</td>
<td>3</td>
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</tr>
<tr>
<td>Year Total:</td>
<td>15</td>
<td>12</td>
</tr>
</tbody>
</table>

**Total Units in Sequence:** 120

### Bachelor of Science in Physics

The Bachelor of Science in physics requires completion of the courses listed in the table below as well as the Arts and Sciences General Education Requirements, for a total of 12 credits. Many courses may be taken at times other than those shown in the "Typical Schedule" tables below.

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 121 General Physics I - Mechanics or PHYS 123 Physics and Frontiers I - Mechanics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PHYS 122 General Physics II - Electricity and Magnetism or PHYS 124 Physics and Frontiers II - Electricity and Magnetism</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

The Bachelor of Science in physics requires completion of the courses listed in the table below as well as the Arts and Sciences General Education Requirements, for a total of 12 credits. Many courses may be taken at times other than those shown in the "Typical Schedule" tables below.
PHYS 203  Analog and Digital Electronics 4
PHYS 204  Advanced Instrumentation 4
PHYS 221  Introduction to Modern Physics 3
PHYS 250  Computational Methods in Physics 3
PHYS 301  Advanced Laboratory Physics I 3
PHYS 302  Advanced Laboratory Physics II 4
PHYS 303  Advanced Laboratory Physics Seminar 1
PHYS 310  Classical Mechanics 3
PHYS 313  Thermodynamics and Statistical Mechanics 3
PHYS 324  Electricity and Magnetism I 3
PHYS 325  Electricity and Magnetism II 3
PHYS 331  Introduction to Quantum Mechanics I 3
PHYS 332  Introduction to Quantum Mechanics II 3
PHYS 351  Advanced Laboratory Physics Seminar 3

Choose one of the following:

PHYS 315  Introduction to Solid State Physics 3
PHYS 320  Introduction to Biological Physics 3
PHYS 326  Physical Optics 3
PHYS 327  Laser Physics 3

Choose one of the following:

PHYS 316  Introduction to Nuclear and Particle Physics 3
PHYS 328  Cosmology and the Structure of the Universe 3
PHYS 336  Modern Cosmology 3
PHYS 365  General Relativity 3
CHEM 105  Principles of Chemistry I 3-4
CHEM 111  Principles of Chemistry for Engineers 3-4
CHEM 106  Principles of Chemistry II 3-4
ENGR 145  Chemistry of Materials 3
ENGR 131  Elementary Computer Programming 3
ENGR 132  Introduction to Programming in Java 3
MATH 121  Calculus for Science and Engineering I 4
MATH 122  Calculus for Science and Engineering II 4
MATH 223  Calculus for Science and Engineering III 3
MATH 224  Elementary Differential Equations 3
SAGES First and University Seminars 10
SAGES Departmental Seminar 2
SAGES Capstone 3
Breadth Requirements 12
Open Electives 16-12
PHED Physical Education (2 semesters) 0

Total Units 120

PHYS 303 Advanced Laboratory Physics Seminar + PHYS 352 Senior Physics Project Seminar can be used to satisfy this requirement.

PHYS 351 can be used to satisfy this requirement.

The breadth requirements include 6 hours of Social Sciences and 6 hours of Arts and Humanities. This may increase by 3 credits if the required Global and Cultural Diversity course is not also one of the breadth requirement courses. Courses required for the BS in physics satisfy the 6-credit GER for Natural Sciences and Mathematics as well as the Quantitative Reasoning course requirement.

The number of open electives may vary, depending on course choices made by the student, but the degree requires that the total number of credits be at least 120.

Typical Schedule

First Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>4</td>
<td>General Physics I - Mechanics (PHYS 121) or Physics and Frontiers I - Mechanics (PHYS 123)</td>
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<td>Calculus for Science and Engineering I (MATH 121)</td>
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<tr>
<td>3-4</td>
<td>Principles of Chemistry I (CHEM 105) or Principles of Chemistry for Engineers (CHEM 111)</td>
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</tr>
<tr>
<td>4</td>
<td>SAGES First Seminar</td>
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<tr>
<td>3-4</td>
<td>SAGES First Seminar</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Physics Today and Tomorrow (PHYS 166)</td>
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</tr>
<tr>
<td>3</td>
<td>University Seminar</td>
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</tr>
<tr>
<td>3</td>
<td>PHED Physical Education Activities</td>
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<td>16-17</td>
<td>Year Total:</td>
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Second Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Analog and Digital Electronics (PHYS 203)</td>
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<tr>
<td>3</td>
<td>Introduction to Modern Physics (PHYS 221)</td>
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<td>Calculus for Science and Engineering III (MATH 223)</td>
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<td>University Seminar</td>
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<td>Humanities/Social Science Elective</td>
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</tr>
<tr>
<td>4</td>
<td>Advanced Instrumentation Laboratory (PHYS 204)</td>
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<td>Computational Methods in Physics (PHYS 250)</td>
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<td>Classical Mechanics (PHYS 310)</td>
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<td>3</td>
<td>Elementary Differential Equations (MATH 224)</td>
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<td>Humanities/Social Science Elective</td>
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</tr>
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<td>16</td>
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Third Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Advanced Laboratory Physics I (PHYS 301)</td>
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</tr>
</tbody>
</table>
Advanced Laboratory Physics Seminar (PHYS 303) 1
Thermodynamics and Statistical Mechanics (PHYS 313) 3
Introduction to Quantum Mechanics I (PHYS 331) 3
Humanities/Social Science Elective 3
Open Elective 3
Advanced Laboratory Physics II (PHYS 302) 4
Electricity and Magnetism I (PHYS 324) 3
Introduction to Quantum Mechanics II (PHYS 332) 3
Global and Cultural Diversity Elective 3
Open Elective 3
Year Total: 16 16

Fourth Year
Units
Fall Spring

Electricity and Magnetism II (PHYS 325) 3
Senior Physics Project (PHYS 351) 2
Senior Physics Project Seminar (PHYS 352) 1
Condensed Matter Physics Elective 3
Open Elective 3
Senior Physics Project (PHYS 351) 2
Senior Physics Project Seminar (PHYS 352) 1
Particle/Astrophysics Elective 3
Humanities/Social Science Elective 3
Open Elective
Open Elective 2-0
Year Total: 12 11-9

Total Units in Sequence: 120

Bachelor of Science in Physics with Mathematical Physics Concentration

Students who are interested in theoretical physics and who have a strong background in mathematics may consider this concentration. The program is based on the BS in physics, but with certain substitutions in the course requirements. Several of the laboratory courses are replaced by advanced mathematics courses, and some of the undergraduate physics courses are replaced by graduate courses.

This program is not the same as the BS program in mathematics and physics, which provides a coherent and parallel education in both mathematics and physics.

The following table shows the requirements for the Bachelor of Science in physics with mathematical physics concentration.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>PHYS 121</td>
<td>General Physics I - Mechanics</td>
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<tr>
<td>or PHYS 123</td>
<td>Physics and Frontiers I - Mechanics</td>
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</tr>
<tr>
<td>PHYS 122</td>
<td>General Physics II - Electricity and Magnetism</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>or PHYS 124</td>
<td>Physics and Frontiers II - Electricity and Magnetism</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PHYS 203</td>
<td>Analog and Digital Electronics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PHYS 221</td>
<td>Introduction to Modern Physics</td>
<td>3</td>
<td></td>
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<tr>
<td>PHYS 250</td>
<td>Computational Methods in Physics</td>
<td>3</td>
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Choose PHYS 423 or both PHYS 324 & PHYS 325 3

PHYS 423 Classical Electromagnetism
PHYS 324 Electricity and Magnetism I
PHYS 325 Electricity and Magnetism II
PHYS 482 Quantum Mechanics II 3

M-Group 1, 2 & 3

Choose one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>PHYS 355</td>
<td>Introduction to Solid State Physics</td>
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<tr>
<td>PHYS 330</td>
<td>Introduction to Biological Physics</td>
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<td>PHYS 336</td>
<td>Physical Optics</td>
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<td>PHYS 337</td>
<td>Laser Physics</td>
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Choose one of the following:

<table>
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<tbody>
<tr>
<td>PHYS 338</td>
<td>Cosmology and the Structure of the Universe</td>
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<tr>
<td>PHYS 339</td>
<td>Modern Cosmology</td>
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<tr>
<td>PHYS 340</td>
<td>General Relativity</td>
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CHEM 105 Principles of Chemistry I 3-4
or CHEM 111 Principles of Chemistry for Engineers 3-4

CHEM 106 Principles of Chemistry II 3-4
or ENGR 145 Chemistry of Materials 3-4

ENGR 131 Elementary Computer Programming 3
or CSDS 132 Introduction to Programming in Java 3

MATH 121 Calculus for Science and Engineering I 4

MATH 122 Calculus for Science and Engineering II 4

or MATH 124 Calculus II 4

MATH 223 Calculus for Science and Engineering III 3

or MATH 227 Calculus III 3

MATH 224 Elementary Differential Equations 3

SAGES First and University Seminars 10
SAGES Departmental Seminar 2-3
SAGES Capstone 3

Breadth Requirements 4 12
Open Electives 5 12-8

PHED 2 semesters 0

Total Units 120

1  M-group 1, 2 and 3 are to be chosen, in consultation with the advisor, from among approved advanced mathematics or statistics courses.
Advanced Laboratory Physics Seminar + PHYS 352 Senior Physics Project Seminar can be used to satisfy the SAGES departmental seminar requirement.

PHYS 351 can be used to satisfy the SAGES capstone requirement.

The breadth requirements include 6 hours of Social Sciences and 6 hours of Arts and Humanities. This may increase by 3 credits if the required Global and Cultural Diversity course is not also one of the breadth requirement courses. Courses required for the BS in physics satisfy the 6-credit GER for Natural Sciences and Mathematics as well as the Quantitative Reasoning course requirement.

The number of open electives may vary, depending on course choices made by the student, but the degree requires that the total number of credits be at least 120.

### Typical Schedule

#### First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>General Physics I - Mechanics (PHYS 121) or Physics and Frontiers I - Mechanics (PHYS 123)</td>
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<td>Principles of Chemistry I (CHEM 105) or Principles of Chemistry for Engineers (CHEM 111)</td>
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<tr>
<td>Physics Today and Tomorrow (PHYS 166)</td>
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<td>SAGES First Seminar</td>
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<td>or Physics and Frontiers II - Electricity and Magnetism (PHYS 124)</td>
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<td>Introduction to Modern Physics (PHYS 221)</td>
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<td>Humanities/Social Science Elective</td>
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<tr>
<td>Computational Methods in Physics (PHYS 250)</td>
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<tr>
<td>Classical Mechanics (PHYS 310)</td>
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<td>Elementary Differential Equations (MATH 224)</td>
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#### Third Year

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<td>Advanced Laboratory Physics Seminar (PHYS 303)</td>
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<td>Thermodynamics and Statistical Mechanics (PHYS 313)</td>
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<td>Condensed Matter Physics Elective</td>
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### Bachelor of Science in Physics with Biophysics Concentration

This concentration is directed towards students interested in the combined study of biology and physics. The degree is a track within the standard BS in physics, in which four physics courses and certain open electives are replaced by a "biogroup" of five courses and a technical elective.

The following table illustrates the requirements for the Bachelor of Science in physics with biophysics concentration.

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<thead>
<tr>
<th>Course</th>
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<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>PHYS 121 or PHYS 123 General Physics I - Mechanics</td>
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<td>or PHYS 123 General Physics and Frontiers I - Mechanics</td>
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<td>PHYS 122 or PHYS 124 General Physics II - Electricity and Magnetsi</td>
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<td>or PHYS 124 Physics and Frontiers II - Electricity and Magnetsi</td>
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<td>PHYS 203 Analog and Digital Electronics</td>
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<td>PHYS 204 Advanced Instrumentation Laboratory</td>
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<tr>
<td>PHYS 221 Introduction to Modern Physics</td>
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Total Units in Sequence: 120
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<td>Computational Methods in Physics</td>
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<td>PHYS 310</td>
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<td>PHYS 313</td>
<td>Thermodynamics and Statistical Mechanics</td>
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<td>PHYS 324</td>
<td>Electricity and Magnetism I</td>
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<td>PHYS 325</td>
<td>Electricity and Magnetism II</td>
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<td>PHYS 331</td>
<td>Introduction to Quantum Mechanics I</td>
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<td>CHEM 105</td>
<td>Principles of Chemistry I</td>
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<td>or CHEM 111</td>
<td>Principles of Chemistry for Engineers</td>
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<td>CHEM 106</td>
<td>Principles of Chemistry II</td>
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<td>or ENGR 145</td>
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<td>Principles of Chemistry Laboratory</td>
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<td>ENGR 131</td>
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<td>MATH 223</td>
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<td>B-Group 1</td>
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<td>B-Group 2</td>
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<td>B-Group 5</td>
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<td>SAGES Capstone</td>
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<td>Breadth Requirements</td>
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<td>Open Electives</td>
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<td><strong>Total Units</strong></td>
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- **Technical Elective**

**Typical Schedule**

### First Year

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<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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<tr>
<td><strong>General Physics I - Mechanics (PHYS 121)</strong> or <strong>Physics and Frontiers I - Mechanics (PHYS 123)</strong></td>
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<td><strong>Calculus for Science and Engineering I (MATH 121)</strong></td>
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<tr>
<td><strong>Principles of Chemistry I (CHEM 105)</strong> or <strong>Principles of Chemistry for Engineers (CHEM 111)</strong></td>
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<td><strong>Principles of Chemistry Laboratory (CHEM 113)</strong></td>
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<td><strong>SAGES First Seminar</strong></td>
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<td><strong>General Physics II - Electricity and Magnetism (PHYS 122)</strong> or <strong>Physics and Frontiers II - Electricity and Magnetism (PHYS 124)</strong></td>
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### Second Year

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<tr>
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<td><strong>Advanced Instrumentation Laboratory (PHYS 204)</strong></td>
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1 Suggested technical electives include PHYS 315 Introduction to Solid State Physics, PHYS 316 Introduction to Nuclear and Particle Physics, PHYS 320 Introduction to Biological Physics, PHYS 326 Physical Optics, PHYS 327 Laser Physics, PHYS 328 Cosmology and the Structure of the Universe, PHYS 336 Modern Cosmology, PHYS 356 General Relativity.

2 B-group 1-5 are to be chosen in consultation with the biophysics academic advisor from among approved biology, biophysics, biochemistry, and biomedical engineering courses, including certain prerequisites as needed (e.g., chemistry). BIOL 214 Genes, Evolution and Ecology and BIOL 215 Cells and Proteins are suggested for B-group 1 and 2. PHYS 320 may be used as a B-group option if it is not selected as a PHYS technical elective. The listing of credits includes numbers for the most likely choices of courses and, in parentheses, possible alternatives. PHYS 303 Advanced Laboratory Physics Seminar + PHYS 352 Senior Physics Project Seminar can be used to satisfy the SAGES departmental seminar requirement.

3 PHYS 351 can be used to satisfy the SAGES capstone requirement.

4 The breadth requirements include 6 hours of Social Sciences and 6 hours of Arts and Humanities. This may increase by 3 credits if the required Global and Cultural Diversity course is not also one of the breadth requirement courses. Courses required for the B.S. in physics satisfy the 6-credit GER for Natural Sciences and Mathematics as well as the Quantitative Reasoning course requirement.

5 The number of open electives may vary, depending on course choices made by the student, but the degree requires that the total number of credits be at least 120.
### Bachelor of Science in Engineering with Engineering Physics Major

The engineering physics major allows students with strong interests in both physics and engineering to concentrate their studies in the common areas of these disciplines. The major prepares students to pursue careers in industry, either directly after undergraduate studies, or following graduate study in engineering or physics. Many employers value the unique problem-solving approach of physics, especially in industrial research and development. Its engineering science and design components prepare students to work as professional engineers.

Students majoring in engineering physics complete the Engineering Core as well as a rigorous course of study in physics. Students select a concentration area from an engineering discipline and must complete a sequence of at least four courses in this discipline. In addition to engineering courses with design experience, students have the opportunity to conduct a senior research project under the guidance of a faculty member. The project includes a written report and participation in the senior seminar and symposium. The major requires the engineering general education requirements (p. 1292) and university general education requirements (p. 1212).

#### Third Year

<table>
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<th>Course</th>
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<tbody>
<tr>
<td>Advanced Laboratory Physics I (PHYS 301)</td>
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<td>Introduction to Quantum Mechanics I (PHYS 331)</td>
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<td>Global and Cultural Diversity Elective</td>
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#### Fourth Year

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#### Total Units in Sequence: 120

#### First Year

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<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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<tr>
<td>General Physics I - Mechanics (PHYS 121)</td>
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<td>Calculus for Science and Engineering I (MATH 121)</td>
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<td>Principles of Chemistry for Engineers (CHEM 111)</td>
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<td>SAGES First Seminar</td>
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<td>Elementary Computer Programming (ENGR 131)</td>
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<td>Chemistry of Materials (ENGR 145)</td>
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#### Second Year

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<tr>
<td>Introduction to Modern Physics (PHYS 221)</td>
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<td>Introduction to Circuits and Instrumentation</td>
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<td>Instrumentation and Signal Analysis Laboratory</td>
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<td>(PHYS 208)</td>
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<tr>
<td>Computational Methods in Physics (PHYS 250)</td>
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<td>Classical Mechanics (PHYS 310)</td>
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<td>Elementary Differential Equations (MATH 224)</td>
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<td>Thermodynamics, Fluid Dynamics, Heat and Mass Transfer (ENGR 225)</td>
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#### Third Year

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<td>Thermodynamics and Statistical Mechanics (PHYS 313)</td>
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<td>Engineering Physics Laboratory I (PHYS 317)</td>
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<td>Introduction to Quantum Mechanics I (PHYS 331)</td>
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<td>Engineering Concentration</td>
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<td>Engineering Physics Laboratory II (PHYS 318)</td>
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<tr>
<td>Electricity and Magnetism I (PHYS 324)</td>
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<tr>
<td>Professional Communication for Engineers (ENGL 398) &amp; Professional Communication for Engineers (ENGR 398)</td>
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### Fourth Year

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<th>Course Name</th>
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<tbody>
<tr>
<td>Introduction to Solid State Physics (PHYS 315)</td>
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<td>Electricity and Magnetism II (PHYS 325)</td>
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<td>Senior Physics Project Seminar (PHYS 352)</td>
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<td>Senior Engineering Physics Project (PHYS 353)</td>
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<tr>
<td>Senior Physics Project Seminar (PHYS 352)</td>
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<td>Senior Engineering Physics Project (PHYS 353)</td>
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<td>Applied Quantum Mechanics</td>
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<td><strong>Total Year:</strong></td>
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Total Units in Sequence: **129**

1. Selected students may be invited to take MATH 123, 124, 227, and 228 in place of MATH 121, 122, 223, and 224.
2. Selected students may be invited to take PHYS 123, 124 (Physics and Frontiers I, II Honors) in place of PHYS 121, 122.
3. Engineering physics concentration courses are flexible, but they must be in a specific engineering discipline or study area and approved by an advisor. Possible concentration areas include aerospace engineering, biomedical engineering "hardware," biomedical engineering "software," chemical engineering, civil engineering (solid mechanics, structural and geotechnical, environmental), computer science, computer systems hardware, computer systems software, control systems and automation, electrical engineering, macromolecular science, materials science and engineering, mechanical engineering, signal processing, systems analysis and decision making. One of the Engineering Physics concentration courses must provide an engineering design experience which can be satisfied by completing one of EBME 380, ECHE 399, ECIV 398, EECS 398, ENGR 378, EMAE 360, EMAE 398 or EMSE 379.
4. EECS 321, PHYS 315, PHYS 327, PHYS 332. Students may choose to fulfill this requirement in their third year.
5. Students may elect to satisfy the SAGES capstone requirement by completing one of the SAGES capstones course in another department in the Case School of Engineering in place of PHYS 352 and PHYS 353. Students selecting this option must also complete a 3-credit hour technical elective satisfied by any 200 level or above course in the Case School of Engineering.

### Bachelor of Science in Mathematics and Physics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
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<tbody>
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<td>MATH 122</td>
<td>Calculus for Science and Engineering II</td>
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<td>or MATH 124</td>
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<tr>
<td>MATH 223</td>
<td>Calculus for Science and Engineering III</td>
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<td>or MATH 227</td>
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<td>MATH 307</td>
<td>Linear Algebra</td>
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<tr>
<td>MATH 308</td>
<td>Introduction to Abstract Algebra</td>
<td>3</td>
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<tr>
<td>or MATH 330</td>
<td>Introduction to Scientific Computing</td>
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<tr>
<td>MATH 321</td>
<td>Fundamentals of Analysis I</td>
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<tr>
<td>or MATH 421</td>
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<td>MATH 322</td>
<td>Fundamentals of Analysis II</td>
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<td>MATH 324</td>
<td>Introduction to Complex Analysis</td>
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<tr>
<td>PHYS 121</td>
<td>General Physics I - Mechanics</td>
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<td>Physics and Frontiers I - Mechanics</td>
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<td>PHYS 122</td>
<td>General Physics II - Electricity and Magnetism</td>
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<td>PHYS 310</td>
<td>Classical Mechanics</td>
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<td>PHYS 313</td>
<td>Thermodynamics and Statistical Mechanics</td>
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<td>PHYS 331</td>
<td>Introduction to Quantum Mechanics I</td>
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<td>or PHYS 481</td>
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<tr>
<td>PHYS 332</td>
<td>Introduction to Quantum Mechanics II</td>
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<td>or PHYS 482</td>
<td>Quantum Mechanics II</td>
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<tr>
<td>Choose PHYS 423 or both PHYS 324 &amp; PHYS 325</td>
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<tr>
<td>PHYS 423</td>
<td>Classical Electromagnetism</td>
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<td>PHYS 324</td>
<td>Electricity and Magnetism I</td>
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<td>PHYS 325</td>
<td>Electricity and Magnetism II</td>
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<td>PHYS 472</td>
<td>Graduate Physics Laboratory</td>
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<td>Principles of Chemistry II</td>
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<td>SAGES First and University Seminars</td>
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<td>SAGES Capstone</td>
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<td>PHED 2 semesters</td>
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Total Units: **123**
The "MP group" of four courses corresponds to two physics courses and two mathematics courses. The physics courses are chosen from PHYS 250 Computational Methods in Physics, PHYS 349 Methods of Mathematical Physics I, and PHYS 350 Methods of Mathematical Physics II. The mathematics courses are subject to approval by the MP committee and are hence referred to as "approved electives." They may be chosen from the general list of mathematics courses at the 300 level or higher. It may also be possible to choose a course outside the mathematics and physics departments as a substitute in the MP group, subject to approval by the committee.

Other science sequence courses may be substituted if approved by the mathematics and physics (MP) committee.

An advanced physics course to be selected from the following list: PHYS 315 Introduction to Solid State Physics, PHYS 316 Introduction to Nuclear and Particle Physics, PHYS 320 Introduction to Biological Physics, PHYS 326 Physical Optics, PHYS 327 Laser Physics, PHYS 328 Cosmology and the Structure of the Universe, PHYS 336 Modern Cosmology, PHYS 365 General Relativity.

Students are encouraged to take either the Math or Physics SAGES departmental seminar and capstone courses but should then take both courses from the same department. The physics departmental seminar consists of 1 credit of PHYS 303 Advanced Laboratory Physics Seminar + PHYS 352 Senior Physics Project Seminar.

The breadth requirements include 6 hours of Social Sciences and 6 hours of Arts and Humanities. This may increase by 3 credits if the required Global and Cultural Diversity course is not also one of the breadth requirement courses. Courses required for the BS in mathematics and physics satisfy the 6-credit GER for Natural Sciences and Mathematics as well as the Quantitative Reasoning course requirement.

The number of open electives may vary as determined by the degree requirement that the total number of credits be at least 120.

**Typical Schedule**

**First Year**

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<tr>
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<tbody>
<tr>
<td>Fall</td>
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<tr>
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<tr>
<td>General Physics I - Mechanics (PHYS 121) or Physics and Frontiers I - Mechanics (PHYS 123)</td>
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<tr>
<td>Calculus for Science and Engineering I (MATH 121)</td>
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<tr>
<td>Principles of Chemistry I (CHEM 105) or Principles of Chemistry for Engineers (CHEM 111)</td>
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<td>Physics Today and Tomorrow (PHYS 166)</td>
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<td>SAGES First Seminar</td>
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<tr>
<td>General Physics II - Electricity and Magnetism (PHYS 122) or Physics and Frontiers II - Electricity and Magnetism (PHYS 124)</td>
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<tr>
<td>Calculus for Science and Engineering II (MATH 122)</td>
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<td>Principles of Chemistry II (CHEM 106) or Chemistry of Materials (ENGR 145)</td>
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**Second Year**

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<tr>
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<tr>
<td>Introduction to Modern Physics (PHYS 221)</td>
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<td>Calculus for Science and Engineering III (MATH 223) or Calculus III (MATH 227)</td>
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<td>Linear Algebra (MATH 307)</td>
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<td>Open Elective</td>
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<td>Classical Mechanics (PHYS 310)</td>
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<td>Elementary Differential Equations (MATH 224)</td>
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<td>Introduction to Abstract Algebra (MATH 308) or Introduction to Scientific Computing (MATH 330)</td>
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**Third Year**

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<tr>
<td>Thermodynamics and Statistical Mechanics (PHYS 313)</td>
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<tr>
<td>Introduction to Quantum Mechanics I (PHYS 331) or Quantum Mechanics I (PHYS 481)</td>
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<tr>
<td>Fundamentals of Analysis I (MATH 321) or Fundamentals of Analysis I (MATH 421)</td>
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<td>MATH/PHYS Elective</td>
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<td>SAGES Departmental Seminar</td>
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<tr>
<td>Introduction to Quantum Mechanics II (PHYS 332) or Quantum Mechanics II (PHYS 482)</td>
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<td>Fundamentals of Analysis I (MATH 321) or Fundamentals of Analysis I (MATH 421)</td>
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**Fourth Year**

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<tr>
<td>SAGES Capstone</td>
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<tr>
<td>Physics Elective</td>
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<tr>
<td>Classical Electromagnetism (PHYS 423)</td>
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<td>MATH/PHYS Elective</td>
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<td>Graduate Physics Laboratory (PHYS 472)</td>
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PHYS 123 and (MATH 122 or MATH 124).

one of the following courses: PHYS 116, PHYS 122, PHYS 124. Prereq:
course has a laboratory component. Students may earn credit for only
of special relativity in electromagnetism. Electromagnetic radiation. This
calculus; Maxwell’s equations in integral and differential form. The role
to dielectric and magnetic materials. Introduction to the usage of vector
laws of Coulomb, Gauss, Ampere, and Faraday. Microscopic approach
time-independent and time-dependent electric and magnetic fields. The
PHYS 124. Physics and Frontiers II - Electricity and Magnetism. 4 Units.
PHYS 124. Prereq or Coreq: MATH 122 or MATH 124 or MATH 126.
courses: PHYS 115, PHYS 121, PHYS 123. Prereq: PHYS 121 or
may earn credit for only one of the following courses: PHYS 115, PHYS 121, PHYS 123.
PHYS 115. Introductory Physics I. 4 Units.
First part of a two-semester sequence directed primarily towards
students working towards a B.A. in science, with an emphasis on the
life sciences. Kinematics; Newton’s laws; gravitation; simple harmonic
motion; mechanical waves; fluids; ideal gas law; heat and the first
and second laws of thermodynamics. This course has a laboratory
component. Students may earn credit for only one of the following courses: PHYS 115, PHYS 121, PHYS 123.
PHYS 116. Introductory Physics II. 4 Units.
Electrostatics, Coulomb’s law, Gauss’s law; capacitance and resistance;
DC circuits; magnetic fields; electromagnetic induction; RC and RL
circuits; light; geometrical optics; interference and diffraction; special
relativity; introduction to quantum mechanics; elements of atomic,
nuclear and particle physics. This course has a laboratory component.
Students may earn credit for only one of the following courses: PHYS 116,
PHYS 122, PHYS 124. Prereq: PHYS 115.
PHYS 121. General Physics I - Mechanics. 4 Units.
Particle dynamics, Newton’s laws of motion, energy and momentum
conservation, rotational motion, and angular momentum conservation.
This course has a laboratory component. Recommended preparation: MATH 121 or MATH 123 or MATH 125 or one year of high school
calculus. Students who do not have the appropriate background should
not enroll in PHYS 121 without first consulting the instructor. Students
may earn credit for only one of the following courses: PHYS 115,
PHYS 121, PHYS 123.
PHYS 122. General Physics II - Electricity and Magnetism. 4 Units.
Electricity and magnetism, emphasizing the basic electromagnetic laws
of Gauss, Ampere, and Faraday. Maxwell’s equations and electromagnetic
waves, interference, and diffraction. This course has a laboratory
component. Students may earn credit for only one of the following courses: PHYS 116, PHYS 122, PHYS 124. Prereq: PHYS 121 or
PHYS 123. Prereq or Coreq: MATH 122 or MATH 124 or MATH 126.
PHYS 123. Physics and Frontiers I - Mechanics. 4 Units.
The Newtonian dynamics of a particle and of rigid bodies. Energy,
momentum, and angular momentum conservation with applications. A
selection of special frontier topics as time permits, including fractals
and chaos, special relativity, fluid mechanics, cosmology, quantum
mechanics. This course has a laboratory component. Admission to this
course is by invitation only. Students may earn credit for only one of the following courses: PHYS 115, PHYS 121, PHYS 123.
PHYS 124. Physics and Frontiers II - Electricity and Magnetism. 4 Units.
Time-independent and time-dependent electric and magnetic fields. The
laws of Coulomb, Gauss, Ampere, and Faraday. Microscopic approach
to dielectric and magnetic materials. Introduction to the usage of vector
calculus; Maxwell’s equations in integral and differential form. The role
of special relativity in electromagnetism. Electromagnetic radiation. This
course has a laboratory component. Students may earn credit for only
one of the following courses: PHYS 116, PHYS 122, PHYS 124. Prereq:
PHYS 123 and (MATH 122 or MATH 124).

PHYS 166. Physics Today and Tomorrow. 1 Unit.
This course will provide students with an opportunity to learn about
the most exciting and timely research areas in physics, as well as other
topics germane to being a professional physicist. These discussions
will cover fields such as nanoscience, ultrafast optics, exotic materials,
biophysics, cosmology, string theory and the role of physicists in
developing new technologies. Each week a member of the faculty
will meet with students to discuss a topic of current interest, how a physicist
approaches the problem, and how physicists interact with others to find
a solution. Other topics germane to being a professional physicist also
will be discussed, including the relationship among academic, industrial,
and governmental laboratories; ethics, and non-traditional careers for
students trained in physics.

PHYS 203. Analog and Digital Electronics. 4 Units.
Elements of both analog and digital electronics from the practical
viewpoint of the experimental scientist; AC circuits, linear and non-
linear operation of op-amps, logic gates, flip-flops, counters, display,
memory, transducers, A/D and D/A conversion. Laboratory work involves
quantitative investigation of the operation of all these elements, together
with projects that explore their combination. Recommended preparation: PHYS 122 or PHYS 124.

PHYS 204. Advanced Instrumentation Laboratory. 4 Units.
Principles of experimental design; limits of resolution via band-width,
thermal noise, background signals; data acquisition and control by
computer; computer simulation; signal processing techniques in
frequency and time domains, FFT, correlations, and other transform
methods; counting techniques. Applications include lock-in amplifiers,
digitizing oscilloscopes and data acquisition systems. Recommended
preparation: PHYS 221. Prereq: PHYS 203.

PHYS 208. Instrumentation and Signal Analysis Laboratory. 4 Units.
AC circuit theory, Fourier series, discrete Fourier series. Fourier integral,
discrete Fourier integral; analysis in time and frequency domains,
correlation, cross-correlation and other transform techniques; computer
control of experiments via IEEE488 interface; advanced instrumentation;
DMM, arbitrary waveform generator; multiplexing and digitizing
oscilloscopes; experimental design, noise; design, construction, and
testing of a lock-in amplifier. Recommended preparation: PHYS 221.

PHYS 221. Introduction to Modern Physics. 3 Units.
Concepts in special relativity, statistical mechanics and quantum
mechanics. Applications to atomic structure, and selected topics in
nuclear, condensed matter physics, particle physics, and cosmology.
Prereq: PHYS 116 or PHYS 122 or PHYS 124.

PHYS 250. Computational Methods in Physics. 3 Units.
Numerical methods, data analysis, and error analysis applied to physical
problems. Use of personal computers in the solution of practical
problems encountered in physics. Interpolation, roots of equations,
integration, differential equations, Monte Carlo techniques, propagation
of errors, maximum likelihood, convolution, Fourier transforms. Prereq:
ENGR 131 or CSDS 132 or ECSE 132. Prereq or Coreq: MATH 224 and
PHYS 221.
PHYS 260. Introduction to Climate Change: Physics, Forecasts, and Strategies. 3 Units.
This is a one-semester introduction to the physical processes that determine Earth’s past, present, and future climate. The course focuses on quantitatively understanding the human impact on climate, including the historical development of steadily more sophisticated physical models, and ever more complete data. Particular emphasis will be placed on understanding climate change projections, as well as the ethical, political, economic, and communications challenges associated with various strategies going forward. The course is appropriate for all majors. Offered as EEPS 260 and PHYS 260.

PHYS 261. Our Knowledge of Climate Change: What do we know and how do we know it?. 3 Units.
Traditional theories of knowledge have concentrated on the actions and beliefs of individuals, and how they marshal evidence from the world to support or refute their scientific hypotheses. This traditional epistemological framework has been challenged by the developments of the modern era of Big Science, resulting in the development of new approaches to a social epistemology of science. Reflective of how science is done, this epistemological framework in turn can provide guidance for the robust prosecution of the scientific enterprise. Perhaps nowhere is this more important than in climate science, where on the one hand the underlying dynamics of climate change pose an existential threat to our civilization, and on the other, there are active and well organized efforts to derail the scientific process and to denigrate the scientists. This course will first develop classical notions of the epistemology of science, including the role of models and issues of uncertainty (statistical, systematic, and gross) as well as the challenges of developing a robust scientific process resistant to fraud. These issues will be illustrated by consideration of various classical experiments. The course will then expand the epistemological framework to the collaborative context of modern big science, illustrating the issues by examples from the field of high energy physics (which saw the development of the World Wide Web by CERN, the European Organization for Nuclear Research, to allow physicists from around the world to share and collectively analyze data). With this in hand the course will explore the history and current state of climate science in the framework of a social epistemology of big science. Students will develop a good understanding of the role of hierarchical models of climate science, the empirical basis for our current understanding of anthropogenic climate change, the role and development of international coordination of climate science and its implications for policy, and the challenges posed by hostile, well-organized efforts to disrupt the scientific process, the public understanding of the science, and ultimately the processes necessary for addressing the challenges of climate change. Offered as PHIL 261 and PHYS 261.

PHYS 301. Advanced Laboratory Physics I. 3 Units.
Problem solving approach with a range of available experiments in classical and modern physics. Emphasis on experimental techniques, data and error analysis, and the formal presentation of the work performed. Recommended preparation: PHYS 204. Prereq: Physics or Astronomy Major or Minor. Coreq: PHYS 303.

PHYS 302. Advanced Laboratory Physics II. 4 Units.
Several projects using research-quality equipment in contemporary fields of experimental physics. Each requires reading appropriate literature, choosing appropriate instrumentation, performing data acquisition and analysis, and writing a technical paper. Topics include particle counting techniques, neutron activation, gamma-ray spectroscopy, a range of condensed matter experiments including temperature dependent properties between 10 and 350 K, modern optics, ultrahigh vacuum surface science. Prereq: PHYS 301.

PHYS 303. Advanced Laboratory Physics Seminar. 1 Unit.
Students will discuss various issues associated with physics research. These include how to judge the quality of an experiment and data (error analysis), how to present your work in written and oral formats, safety and ethical concerns in the laboratory. Recommended preparation: PHYS 250. Counts as SAGES Departmental Seminar.

PHYS 310. Classical Mechanics. 3 Units.
Lagrangian formulation of mechanics and its application to central force motion, scattering theory, rigid body motion, and systems of many degrees of freedom. Recommended preparation: PHYS 221 and either MATH 223 or MATH 227.

PHYS 311. Thermodynamics and Statistical Mechanics. 3 Units.

PHYS 314. Innovation and French Science: Past, Present, and Future. 3 Units.
The French scientific enterprise over the past 250 years has been buffeted by politics, war, civil unrest, and economic and societal changes. This study abroad course examines the evolution of science in France in light of these influences, how women have play an outsized role relative to the U.S., and the centrality of the French to humanity’s scientific endeavor over the centuries. Students will visit many important scientific venues, both historical and modern, around Paris and elsewhere in the country. Readings from a variety of sources – scientific, literary, historical – and informal meetings with French scientists, engineers, and students will provide a comprehensive portrait of French science and scientific history from a variety of perspectives. The course will be conducted in English, although there is ample opportunity to interact in French if the student desires. The course meets the CAS Global & Cultural Diversity Requirement and may meet breadth requirements in certain programs. Not available for credit to students who have completed FRCH 328/428, PHYS 333, WGST 333, or WLIT 353/453. Offered as CHEM 314, HSTY 314, PHYS 314, and WGST 314. Counts for CAS Global & Cultural Diversity Requirement.

PHYS 315. Introduction to Solid State Physics. 3 Units.
Characterization and properties of solids; crystal structure, thermal properties of lattices, quantum statistics, electronic structure of metals and semiconductors. PHYS 415 for graduate students in engineering and science. (May not be taken for departmental credit by graduate students in the Department of Physics.) Prerequisite may be waived with consent of department. Recommended preparation for PHYS 415: PHYS 331. Offered as PHYS 315 and PHYS 415. Prereq: PHYS 331 or PHYS 481.

PHYS 316. Introduction to Nuclear and Particle Physics. 3 Units.
The physics of nuclei and elementary particles; experimental methods used to determine their properties; models and theories developed to describe their structure. Prereq: PHYS 331 or PHYS 481.
PHYS 317. Engineering Physics Laboratory I. 3 Units.
Laboratory course for engineering physics majors. Emphasis is on experimental techniques, data and error analysis, and written and oral presentation of work. Four experiments drawn from classical and modern physics are carried out. These emphasize condensed matter, material and optical physics. Experiments include electric fields, resistivity of materials, optical interference, chaotic systems, and spectroscopy. Design of data analysis systems and software is required. Prereq: PHYS 208. Coreq: PHYS 303.

PHYS 318. Engineering Physics Laboratory II. 4 Units.
Laboratory course for engineering physics majors. Several projects using research-quality equipment in contemporary fields of experimental physics. Open-ended experiments each require reading appropriate literature, designing the experiment, performing data analysis, and writing a technical paper. Topics are drawn from areas of modern physics, and concentrate on condensed matter, material, and optical physics. Prereq: PHYS 317.

PHYS 320. Introduction to Biological Physics. 3 Units.
This course explores the intersection of physics and biology: how do fundamental physical laws constrain life processes inside the cell, shaping biological organization and dynamics? We will start at the molecular level, introducing the basic ideas of nonequilibrium statistical physics and thermodynamics required to describe the fluctuating environment of the cell. This allow us to build up a theoretical framework for a variety of elaborate cellular machines: the molecular motors driving cell movement, the chaperones that assist protein folding, the information-processing circuitry of genetic regulatory networks. The emphasis throughout will be on simple, quantitative models that can tackle the inherent randomness and variability of cellular phenomena. We will also examine how to verify these models through the rich toolbox of biophysical experimental and computational technologies. The course should be accessible to students from diverse backgrounds in the physical and life sciences: we will explain both the biological details and develop the necessary mathematical / physical ideas in a self-contained manner. Offered as PHYS 320 and PHYS 420. Prereq: (MATH 122 or MATH 124) and (ENGR 131 or ECE 132).

PHYS 321. Advanced Computational Methods in Physics. 3 Units.
Advanced numerical methods applied to physical problems. Use of personal computers in the solution of practical problems encountered in physics. Topics may include ordinary and partial differential equations, linear algebra, and Monte Carlo techniques. Focus is placed on developing, documenting, testing, and presenting solutions to physical problems. Standard, collaborative tools commonly used in research groups will be employed. Offered as PHYS 321 and PHYS 421. Prereq: PHYS 250.

PHYS 324. Electricity and Magnetism I. 3 Units.
First half of a sequence that constitutes a detailed study of the basics of electromagnetic theory and many of its applications. Electrostatics and magnetostatics of free space, conductors, dielectric and magnetic materials; basic theory illustrated with applications drawn from condensed matter physics, optics, plasma physics, and physical electronics. Prereq: PHYS 116 or PHYS 122 or PHYS 124.

PHYS 325. Electricity and Magnetism II. 3 Units.
(Continuation of PHYS 324.) Electrodynamics, Maxwell’s equations, electromagnetic waves, electromagnetic radiation and its interaction with matter, potential formulation of electromagnetism, and relativity. Prereq: PHYS 324.

PHYS 326. Physical Optics. 3 Units.
Geometrical optics and ray tracing, wave propagation, interaction of electromagnetic radiation with matter, interference, diffraction, and coherence. Supplementary current topics from modern optics such as nonlinear optics, holography, optical trapping and optical computing. Prerequisite(s) may be waived with consent of department. Offered as PHYS 326 and PHYS 426. Prereq: PHYS 122 or PHYS 124.

PHYS 327. Laser Physics. 3 Units.
An introduction to theoretical and practical quantum electronics covering topics in quantum optics, laser physics, and nonlinear optics. Topics to be addressed include the physics of two-level quantum systems including the density matrix formalism, rate equations, and semiclassical radiation theory; laser operation including oscillation, gain, resonator optics, transverse and longitudinal modes, Q-switching, mode-locking, and coherence; and nonlinear optics including the nonlinear susceptibility, parametric interactions, stimulated processes, and self-action. Recommended preparation for PHYS 427: PHYS 331 or PHYS 481. Offered as PHYS 327 and PHYS 427. Prereq: PHYS 331 or PHYS 481.

PHYS 328. Cosmology and the Structure of the Universe. 3 Units.

PHYS 329. Independent Study. 1 - 4 Units.
An individual reading course in any topic of mutual interest to the student and the faculty supervisor.

PHYS 330. Experimental Methods in Biophysics. 3 Units.
There is an extensive array of powerful and elegant tools used to obtain quantitative and qualitative information about the physics of biology. New, cutting-edge techniques are being developed by labs around the world every day. To solve important problems in biophysics, an understanding of the capabilities and limitations of the current instrumental methods is needed. This course will focus on the physical principles of biological instrumentation so that appropriate choices and efficient use of measurement tools can be made. Exposure to instrumentation in core facilities around campus will link lectures to practical demonstrations of the operation of instrumentation. Techniques applied to a diversity of biological macromolecules and assemblies from the molecular level of proteins, nucleic acids, lipids, up to higher organization of cells, cellular organisms and tissues will be discussed. Topics covered include spectroscopic methods (IR/vis/UV/X-ray regions of the electromagnetic spectrum, absorption, fluorescence, circular dichroism, dynamic light scattering, Raman, electron paramagnetic resonance, NMR), microscopy techniques (electron, atomic force, scanning tunneling, optical), separation techniques (sedimentation, centrifugation, chromatography), crystallography, calorimetry, mass spectrometry, single molecule detection, cell sorting, functional genomics and proteomics and laboratory evolution. Biological examples from historical and current literature will be used to demonstrate the merits of each of the methods. Offered as PHYS 330 and PHYS 430. Prereq: PHYS 122 or PHYS 124.

PHYS 331. Introduction to Quantum Mechanics I. 3 Units.
Quantum nature of energy and angular momentum, wave nature of matter, Schrodinger equation in one and three dimensions; matrix methods; Dirac notation; quantum mechanical scattering. Two particle wave functions. Prereq: PHYS 221.
PHYS 332. Introduction to Quantum Mechanics II. 3 Units.
Continuation of PHYS 331. Spin and fine structure; Dirac equation; symmetries; approximation methods; atomic and molecular spectra; time dependent perturbations; quantum statistics; applications to electrons in metals and liquid helium. Prereq: PHYS 331.

PHYS 336. Modern Cosmology. 3 Units.
An introduction to modern cosmology and an exploration of current topics in the field. The first half of the course will cover the mathematical and physical basis of cosmology, while the second will delve into current questions and the observations that constrain them. Offered as PHYS 336 and PHYS 436. Prereq: PHYS 221.

PHYS 339. Seminar. 1 - 3 Units.
Conducted in small sections with presentation of papers by students and informal discussion. Special problem seminars and research seminars offered according to interest and need, often in conjunction with one or more research groups.

PHYS 349. Methods of Mathematical Physics I. 3 Units.
Analysis of complex functions: singularities, residues, contour integration; evaluation and approximation of sums and integrals; exact and approximate solution of ordinary differential equations; transform calculus; Sturm-Liouville theory; calculus of variations. Additional work required for graduate students. Offered as PHYS 349 and PHYS 449. Prereq: (PHYS 121 or PHYS 123) and (MATH 224 or MATH 228).

PHYS 350. Methods of Mathematical Physics II. 3 Units.
(Continuation of PHYS 349/449.) Special functions, orthogonal polynomials, partial differential equations, linear operators, group theory, tensors, selected specials topics. Additional work required for graduate students. Prereq: PHYS 349.

PHYS 351. Senior Physics Project. 2 Units.
A two semester course required for senior BS and BA physics majors. Students pursue a project based on experimental, theoretical or teaching research under the supervision of a physics faculty member, a faculty member from another CWRU department or a research scientist or engineer from another institution. A departmental Senior Project Committee must approve all project proposals and this same committee will receive regular oral and written progress reports. Final results are presented at the end of the second semester as a paper in a style suitable for publication in a professional journal as well as an oral report in a public symposium. Counts as SAGES Senior Capstone. Prereq: PHYS 303. Coreq: PHYS 352.

PHYS 352. Senior Physics Project Seminar. 1 Unit.
This two semester seminar is taken concurrently with the student’s two semester senior project. Students meet weekly to discuss their projects and the research experience. The class will include dialogues about professional issues such as ethics, graduate school, jobs, funding, professional organizations, public obligations, writing and speaking. Assignments include proposals, progress reports and posters. Counts as SAGES Departmental Seminar. Coreq: PHYS 351 or PHYS 353.

PHYS 353. Senior Engineering Physics Project. 2 Units.
A two semester course required for BSE Engineering Physics majors. Students are expected to complete a research project in their concentration area under the supervision of a faculty member in science, engineering, or, with approval, a researcher at another institution or company. The project may be calculational, experimental or theoretical, and will address both the underlying physics and appropriate engineering and design principles. A program Senior Project Committee must approve all project proposals and will receive regular oral and written progress reports. Final results are presented at the end of the second semester as a paper in a style suitable for publication in a professional journal as well as an oral report in a public symposium. Counts as SAGES Senior Capstone. Prereq: PHYS 318. Coreq: PHYS 352.

PHYS 355. General Relativity. 3 Units.
This is an introductory course in general relativity. The techniques of tensor analysis will be developed and used to describe the effects of gravity and Einstein’s theory. Consequences of the theory as well as its experimental tests will be discussed. An introduction to cosmology will be given. Additional work required for graduate students. Offered as PHYS 355 and PHYS 455.

PHYS 356. Quantum Computing, Information, and Devices. 3 Units.
An introduction to the math, physics, engineering, and computer science underlying the rapidly emerging fields of quantum computing, quantum information, and quantum devices. The course is taught by a group of faculty from physics, engineering, computer science, and math, and is geared towards students with diverse backgrounds and interests in these fields. Students will select a concentration in one of these four areas, and the coursework, while still covering all topics, will be adjusted to focus on the selected area in the most detail. Note that the listed prerequisites depend on choice of concentration. Topics will include: 1. (Mathematics) Introduction to linear algebra, convex geometry, fundamental theory of quantum information. 2. (Physics) Introduction to the quantum mechanics of two-level systems (qubits). Survey of physics and materials for qubit technologies. 3. (Computer Science) Basic quantum gates and circuits, introduction to the theory of algorithms, survey of quantum algorithms. 4. (Engineering) Quantum architectures, mapping algorithms onto circuits. The course consists of lectures, homework, and group projects. Group projects will aim to synthesize the diverse backgrounds of the students and instructors to capture the interdisciplinary nature of the field. Students taking the course for graduate credit will complete an additional literature research project and presentation, in addition to enhanced problem sets. Offered as CSDS 386, CSDS 486, ECSE 386, ECSE 486, MATH 386, MATH 486, PHYS 386, and PHYS 486. Prereq: PHYS 331 and (MATH 223 or MATH 227) and (MATH 224 or MATH 228) and (ENGR 131 or CSDS 132 or ECSE 132) and (PHYS 122 or PHYS 124).

PHYS 390. Undergraduate Research in Physics. 0 - 6 Units.
Research conducted under the supervision of a faculty member in the Department of Physics. Arrangements must be made with a faculty member and a written description of these arrangements must be submitted to and approved by the department before a permit will be issued to register for this course. A final report must be supplied to the department at the end of the semester.

PHYS 413. Classical and Statistical Mechanics I. 3 Units.
An integrated approach to classical and statistical mechanics. Lagrangian and Hamiltonian formulations, conservation laws, kinematics and dynamics, Poisson brackets, continuous media, derivation of laws of thermodynamics, the development of the partition function. To be followed by PHYS 414.
PHYS 414. Classical and Statistical Mechanics II. 3 Units.
A continuation of PHYS 413. Noninteracting systems, statistical mechanics of solids, liquids, gases, fluctuations, irreversible processes, phase transformations. Recommended preparation: PHYS 413 or consent of department.

PHYS 415. Introduction to Solid State Physics. 3 Units.
Characterization and properties of solids; crystal structure, thermal properties of lattices, quantum statistics, electronic structure of metals and semiconductors. PHYS 415 for graduate students in engineering and science. (May not be taken for departmental credit by graduate students in the Department of Physics.) Prerequisite may be waived with consent of department. Recommended preparation for PHYS 415: PHYS 331. Offered as PHYS 315 and PHYS 415. Prereq: Graduate standing.

PHYS 420. Introduction to Biological Physics. 3 Units.
This course explores the intersection of physics and biology: how do fundamental physical laws constrain life processes inside the cell, shaping biological organization and dynamics? We will start at the molecular level, introducing the basic ideas of nonequilibrium statistical physics and thermodynamics required to describe the fluctuating environment of the cell. This allow us to build up a theoretical framework for a variety of elaborate cellular machines: the molecular motors driving cell movement, the chaperones that assist protein folding, the information-processing circuitry of genetic regulatory networks. The emphasis throughout will be on simple, quantitative models that can tackle the inherent randomness and variability of cellular phenomena. We will also examine how to verify these models through the rich toolbox of biophysical experimental and computational technologies. The course should be accessible to students from diverse backgrounds in the physical and life sciences: we will explain both the biological details and develop the necessary mathematical / physical ideas in a self-contained manner. Offered as PHYS 320 and PHYS 420. Prereq: Graduate student standing.

PHYS 421. Advanced Computational Methods in Physics. 3 Units.
Advanced numerical methods applied to physical problems. Use of personal computers in the solution of practical problems encountered in physics. Topics may include ordinary and partial differential equations, linear algebra, and Monte Carlo techniques. Focus is placed on developing, documenting, testing, and presenting solutions to physical problems. Standard, collaborative tools commonly used in research groups will be employed. Offered as PHYS 321 and PHYS 421.

PHYS 423. Classical Electromagnetism. 3 Units.

PHYS 426. Physical Optics. 3 Units.
Geometrical optics and ray tracing, wave propagation, interaction of electromagnetic radiation with matter, interference, diffraction, and coherence. Supplementary current topics from modern optics such as nonlinear optics, holography, optical trapping and optical computing. Prerequisite may be waived with consent of department. Offered as PHYS 326 and PHYS 426. Prereq: Graduate standing.

PHYS 427. Laser Physics. 3 Units.
An introduction to theoretical and practical quantum electronics covering topics in quantum optics, laser physics, and nonlinear optics. Topics to be addressed include the physics of two-level quantum systems including the density matrix formalism, rate equations, and semiclassical radiation theory; laser operation including oscillation, gain, resonator optics, transverse and longitudinal modes, Q-switching, modelocking, and coherence; and nonlinear optics including the nonlinear susceptibility, parametric interactions, stimulated processes, and self-action. Recommended preparation for PHYS 427: PHYS 331 or PHYS 481. Offered as PHYS 327 and PHYS 427. Prereq: Graduate standing.

PHYS 428. Cosmology and the Structure of the Universe. 3 Units.

PHYS 430. Experimental Methods in Biophysics. 3 Units.
There is an extensive array of powerful and elegant tools used to obtain quantitative and qualitative information about the physics of biology. New, cutting-edge techniques are being developed by labs around the world every day. To solve important problems in biophysics, an understanding of the capabilities and limitations of the current instrumental methods is needed. This course will focus on the physical principles of biophysical instrumentation so that appropriate choices and efficient use of measurement tools can be made. Exposure to instrumentation in core facilities around campus will link lectures to practical demonstrations of the operation of instrumentation. Techniques applied to a diversity of biological macromolecules and assemblies from the molecular level of proteins, nucleic acids, lipids, up to higher organization of cells, cellular organisms and tissues will be discussed. Topics covered include spectroscopic methods (IR/vis/UV/X-ray regions of the electromagnetic spectrum, absorption, fluorescence, circular dichroism, dynamic light scattering, Raman, electron paramagnetic resonance, NMR), microscopy techniques (electron, atomic force, scanning tunneling, optical), separation techniques (sedimentation, centrifugation, chromatography), crystallography, calorimetry, mass spectrometry, single molecule detection, cell sorting, functional genomics and proteomics and laboratory evolution. Biological examples from historical and current literature will be used to demonstrate the merits of each of the methods. Offered as PHYS 330 and PHYS 430.

PHYS 431. Physics of Imaging. 3 Units.
Description of physical principles underlying the spin behavior in MR and Fourier imaging in multi-dimensions. Introduction of conventional, fast, and chemical-shift imaging techniques. Spin echo, gradient echo, and variable flip-angle methods. Projection reconstruction and sampling theorems. Bloch equations, T1 and T2 relaxation times, rf penetration, diffusion and perfusion. Flow imaging, MR angiography, and functional brain imaging. Sequence and coil design. Prerequisite may be waived with consent of instructor. Recommended preparation: PHYS 122 or PHYS 124 or EBME 410. Offered as EBME 431 and PHYS 431.

PHYS 436. Modern Cosmology. 3 Units.
An introduction to modern cosmology and an exploration of current topics in the field. The first half of the course will cover the mathematical and physical basis of cosmology, while the second will delve into current questions and the observations that constrain them. Offered as PHYS 336 and PHYS 436. Prereq: Graduate standing.

PHYS 441. Physics of Condensed Matter I. 3 Units.
Crystal structure, x-ray diffraction, band theory and applications. Free electron theory of metals and electrons in magnetic fields.
PHYS 442. Physics of Condensed Matter II. 3 Units.
Continuation of PHYS 441. Lattice vibrations, thermal properties of solids, semiconductors, magnetic properties of solids, and superconductivity. Prerequisite may be waived with consent of department. Recommended preparation: PHYS 441.

PHYS 449. Methods of Mathematical Physics I. 3 Units.
Analysis of complex functions: singularities, residues, contour integration; evaluation and approximation of sums and integrals; exact and approximate solution of ordinary differential equations; transform calculus; Sturm-Liouville theory; calculus of variations. Additional work required for graduate students. Offered as PHYS 349 and PHYS 449. Prereq: Graduate standing.

PHYS 451. Empirical Foundations of the Standard Model. 3 Units.
The experimental basis for modeling the electroweak and strong interactions in terms of fundamental fermions, quarks and leptons, and gauge bosons, photons, the weak bosons, and gluons; particle accelerators and detection techniques; phenomenology of particle reactions, decays and hadronic structure; space, time and internal symmetries; symmetries; symmetry breaking.

PHYS 460. Advanced Topics in NMR Imaging. 3 Units.
Frontier issues in understanding the practical aspects of NMR imaging. Theoretical descriptions are accompanied by specific examples of pulse sequences, and basic engineering considerations in MRI system design. Emphasis is placed on implications and trade-offs in MRI pulse sequence design from real-world versus theoretical perspectives. Recommended preparation: EBME 431 or PHYS 431. Offered as EBME 460 and PHYS 460. Prereq: Graduate standing or Undergraduate with Junior or Senior standing and a cumulative GPA of 3.2 or above.

PHYS 465. General Relativity. 3 Units.
This is an introductory course in general relativity. The techniques of tensor analysis will be developed and used to describe the effects of gravity and Einstein's theory. Consequences of the theory as well as its experimental tests will be discussed. An introduction to cosmology will be given. Additional work required for graduate students. Offered as PHYS 365 and PHYS 465. Prereq: Graduate standing.

PHYS 472. Graduate Physics Laboratory. 3 Units.
A series of projects designed to introduce the student to modern research techniques such as automated data acquisition. Students will be assessed as to their individual needs and a sequence of projects will be established for each individual. Topics may include low temperature phenomena, nuclear gamma ray detection and measurement and optics. Prereq: Graduate student standing or Undergraduate with a Mathematics and Physics major.

PHYS 481. Quantum Mechanics I. 3 Units.
Quantum mechanics with examples of applications. Schroedinger method; matrix and operator methods. Approximation methods including WKB, variational and various perturbation methods. Applications to atomic, molecular and nuclear physics including both bound states and scattering problems. Applications of group theory to quantum mechanics.

PHYS 482. Quantum Mechanics II. 3 Units.
Continuation of PHYS 481, including quantum field theory. Prerequisite may be waived with consent of department. Recommended preparation: PHYS 481 or consent of department.

PHYS 486. Quantum Computing, Information, and Devices. 3 Units.
An introduction to the math, physics, engineering, and computer science underlying the rapidly emerging fields of quantum computing, quantum information, and quantum devices. The course is taught by a group of faculty from physics, engineering, computer science, and math, and is geared towards students with diverse backgrounds and interests in these fields. Students will select a concentration in one of these four areas, and the coursework, while still covering all topics, will be adjusted to focus on the selected area in the most detail. Note that the listed prerequisites depend on choice of concentration. Topics will include: 1. (Mathematics) Introduction to linear algebra, convex geometry, fundamental theory of quantum information. 2. (Physics) Introduction to the quantum mechanics of two-level systems (qubits). Survey of physics and materials for qubit technologies. 3. (Computer Science) Basic quantum gates and circuits, introduction to the theory of algorithms, survey of quantum algorithms. 4. (Engineering) Quantum architectures, mapping algorithms onto circuits. The course consists of lectures, homework, and group projects. Group projects will aim to synthesize the diverse backgrounds of the students and instructors to capture the interdisciplinary nature of the field. Students taking the course for graduate credit will complete an additional literature research project and presentation, in addition to enhanced problem sets. Offered as CSDS 386, CSDS 486, ECSE 386, ECSE 486, MATH 386, MATH 486, PHYS 386, and PHYS 486. Prereq: PHYS 331 and (MATH 223 or MATH 227) and (MATH 224 or MATH 228) and (ENGR 131 or CSDS 132 or ECSE 132) and (PHYS 122 or PHYS 124).

PHYS 491. Modern Physics for Innovation I. 3 Units.
The first half of a two-semester sequence providing an understanding of physics as a basis for successfully launching new high-tech ventures. The course will examine physical limitations to present technologies, and the use of physics to identify potential opportunities for new venture creation. The course will provide experience in using physics for both identification of incremental improvements, and as the basis for alternative technologies. Case studies will be used to illustrate recent commercially successful (and unsuccessful) physics-based venture creation, and will illustrate characteristics for success.

PHYS 492. Modern Physics for Innovation II. 3 Units.
Continuation of PHYS 491, with an emphasis on current and prospective opportunities for Physics Entrepreneurship. Longer term opportunities for Physics Entrepreneurship in emerging areas including, but not limited to, nanoscale physics and nanotechnology; biophysics and applications to biotechnology; physics-based opportunities in the context of information technology. Recommended preparation: PHYS 491.

PHYS 495. Applied Patent Law. 1 Unit.
This course is designed to equip STEM students with practical knowledge of patent law, the patenting process, intellectual property (IP) strategy and IP management. Specific areas of study include: law and policy of patents, requirements to obtain a patent, the anatomy of the patent document, patent portfolio strategies, preparing and filing a patent application, IP management and monetization, managing IP in a research and development environment, sponsored research and service agreements, trade secrets and their relationship to patents, and non-disclosure agreements.

PHYS 539. Special Topics Seminar. 1 - 3 Units.
Individual or small group instruction on topics of interest to the department. Topics include, but are not limited to, particle physics, astrophysics, optics, condensed matter physics, biophysics, imaging. Several such courses may run concurrently.
PHYS 591. Gauge Field Theory I. 3 Units.
Noether’s theorem, symmetries and conserved currents, functional integral techniques, quantization, Feynman rules, anomalies, QED, electroweak interactions, QCD, renormalization, renormalization group, asymptotic freedom and assorted other topics. Prereq: PHYS 581.

PHYS 601. Research in Physics. 1 - 9 Units.

PHYS 651. Thesis M.S.. 1 - 9 Units.
(Credit as arranged.)

PHYS 666. Frontiers in Physics. 0 Unit.
Weekly colloquia given by eminent physicists from around the world on topics of current interest in physics.

PHYS 701. Dissertation Ph.D.. 1 - 9 Units.
(Credit as arranged.) Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

Department of Political Science

111 Mather House
politicalscience.case.edu (http://politicalscience.case.edu)
Phone: 216.368.2424; Fax: 216.368.4681
Elliot Posner, Department Chair
eap26@case.edu

The study of political science is primarily concerned with political power, governance, and the state, broadly understood. Our department offers courses that explore political behavior, institutions of government, international relations and international finance, policy-making, and protest and revolution. Our political science faculty employ a range of research methods and approaches, including game theory, elite interviewing, survey research, field and archival research, and comparative case study analysis.

Faculty specialties in the Department of Political Science include US political institutions; elections and political parties both in the United States and abroad; legislative politics and public policy; international relations with an emphasis on international political economy; the development and decline of nation-states; the politics of gender; constitutional law; public policy and public organizations; research methods; and comparative politics with regional concentrations including China, Central Asia and the Middle East, and Europe. The department offers degree programs leading to the BA, MA, and PhD.

The study of political science can build a foundation for many types of future employment. Many political science majors go on to graduate study or law school. Others pursue careers in journalism, nonprofit groups, public policy, government, or business.

Department Faculty

Elliot Posner, PhD
(University of California, Berkeley)
Professor and Chair
International relations; international and comparative political economy; politics of finance; international organizations; European Union

Karen Beckwith, PhD
(Syracuse University)
Flora Stone Mather Professor
Politics of gender; mass political participation; comparative political movements; democracy and representation

Justin Buchler, PhD
(University of California, Berkeley)
Associate Professor
Congress; redistricting; political strategy; parties and elections

Kathryn C. Lavelle, PhD
(Northwestern University)
Ellen and Dixon Long Professor in World Affairs
International relations; international organizations; Congress in world politics; politics of stock markets; governing institutions of national and international finance; U.S. foreign economic policy; Congress and banking policy

Kelly M. McMann, PhD
(University of Michigan)
Professor; Director, International Studies Program
Comparative politics; Central Asia; Russia and former East Bloc; democratization

Peter W. Moore, PhD
(McGill University)
M. A. Hanna Professor of Political Science; Associate Professor
Comparative politics and political economy of the Middle East and Africa

Laura Y. Tartakoff, JD, MA
(Case Western Reserve University School of Law; Tufts University)
Senior Instructor
Constitutional law; civil liberties; comparative constitutionalism

Joseph White, PhD
(University of California, Berkeley)
Luxenberg Family Professor in Public Policy; Director, Center for Policy Studies and Public Policy Program; Professor, Department of Epidemiology and Biostatistics, School of Medicine
American government; Congress; public policy; health and welfare policy; comparative politics of rich democracies

Visiting Faculty

Matthew Hodgetts, PhD
(Brown University)
Visiting Assistant Professor
Politics of climate change; environmental policy; contemporary political theory

Girma Parris, PhD
(Johns Hopkins University)
Visiting Assistant Professor
Politics of race, ethnic relations, issues of race and immigration in education, and comparative immigrant integration

Secondary Faculty

Juscelino Colares, JD, PhD
(Cornell Law School)
Professor, School of Law
International law; civil procedure
Further application procedures are posted on the department's website.

Andrew M. Lucker, PhD
(Case Western Reserve University)
Adjunct Assistant Professor
American government; state politics and government; history of political science

Howard Maier, MS
(Case Western Reserve University)
Adjunct Assistant Professor
Politics of China, environment, foreign

Michael Wager, JD
(New York University)
Adjunct Assistant Professor

Undergraduate Programs

Major
The major in political science leads to the Bachelor of Arts degree. The major requires 30 hours of coursework, distributed as follows:

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 109</td>
<td>The U.S. Political System</td>
<td>3</td>
</tr>
<tr>
<td>POSC 160</td>
<td>Introduction to Comparative Politics</td>
<td>3</td>
</tr>
<tr>
<td>POSC 172</td>
<td>Introduction to International Relations</td>
<td>3</td>
</tr>
<tr>
<td>Six POSC courses at the 300 level</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>POSC 396</td>
<td>Senior Project SAGES Capstone</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>30</strong></td>
<td></td>
</tr>
</tbody>
</table>

Students select courses based on their specific interests, with approval of the faculty advisor. No more than six hours of independent study (i.e., POSC 395 Special Projects and/or POSC 396 Senior Project SAGES Capstone) may count toward the major. Independent study completed through the Washington Center Program is excluded from this limitation.

Departmental Honors
Majors who maintain a grade point average of at least 3.3 overall on completion of senior year and 3.7 in political science courses, and who earn a grade of A in POSC 396 Senior Project SAGES Capstone, will be eligible to be nominated to receive their degrees "with Honors in Political Science."

Integrated Graduate Studies
The Integrated Graduate Studies (IGS) Program (p. 1298) in political science offers students the opportunity to earn an MA, in addition to their BA, within the usual period of undergraduate study or with a small amount of extra time. Students should notify the department of their interest no later than the beginning of the first semester of the junior year. Further application procedures are posted on the department’s website.

Upon completion of 90 undergraduate hours, the student must have satisfied all general requirements for the BA, including at least 21 hours in the political science major and the General Education Requirements, and must have a 3.5 grade point average in political science courses and 3.3 overall. If admitted to the IGS program, the student will take 30 hours of graduate-level political science courses during the senior year, adhering to the departmental regulations governing the master’s degree program. If completed successfully, these hours will count simultaneously toward both degrees in political science.

The BA will be awarded upon completion of all requirements for that degree, including total hours. The MA will be awarded upon successful completion of the 30 hours of graduate-level courses and the MA examination or thesis.

Minor
Political Science
A minor in political science consists of 15 hours (five courses) in the department, of which 9 hours must be at the 300 level. An elected minor sequence must be approved by a political science faculty advisor.

Public Policy
A minor in public policy is available to undergraduates in the College of Arts and Sciences and to undergraduates in the economics and management programs in the Weatherhead School of Management. Please see the Public Policy Program’s (p. 555) section of the bulletin for details.

Master of Arts
Applicants to the Master of Arts program in political science are required to submit their undergraduate transcripts and three letters of recommendation from former instructors. The admission requirements also include GRE results with minimum scores of 153 on Verbal (or 500 if taken before August 1, 2011), 144 on Quantitative (or 500 if taken before August 1, 2011), and 4.5 on Analytical sections. The department strongly prefers that applicants have a minimum GPA of 3.2 overall and a minimum GPA of 3.4 in political science courses. For students from other countries, the requirements are a minimum score of 550 on the paper version of the Test of English as a Foreign Language (TOEFL), or at least 215 on the computer version of the TOEFL; the minimum GRE scores indicated above; and transcripts of all undergraduate study, indicating completion of a Bachelor of Arts or Bachelor of Science degree program.

In addition to course work, students complete the Master of Arts program in political science either through a thesis (Graduate School Plan A) or a comprehensive examination (Graduate School Plan B), as described below.

The Master of Arts in political science is a broadly based program in which the student is expected to acquire and exhibit general knowledge and skills. Therefore, within the 30 hours of graduate-level course work (400 level and above) required for the master’s, 12 hours must be distributed as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>One course in the area of American government and politics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>One course in the area of comparative politics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>One course in the area of international relations</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>POSC 449</td>
<td>Political Science Research Methods</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>12</strong></td>
<td></td>
</tr>
</tbody>
</table>
Students who receive permission (due to special circumstances) from the graduate coordinator may take an alternative research methods course outside the department.

Among the remaining 18 hours of electives, the student will select courses to fit a plan to complete a thesis (in Plan A below) or complete an examination in two fields (Plan B below), as approved by the graduate studies director. A maximum of 9 hours may be taken outside the Department of Political Science, with prior approval from the graduate studies director, for specialized work related to the master’s degree for which no political science course is appropriate. A maximum of nine hours of independent study may count toward the degree.

A minimum grade point average of 3.0 must be maintained throughout the Master of Arts program. A master’s student who fails to maintain a GPA of 3.0 will be placed on academic probation for one semester. If the GPA is not returned to the 3.0 minimum by the end of the probationary semester, the student will be separated from further study in the department.

Plan A: MA Thesis

An MA Thesis should be a major research paper equivalent to at least six hours of registration. Students shall register for POSC 651 Thesis M.A., which will count towards the 30 hours of course work required for completion of the MA. An MA Thesis will be read by a committee of three members of the faculty, and defended in an oral examination with the faculty committee. The committee shall vote on approval of the thesis after the oral defense. A majority vote will suffice to approve the thesis.

Students must define their thesis topic no later than the last week of the semester before the semester in which they expect to defend the thesis. The thesis supervisor will be selected by mutual agreement between the student and the faculty member who agrees to supervise. The topic must be defined before the student registers for POSC 651 Thesis M.A., and a permit for the course must be issued by the faculty supervisor. The student must prepare a prospectus describing the research question and research plans before the permit can be issued. The prospectus must be approved by both the faculty supervisor and the department’s graduate studies director. The director shall appoint the two other members of the examination committee. The graduate studies director will also schedule the oral defense, with assistance from the department staff.

Plan B: MA Examination

For the MA Examination, students should be able to explain, critique, integrate and apply the arguments of leading works in two out of the three fields of American Politics and Government, Comparative Politics, and International Relations. The examination is a written test of five hours’ duration, with 150 minutes for each of the chosen subfields. A student who chooses Plan B must request scheduling of the examination upon completion of no fewer than 30 hours and no more than 42 hours of master’s-level course work.

The examination is administered in a controlled, closed-book setting. The department maintains, on its website, MA reading lists of major scholarly works within the three fields listed above, and test questions will be based upon an expectation that the student has thoroughly studied – whether in or outside of classes – the works designated on those lists. Faculty members within each subfield write the questions for that subfield, which are then assembled by the graduate studies director, who is responsible for scheduling the exam.

The student must notify his or her faculty advisor and the graduate studies director of intent to take the exam, and the two subfields chosen, at least six weeks before he or she wishes to take it. Each section of the examination will be graded by two members of the faculty. The two faculty members must agree that the student has performed acceptably on that section of the examination in order for the student to pass on that section. The student must pass both sections to pass the exam.

Grading for the exam is Honors, Pass, or Fail. If the exam is failed, a student will have one calendar year in which to retake the exam. We expect the student will need at least one semester to prepare for retaking the exam. During the interim, the political science faculty may require the student to take additional classes to help address the concerns raised by the failed exam segment or segments. If the student does not pass the exam on a second attempt, she or he will be separated from the department. Please note that university regulations require that students be registered for course work during any semester during which the MA Exam is taken. A student who does not enroll in other courses should enroll for one hour of EXAM 600, “Comprehensive Exam” (noncredit).

Doctor of Philosophy

Requirements for admission to the Doctor of Philosophy program in political science are the same as for admission to the Master of Arts program, with the following additions. The department strongly prefers that applicants without an MA in political science have a minimum GPA of 3.2 overall and a minimum GPA of 3.4 in undergraduate political science courses, and that applicants with an MA degree in political science have a minimum GPA of 3.4 overall in their MA work.

Because the department faculty is small, applicants should determine, prior to applying, whether one or more members of the department faculty are active in the applicant’s field of interest. PhD applications must specify the applicant’s field(s) of interest, as the Graduate Studies Committee will not recommend the admission of an applicant where the department faculty cannot support the applicant’s proposed course of study. Students who are accepted into the department’s MA program and then decide they would like to earn the PhD are expected to apply to the PhD program and meet the admission requirements. All PhD students must complete 45 hours of graduate-level courses, plus at least 18 hours of POSC 701 Dissertation Ph.D. credit. The required 45 hours of doctoral courses taken before dissertation credits must be distributed as follows:

<table>
<thead>
<tr>
<th>Hours</th>
<th>Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>hours in a primary subfield (American, comparative, or international relations)</td>
</tr>
<tr>
<td>9</td>
<td>hours in secondary subfield (one of the remaining two fields)</td>
</tr>
<tr>
<td>6</td>
<td>hours in the remaining subfield</td>
</tr>
<tr>
<td>6</td>
<td>hours in Research Methods: POSC 449 Political Science Research Methods</td>
</tr>
<tr>
<td>12</td>
<td>hours of electives</td>
</tr>
<tr>
<td>45</td>
<td>Total Units</td>
</tr>
</tbody>
</table>

A maximum of 9 hours of independent study may be undertaken. University regulations require PhD students to spend at least one academic year in full-time residence (two consecutive regular semesters with a minimum of 9 hours’ registration each semester).

Doctoral students whose MA in political science has been certified, and doctoral students with an MA in political science from Case Western Reserve, need to complete only 18 of the 45 hours of doctoral course work. The graduate studies director will set distribution requirements on an individual basis, reflecting the course work completed for the MA.
Doctoral students without a completed MA must complete either Plan A (a thesis) or Plan B (the MA examination) upon completion of no fewer than 30 hours and no more than 36 hours of course work. A student who does not complete one of these requirements may not continue in the Ph.D. program past 36 hours of course work. See the descriptions of Plan A and Plan B above for further information. Upon completion of 45 hours of course work, the student must pass the PhD comprehensive examinations in his or her primary and secondary subfields. After passing the examinations, a student must complete a dissertation, typically 150-400 pages in length, that draws on the student's original research to make a contribution to the field of political science.

**Dual JD/MA**

Students accepted to the School of Law may pursue a Master of Arts in Political Science in conjunction with their JD degree. Completion of the program requires 97 hours of course work, and so would be expected to require seven semesters. Students wishing to enroll in the dual-degree program must be separately admitted to each program, but the department will waive the GRE requirement and accept the LSAT in the admissions process.

Students must complete a total of 21 hours of credit within the political science department, including at least three credit hours in American politics, comparative politics, international relations, and research methods. Dual-degree students will normally begin study in the law school and defer enrollment in the MA program until their second year. They must either pass the MA comprehensive examination or complete an MA Thesis upon completion of their political science course work. Up to six hours of POSC 651, Thesis M.A., may count towards the required credit hours for the degree. See the descriptions of Plan A and Plan B above for further information.

**Courses**

**POSC 109. The U.S. Political System. 3 Units.**  
This course provides an overview of governmental institutions and processes in the United States, the political forces that combine to shape them, and how we might best understand the system that government and politics create.

**POSC 160. Introduction to Comparative Politics. 3 Units.**  
Comparative politics is the study of processes and institutions within countries. Prompted by real-world puzzles, comparativists investigate broad, theoretical questions such as: What constitutes a revolution, and why do revolutions occur? How does one country become more democratic than another? Why do relations between some ethnic groups turn violent? This course introduces students to some of the central puzzles and theories of comparative politics in order to help them better understand world events. Counts for CAS Global & Cultural Diversity Requirement.

**POSC 172. Introduction to International Relations. 3 Units.**  
Why do countries fight wars? Can nuclear proliferation be curtailed? Does trade help developing countries or harm them? This survey of the field of International Relations examines "big questions" in world politics. It introduces themes including the rise, development and changes of the nation-state system; patterns and causes of international conflict and cooperation; international law, organizations, and transnational institutions; the roles of both state and non-state actors in international politics; and the methods used to understand this field.

**POSC 301. Decision-Making in American Cities. 3 Units.**  
Localities are the primary interface with government and provide the basic psychological place identification for most Americans. The course will explore this assertion in the context of urban America today. How are decisions made in cities? Who shapes these decisions and why? What role is played by shifting demographics, race, and poverty? What can the individual do to influence local decision-making? Offered as POSC 301 and POSC 401.

**POSC 306. Interest Groups in the Policy Process. 3 Units.**  
Introduction to the institutions and processes that make up the political environment of nonprofit and other organizations in the United States, beginning with an examination of the role of civil society in a democracy and continuing with the framing of issues, role of political entrepreneurs and organized interests, elections, the legislative process and strategies for influencing it, and the roles of executive institutions and the courts. Offered as POSC 306 and POSC 406.

**POSC 308. The American Presidency. 3 Units.**  
The sources of, strategies of, and restraints on presidential leadership in the United States. Emphasis on problems of policy formation, presidential relations with Congress and executive agencies, and the electoral process. Offered as POSC 308 and POSC 408.

**POSC 310. Congress in an Era of Polarization. 3 Units.**  
A study of Congress in the modern era with emphasis on the development of polarization, procedural changes, conflict between the legislative and executive branches during divided government, and the current state of representation. Offered as POSC 310 and POSC 410.

**POSC 318. People and Planet. 3 Units.**  
In this course, we study the way in which the environment is a matter of politics. Our approach is philosophical, examining the concept of politics in light of how societies shape their environment on Earth. This elucidation’s aim is practical. We want to know not only what environmental politics is, but what we should do about it. Students from any major are welcome, without prerequisite. Offered as PHIL 318, POSC 318 and ESTD 318.

**POSC 319. Politics and Money. 3 Units.**  
One of the most famous definitions of politics comes from Harold Laswell, who described it as the struggle over “who gets what, when, how.” Money is at the center of most political conflict. It is a resource, a motivation, and an end unto itself. This course will examine the role of money in politics, with particular emphasis on American politics. We will discuss the role of money in elections, in the policy-making process, and what it means for representation. The course will begin with the question of the role that financial consideration play in public opinion and voting behavior. We will then address the role that money plays in election results, both in terms of its role in financing campaigns, and the relationship between the state of the economy and election results. Finally, we will discuss the policy-making process. In that context, we will address the role that interest groups play in the process, and how the quest for economic benefits for one’s constituency motivates the behavior of elected officials. We will conclude by discussing how policy changes at the systematic level occur and the influence that various groups have on policy outcomes. Offered as POSC 319 and POSC 419.

**POSC 321. News Media and Politics. 3 Units.**  
Analysis of the political role of the news media in American government and politics. Examines the fascinating relationship between reporters and politicians. Covers the overall structure and legal position of the media as well as the media’s impact on the American political system. Offered as POSC 321 and POSC 421.
POSC 322. Political Movements and Political Participation. 3 Units.
Political Movements and Political Participation is concerned with the variety of ways citizens engage in collective activism in the United States and across national boundaries, and with the conditions under which citizens identify common concerns and join together in political movements to bring about change. The course begins with an examination of three general bodies of theory and research on political movements: resource mobilization, political opportunity structures, and cultural framing. We will also investigate frameworks of political participation for understanding the relationships among different expressions of collective activism and representation. In the context of these sometimes competing theories, we will consider 1) the conditions under which political movements are likely to emerge, as well as the circumstances in which collective political action is precluded; 2) how citizens come to recognize collective grievances and shared political identities; 3) the strategies and tactics of organized movements, and their likelihood of political success; and 4) the relationship between political movements, political parties, and the state. Offered as POSC 322 and POSC 422.

POSC 323. Judicial Politics. 3 Units.
Rejecting the view that judges mechanically apply the law, the study of judicial politics seeks to understand the behavior of judges as political actors with policy goals. Topics include judicial selection and socialization, judicial policy change, judicial strategy (especially the strategic interaction of judges on multi-judge panels), the interaction of courts in hierarchical judicial systems, the policy impact of judicial decisions, and the courts’ interactions with coordinate branches of government (the executive, Congress, state governments, state courts). Primary focus will be on the federal judiciary, with some discussion of state judicial systems. Offered as POSC 323 and POSC 423.

POSC 325. American Constitutional Law. 3 Units.
An introductory survey of U.S. constitutional law. Special attention given to the historical, philosophical, and political dimensions of landmark Supreme Court cases. Judicial review, federalism, separation of powers, due process, and equal protection. Supreme Court's involvement in major political controversies: the New Deal, abortion, physician-assisted suicide, school desegregation, and affirmative action. Offered as POSC 325 and POSC 425.

POSC 326. Constitutions in Practical Politics. 3 Units.
Overview of ancient Greek and Roman constitution-making, medieval principles, emergence of modern constitutionalism, and the constitutionalist vision of the American and French Revolutions. Examination of contemporary constitutional issues and developments in countries such as Canada, France, Germany, Great Britain, Ethiopia, India, and the United States. Offered as POSC 326 and POSC 426. Counts for CAS Global & Cultural Diversity Requirement.

POSC 327. Civil Liberties in America. 3 Units.
Supreme Court's interpretation of the First Amendment: liberty of religion through the establishment and free exercise clauses, freedoms of speech and the press, of assembly and association. The "pure tolerance" view examined against subversive speech, "fighting words," libel, and obscenity. Survey of content-neutral regulation, symbolic expression, and current efforts to limit expression (campus speech codes and the feminist anti-pornography movement). Offered as POSC 327 and POSC 427.

POSC 328. Topics in Civil Liberties. 3 Units.
Rights of the accused as outlined in the Fourth, Fifth, Sixth, and Eighth Amendments. Topics covered are (1) arrests, searches, and seizures, (2) the privilege against compelled self-incrimination, (3) the rights to counsel, confrontation, and jury trial, and (4) the prohibition against cruel and unusual punishments. Case-specific approach but presents interplay of history, philosophy, and politics as background of each topic. Offered as POSC 328 and POSC 428.

POSC 334. Comparative Political Violence. 3 Units.
This is a non-standard, simulation based course analyzing the causes and processes of political violence in comparative perspective. The course begins by engaging some classic philosophical work on power, conflict, and violence. It then moves to specific cases drawn at different historical periods and from across the world (North America, Asia, Africa, and the Middle East). For each case, students are organized into groups representing actual political actors. Collaborative research and written assignments serve to prepare each group for an in-class simulation exercise. Simulations vary in format and goals but each comprises a group grade and an individual written project. Offered as POSC 334 and POSC 434. Counts for CAS Global & Cultural Diversity Requirement.

POSC 341. US Political Parties and Elections. 3 Units.
Political Parties and Elections examines the development and history of political parties in the US, examining the impact of electoral systems and law at the national and local levels, the impact on key events in shaping the parties’ ideologies, policy preferences, and core constituencies. The course reviews key party realignments and asks whether the US is experiencing a party realignment in response to party polarization and populist challenges. It also considers candidate emergence, campaign strategies, and campaign finance in the context of the US political party system. Offered as POSC 341 and POSC 441.

POSC 343. Public Opinion and American Democracy. 3 Units.
Examination of theories, concepts and empirical research related to attitudes and the political behavior of mass publics. Offered as POSC 343 and POSC 443.

POSC 346. Women, Power, and Politics. 3 Units.
Women, Power, and Politics involves a critical examination of the impact of gender on the forms and distributions of power and politics, with primary reference to the experience of women in the United States. Major concerns of the course include the political meanings and import of "sex," "gender" and "politics;" the relationship between women and the state; how women organize collectively to influence state policies; and how the state facilitates and constrains women's access to and exercise of political power. The course is organized around four foci central to the study of women and politics. The first section of the course focuses on the meanings of "women," "gender," and "politics." In this section, we will consider how these concepts intersect and the ways in which each may be used to deepen our understanding of the workings of governments and political systems, and of women's relative political powerlessness. The second section of the course employs these concepts to understand the (re) emergence of the US feminist movement, its meanings, practices, and goals, and its transformation across US political history. In the third section, we turn to conventional electoral politics, focusing on women's candidacies, their campaigns, and women's voting behavior. In the final section of the course, we consider those general factors that might provide for increased gender equality and improved life status for women, in global, comparative perspective. Offered as POSC 346, POSC 446 and WGST 346. Counts as SAGES Departmental Seminar.
POS 348. History of Modern Political and Social Thought. 3 Units. This course explores the responses of philosophers, economic theorists, culture critics, and public policy makers to changes in western society wrought by industrialization by focusing on their concerns with technological change. Offered as HSTY 348, HSTY 448 and POSC 348.

POS 349. Political Science Research Methods. 3 Units. This course examines approaches that political scientists use to understand events and processes. In doing so, the course provides students with skills helpful to completing senior projects, such as the ability to evaluate and conduct research. Through exercises and projects, students will take part in the research process from constructing a question to developing a research design to interpreting results. Students will learn and apply key techniques, including inductive and deductive reasoning, hypothesis construction, operationalization of concepts, measurements, sampling and probability, causal inference, and the logic of controls. They will produce materials common to the discipline, such as research designs. Offered as POSC 349 and POSC 449. Counts as SAGES Departmental Seminar.

POS 350. Modern Political Thought. 3 Units. Examination of a limited topic in the study of modern political thought. Topics vary. Offered as POSC 351 and POSC 451.

POS 351. Modern Political Thought. 3 Units. Examination of the unique contribution to the science of government made by American political thinkers. Offered as POSC 352 and POSC 452.

POS 352. American Political Thought. 3 Units. Examination of a limited topic in the study of modern political thought. Topics vary. Offered as POSC 351 and POSC 451.

POS 353. Political Thought and Political Change in China. 3 Units. "No state is forever strong or forever weak," said Han Feizi, China's great legalist philosopher. He believed that as a country's conditions changed, the laws and institutions had to change to meet these new circumstances. China today faces new circumstances that have caused deep and broad challenges to its people. This has prompted serious debate among intellectuals, leaders, and average citizens about the possibility for and direction of political reform. But what might that reform look like, and how would it be conceived, if it could overcome the current barriers? This seminar will provide a fuller understanding of China's potential for political change by examining Chinese political thought from Confucius, Mencius and Han Feizi through Mao Zedong and Deng Xiaoping. These and other political philosophical traditions have influenced China's political culture, which will influence the form of any change. Offered as POSC 353 and POSC 453.

POS 354. Political and Social Philosophy. 3 Units. Justification of social institutions, primarily political ones. Such distinctions as that between de facto and legitimate authority; analysis of criteria for evaluation, such as social justice and equality; inquiry into theories of justification of the state; theory of democratic government and its alternatives. Readings from classical and contemporary sources. Recommended preparation: PHIL 101. Offered as PHIL 334, POSC 354, PHIL 434, and POSC 454.

POS 355. Modern Political Ideologies. 3 Units. Substance and nature of ideological thinking in the contemporary world via a survey of political "isms"—for example, liberalism, libertarianism, conservatism, fascism, socialism, and even more recent trends such as feminism, environmentalism, etc. Offered as POSC 355 and POSC 455.

POS 356. Transitions to Democracy and Dictatorship. 3 Units. Everyday life is dramatically different depending on whether one resides in a democracy or under a dictatorship. This course examines why some countries have democracies and others dictatorships. It explores successful, incomplete, and failed transitions to democracy. The incomplete transitions result in hybrid regimes, stuck between democracy and dictatorship, and the outright failures result in non-democracies, such as dictatorships. The course examines examples from most regions of the world, including Africa, Asia, Europe, the Middle East, the former Soviet Union, North America, and South America. Offered as POSC 356 and POSC 456. Counts for CAS Global & Cultural Diversity Requirement.

POS 357. Political Strategy. 3 Units. This course examines practical applications of prominent political science theories. It is partly a how-to course covering a broad range of political activities, but the primary objective is to link practical issues with theories to help you understand why events happen the way they do. The course focuses on American politics, but the materials will be applicable to a wide range of situations. The course is a seminar requiring regular student presentations that will generate discussion about the readings and current events. Papers consist of analysis of current events, and require students to analyze the strategies used by prominent figures in the context of the theories we discuss in class. Offered as POSC 358 and POSC 458. Counts as SAGES Departmental Seminar.

POS 358. Political Strategy. 3 Units. This course examines practical applications of prominent political science theories. It is partly a how-to course covering a broad range of political activities, but the primary objective is to link practical issues with theories to help you understand why events happen the way they do. The course focuses on American politics, but the materials will be applicable to a wide range of situations. The course is a seminar requiring regular student presentations that will generate discussion about the readings and current events. Papers consist of analysis of current events, and require students to analyze the strategies used by prominent figures in the context of the theories we discuss in class. Offered as POSC 358 and POSC 458. Counts as SAGES Departmental Seminar.

POS 359. Revolutions and Revolutions in Global Perspective. 3 Units. The Arab protests of 2011 gripped the attention of the world. Young protestors succeeded in unseating some long time rulers but in other cases tense standoffs have evolved. This course takes those events as a starting point to examine the broader political history of revolts and revolutions in the global south. The first part of the course examines some of the classic social science debates about what constitutes revolution, what leads to revolution, and what the effects can be. The second part of the course analyzes specific cases in Europe, Latin America, Africa, and Asia to understand the causes and consequences of revolt and revolution. What drives everyday persons to brave the dangers of protest? When and why do political leaders decide to resist or reform? What happens when revolts fail? What happens when they succeed? Material for the course will include classic social science narratives, revolutionary polemics, popular analyses of events since 2011, examples of social media as political action, and first person narratives. Offered as POSC 360 and POSC 460. Counts for CAS Global & Cultural Diversity Requirement.

POS 360. Revolutions and Revolutions in Global Perspective. 3 Units. This course explores the responses of philosophers, economic theorists, culture critics, and public policy makers to changes in western society wrought by industrialization by focusing on their concerns with technological change. Offered as HSTY 348, HSTY 448 and POSC 348.

POS 361. The Politics of Electoral Systems. 3 Units. Elections involve more than a simple act of voting to express individual preferences. The rules under which countries conduct elections determine who controls the executive and how votes are converted into legislative seats. The mechanics of various electoral arrangements will be examined in detail and the consequences for the political system discussed in terms of strategies and desired outcomes on the part of contestants in terms of democratic representation. Students will research individual countries and analyze recent elections from both qualitative and quantitative perspectives. Offered as POSC 363 and POSC 463. Counts as SAGES Departmental Seminar.
POSC 364. Dictatorship and Democracy in Modern Latin America. 3 Units.
Examination of political leadership in 20th-century Latin America, exploring the nature of autocracy, and consequences of dictatorship and democracy in the region, moving from the collapse of oligarchic rule and the emergence of populism in the 1930s and 1940s, to the end of democracy and establishment of military regimes in the 1960s and 1970s, and ultimately to the contemporary processes of democratization and economic liberalization. Offered as ETHS 364, POSC 364, and POSC 464. Counts for CAS Global & Cultural Diversity Requirement.

POSC 367. Western European Political Systems. 3 Units.
Comparative analysis of sociopolitical systems of selected Western European industrial democracies, using North American systems as a point of comparison. Offered as POSC 367 and POSC 467.

POSC 369. Social Justice Issues in Latin America. 3 Units.
This course explores ethnicity, gender, and religion in Latin American politics and society, and then tackles revolution, democracy, and populism. Throughout, the region's history, geography, and culture are taken into account—for example, the European and indigenous legacies in Mexico and Perú, Bolivia, Chile, and Ecuador; the Asian presence in Perú and Brazil; the African contributions to Cuba and Brazil; female heads of state, such as Nicaragua's Violeta Chamorro, Chile's Michelle Bachelet, Argentina's Cristina Fernández de Kirchner, Costa Rica's Laura Chinchilla, and Brazil's Dilma Rousseff. Liberation Theology and the current Pope's worries about the declining number of Catholics in the region are also addressed. Today's multiparty democracy in Mexico, Hugo Chávez's legacy in Venezuela, and Cuba's international humanitarian aid and ideological aims would not be possible without revolution(s) and populism. They are inevitably intertwined with ethnicity, gender, and religion. This course aims to encourage a better understanding of Latin America and its relation to the rest of the world. Offered as ETHS 369, POSC 369 and POSC 469. Counts for CAS Global & Cultural Diversity Requirement.

POSC 370A. Political Economy. 3 Units.
Focus on debates concerning the proper relationship between political and economic systems, including conservative, liberal, and radical perspectives. The politics of international economics and the economics of international politics receive separate attention. The course concludes with study of "modern" political economy and the application of economic theory to the study of political systems. Offered as POSC 370A and POSC 470A.

POSC 370C. The United States and Asia. 3 Units.
Survey and analysis of U.S.-Asia relations in the post-World War II period. Focus specifically is on the interaction of politics and economics in the United States' relations with Japan, China, and Southeast Asian countries. Topics will include the role of Asia in U.S. Cold War policies, the dynamics of U.S.-Japan alliance politics, post-Cold War issues involving U.S. foreign policy toward Asia, a history and analysis of economic conflict cooperation, and an examination of the move toward Asia-Pacific "regionalism." Offered as POSC 370C and POSC 470C.

POSC 370D. The Politics of China. 3 Units.
Now more than ever, the Chinese state and society are facing tremendous economic, social, and political challenges. This course presents an overview of current issues facing the People's Republic, including a changing (or not) political culture, policy processes and outcomes at the national and local levels, reform and economic growth, the resultant societal changes and pressures, and the consequent challenges the Communist Party faces as demand for political reform grows. The class involves a mixture of lectures and discussion and draws on a combination of primary and secondary sources, including current news reports and films. Offered as POSC 370D and POSC 470D. Counts for CAS Global & Cultural Diversity Requirement.

POSC 370F. Financial Politics in the United States and the World. 3 Units.
This course explores how political institutions make policy in the financial area with particular emphasis on the United States. Using a bureaucratic politics framework, it examines money, banks and the securities industry by integrating a wide range of literature in economics and political science. Specific objectives include familiarizing students with different approaches to the political economy of finance from different disciplines, exploring the historical evolution of finance, examining the changing relationship between public and private authority within the financial system, considering how politics operates in a crisis, and evaluating the role of international financial institutions in the global economy. By taking this course, students will equip themselves for further research into politics and economics, as well as offer them tools to analyze future policy developments as they unfold. Offered as POSC 370F and POSC 470F.

POSC 370H. China's Foreign Policy. 3 Units.
The rise of China is evident in the country's more forward and robust foreign policy that began in 1979. At every turn, nations throughout the world must now consider China wherever their interests are at stake, be it Korea and Northeast Asia, Indochina and Southeast Asia, India/Pakistan and South Asia, or Afghanistan and Iran in the Middle East, not to mention the many African states that welcome Chinese investment but chafe at China's presence. Further, China is increasingly aggressive in international trade, a major determinant of its foreign policy. This course describes the key factors that make up Chinese foreign policy, including its cultural tradition, policy-making institutions, the role of the military, and domestic determinants of foreign policy. The course also examines China's ever-changing foreign policy strategies, from an aggressive posture to charming its neighbors only to become more strident once again. The course will also examine China's role involving possible mercantilism, currency manipulation, and the hunt for traditional and alternative energy sources. Throughout the course, we will pay attention to how China's foreign policy relates to international relations theories and what strategies might be used to manage China's growing role in international affairs. Offered as POSC 370H and POSC 470H. Counts for CAS Global & Cultural Diversity Requirement.

POSC 370J. International Law and Organizations. 3 Units.
Study of international organizations and international law as two means for regulating and coordinating nation-state behavior. History of the two techniques will be traced, covering 19th century efforts at cooperation, the League of Nations and the United Nations, regional and specialized global organization. The functions of international law in global politics will be stressed, with primary focus on the evolving role of law in dealing with global problems, e.g., war, the environment, economic cooperation, and human rights. Offered as POSC 370J and POSC 470J.
POSC 370M. Theories of Political Economy. 3 Units.
This course is a SAGES departmental seminar in political economy that brings a wide range of theoretical perspectives to bear on the relations between market and state in the contemporary world. It focuses on three questions: What have been the major debates concerning the role of the government in the economy? How were these debates resolved in the compromise of embedded liberalism, and What experiences have individual states had with these questions of political economy? To answer these questions, we will read original literature to uncover the connections among politics, economics, and the world of ideas that has resulted in the political debates we confront today. Offered as POSC 370M and POSC 470M. Counts as SAGES Departmental Seminar.

POSC 370N. Economics and Politics in Global Governance. 3 Units.
The political and economic dynamics at work in a country both establish the conditions leading up to crises and frame the policy choices available to resolve it. This course addresses these interactive dynamics by combining the research and career expertise of the discipline of Political Science and Macroeconomics and Financial Regulation in a team-taught course. It explores how financial crises have been managed in world history by paying particular attention to the way governance structures operate to help or hurt the outcome. The emphasis combines a sophisticated understanding of the mechanics of the intervention as well as the politics inside each International Financial Institution involved. Specifically, the course begins by reviewing the history of the Federal Reserve and the gold standard, the Great Depression and the operations of the Bretton Woods System. Next, it looks at the sovereign debt crises of the 1980s and the International Monetary Fund. It picks up the history with Japan's crisis in the 1990s and the later interventions of the International Monetary Fund, Bank for International Settlements, Federal Reserve, European Commission, and European Central Bank to the present era. Offered as POSC 370N and POSC 470N.

POSC 371. Natural Resources and World Politics. 3 Units.
Examination of the political causes and ramifications of the uneven distribution of the valuable natural resources for modern industrial societies. Strategic and military issues and the exploitation of the sea bed. Examination in some detail of selected commodity issues, including petroleum, copper and uranium. Offered as POSC 371 and POSC 471.

POSC 373. Politics of the European Union. 3 Units.
The evolution of the European Union ranks among the most significant developments in contemporary European and international history. It is an extraordinary illustration of successful cooperation among sovereign countries and a fascinating laboratory for political scientists and others interested in the building of polities, markets and societies. Yet scholars have disagreed about nearly every important aspect of its origins, nature and implications; and with the United Kingdom's departure (Brexit), the pandemic and its consequences, democratic backsliding (in some member states) and other crises, they are arguing about whether and how the EU can endure recent and future challenges. The seminar's readings, discussions and written assignments will introduce students to the main debates and cover past and ongoing developments. Offered as POSC 373 and POSC 473.

POSC 374. Politics of Development in the Global South. 3 Units.
Exploration of the post-World War II emergence of the Global South nations of Africa, Asia, the Middle East, Latin America, and the Eastern Europe arena. Offered as ETHS 374, POSC 374, and POSC 474.

POSC 375. The International Politics of Technology. 3 Units.
Technology is deeply political. Nowhere is this statement more evident than in the realm of international relations, where governments perceive technology as a source of power and wealth and a symbol of relative position and modernity. Yet for centuries skeptics have questioned the economic rationale of government technology policies. Still, to this day, countries support emulation, innovation and a host of other strategies as means for catching up with leading nations or locking in current advantages. What lies behind such policies? What do they accomplish? And what are the domestic and international politics surrounding them? After reading classic arguments, including texts by Adam Smith, Alexander Hamilton and Friedrich List, students will consider 20th and 21st century debates and an array of experiments tried by poor, middle-income and rich countries. Cases include the development of new industries; the imposition of sanctions; the dilemma of dual technologies and military spillovers; the forging of national champions; the reorganization of banks and the creation of international financial centers; the copying of regional clusters (e.g. Silicon Valley) and stock markets (e.g. the Nasdaq); and the extraterritorial extension of domestic regulation and governance techniques. There are no prerequisites and first year students are welcome. Offered as POSC 375 and POSC 475. Counts as SAGES Departmental Seminar.

POSC 376. United States Foreign Policy. 3 Units.
Focus on U.S. foreign policy making with a dynamic network of executive and congressional actors and organizations; analysis of traditional and contemporary U.S. foreign policies from nuclear defense to current economic resource issues; future role of the United States in world affairs. Offered as POSC 376 and POSC 476.

POSC 377. Politics of Russia. 3 Units.
Russia faces three problems: the creation of a sovereign state, the development of a new political system, and the restructuring of its economy. In this course we will challenge the assumption that the outcome of these three transitions will be a strong, democratic, capitalist country. We will ask whether civil war, organized crime, an immature party system, poor social services, and nomenklatura privatization bode poorly for these three transformations. Offered as POSC 377 and POSC 477. Counts for CAS Global & Cultural Diversity Requirement.

POSC 378. International Relations Theory. 3 Units.
This course is a seminar in international relations theory. As such, we will bring a wide range of theoretical perspectives to bear on issues and debates in the area of international relations by systematically studying the evolution of the world system. The seminar is roughly divided into a first half focusing on war and the political system, and a second half focusing on trade, finance and the economic system. Each section devotes particular attention to ethical problems associated with political and economic issues. This course should develop students' ability to read and critically evaluate academic literature in the field of international relations, and enable students to produce a scholarly paper on one substantive area of the field. Offered as POSC 378 and POSC 478. Counts as SAGES Departmental Seminar.
POSC 379. Introduction to Middle East Politics. 3 Units.
This is an introductory course about Middle East Politics, in regional as well as international aspects. In this course we will explore broad social, economic, and political themes that have defined the region since the end of World War Two. Since this is an introductory course, a major goal will be to gain comparative knowledge about the region's states and peoples. The countries that comprise the modern Middle East are quite diverse; therefore, we will only be able to focus on a few cases in depth. A second goal is to use the tools and theories social scientists employ to answer broad questions related to the region, such as: How have colonial legacies shaped political and economic development in the Middle East? How do oil, religion, and identity interact with politics? How have external powers affected the region's political development? What do the uprisings of 2011 hold for the region's future? Offered as POSC 379 and POSC 479. Counts for CAS Global & Cultural Diversity Requirement.

POSC 380A. State and War in Africa and the Middle East. 3 Units.
The Middle East, North Africa, and Sub-Saharan Africa remain the most volatile and conflict prone regions of the world. Traditional approaches to war and state conflict have emphasized systemic variables, such as balance of power, military capabilities, perceptions, the security dilemma, and of course anarchy. While these concepts have generated much academic interest, their ability to explain and understand conflict in the developing world is severely limited. This is due to the basic fact that nearly all conflict in the world today is not between states but is taking place within state boundaries. What drives these conflicts? Are there common factors and patterns within the Middle East and Africa? How does sub-state conflict affect political and economic development? What are the most likely resolution strategies? Recommended preparation: POSC 379. Counts as SAGES Departmental Seminar.

POSC 381. City as Classroom. 3 Units.
In this course, the city is the classroom. We will engage with the urban terrain. We will meet weekly off-campus, interact with community members, and interface—both literally and figuratively—with the city as a way to examine the linkages between historical, conceptual, and contemporary issues, with particular attention paid to race and class dynamics, inequality, and social justice. This course will have four intersecting components, primarily focusing on American cities since the 1930s: the social and physical construction of urban space, the built environment, life and culture in the city, and social movements and grassroots struggles. Offered as HSTY 381, POSC 381, SOCI 381, HSTY 481, POSC 481, and SOCI 481. Counts for CAS Global & Cultural Diversity Requirement.

POSC 382A. Public Policy in Child Development. 3 Units.
This course introduces students to issues in public policy that impact children and families. Local, state, and federal child policy will be considered, and topics will include, for example, policies related to child poverty, education, child welfare, juvenile justice, and children's physical and mental health. Students will learn how policy is developed, how research informs policy and vice versa, and a framework for analyzing social policy. Recommended preparation: One social sciences course or consent. Offered as ANTH 305, ANTH 405, CHST 301, CHST 401, and POSC 382A.

POSC 382B. Arts Education Advocacy and Policy. 3 Units.
In arts education, policy experts operate as plumbers. They seem to only be acknowledged when a problem occurs—like when a newly implemented policy creates a barrier to licensure or a state department of education changes high school graduation requirements; not to mention perennial budgetary crises that have elective teachers jockeying for legitimacy in the eyes of the decision-makers. Through the study of arts advocacy, political science, and education policy, this course empowers arts advocates and teachers to participate in local policy activism by clarifying their goals and expectations as well as help them explore the education policy quagmire through the arts education lens. Recommended Preparation: moderate understanding of statistical reasoning. Offered as MUED 348, MUED 448, POSC 382B, and POSC 482B. Prereq: Junior or Senior Standing and (STAT 201 or STAT 312 or MATH 121).

POSC 383. Health Policy and Politics in the United States. 3 Units.
Overview of the principal institutions, processes, social forces, and ideas shaping the U.S. health system. Historical, political, economic, and sociological perspectives on the health system are explored as well as the intellectual context of recent policy changes, challenges, and developments. Students will acquire a sense of how health services are financed and delivered in the U.S. They will also learn how to assess its performance compared to that of other similar countries. Offered as POSC 383 and POSC 483.

POSC 384. Ethics and Public Policy. 3 Units.
Evaluation of ethical arguments in contemporary public policymaking discourse. That is, approaches to evaluating not only the efficiency of policy (Will this policy achieve its end for the least cost?) but also the ethics of policy (Are a policy’s intended ends ethically justified or “good,” and are our means to achieve those ends moral or “just”?). Overview of political ideologies that supply U.S. political actors with their ethical or moral arguments when proposing and implementing public policy, followed by an application of these differing perspectives to selected policy areas such as welfare, euthanasia, school choice, drug laws, censorship, or others. Offered as PHIL 384, PHIL 484, POSC 384 and POSC 484.

POSC 385. Doing Government Work: Public Administration in the U.S.. 3 Units.
This course focuses on how governments, particularly governments in the United States, do their work. The topic is often called “public administration," or "implementation," or "bureaucratic politics." It involves what James Q. Wilson calls government "operators" such as teachers, public health doctors, agricultural extension agents, grant administrators and Seal teams. Their actions depend on their own values; conflict among political authorities, and on what is needed to perform specific tasks. We will begin by discussing the challenges of organizing to do anything, or organization theory, turn to the peculiar political context of administration in the United States; and apply these understandings to specific government activities. Students should emerge with a better understanding of why government agencies do what they do, and why they succeed or fail. Offered as POSC 385 and POSC 485. Counts as SAGES Departmental Seminar.
POSC 386. Making Public Policy. 3 Units.
Politics is about who wins, who loses, and why. Policy, by contrast, is often depicted as more "neutral;" policies are the means through which political decisions are carried out. In this class, we examine the notion that policy is the rational, impartial counterpart to the political arena. We will ask: How are public policies made? Why do some issues make it on to the agenda, while others do not? Can we separate facts from values, or are both always contested? We will examine how decision-making in a group introduces distinct challenges for policymaking. The course focuses on widely applicable themes of policymaking, drawing on both domestic and international examples. Offered as POSC 386 and POSC 486.

POSC 388. Politics, Policy, and the Global Environment. 3 Units.
This course examines the law, politics and policy surrounding global environmental challenges such as climate change. The course aims to provide a broad overview of the key concepts, actors, debates, and issues in global environmental politics. It aims to illustrate the complexities of addressing environmental problems—from the proliferation of global institutions and international actors, to the absence of central enforcement mechanisms. We examine the causes of environmental degradation and competing views on the gravity of the problem. Using concepts from political science and economics, we investigate the challenges in getting states to act jointly to address environmental problems. We examine the actors and institutions of global environmental politics, to understand how conditions are defined as problems and responses are chosen and implemented. The course concludes by applying the tools and concepts to the case of climate change. Offered as ESTD 388, POSC 388 and POSC 488.

POSC 389. Special Topics in American Politics and Policy. 3 Units.
Specific topic will vary but will consist of an in-depth investigation of a particular policy area or political phenomenon. Topics will involve policy controversies of some current interest. Offered as AFST 389, POSC 389, and POSC 489.

POSC 390. Special Topics in International Relations. 3 Units.
This course will vary semester to semester and will focus on International Relations topics such as statecraft and diplomacy in contemporary world affairs; weak states and international sovereignty; and transnational soft law. A description of the topic(s) being covered will be available on the political science website each semester that the course is offered. Students may take this course more than once for up to 9 credits, when different topics are covered. Offered as POSC 390 and POSC 490.

POSC 391. Special Topics in Comparative Politics. 3 Units.
This course will vary semester to semester and will focus on comparative politics topics involving political issues and/or controversies of some current interest. These may include some of the following: federal vs unitary political systems, nationalism and national identity, independence movements in developed countries, comparative political behavior, national and supranational political organization, comparative public policy, political violence and violent conflict, comparative political economy, varieties of democracy, the comparative politics of gender, comparative race and ethnicity, among others. A description of the specific course topic focus will be available on the political science website each semester that the course is offered. Students may take this course more than once (up to 9 credits) so long as the topics are different. Offered as POSC 391 and POSC 491.

POSC 395. Special Projects. 1 - 6 Units.
Study of a topic of particular interest, and/or independent academic work associated with an approved internship. The student must submit to the departmental office a project prospectus form, approved and signed by the faculty supervisor, no later than the end of the second week of classes. The prospectus must outline the goals of the project and the research methodology to be used, and is part of the basis for grading. The prospectus form is available from the departmental office or from the department's webpage.

POSC 396. Senior Project SAGES Capstone. 3 Units.
Capstone experience for political science majors or senior POSC minors as part of the SAGES program, providing opportunity to do an in-depth paper on a topic of particular interest to them. Students must obtain approval from a faculty project advisor and list that advisor on the registration form. The advisor must sign and student submit to department a prospectus including goals, schedule, and research methodology. This paper should demonstrate, and ideally even extend, the skills and expertise developed over the course of study in the department. Upon completion of the capstone, students will be expected to present their work in a public forum. Recommended preparation: Junior or Senior political science major or senior political science minor and departmental prospectus form. Counts as SAGES Senior Capstone.

POSC 401. Decision-Making in American Cities. 3 Units.
Localities are the primary interface with government and provide the basic psychological place identification for most Americans. The course will explore this assertion in the context of urban America today. How are decisions made in cities? Who shapes these decisions and why? What role is played by shifting demographics, race, and poverty? What can the individual do to influence local decision-making? Offered as POSC 301 and POSC 401.

POSC 406. Interest Groups in the Policy Process. 3 Units.
Introduction to the institutions and processes that make up the political environment of nonprofit and other organizations in the United States, beginning with an examination of the role of civil society in a democracy and continuing with the framing of issues, role of political entrepreneurs and organized interests, elections, the legislative process and strategies for influencing it, and the roles of executive institutions and the courts. Offered as POSC 306 and POSC 406.

POSC 408. The American Presidency. 3 Units.
The sources of, strategies of, and restraints on presidential leadership in the United States. Emphasis on problems of policy formation, presidential relations with Congress and executive agencies, and the electoral process. Offered as POSC 308 and POSC 408.

POSC 410. Congress in an Era of Polarization. 3 Units.
A study of Congress in the modern era with emphasis on the development of polarization, procedural changes, conflict between the legislative and executive branches during divided government, and the current state of representation. Offered as POSC 310 and POSC 410.
POSC 419. Politics and Money. 3 Units.
One of the most famous definitions of politics comes from Harold Laswell, who described it as the struggle over “who gets what, when, how.” Money is at the center of most political conflict. It is a resource, a motivation, and an end unto itself. This course will examine the role of money in politics, with particular emphasis on American politics. We will discuss the role of money in elections, in the policy-making process, and what it means for representation. The course will begin with the question of the role that financial consideration play in public opinion and voting behavior. We will then address the role that money plays in election results, both in terms of its role in financing campaigns, and the relationship between the state of the economy and election results. Finally, we will discuss the policy-making process. In that context, we will address the role that interest groups play in the process, and how the quest for economic benefits for one’s constituency motivates the behavior of elected officials. We will conclude by discussing how policy changes at the systematic level occur and the influence that various groups have on policy outcomes. Offered as POSC 319 and POSC 419.

POSC 421. News Media and Politics. 3 Units.
Analysis of the political role of the news media in American government and politics. Examines the fascinating relationship between reporters and politicians. Covers the overall structure and legal position of the media as well as the media’s impact on the American political system. Offered as POSC 321 and POSC 421.

POSC 422. Political Movements and Political Participation. 3 Units.
Political Movements and Political Participation is concerned with the variety of ways citizens engage in collective activism in the United States and across national boundaries, and with the conditions under which citizens identify common concerns and join together in political movements to bring about change. The course begins with an examination of three general bodies of theory and research on political movements: resource mobilization, political opportunity structures, and cultural framing. We will also investigate frameworks of political participation for understanding the relationships among different expressions of collective activism and representation. In the context of these sometimes competing theories, we will consider (1) the conditions under which political movements are likely to emerge, as well as the circumstances in which collective political action is precluded; 2) how citizens come to recognize collective grievances and shared political identities; 3) the strategies and tactics of organized movements, and their likelihood of political success; and 4) the relationship between political movements, political parties, and the state. Offered as POSC 322 and POSC 422.

POSC 423. Judicial Politics. 3 Units.
Rejecting the view that judges mechanically apply the law, the study of judicial politics seeks to understand the behavior of judges as political actors with policy goals. Topics include judicial selection and socialization, judicial policy change, judicial strategy (especially the strategic interaction of judges on multi-judge panels), the interaction of courts in hierarchical judicial systems, the policy impact of judicial decisions, and the courts’ interactions with coordinate branches of government (the executive, Congress, state governments, state courts). Primary focus will be on the federal judiciary, with some discussion of state judicial systems. Offered as POSC 323 and POSC 423.

POSC 425. American Constitutional Law. 3 Units.
An introductory survey of U.S. constitutional law. Special attention given to the historical, philosophical, and political dimensions of landmark Supreme Court cases. Judicial review, federalism, separation of powers, due process, and equal protection. Supreme Court’s involvement in major political controversies: the New Deal, abortion, physician-assisted suicide, school desegregation, and affirmative action. Offered as POSC 325 and POSC 425.

POSC 426. Constitutions in Practical Politics. 3 Units.
Overview of ancient Greek and Roman constitution-making, medieval principles, emergence of modern constitutionalism, and the constitutionalist vision of the American and French Revolutions. Examination of contemporary constitutional issues and developments in countries such as Canada, France, Germany, Great Britain, Ethiopia, India, and the United States. Offered as POSC 326 and POSC 426. Counts for CAS Global & Cultural Diversity Requirement.

POSC 427. Civil Liberties in America. 3 Units.
Supreme Court’s interpretation of the First Amendment: liberty of religion through the establishment and free exercise clauses, freedoms of speech and the press, of assembly and association. The “pure tolerance” view examined against subversive speech, “fighting words,” libel, and obscenity. Survey of content-neutral regulation, symbolic expression, and current efforts to limit expression (census speech codes and the feminist anti-pornography movement). Offered as POSC 327 and POSC 427.

POSC 428. Topics in Civil Liberties. 3 Units.
Rights of the accused as outlined in the Fourth, Fifth, Sixth, and Eighth Amendments. Topics covered are (1) arrests, searches, and seizures, (2) the privilege against compelled self-incrimination, (3) the rights to counsel, confrontation, and jury trial, and (4) the prohibition against cruel and unusual punishments. Case-specific approach but presents interplay of history, philosophy, and politics as background of each topic. Offered as POSC 328 and POSC 428.

POSC 434. Comparative Political Violence. 3 Units.
This is a non-standard, simulation-based course analyzing the causes and processes of political violence in comparative perspective. The course begins by engaging some classic philosophical work on power, conflict, and violence. It then moves to specific cases drawn at different historical periods and from across the world (North America, Asia, Africa, and the Middle East). For each case, students are organized into groups representing actual political actors. Collaborative research and written assignments serve to prepare each group for an in-class simulation exercise. Simulations vary in format and goals but each comprises a group grade and an individual written project. Offered as POSC 334 and POSC 434. Counts for CAS Global & Cultural Diversity Requirement.

POSC 441. US Political Parties and Elections. 3 Units.
Political Parties and Elections examines the development and history of political parties in the US, examining the impact of electoral systems and law at the national and local levels, the impact on key events in shaping the parties’ ideologies, policy preferences, and core constituencies. The course reviews key party realignments and asks whether the US is experiencing a party realignment in response to party polarization and populist challenges. It also considers candidate emergence, campaign strategies, and campaign finance in the context of the US political party system. Offered as POSC 341 and POSC 441.

POSC 443. Public Opinion and American Democracy. 3 Units.
Examination of theories, concepts, and empirical research related to attitudes and the political behavior of mass publics. Offered as POSC 343 and POSC 443.
POSC 446. Women, Power, and Politics. 3 Units.
Women, Power, and Politics involves a critical examination of the impact of gender on the forms and distributions of power and politics, with primary reference to the experience of women in the United States. Major concerns of the course include the political meanings and import of "sex," "gender," and "politics," the relationship between women and the state; how women organize collectively to influence state policies; and how the state facilitates and constrains women's access to and exercise of political power. The course is organized around four foci central to the study of women and politics. The first section of the course focuses on the meanings of "women," "gender," and "politics." In this section, we will consider how these concepts intersect and the ways in which each may be used to deepen our understanding of the workings of governments and political systems, and of women's relative political powerlessness. The second section of the course employs these concepts to understand the (re) emergence of the US feminist movement, its meanings, practices, and goals, and its transformation across US political history. In the third section, we turn to conventional electoral politics, focusing on women's candidacies, their campaigns, and women's voting behavior. In the final section of the course, we consider those general factors that might provide for increased gender equality and improved life status for women, in global, comparative perspective. Offered as POSC 346, POSC 446 and WGST 346. Counts as SAGES Departmental Seminar.

POSC 449. Political Science Research Methods. 3 Units.
This course examines approaches that political scientists use to understand events and processes. In doing so, the course provides students with skills helpful to completing senior projects, such as the ability to evaluate and conduct research. Through exercises and projects, students will take part in the research process from constructing a question to developing a research design to interpreting results. Students will learn and apply key techniques, including inductive and deductive reasoning, hypothesis construction, operationalization of concepts, measurements, sampling and probability, causal inference, and the logic of controls. They will produce materials common to the discipline, such as research designs. Offered as POSC 349 and POSC 449. Counts as SAGES Departmental Seminar.

POSC 451. Modern Political Thought. 3 Units.
Examination of a limited topic in the study of modern political thought. Topics vary. Offered as POSC 351 and POSC 451.

POSC 452. American Political Thought. 3 Units.
Examination of the unique contribution to the science of government made by American political thinkers. Offered as POSC 352 and POSC 452.

POSC 453. Political Thought and Political Change in China. 3 Units.
"No state is forever strong or forever weak," said Han Feizi, China's great legalist philosopher. He believed that as a country's conditions changed, the laws and institutions had to change to meet these new circumstances. China today faces new circumstances that have caused deep and broad challenges to its people. This has prompted serious debate among intellectuals, leaders, and average citizens about the possibility for and direction of political reform. But what might that reform look like, and how would it be conceived, if it could overcome the current barriers? This seminar will provide a fuller understanding of China's potential for political change by examining Chinese political thought from Confucius, Mencius and Han Feizi through Mao Zedong and Deng Xiaoping. These and other political philosophies have influenced China's political culture, which will influence the form of any change. Offered as POSC 353 and POSC 453.

POSC 454. Political and Social Philosophy. 3 Units.
Justification of social institutions, primarily political ones. Such distinctions as that between de facto and legitimate authority; analysis of criteria for evaluation, such as social justice and equality; inquiry into theories of justification of the state; theory of democratic government and its alternatives. Readings from classical and contemporary sources. Recommended preparation: PHIL 101. Offered as PHIL 334, POSC 354, PHIL 434, and POSC 454.

POSC 455. Modern Political Ideologies. 3 Units.
Substance and nature of ideological thinking in the contemporary world via a survey of political "isms"—for example, liberalism, libertarianism, conservatism, fascism, socialism, and even more recent trends such as feminism, environmentalism, etc. Offered as POSC 355 and POSC 455.

POSC 456. Transitions to Democracy and Dictatorship. 3 Units.
Everyday life is dramatically different depending on whether one resides in a democracy or under a dictatorship. This course examines why some countries have democracies and others dictatorships. It explores successful, incomplete, and failed transitions to democracy. The incomplete transitions result in hybrid regimes, stuck between democracy and dictatorship, and the outright failures result in nondemocracies, such as dictatorships. The course examines examples from most regions of the world, including Africa, Asia, Europe, the Middle East, the former Soviet Union, North America, and South America. Offered as POSC 356 and POSC 456. Counts for CAS Global & Cultural Diversity Requirement.

POSC 458. Political Strategy. 3 Units.
This course examines practical applications of prominent political science theories. It is partly a how-to course covering a broad range of political activities, but the primary objective is to link practical issues with theories to help you understand why events happen the way they do. The course focuses on American politics, but the materials will be applicable to a wide range of situations. The course is a seminar requiring regular student presentations that will generate discussion about the readings and current events. Papers consist of analysis of current events, and require students to analyze the strategies used by prominent figures in the context of the theories we discuss in class. Offered as POSC 358 and POSC 458. Counts as SAGES Departmental Seminar.

POSC 460. Revolts and Revolutions in Global Perspective. 3 Units.
The Arab protests of 2011 gripped the attention of the world. Young protestors succeeded in unseating some long time rulers but in other cases tense standoffs have evolved. This course takes those events as a starting point to examine the broader political history of revolts and revolutions in the global south. The first part of the course examines some of the classic social science debates about what constitutes revolution, what leads to revolution, and what the effects can be. The second part of the course analyzes specific cases in Europe, Latin America, Africa, and Asia to understand the causes and consequences of revolt and revolution. What drives everyday persons to brave the dangers of protest? When and why do political leaders decide to resist or reform? What happens when revolts fail? What happens when they succeed? Material for the course will include classic social science narratives, revolutionary polemics, popular analyses of events since 2011, examples of social media as political action, and first person narratives. Offered as POSC 360 and POSC 460. Counts for CAS Global & Cultural Diversity Requirement.
POSC 463. The Politics of Electoral Systems. 3 Units.
Elections involve more than a simple act of voting to express individual preferences. The rules under which countries conduct elections determine who controls the executive and how votes are converted into legislative seats. The mechanics of various electoral arrangements will be examined in detail and the consequences for the political system discussed in terms of strategies and desired outcomes on the part of contestants in terms of democratic representation. Students will research individual countries and analyze recent elections from both qualitative and quantitative perspectives. Offered as POSC 363 and POSC 463. Counts as SAGES Departmental Seminar.

POSC 464. Dictatorship and Democracy in Modern Latin America. 3 Units.
Examination of political leadership in 20th-century Latin America, exploring the nature, causes, and consequences of dictatorship and democracy in the region, moving from the collapse of oligarchic rule and the emergence of populism in the 1930s and 1940s, to the end of democracy and establishment of military regimes in the 1960s and 1970s, and ultimately to the contemporary processes of democratization and economic liberalization. Offered as ETHS 364, POSC 364, and POSC 464. Counts for CAS Global & Cultural Diversity Requirement.

POSC 467. Western European Political Systems. 3 Units.
Comparative analysis of sociopolitical systems of selected Western European industrial democracies, using North American systems as a point of comparison. Offered as POSC 367 and POSC 467.

POSC 469. Social Justice Issues in Latin America. 3 Units.
This course explores ethnicity, gender, and religion in Latin American politics and society, and then tackles revolution, democracy, and populism. Throughout, the region's history, geography, and culture are taken into account—for example, the European and indigenous legacies in Mexico and Perú; Bolivia, Chile, and Ecuador; the Asian presence in Perú and Brazil; the African contributions to Cuba and Brazil; female heads of state, such as Nicaragua's Violeta Chamorro, Chile's Michelle Bachelet, Argentina's Cristina Fernández de Kirchner, Costa Rica's Laura Chinchilla, and Brazil's Dilma Rousseff. Liberation Theology and the current Pope's worries about the declining number of Catholics in the region are also addressed. Today's multiparty democracy in Mexico, Hugo Chávez's legacy in Venezuela, and Cuba's international humanitarian aid and ideological aims would not be possible without revolution(s) and populism. They are inevitably intertwined with ethnicity, gender, and religion. This course aims to encourage a better understanding of Latin America and its relation to the rest of the world. Offered as ETHS 369, POSC 369 and POSC 469. Counts for CAS Global & Cultural Diversity Requirement.

POSC 470A. Political Economy. 3 Units.
Focus on debates concerning the proper relationship between political and economic systems, including conservative, liberal, and radical perspectives. The politics of international economics and the economics of international politics receive separate attention. The course concludes with study of "modern" political economy and the application of economic theory to the study of political systems. Offered as POSC 370A and POSC 470A.

POSC 470C. The United States and Asia. 3 Units.
Survey and analysis of U.S.-Asia relations in the post-World War II period. Focus specifically is on the interaction of politics and economics in the United States' relations with Japan, China, and Southeast Asian countries. Topics will include the role of Asia in U.S. Cold War policies, the dynamics of U.S.-Japan alliance politics, post-Cold War issues involving U.S. foreign policy toward Asia, a history and analysis of economic conflict cooperation, and an examination of the move toward Asia-Pacific "regionalism." Offered as POSC 370C and POSC 470C.

POSC 470D. The Politics of China. 3 Units.
Now more than ever, the Chinese state and society are facing tremendous economic, social, and political challenges. This course presents an overview of current issues facing the People's Republic, including a changing (or not) political culture, policy processes and outcomes at the national and local levels, reform and economic growth, the resultant societal changes and pressures, and the consequent challenges to the Communist Party faces as demand for political reform grows. The class involves a mixture of lectures and discussion and draws on a combination of primary and secondary sources, including current news reports and films. Offered as POSC 370D and POSC 470D. Counts for CAS Global & Cultural Diversity Requirement.

POSC 470F. Financial Politics in the United States and the World. 3 Units.
This course explores how political institutions make policy in the financial area with particular emphasis on the United States. Using a bureaucratic politics framework, it examines money, banks and the securities industry by integrating a wide range of literature in economics and political science. Specific objectives include familiarizing students with different approaches to the political economy of finance from different disciplines, exploring the historical evolution of finance, examining the changing relationship between public and private authority within the financial system, considering how politics operates in a crisis, and evaluating the role of international financial institutions in the global economy. By taking this course, students will equip themselves for further research into politics and economics, as well as offer them tools to analyze future policy developments as they unfold. Offered as POSC 370F and POSC 470F.

POSC 470H. China's Foreign Policy. 3 Units.
The rise of China is evident in the country's more forward and robust foreign policy that began in 1979. At every turn, nations throughout the world must now consider China wherever their interests are at stake, be it Korea and Northeast Asia, Indochina and Southeast Asia, India/Pakistan and South Asia, or Afghanistan and Iran in the Middle East, not to mention the many African states that welcome Chinese investment but chafe at China's presence. Further, China is increasingly aggressive in international trade, a major determinant of its foreign policy. This course describes the key factors that make up Chinese foreign policy, including its cultural tradition, policy-making institutions, the role of the military, and domestic determinants of foreign policy. The course also examines China's ever-changing foreign policy strategies, from an aggressive posture to charming its neighbors only to become more strident once again. The course will also examine China's role involving possible mercantilism, currency manipulation, and the hunt for traditional and alternative energy sources. Throughout the course, we will pay attention to how China's foreign policy relates to international relations theories and what strategies might be used to manage China's growing role in international affairs. Offered as POSC 370H and POSC 470H. Counts for CAS Global & Cultural Diversity Requirement.
POSC 470J. International Law and Organizations. 3 Units.
Study of international organizations and international law as two means for regulating and coordinating nation-state behavior. History of the two techniques will be traced, covering 19th century efforts at cooperation, the League of Nations and the United Nations, regional and specialized global organization. The functions of international law in global politics will be stressed, with primary focus on the evolving role of law in dealing with global problems, e.g., war, the environment, economic cooperation, and human rights. Offered as POSC 370J and POSC 470J.

POSC 470M. Theories of Political Economy. 3 Units.
This course is a SAGES departmental seminar in political economy that brings a wide range of theoretical perspectives to bear on the relations between market and state in the contemporary world. It focuses on three questions: What have been the major debates concerning the role of the government in the economy? How were these debates resolved in the compromise of embedded liberalism, and What experiences have individual states had with these questions of political economy? To answer these questions, we will read original literature to uncover the connections among politics, economics, and the world of ideas that has resulted in the political debates we confront today. Offered as POSC 370M and POSC 470M. Counts as SAGES Departmental Seminar.

POSC 470N. Economics and Politics in Global Governance. 3 Units.
The political and economic dynamics at work in a country both establish the conditions leading up to crises and frame the policy choices available to resolve it. This course addresses these interactive dynamics by combining the research and career expertise of the discipline of Political Science and Macroeconomics and Financial Regulation in a team-taught course. It explores how financial crises have been managed in world history by paying particular attention to the way governance structures operate to help or hurt the outcome. The emphasis combines a sophisticated understanding of the mechanics of the intervention as well as the politics inside each International Financial Institution involved. Specifically, the course begins by reviewing the history of the Federal Reserve and the gold standard, the Great Depression and the operations of the Bretton Woods System. Next, it looks at the sovereign debt crises of the 1980s and the International Monetary Fund. It picks up the history with Japan's crisis in the 1990s and the later interventions of the International Monetary Fund, Bank for International Settlements, Federal Reserve, European Commission, and European Central Bank to the present era. Offered as POSC 370N and POSC 470N.

POSC 471. Natural Resources and World Politics. 3 Units.
Examination of the political causes and ramifications of the uneven distribution of the valuable natural resources for modern industrial societies. Strategic and military issues and the exploitation of the seabed. Examination in some detail of selected commodity issues, including petroleum, copper and uranium. Offered as POSC 371 and POSC 471.

POSC 473. Politics of the European Union. 3 Units.
The evolution of the European Union ranks among the most significant developments in contemporary European and international history. It is an extraordinary illustration of successful cooperation among sovereign countries and a fascinating laboratory for political scientists and others interested in the building of politics, markets and societies. Yet scholars have disagreed about nearly every important aspect of its origins, nature and implications; and with the United Kingdom's departure (Brexit), the pandemic and its consequences, democratic backsliding (in some member states) and other crises, they are arguing about whether and how the EU can endure recent and future challenges. The seminar's readings, discussions and written assignments will introduce students to the main debates and cover past and ongoing developments. Offered as POSC 373 and POSC 473.

POSC 474. Politics of Development in the Global South. 3 Units.
Exploration of the post-World War II emergence of the Global South nations of Africa, Asia, the Middle East, Latin America, and the Eastern Europe arena. Offered as ETHS 374, POSC 374, and POSC 474.

POSC 475. The International Politics of Technology. 3 Units.
Technology is deeply political. Nowhere is this statement more evident than in the realm of international relations, where governments perceive technology as a source of power and wealth and a symbol of relative position and modernity. Yet for centuries skeptics have questioned the economic rationale of government technology policies. Still, to this day, countries support emulation, innovation and a host of other strategies as means for catching up with leading nations or locking in current advantages. What lies behind such policies? What do they accomplish? And what are the domestic and international politics surrounding them? After reading classic arguments, including texts by Adam Smith, Alexander Hamilton and Friedrich List, students will consider 20th and 21st century debates and an array of experiments tried by poor, middle-income and rich countries. Cases include the development of new industries; the imposition of sanctions; the dilemma of dual technologies and military spillovers; the forging of national champions; the reorganization of banks and the creation of international financial centers; the copying of regional clusters (e.g. Silicon Valley) and stock markets (e.g. the Nasdaq); and the extraterritorial extension of domestic regulation and governance techniques. There are no prerequisites and first year students are welcome. Offered as POSC 375 and POSC 475. Counts as SAGES Departmental Seminar.

POSC 476. United States Foreign Policy. 3 Units.
Focus on U.S. foreign policy making with a dynamic network of executive and congressional actors and organizations; analysis of traditional and contemporary U.S. foreign policies from nuclear defense to current economic resource issues; future role of the United States in world affairs. Offered as POSC 376 and POSC 476.

POSC 477. Politics of Russia. 3 Units.
Russia faces three problems: the creation of a sovereign state, the development of a new political system, and the restructuring of its economy. In this course we will challenge the assumption that the outcome of these three transitions will be a strong, democratic, capitalist country. We will ask whether civil war, organized crime, an immature political system will bring a wide range of theoretical perspectives to bear on the relations between market and state in the contemporary world. It focuses on three questions: What have been the major debates concerning the role of the government in the economy? How were these debates resolved in the compromise of embedded liberalism, and What experiences have individual states had with these questions of political economy? To answer these questions, we will read original literature to uncover the connections among politics, economics, and the world of ideas that has resulted in the political debates we confront today. Offered as POSC 370M and POSC 470M. Counts as SAGES Departmental Seminar.

POSC 478. International Relations Theory. 3 Units.
This course is a seminar in international relations theory. As such, we will bring a wide range of theoretical perspectives to bear on issues and debates in the area of international relations by systematically studying the evolution of the world system. The seminar is roughly divided into a first half focusing on war and the political system, and a second half focusing on trade, finance and the economic system. Each section devotes particular attention to ethical problems associated with political and economic issues. This course should develop students' ability to read and critically evaluate academic literature in the field of international relations, and enable students to produce a scholarly paper on one substantive area of the field. Offered as POSC 378 and POSC 478. Counts as SAGES Departmental Seminar.
POSC 482. Arts Education Advocacy and Policy. 3 Units.
In arts education, policy experts operate as plumbers. They seem to only be acknowledged when a problem occurs - like when a newly implemented policy creates a barrier to licensure or a state department of education changes high school graduation requirements; not to mention perennial budgetary crises that have elective teachers jockeying for legitimacy in the eyes of the decision-makers. Through the study of arts advocacy, political science, and education policy, this course empowers arts advocates and teachers to participate in local policy activism by clarifying their goals and expectations as well as help them explore the education policy quagmire through the arts education lens. Recommended Preparation: moderate understanding of statistical reasoning. Offered as MUED 348, MUED 448, POSC 382B, and POSC 482B.

POSC 483. Health Policy and Politics in the United States. 3 Units.
Overview of the principal institutions, processes, social forces, and ideas shaping the U.S. health system. Historical, political, economic, and sociological perspectives on the health system are explored as well as the intellectual context of recent policy changes, challenges, and developments. Students will acquire a sense of how health services are financed and delivered in the U.S. They will also learn how to assess its performance compared to that of other similar countries. Offered as POSC 383 and POSC 483.

POSC 484. Ethics and Public Policy. 3 Units.
Evaluation of ethical arguments in contemporary public policymaking discourse. That is, approaches to evaluating not only the efficiency of policy (Will this policy achieve its end for the least cost?) but also the ethics of policy (Are a policy’s intended ends ethically justified or “good,” and are our means to achieve those ends moral or “just”?). Overview of political ideologies that supply U.S. political actors with their ethical or moral arguments when proposing and implementing public policy, followed by an application of these differing perspectives to selected policy areas such as welfare, euthanasia, school choice, drug laws, censorship, or others. Offered as PHIL 384, PHIL 484, POSC 384 and POSC 484.

POSC 485. Doing Government Work: Public Administration in the U.S.. 3 Units.
This course focuses on how governments, particularly governments in the United States, do their work. The topic is often called "public administration," or "implementation," or "bureaucratic politics." It involves what James Q. Wilson calls government "operators" such as teachers, public health doctors, agricultural extension agents, grant administrators and Seal teams. Their actions depend on their own values; conflict among political authorities, and on what is needed to perform specific tasks. We will begin by discussing the challenges of organizing to do anything, or organization theory, turn to the peculiar political context of administration in the United States; and apply these understandings to specific government activities. Students should emerge with a better understanding of why government agencies do what they do, and why they succeed or fail. Offered as POSC 385 and POSC 485. Counts as SAGES Departmental Seminar.

POSC 486. Making Public Policy. 3 Units.
Politics is about who wins, who loses, and why. Policy, by contrast, is often depicted as more "neutral," policies are the means through which political decisions are carried out. In this class, we examine the notion that policy is the rational, impartial counterpart to the political arena. We will ask: How are public policies made? Why do some issues make it on to the agenda, while others do not? Can we separate facts from values, or are both always contested? We will examine how decision-making in a group introduces distinct challenges for policymaking. The course focuses on widely applicable themes of policymaking, drawing on both domestic and international examples. Offered as POSC 386 and POSC 486.

POSC 488. Politics, Policy, and the Global Environment. 3 Units.
This course examines the law, politics and policy surrounding global environmental challenges such as climate change. The course aims to provide a broad overview of the key concepts, actors, debates, and issues in global environmental politics. It aims to illustrate the complexities of addressing environmental problems from the proliferation of global institutions and international actors, to the absence of central enforcement mechanisms. We examine the causes of environmental degradation and competing views on the gravity of the problem. Using concepts from political science and economics, we investigate the challenges in getting states to act jointly to address environmental problems. We examine the actors and institutions of global environmental politics, to understand how conditions are defined as problems and responses are chosen and implemented. The course concludes by applying the tools and concepts to the case of climate change. Offered as ESTD 388, POSC 388 and POSC 488.
POSC 489. Special Topics in American Politics and Policy. 3 Units.
Specific topic will vary but will consist of an in-depth investigation of a particular policy area or political phenomenon. Topics will involve policy controversies of some current interest. Offered as AFST 389, POSC 389, and POSC 489.

POSC 490. Special Topics in International Relations. 3 Units.
This course will vary semester to semester and will focus on International Relations topics such as statecraft and diplomacy in contemporary world affairs; weak states and international sovereignty; and transnational soft law. A description of the topic(s) being covered will be available on the political science website each semester that the course is offered. Students may take this course more than once for up to 6 credits, when different topics are covered. Offered as POSC 390 and POSC 490.

POSC 491. Special Topics in Comparative Politics. 3 Units.
This course will vary semester to semester and will focus on comparative politics topics involving political issues and/or controversies of some current interest. These may include some of the following: federal vs unitary political systems, nationalism and national identity, independence movements in developed countries, comparative political behavior, national and supranational political organization, comparative public policy, political violence and violent conflict, comparative political economy, varieties of democracy, the comparative politics of gender, comparative race and ethnicity, among others. A description of the specific course topic focus will be available on the political science website each semester that the course is offered. Students may take this course more than once (up to 9 credits) so long as the topics are different. Offered as POSC 391 and POSC 491.

POSC 495. Independent Study. 3 Units.
Graduate level independent study taken for a grade.

POSC 651. Thesis M.A.. 1 - 6 Units.
Independent study of a research question and completion of a major research paper. An approved prospectus is required. Prereq: Graduate standing.

POSC 701. Dissertation Ph.D.. 1 - 9 Units.
(Credit as arranged.) Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

WASH (WASH)

WASH 2A. Washington Center Internship. 9 Units.
Credit for semester-length internship experience taken as part of the Washington Center Program during Fall or Spring terms.

WASH 2B. Washington Center - Politics and Public Policy Course. 3 Units.
Credit for the Politics and Public Policy course taken as part of the Washington Center Program.

WASH 2C. Washington Center - Portfolio. 3 Units.
Credit for the student’s portfolio taken as part of the Washington Center Program.

WASH 2D. Washington Center Summer Internship. 3 Units.
Credit for semester-length internship experience taken as part of the Washington Center Program during Summer term.

Post-baccalaureate Readiness Instruction for bioMedical Education (PRIME) Certificate Program

www.case.edu/medicine/prime/ (http://www.case.edu/medicine/prime/)
Phone: 216.368.5296
Anthony Saar, MEd, Program Director
prime@case.edu

PRIME is a post-baccalaureate certificate (non-degree) program for students who need additional preparation to have a competitive application for MD or DO programs.

This program is designed for two types of students:

• Career changers – students who have not yet completed all their pre-med requirements
• Academic enhancers – students who need to improve their undergraduate GPA and their foundation in key pre-med content

Key features of this program include:

• A highly flexible and individually tailored program of study providing each student the preparation that they need to be competitive applicants
• A dedicated program director who has experience advising for medical school admissions and who meets regularly with students one-on-one
• Problem-based Clinical Inquiry (IQ) coursework designed to give students exposure to medical terminology and clinical reasoning and develop professional growth via self-reflection
• Specialized Medical College Admissions Test (MCAT) preparatory course designed to comprehensively review all MCAT content areas, as well as testing methods.
• Diverse opportunities for shadowing, volunteering, and research in affiliation with four world-class health systems (Cleveland Clinic, University Hospitals Cleveland Medical Center, Louis Stokes Cleveland VA Medical Center, and MetroHealth Medical Center)
• Opportunity to interview with the CWRU School of Medicine for select students

The PRIME program is highly flexible. To earn the certificate, students must complete at least 24 credit hours. A program of study must be approved by the program director. Each student will work closely with the program director to tailor the program to their needs. Based on their previous coursework, some students may need to take more than 24 credit hours to complete the prerequisite courses for medical school and earn the PRIME certificate. This program can be completed in 1-2 years, depending on a student’s individual needs.

Required Program Coursework

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>MGRD 310</td>
<td>Introduction to Clinical Inquiry (IQ)</td>
<td>3</td>
</tr>
<tr>
<td>MGRD 311</td>
<td>Introduction to Clinical Inquiry (IQ) II</td>
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Required Medical School Coursework

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
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<tbody>
<tr>
<td>BIOC 307</td>
<td>Introduction to Biochemistry, From Molecules To Medical Science</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 214</td>
<td>Genes, Evolution and Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 214L</td>
<td>Genes, Evolution and Ecology Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 215</td>
<td>Cells and Proteins</td>
<td>3</td>
</tr>
</tbody>
</table>
professionals. For graduate students, our Psychology Program offers and in psychology. We also offer a minor in communication for health communication sciences departments. Our distinctive department found in many psychology departments with those typically found in The Department of Psychological Sciences combines the areas of study healthcare.demaree@case.edu Heath Demaree, Department Chair http://psychsciences.case.edu

Elective Coursework
In consultation with the program director, students will develop the best program of study for their needs. Typically, if a student has already taken the medical school prerequisites but needs to improve their overall undergraduate GPA, taking upper-level undergraduate courses would show more rigor than retaking lower-level courses. With successful grades, a student's undergraduate GPA will also improve.

Students who have completed some of the required courses prior to the start of the program would be eligible for exemption from taking them for the certificate. Depending on their grades, they may waive the required courses with the program director's approval. Students may also elect to retake these courses for reference and/or to improve their undergraduate GPA.

Elective Coursework
In consultation with the program director, students will develop the best program of study for their needs. Typically, if a student has already taken the medical school prerequisites but needs to improve their overall undergraduate GPA, taking upper-level undergraduate courses would show more rigor than retaking lower-level courses. With successful grades, a student's undergraduate GPA will also improve.

Students may take additional elective coursework (http://casemed.case.edu/gradprog/PRIME/electives.php) across the university with program director and instructor approval. Although science and math classes will be the primary focus for most students, some students may also seek to take graduate coursework to demonstrate academic rigor. Further, some students may also elect to take other courses based on interests or a desire to improve technical skills (such as writing or language skills).

Department of Psychological Sciences
http://psychsciences.case.edu
Heath Demaree, Department Chair
heath.demaree@case.edu

The Department of Psychological Sciences combines the areas of study found in many psychology departments with those typically found in communication sciences departments. Our distinctive department offers undergraduate majors and minors in communication sciences and in psychology. We also offer a minor in communication for health professionals. For graduate students, our Psychology Program offers accredited doctoral training in clinical psychology and experimental psychology within our Developmental, Cognitive and Affective Sciences Program. Our accredited Communication Sciences Program offers a master's degree in speech-language pathology as well as a doctorate in communication sciences.

Communication Sciences
Cleveland Hearing & Speech Center, 11635 Euclid Ave, Room 333
Phone: 216.368.2470

The Department of Psychological Sciences offers courses of study in communication sciences leading to Bachelor of Arts, Master of Arts, and Doctor of Philosophy degrees. The Communication Sciences Program prepares undergraduate and graduate students to address broad issues of human communication processes and disorders through the application of cutting-edge technology and rigorous clinical training. We provide a comprehensive foundation in normal and disordered human communication and combine it with innovative interdisciplinary experiences that capitalize on the extensive resources of the university and the surrounding medical community. The department enjoys a particularly close relationship with Cleveland Hearing & Speech Center (http://www.chsc.org), an outstanding independent, nonprofit provider of care in speech-language pathology and audiology; in fact, the program is housed within the center.

Many students pursue undergraduate study in communication disorders as preparation for further study in other fields or in conjunction with study in other fields. For example, one can combine a major in communication disorders with a major in sociology or psychology or with a minor in gerontological studies. Professionals in human services fields such as medicine, social work, nursing, or education often work with persons with communication disorders. For students interested in academic or research careers, investigation in the field of communication disorders is often done alongside investigation of normal human behavior. For example, one might study the word learning of children with normal language as well as that of children with language impairment.

Psychology
103 Mather Memorial Building
Phone: 216.368.2686

The Psychology Program offers the combined advantages of a strong liberal arts college and a major university. There are classes in all major areas of the psychology field. We encourage close student-faculty relationships and offer many opportunities for individualized study and research.

Psychology is the study of the mind and behavior. The discipline embraces all aspects of the human experience: from the functions of the brain to the actions of neurons, from child development to care for the aged. In settings ranging from scientific research centers to mental health care services, "the understanding of behavior" is the enterprise of psychologists. An undergraduate major in psychology offers a student preparation for a wide variety of careers. Many majors find psychology to be an excellent preparation for such service-oriented professions as social work, counseling and guidance, special education, and management. Those who pursue graduate work in one of the many fields of psychology often seek positions in teaching and research or applied human services. In addition, the study of psychology provides a knowledge and an understanding of behavior that has applications

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>BIOL 215L</td>
<td>Cells and Proteins Laboratory</td>
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<td>or BIOL 216</td>
<td>Development and Physiology</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 216L</td>
<td>Development and Physiology Lab</td>
<td>1</td>
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<tr>
<td>CHEM 105</td>
<td>Principles of Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 106</td>
<td>Principles of Chemistry II</td>
<td>3</td>
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<tr>
<td>CHEM 113</td>
<td>Principles of Chemistry Laboratory</td>
<td>2</td>
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<td>CHEM 223</td>
<td>Introductory Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 224</td>
<td>Introductory Organic Chemistry II</td>
<td>3</td>
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<tr>
<td>CHEM 233</td>
<td>Introductory Organic Chemistry Laboratory I</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 234</td>
<td>Introductory Organic Chemistry Laboratory II</td>
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<tr>
<td>MATH 125</td>
<td>Math and Calculus Applications for Life, Managerial, and Social Sci I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 126</td>
<td>Math and Calculus Applications for Life, Managerial, and Social Sci II</td>
<td>4</td>
</tr>
<tr>
<td>or STAT 201</td>
<td>Basic Statistics for Social and Life Sciences</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 115</td>
<td>Introductory Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 116</td>
<td>Introductory Physics II</td>
<td>4</td>
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<tr>
<td>PSCL 101</td>
<td>General Psychology I</td>
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<tr>
<td>SOCI 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
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</tbody>
</table>
in professions such as nursing, medicine, law, teaching, business, and public relations.

Department Faculty

Heath A. Demaree, PhD
(Virginia Polytechnic Institute and State University)
Professor and Chair
Cerebral and psychophysiological bases of emotion

Jennifer L. Butler, PhD
(Case Western Reserve University)
Instructor
Social psychology

Lauren Calandrucio, PhD
(Syracuse University)
Associate Professor and Louis D. Beaumont University Professor II
Audiology

Angela Hein Ciccia, PhD
(Case Western Reserve University)
Associate Professor
Neuroscience of communication and communication disorders in adolescents/adults, with focus on traumatic brain injury

Arin M. Connell, PhD
(Emory University)
Professor
Internalizing problems; coping skills during adolescence

Anastasia Dimitropoulos, PhD
(Vanderbilt University)
Associate Professor; Director, Schubert Center for Child Studies
Genetic syndromes involving intellectual disabilities; compulsive behavior in MR/DD; functional neuroimaging

Julie J. Exline, PhD
(State University of New York, Stony Brook)
Professor
Social relationships; transgression; moral and religious issues

Norah C. Feeny, PhD
(Bryn Mawr College)
Professor
Evaluation of interventions for anxiety (e.g., post-traumatic stress disorder) and mood disorders

Grover C. Gilmore, PhD
(Johns Hopkins University)
Professor; Dean, Jack, Joseph and Morton Mandel School of Applied Social Sciences
Perceptual development and aging; visual information processing; memory; psychophysics

Robert L. Greene, PhD
(Yale University)
Professor
Human memory and cognition

Barbara Lewis, PhD
(Case Western Reserve University)
Professor
Familial and genetic bases of speech/language

Sarah Hope Lincoln, PhD
(Harvard University)
Assistant Professor
Social factors implicated in the etiology, trajectory, and treatment of mental illness

Brooke Macnamara, PhD
(Princeton University)
Associate Professor
Cognitive psychology, skill acquisition, learning, human performance, working memory, cognitive control, bilingualism, and communication

Kathryn (Kay) McNeal, MS, CCC-SLP
(Purdue University)
Instructor
Speech-language pathology

Rachel Mulheren, PhD
(University of New York)
Assistant Professor
Cognitive psychology, skill acquisition, learning, human performance, working memory, cognitive control, bilingualism, and communication

Kathryn (Kyra) Rothenberg, PhD
(Kent State University)
Instructor
Health communication

Sandra W. Russ, PhD
(University of Pittsburgh)
Distinguished University Professor and Louis D. Beaumont University Professor
Creativity; affective development in children; personality assessment; coping mechanisms in children

Elizabeth J. Short, PhD
(University of Notre Dame)
Professor
Cognitive psychology; applied developmental; learning disabilities
Lee A. Thompson, PhD
(University of Colorado, Boulder)
Professor; Associate Dean, College of Arts and Sciences
Human behavior genetics; child development

Lecturer
Patrice O. Carothers, MS, CCC-A
(Ithaca College)
Part-time Lecturer
Fluency disorders

Adjunct Faculty
Kelly Bhatnagar, PhD
(Case Western Reserve University)
Adjunct Assistant Professor; The Emily Program
Rachel Berkowitz, MA, CCC-SLP
Adjunct Instructor; Mayfield City School District
Laura Brady
Adjunct Instructor, Cleveland Hearing and Speech Center
Lisa Bruening
Adjunct Instructor; ALS Association
Jane R. Buder-Shapiro, PhD
Adjunct Assistant Professor; private practice
Barbara Choudhury, MA, CCC-SLP
(Case Western Reserve University)
Adjunct Instructor; Cleveland Hearing & Speech Center
Speech-language pathology
Kelly Christian, PhD
(Case Western Reserve University)
Adjunct Assistant Professor; Lawrence School
Michael Christie
Adjunct Assistant Professor; Private Law Practice
Tori Cordiano, PhD
(CWRU)
Adjunct Assistant Professor; private practice
Matthew Daly, PhD
Adjunct Assistant Professor; Ohio Department of Mental Health
Barbara Ekelman, PhD
Adjunct Associate Professor; PT MED - Pediatrics
Pediatrics
Christine Elliot, PhD
Adjunct Assistant Professor; Renew Psychological Services
Thomas Ference, PhD
Adjunct Assistant Professor; Northcoast Behavioral Healthcare
Michelle Foye, MA, CCC-SLP
(Kent State University)
Adjunct Instructor, Cleveland Hearing & Speech Center
Speech-language pathology

Thomas Frazier, PhD
Adjunct Assistant Professor; The Cleveland Clinic
Zara Gennert, PhD
Adjunct Instructor, University Hospitals Richmond Medical Center
Nicole Gerami
Adjunct Instructor; Western Reserve Speech and Language Partners
Clare Gideon, PhD
Adjunct Assistant Professor; Louis Stokes VA Medical Center
Bernard P. Henri, PhD
(Northwestern University)
Adjunct Professor; Retired
Fluency disorders; professional issues in speech-language pathology;
health care management
Alan Ho, PhD
(Case Western Reserve University)
Adjunct Assistant Professor; Cleveland State University
Emily Hornack
Adjunct Instructor; MetroHealth Medical Center
Vanessa Jensen
Adjunct Assistant Professor; The Cleveland Clinic
Karen Kantzes, AuD, CCC-A
(A. T. Still University)
Adjunct Instructor; Cleveland Hearing & Speech Center
Audiology
Susan Klein, PhD
Adjunct Associate Professor; Akron Children's Hospital
Susan M. Knell, PhD
Adjunct Assistant Professor; private practice
Marilyn Malkin, PhD
Adjunct Assistant Professor; private practice
Michael Manos, PhD
(University of Arizona)
Adjunct Assistant Professor; The Cleveland Clinic
Lauren Masuga, MA, CCC-SLP
(Miami University)
Adjunct Instructor; Cleveland Hearing & Speech Center
Speech-language pathology
AnnaMaria McLaughlin, PhD
(Case Western Reserve University)
Adjunct Assistant Professor; Independent Researcher
Rebecca Mental, PhD
(Case Western Reserve University)
Adjunct Assistant Professor; Cleveland Hearing and Speech Center
Darlene Moenter-Rodriguez, PhD
(Ohio State University)
Adjunct Assistant Professor; Louis Stokes Cleveland VA Medical Center
Auditory potentials
Shirley Prok  
Adjunct Instructor; Sign Language Instructor, Cleveland Hearing & Speech Center

Nina Rytwinski, PhD  
Adjunct Instructor, Private Practice

Philip Safford, PhD  
Adjunct Professor; Professor Emeritus Kent State University

Jes Sellers, PhD  
Adjunct Assistant Professor; private practice

Jeremy Shapiro, PhD  
Adjunct Assistant Professor; Advanced Therapy Center

Harry Sivec, PhD  
Adjunct Assistant Professor; Northcoast Behavioral Healthcare

Kevin Smith, PhD  
Adjunct Assistant Professor; Northcoast Behavioral Healthcare

Sarah Spannagel, PhD  
Adjunct Assistant Professor; Rainbow Babies and Children's Hospital

Tira Stebbins, PhD  
Adjunct Assistant Professor; Organization for Psychological Health

Kenneth Weiss, PhD  
Adjunct Assistant Professor; Louis Stokes Cleveland VA Medical Center

Karen White, PhD  
Adjunct Assistant Professor; Louis Stokes Cleveland VA Medical Center

Brigid Whitford, AuD, CCC-A  
(A.T. Stills University)  
Adjunct Instructor; Cleveland Hearing & Speech Center  
Audiology

Lucene Wisniewski, PhD  
Adjunct Assistant Professor; The Emily Program

Leslie Heinberg, Ph.D.  
Professor; Cleveland Clinic Lerner College of Medicine of CWRU

Monica Hooper, PhD  
Professor; MED - Division of General Medical Sciences

Alissa Huth-Bocks, PhD  
Professor; School of Medicine - Pediatrics

Anthony Jack, PhD  
(University College London)  
Associate Professor, Department of Philosophy

Gunnur Karakurt, PhD  
Assistant Professor; MED - Family Medicine

Cynthia Kubu, PhD  
Professor; Psychiatry - Psychology, Cleveland Clinic

Carolyn Landis, PhD  
Associate Professor, School of Medicine/Rainbow Babies and Children's Hospital

Aarti Pyati, PhD  
(University of Chicago)  
Adjunct Assistant Professor; University Counseling Services

Natalie Reiss, PhD  
Clinical Instructor, CWRU - University Counseling Services

Lynn Singer, PhD  
Professor, School of Medicine/University Hospitals

Terry Stancin, PhD  
Professor, School of Medicine/MetroHealth Medical Center

Thomas P. Swales, PhD  
Assistant Professor, School of Medicine/MetroHealth Medical Center

Gerry Taylor, PhD  
Professor, Department of Pediatrics, School of Medicine

Abraham Wolf, PhD  
Professor, Department of Psychiatry, School of Medicine

James M. Yokely, PhD  
Assistant Professor, Department of Psychiatry, School of Medicine

Secondary Faculty

Britt Nielsen  
Associate Professor; School of Medicine - Psychiatry

Jennifer Anderson, PhD  
Clinical Instructor; School of Medicine - Pediatrics

Richard E. Boyatzis, PhD  
Professor of Organizational Behavior, Weatherhead School of Management

Alan Castro, PhD  
Senior Instructor; University Hospitals Case Medical Center

Howard Hall, PsyD, PhD  
Associate Professor, School of Medicine/Rainbow Babies and Children's Hospital

Rebecca Hazen, PhD  
Assistant Professor, School of Medicine/Rainbow Babies and Children's Hospital

Clinical Faculty

Kathleen Ashton, PhD  
(Ohio State University)  
Clinical Instructor  
Bariatrics

Karen Kernberg Bardenstein, PhD  
Adjunct Assistant Professor; private practice

Karen Broer, PhD  
Clinical Instructor; Cleveland Clinic

Richard A. Cirillo, PhD  
Clinical Assistant Professor; Cuyahoga County Board of Mental Health and Developmental Disabilities
Communication Sciences

Major in Communication Sciences

(Effective July 1, 2019, for those students who matriculate Fall 2019 or later)

The major in communication sciences leads to the Bachelor of Arts degree. For many students, a BA in communication sciences is a pre-professional degree in preparation for graduate study in speech-language pathology or audiology. The undergraduate course work emphasizes the basic processes and acquisition of normal communication in children and adults. Graduate study then focuses on the study of disordered communication. (Please see the description of the Integrated Graduate Studies Program below.)

Students pursuing the BA are required to take 45 credit hours of course work which includes study in communication sciences and disorders, psychology, and English/linguistics, as well as in statistics and research design. A recommended course sequence is shown below. Please note, however, that an individual student’s sequence may differ from this one. For example, undergraduate students may elect to take 400- or 500-level graduate courses with departmental/instructor permission.

Suggested Sequence of Required Courses for the Bachelor of Arts Degree (45 credits)

<table>
<thead>
<tr>
<th>First Year</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Psychology I (PSCL 101)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Communication Disorders (COSI 109)*</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year Total:</td>
<td>6</td>
<td>3</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Second Year</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonetics and Phonology (COSI 211)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multicultural Aspects of Human Communication (COSI 260)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Psychology (PSCL 230)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to American Sign Language I (COSI 220)</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>Quantitative Methods in Psychology (PSCL 282)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Linguistics (COSI 355)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year Total:</td>
<td>9</td>
<td>9</td>
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<table>
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<tr>
<th>Third Year</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Development (COSI 313)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anatomy and Physiology of Speech and Hearing Mechanism (COSI 325)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Design and Analysis (PSCL 375)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech and Hearing Science (COSI 321)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year Total:</td>
<td>9</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
Departmental Honors
Juniors with a 3.0 overall grade point average and a 3.25 average in communication sciences are encouraged to apply to the honors program. The honors program consists of one three-credit course, COSI 395 Capstone and Honors Program, in which the student carries out an independent project in an area of interest, under the direction of a COSI faculty member. Satisfactory completion of the project qualifies the student to receive the Bachelor of Arts degree with departmental honors noted on the transcript. Admission to the honors program is by faculty approval.

The following are prerequisites to COSI 395 Capstone and Honors Program:

| STAT 201 | Basic Statistics for Social and Life Sciences | 3 |
| or PSCL 282 | Quantitative Methods in Psychology | 3 |
| PSCL 375 | Research Design and Analysis | 3 |

Additional information is available from each student’s academic advisor.

Integrated Graduate Studies
The Integrated Graduate Studies (IGS) Program (p. 1298) is intended for undergraduate students who are interested in obtaining a graduate degree in communication disorders (speech-language pathology). Qualified students may be accepted for admission to the School of Graduate Studies after completing 90 hours of undergraduate course work.

Typically, a master’s degree requires two additional years of study beyond the bachelor’s degree. Through the IGS Program, however, a student can complete an undergraduate degree in communication disorders and a master’s degree in communication disorders in five years. The recommended undergraduate sequence for students interested in the IGS Program is somewhat different from the recommended sequence presented above. Students should consult their academic advisor and the Office of Undergraduate Studies for additional information concerning IGS requirements.

Minor in Communication Sciences
The minor in communication sciences requires a minimum of 15 credit hours. It focuses on normal processes of speech, language, and hearing, as well as on the speech, language, and hearing disorders that result from breakdowns in these processes. Interested students should meet with an advisor for specific course requirements.

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Although all psychology courses apply both perspectives to specific topics in psychology, subsets of psychology courses rely more heavily on one or the other; therefore, the major requirements below ensure training that reflects a balance of nomothetic and idiographic approaches.

The psychology major requires a total of 30 credit hours consisting of PSCL 101 General Psychology I and PSCL 282 Quantitative Methods in Psychology; two nomothetic courses; and two idiographic courses. The remaining 12 credits of elective coursework can be drawn from any combination of PSCL courses.

Psychology majors must complete 30 hours of coursework in the department.

Take the 2 required core courses below (total of 6 credit hours)

- **PSCL 101 General Psychology I**
- **PSCL 282 Quantitative Methods in Psychology**

Select 2 of the following nomothetic courses (total of 6 credit hours)

- **PSCL 315 Social Psychology**
- **PSCL 352 Physiological Psychology**
- **PSCL 353 Psychology of Learning**
- **PSCL 357 Cognitive Psychology**

Select 2 of the following idiographic courses (total of 6 credit hours)

- **PSCL 230 Child Psychology**
- **PSCL 313 Psychology of Personality**
- **PSCL 321 Abnormal Psychology**
- **PSCL 325 Psychotherapy and Personality Change**
- **PSCL 369 Adult Development and Aging**

Select elective courses (any combination of additional PSCL courses, total of 12 credit hours)

* Although not required for the Psychology Major, PSCL 375 (Research Design and Analysis) is a prerequisite for most of the senior capstone courses in psychology.

Psychology majors should work closely with their major advisors to customize the selection of required and elective courses to provide them with courses suited to their own individual career goals.

### Requirements for a Psychology Minor

Students who wish to minor in psychology must take General Psychology I (PSCL 101), plus a minimum of four other PSCL courses (http://psychsciences.case.edu/undergraduate/psychology/undergrad-psych-courses/), for a total of 15 hours. Students choose these courses in collaboration with their advisor. Practica and independent study are available, but may not be used to satisfy the minor requirement. Students must take at least 50% of their PSCL courses at CWRU.

### Declaring a Psychology Major or Minor

Students who wish to major in psychology must complete a Major Declaration Form, available from the Office of Undergraduate Studies (http://www.case.edu/ugstudies/), and then meet with Dr. Jennifer Butler, who will assign them an advisor and review the degree requirements.

### Special Programs for Psychology Majors

**Psychology Honors Program:** Qualified psychology majors are encouraged to consider the department’s honors program, which leads to a BA with honors in psychology. The program’s purpose is to provide intensive, supervised research experience. Completion of the honors program also satisfies the SAGES capstone graduation requirement.

The program consists of PSCL 375 Research Design and Analysis, which students take in their junior year, and PSCL 395 Capstone and Honors Program, which they take as seniors. By the end of the senior year, students design and execute a research project, write it up in scholarly form, and present it in a public setting. Psychology majors who successfully complete PSCL 395, and who attain at least a 3.25 GPA in psychology course work and an overall GPA of at least 3.0, will graduate with honors in psychology.

The selection of a faculty advisor is an important part of the honors program. The first step is to identify a faculty member whose interests are as close as possible to the research area the student wishes to pursue. Students should contact a potential advisor as early as possible (junior year is recommended) and ask about the possibility of registering for PSCL 395. Each section of PSCL 395 is assigned to a specific faculty member, and registration is by permit only.

Because the honors program requires significant time and commitment, only psychology majors with a serious interest in the behavioral sciences should consider completing it.

**Integrated Graduate Studies Program:** The IGS Program enables qualified undergraduates to complete the academic work for a BA and MA degree in four years. Students accepted into the program must complete at least 30 credit hours of graduate course work during their senior year, plus a thesis or comprehensive exam, for a Master of Arts in General Psychology. The minimum standards for acceptance are:

- an overall GPA of 3.2
- completion of the Arts and Sciences General Education or SAGES Requirements and two semesters of physical education
- 90 semester hours of undergraduate credit (the last 60 hours must have been earned while the student was in residence at CWRU)
- completion of the psychology major requirements with at least a 3.2 GPA

Students should meet with their major advisor and contact the Office of Undergraduate Studies during the fall semester of their junior year to receive pre-approval for eligibility for the IGS program.

Students seeking admission to the IGS Program complete the same application process as those seeking admission to the graduate program in experimental psychology; instructions are provided on the department’s website (http://psychsciences.case.edu/graduate/). However, prospective IGS Program students are not required to submit GRE scores. The application deadline each year is December 1 (for admission the following fall).

Participation in the IGS Program does not preclude involvement in the department’s honors program. For more information, consult the IGS Program section of this bulletin (p. 1298) or contact Dr. Heath Demaree.
Communication Sciences

Master of Arts

The principal goal of the Master of Arts program is to develop clinical scientists who are skilled in the management of individuals with speech and language disorders. The master's program in speech-language pathology is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700. Upon successful completion of the Master of Arts degree, students will also meet the academic and clinical practicum requirements for certification by ASHA and licensure in the State of Ohio.

Degree requirements include completion of 42 credit hours of course work and a clinical practicum in communication disorders. In addition, students must satisfactorily complete a clinical research project or write a master's thesis.

Clinical Opportunities in Speech, Language, and Hearing Disorders

The program is affiliated with, and located in, Cleveland Hearing & Speech Center (CHSC), a nonprofit agency that serves children and adults with communication disorders. CHSC serves as the primary training site for graduate students enrolled in clinical practice. Its personnel and facilities provide exceptional clinical experiences for students seeking clinical certification in speech-language pathology.

The program also draws on clinical resources in University Circle and the Greater Cleveland area. In addition to clinical practicum experiences at CHSC, graduate students complete at least two externships at sites including University Hospitals of Cleveland, Rainbow Babies and Children's Hospital, MetroHealth Medical Center, Cuyahoga County Board of Mental Retardation and Developmental Disabilities, Cleveland Clinic Center for Autism, Legacy Health Services, and Western Reserve Speech and Language Partners.

Doctor of Philosophy

The Doctor of Philosophy is awarded in recognition of (1) mastery, at an advanced level, of a body of knowledge in the disciplines of communication sciences and speech-language pathology, and (2) a demonstrated ability to perform independent research and communicate the results of that research. With the major advisor, the student designs an individual plan of study based on his/her professional goals and previous experience. Doctoral students choose a content area (such as communication and aging, medically based speech disorders, or child language development and disorders) as their primary focus of study. However, they are also encouraged to enhance their scholarly preparation by completing coursework outside of their primary content area.

In addition to course work within the department, doctoral students may choose courses from graduate programs in other departments of the College of Arts and Sciences, as well as from several professional schools at the university, including the School of Medicine (e.g., neuroscience, genetics), the Case School of Engineering (e.g., biomedical engineering), the School of Dental Medicine, the Weatherhead School of Management, and the Jack, Joseph, and Morton Mandel School of Applied Social Sciences.

Requirements for the doctoral program include course work, research rotations, a supervised classroom teaching experience, written and oral comprehensive examinations, and a dissertation.

- A minimum of 36 hours of course work is required, including 9 credit hours in statistics and research design and 3 credit hours of directed study and research. Fifteen credit hours in the primary content area are required.
- Two research rotations are required. One rotation is completed in the primary content area with the major advisor. The second rotation is completed with a faculty member other than the major advisor. The dissertation research is not included in either of the two research rotations.
- A supervised classroom teaching experience is completed under the guidance of a faculty member in the program.
- Written and oral examinations are taken after all coursework and research rotations are completed.
- A dissertation prospectus is prepared under the guidance of a committee consisting of the dissertation advisor and two additional faculty members. A defense of the dissertation prospectus is required prior to commencing the dissertation study.
- An oral defense of the dissertation takes place at the end of the doctoral program.

Psychology

Doctor of Philosophy

The Department of Psychological Sciences offers full-time programs leading to a PhD in clinical or experimental psychology. These programs give students a thorough grounding in basic areas of psychological fact and theory and prepare them for careers as researchers, teachers, and practitioners. The Master of Arts degree can be earned in the department as part of work toward a doctorate.

Clinical Psychology Program. The department's program in clinical psychology, which has been approved by the American Psychological Association, emphasizes the scientist-practitioner model. Students participate in an integrated curriculum of basic and applied courses, research activities, and practicum and pre-internship placements. The program's goal is to prepare students to make meaningful contributions to the science and profession of psychology by instructing them in broad applications of clinical skills and research methods.

Developmental, Cognitive, and Affective Sciences Program. Doctoral training in developmental, cognitive, and affective sciences prepares the student for an academic career in teaching and research. The program offers concentrations in developmental psychology, adulthood and aging, cognitive psychology, developmental disabilities research, and social psychology. Faculty members help students develop flexible programs of study, according to individual interests.

Master of Arts

The Department of Psychological Sciences also offers a full-time program leading to an MA in developmental psychology. Students interested in working with very young children would be ideal for this program. Participation in this program will allow students to be eligible for an Early Intervention Services Certificate (Developmental Specialist) through the Ohio Department of Developmental Disabilities.

Developmental Psychology MA Program. The department's program in developmental psychology is an applied program that provides students with the hands-on skills and practical experience needed to work in early intervention with children aged 0 to 5.
Degree requirements include the completion of 38 credits of course work and placements, with 13 of these credits fulfilling the requirement of the Ohio Early Intervention Services Certificate. Students will be given opportunities to train in multiple placement sites, including hospital, school, and clinical settings. For more information, please visit https://psychsciences.case.edu/ma-in-developmental-psychology-with-an-early-intervention-specialization/.

**COSI Courses**

**COSI 101. Introduction to Health Communication. 3 Units.**
An introductory examination of the influences associated with the functions of human life, communication processes, and research related to health and the health care industry from interpersonal, cultural, and organizational communication perspectives. The course will include a review of the history and development of health communication and the understanding and application of communication theories.

**COSI 109. Introduction to Communication Disorders. 3 Units.**
Forty-two million Americans have some type of communication disorder. How does a person with a communication disorder cope with the challenges of daily living? This course will examine the characteristics of communication disorders via first hand and fictionalized accounts in books, films, and simulated communication disorders experiences. Topics will include disorders of speech, language, and hearing in children and adults. Effects of communication disorders on families.

**COSI 200. Interpersonal Communication. 3 Units.**
Communication is a primary means of initiating, maintaining, and dissolving relationships. Managing interpersonal relationships is a human concern across several contexts. Interpersonal communication is a highly interactive course whereby participants investigate the foundations, processes, and issues associated with communication in relationships. The student will become sensitized to theories and processes via traditional lectures and textbook readings. The student is also expected to participate in group discussions. The result is a continuous dialogue with others about communication processes, and outcomes. The goal of this course is to provide a forum for both investigation and increased competence.

**COSI 211. Phonetics and Phonology. 3 Units.**
Theoretical and applied study of the speech sounds of language. The use of the international phonetic alphabet as a tool for characterizing normal and deviant sound patterns. The linguistic structure and function of speech sound systems of both the adult and developing child.

**COSI 220. Introduction to American Sign Language I. 3 Units.**
This course offers basic vocabulary training and conversational interaction skills in American Sign Language. Syntactic and semantic aspects of American Sign Language will be addressed.

**COSI 221. Introduction to American Sign Language II. 3 Units.**
This course incorporates non-verbal communication techniques, intermediate vocabulary, grammatical rules and conversational skills. Deaf culture and history is also an important part of the course. Students will focus on general aspects of conversational signs and nonverbal aspects of American Sign Language. Using Signing Naturally Units 7-12 as a guide; students will also incorporate the use of expressive and receptive skills in every class. The full immersion model will be applied in each class. Instruction and student participation will only be in ASL. Prereq: COSI 220.

**COSI 260. Multicultural Aspects of Human Communication. 3 Units.**
Introduces intercultural/interracial communication by discussing specific communication principles and by putting theory into practice by exploring differences in perception, and verbal and nonverbal communication messages. Course emphasizes relationship between communication, race, culture; nature of race and culture; and how they influence the communication process. Various theories and approaches to study of intercultural/interracial communication will be discussed, along with significant concepts, processes and considerations. Practical outcomes of intercultural/interracial encounters also will be discussed. Counts for CAS Global & Cultural Diversity Requirement.

**COSI 261. Multicultural Aspects of Communication Disorders. 3 Units.**
Introduces intercultural/interracial communication principles and includes the exploration of differences in perceptions for communication messages. Provides students with a basic understanding of the differences associated with assessment, intervention, and identification of communication disorders for culturally and linguistically diverse populations. Students will critically analyze best practice approaches for communication disorders for diverse populations including differences in race, ethnicity/culture, sexual orientation, gender identity, and socio-economic status. Practical outcomes that can encourage more positive intercultural/interracial encounters will be discussed. Offered as COSI 261 and COSI 461. Counts for CAS Global & Cultural Diversity Requirement.

**COSI 280. Organizational Communication. 3 Units.**
This course includes a review of the development of organizational communication theories and how application of theories enhances our understanding of various types of organizations. COSI 280 addresses the communication challenges faced by contemporary organizational leaders and members. Knowledge of the theories and development of analytical skills should improve students’ chances for successful interactions in diverse organizational situations and cultures.

**COSI 305. Neuroscience of Communication and Communication Disorders. 3 Units.**
The course focus is neuroanatomy and neurophysiology related to motor control and cognition, particularly aspects of cognition involved in language functions. Topics to be addressed include: principles of neurophysiology and neurochemistry; functional neuroanatomy of the central and peripheral nervous systems; neurological and neuropsychological assessment of communication; neurodiagnostic methods. In part, the course material will be presented in a problem-based learning format. That is, normal aspects of human neuroscience will be discussed in the context of neurological disorders affecting communication. COSI 305 is an elective for undergraduate students. COSI 405 is an introduction to COSI 557 and COSI 561, and a required course for graduate students. Offered as COSI 305 and COSI 405.

**COSI 313. Language Development. 3 Units.**
Language acquisition theory and stages of development of syntax, semantics, pragmatics, and phonology in children. Contributions of biological, social, cognitive and environmental factors to process of language development. Information on language variation in multicultural populations. Open to majors and non-majors. Recommended prerequisite: Child Psychology. Offered as COSI 313 and COSI 413.
COSI 321. Speech and Hearing Science. 3 Units.
The course will focus on the aspects of normal speech production and perception and hearing perception. The purpose of this course is to provide a foundation in normal aspects of oral communication that will prepare students for advance study in the assessment and management of disorders of speech and hearing perception. Topics to be covered include motor speech control, aeromechanics, basic acoustics, phonatory acoustics, speech and hearing acoustics, psychoacoustics, and speech and hearing perception. Recommended preparation: COSI 325. Offered as COSI 321 and COSI 421.

COSI 325. Anatomy and Physiology of Speech and Hearing Mechanism. 3 Units.
The course will focus on normal anatomy and physiology of the body systems involved in the processes of speech, language, hearing, and swallowing including the following: the auditory, respiratory, phonatory, articulatory, resonatory, and nervous systems. In part, the course material will be presented in a problem-based learning format. That is, normal aspects of human anatomy and physiology will be discussed in the context of the disorders that affect the processes of human communication and swallowing.

COSI 332. Persuasion. 3 Units.
This survey course explores the history, theories, and dynamics of persuasion. There is an extensive focus on theoretical models of attitude change. Persuasion also plays a strong role in everyday aspects of our culture. Along these lines, we will investigate persuasion activities in everyday life from compliance gaining to media campaigns. Learning is conveyed through lecture, activities, and observation of the student's everyday life. At the end of the semester, the astute student will be literate in a variety of persuasion strategies and dynamics.

COSI 340. Advanced Health Communication. 3 Units.
Various communication processes assume a central role in the acquisition and enactment of health care. This course examines communication activity across a broad range of health care contexts. Attention will be given to provider-client communication, communication, and ethical concerns, persuasive health promotion efforts, media impact on health, and basics in health communication methodology and research. Students will consider source, message, and receiver aspects of health communication as well as cultural and illness-specific issues. Prerequisite of COSI 101 for 300-level only. Offered as COSI 340 and COSI 440. Prereq: COSI 101.

COSI 345. Communication and Aging. 3 Units.
The normal and abnormal psychobiological changes that occur during aging and their effects on communication are addressed, as are communicative interaction styles, disordered communication, and rehabilitation practices. Graduate students are given an opportunity to incorporate information from their own disciplines in a special project, where appropriate. Offered as COSI 345 and COSI 445. Counts as SAGES Departmental Seminar.

COSI 352. Introduction to Clinical Practice in Speech-Language Pathology. 3 Units.
Clinical assessment and teaching procedures as well as the role of research/theory in clinical practice. Procedures to observe, measure, analyze communication skills. Practical application through case studies. Students complete 25 hours of observation of speech/language assessment and intervention. Prereq: COSI 211 or COSI 313.

COSI 355. Introduction to Linguistics. 3 Units.
This course provides an introduction to linguistics, with application to clinical assessment, diagnosis and therapy of language disorders. In particular, the course provides an introduction to theory and methods of linguistics: universal properties of human language; phonetic, phonological, morphological, syntactic, and semantic structures and analysis; nature and form of grammar.

COSI 357. Acquired Neurogenic Communication Disorders. 3 Units.
This course is designed to provide knowledge about the theoretical foundations, etiologies, and characterizations of acquired language-based and cognitive-communication disorders in adults. The organization of the course is designed so that we will discuss communication disorders typically associated with left hemisphere lesions (e.g., aphasia), right hemisphere lesions (e.g., RHD), frontal lobe lesions (e.g., traumatic brain injury) and mesial temporal lesions (e.g., dementia). This course is intended to provide students with a framework for considering communication disorders of diverse medical etiologies rather than specific impairment types. The course is meant to provide information that can be used as a foundation for a clinically applied course in acquired language disorders. The course will focus on critical thinking, professional presentation (both oral and written), and critical consumption of research. Instructor consent for COSI 457 only. Offered as COSI 357 and COSI 457. Prereq: COSI 109.

COSI 370. Introduction to Audiology. 3 Units.
Disorders of hearing, assessment of hearing; including behavioral and objective measures; intervention strategies; and identification programs. Offered as COSI 370 and COSI 470. Prereq: COSI 321 and COSI 325.

COSI 390. Independent Study. 1 - 6 Units.
Individual study, under the guidance of a faculty member, involving specific programs of reading, research and special projects.

COSI 395. Capstone and Honors Program. 3 Units.
Supervision in carrying out an independent research study in the student’s area of interest. Offered every semester. Any student majoring in communication sciences (COSI) may take this course to fulfill the capstone requirement; qualified students may take this course to fulfill the capstone requirement AND to graduate with honors. During their Junior year, qualified COSI majors are encouraged to apply to the department’s Honors Program, which leads to a B.A. with Honors. The program's purpose is to provide students with an intensive, supervised research experience in areas of their choice. The program consists of PSCL 375 and COSI 395 and begins in the junior year, when students receive instruction in research design and methodology. This provides the foundation for students to work under close supervision with a department faculty member during the senior year. At the end of the semester, the research project is written in scholarly form, and presented for consideration of graduation with Honors. Junior majors with a minimum 3.25 average in COSI major courses are a 3.0 overall GPA may apply. The Honors Program requires a great deal of work, and only students with a serious interest in behavioral sciences should apply. Counts as SAGES Senior Capstone. Prereq: (STAT 201 or PSCL 282) and PSCL 375.
COSI 405. Neuroscience of Communication and Communication Disorders. 3 Units.
The course focuses on neuroanatomy and neurophysiology related to motor control and cognition, particularly aspects of cognition involved in language functions. Topics to be addressed include: principles of neurophysiology and neurochemistry; functional neuroanatomy of the central and peripheral nervous systems; neurological and neuropsychological assessment of communication; neurodiagnostic methods. In part, the course material will be presented in a problem-based learning format. That is, normal aspects of human neuroscience will be discussed in the context of neurological disorders affecting communication. COSI 305 is an elective for undergraduate students. COSI 405 is an introduction to COSI 557 and COSI 561, and a required course for graduate students. Offered as COSI 305 and COSI 405.

COSI 406. Academic English Proficiency: Speech Production. 3 Units.
In this module the provisional student will work in small groups with the instructor/s to develop new speech habits and patterns to improve production of spoken English for academic and professional success. Following successful completion of the course the student will demonstrate an improvement of 50% from baseline speech production scores, and demonstrate the ability to practice sound production independently to assure continued refinement over time. The course includes 90 minutes of small group instructions per week and a minimum of 50-60 minutes of daily practice. The student will be required to submit a minimum of 2 practice recordings per week for feedback. Students who successfully complete this course will demonstrate 50% improvement from baseline speech production scores.

COSI 413. Language Development. 3 Units.
Language acquisition theory and stages of development of syntax, semantics, pragmatics, and phonology in children. Contributions of biological, social, cognitive and environmental factors to process of language development. Information on language variation in multicultural populations. Open to majors and non-majors. Recommended prerequisite: Child Psychology. Offered as COSI 313 and COSI 413.

COSI 416. Academic English Proficiency Speech Production Module II. 3 Units.
In this module the provisional graduate student will work on refining speech production skills necessary for effective conversation and oral presentations in the academic and professional environments, through direct individualized instruction and individual and group practice. Each student enrolled will have an individualized plan and targets based on testing of spoken language at the word, sentence and conversational level. The focus in Module II will include: 1. Instruction on use of appropriate vocal measures such as volume, rate, intonation, rhythm and projection techniques 2. Development of the skills necessary to analyze one’s own speech production skills including articulation, volume, rate, and inflection consistent with Standard American English 3. Practice of speech production skills in conversation and short presentations. Successful completion of this module will assist the student in improving speech production and intelligibility in areas of articulation, rate, and prosody, in conversation and formal presentations, leading to increased successful communication in the academic and professional environments. In this module each provisional graduate student will be involved in 90 minutes of class time weekly and a minimum of 50 minutes per day of structured individualized homework assignments. Classroom instruction will be provided in small groups with a maximum of 4 students per group. The successful student will demonstrate achievement of their individual targets which includes a minimum of 85% sentence level intelligibility in conversation and a rate of 140-160 wpm in presentations. If a student does not pass the course they have opportunity to work with the instructor and resubmit assignments until success levels are met.

COSI 421. Speech and Hearing Science. 3 Units.
The course will focus on the aspects of normal speech production and perception and hearing perception. The purpose of this course is to provide a foundation in normal aspects of oral communication that will prepare students for advance study in the assessment and management of disorders of speech and hearing perception. Topics to be covered include motor speech control, aeromechanics, basic acoustics, phonatory acoustics, speech and hearing acoustics, psychoacoustics, and speech and hearing perception. Recommended preparation: COSI 325. Offered as COSI 321 and COSI 421.

COSI 431. Medical Aspects of Developmental Disabilities: Theory and Practice. 2 Units.
The practicum provides structured training activities to help the student become proficient in birth to three assessment and intervention and infant and toddler development. This intensive training experience will provide skills that students need when working in early intervention settings. Guided observation of children and developmental domains, parent-child interaction, and family based assessment will be included.

COSI 440. Advanced Health Communication. 3 Units.
Various communication processes assume a central role in the acquisition and enactment of health care. This course examines communication activity across a broad range of health care contexts. Attention will be given to provider-client communication, communication, and ethical concerns, persuasive health promotion efforts, media impact on health, and basics in health communication methodology and research. Students will consider source, message, and receiver aspects of health communication as well as cultural and illness-specific issues. Prerequisite of COSI 101 for 300-level only. Offered as COSI 340 and COSI 440.
COSI 443. Meta-Analysis of Communication Disorders Research Workshop. 1 Unit.
This course will guide students through the application of meta-analysis to the systematic literature review completed in COSI 444L to address a clinical question and will serve as the analysis and results section of the paper which will be used in partial fulfillment of the Plan B Master’s Project requirements. Prereq: COSI 444 and COSI 444L.

COSI 444. Evidence Based Practice in Communication Disorders. 2 Units.
Evidence-based practice is the conscientious, explicit and judicious use of current best evidence in making decisions about the care of individual clients. Having its origins in the fields of medicine and clinical epidemiology, EBP is now an essential component to clinical practice in speech-language pathology. The goal of COSI 444 is to instill in you a career-long desire to seek out high-quality relevant evidence pertinent to the clinical questions that affect your practice. To do this, you must first know how to find the evidence and evaluate the quality of evidence available. This course is intended to demystify the research process so that you can become critical consumers of the research literature in our field.

COSI 444L. Evidence Based Practice in Communication Disorders Lab. 1 Unit.
This course will guide students through the application of meta-analysis to the systematic literature review completed in COSI 444L to address a clinical question and will serve as the analysis and results section of the paper which will be used in partial fulfillment of the Plan B Masters Project requirements. Prereq: COSI 444.

COSI 445. Communication and Aging. 3 Units.
The normal and abnormal psychobiological changes that occur during aging and their effects on communication are addressed, as are communicative interaction styles, disordered communication, and rehabilitation practices. Graduate students are given an opportunity to incorporate information from their own disciplines in a special project, where appropriate. Offered as COSI 345 and COSI 445. Counts as SAGES Departmental Seminar.

COSI 452A. Graduate Clinical Practicum I: Case Management. 1 Unit.
Addresses professional issues in speech-language pathology including case management, clinical effectiveness, counseling and working with families from diverse backgrounds. Four to ten hours of clinic contact per week at the Cleveland Hearing and Speech Center. (Maximum of 2 credits.) Recommended preparation: COSI 352 and COSI 413.

COSI 452B. Graduate Clinical Practicum II: Professional Issues. 1 Unit.
Addresses professional issues in speech-language pathology including case management, managed health care, ethics and interviewing. Four to ten hours of clinic contact per week at the Cleveland Hearing and Speech Center. (Maximum of 2 credits.) Recommended preparation: COSI 352, COSI 413, COSI 452A, and COSI 453.

COSI 452C. Graduate Clinical Practicum III: Special Populations. 1 Unit.
Addresses professional issues in speech-language pathology including case management, special clinical populations, collaborating with other professionals, teaming, leadership, and use of technology. Fifteen to thirty hours of clinic contact per week at area skilled nursing facilities, hospitals, rehab centers, early intervention centers, centers for developmentally disabled, private practices, etc. (Maximum of 2 credits.) Recommended preparation: COSI 352, COSI 452A, COSI 452B, COSI 453, and COSI 456.

COSI 452E. Graduate Clinical Practicum V: Medical Speech Pathology. 1 Unit.
Addresses professional issues in speech-language pathology including case management, special clinical populations, collaborating with other professionals, documentation, managed health care, and use of technology. Fifteen to thirty hours of clinic contact per week at area skilled nursing facilities, hospitals. (Maximum of 2 credits.) Recommended preparation: COSI 352, COSI 452A, COSI 452B, COSI 452C, COSI 453, and COSI 456.

COSI 452S. Graduate Clinical Practicum III: Special Populations. 1 Unit.
Addresses professional issues in speech-language pathology including case management, special clinical populations, collaborating with other professionals, teaming, leadership and use of technology. This course confers full time student status in the summer term in recognition of an average of 25 hours of clinic contact per week at area skilled nursing facilities, hospitals, rehab centers, early intervention centers, centers for developmentally disabled, private practices etc. Prereq: COSI 452A and COSI 452B.

COSI 453. Articulation and Phonology Disorders. 3 Units.
Overview of normal speech sound development and characterization of children with speech sound disorders. Distinctions between phonology and articulation are drawn. Theoretical as well as assessment and treatment issues are addressed.

COSI 455. Fluency Disorders. 3 Units.
Stuttering and related disorders of rhythm and prosody in terms of the symptomatology, etiology, measurement, and treatment of nonfluent speaking behavior.

COSI 456. Child Language Disorders. 3 Units.

COSI 457. Acquired Neurogenic Communication Disorders. 3 Units.
This course is designed to provide knowledge about the theoretical foundations, etiologies, and characterizations of acquired language-based and cognitive-communication disorders in adults. The organization of the course is designed so that we will discuss communication disorders typically associated with left hemisphere lesions (e.g., aphasia), right hemisphere lesions (e.g., RHD), frontal lobe lesions (e.g., traumatic brain injury) and mesial temporal lesions (e.g., dementia). This course is intended to provide students with a framework for considering communication disorders of diverse medical etiologies rather than specific impairment types. The course is meant to provide information that can be used as a foundation for a clinically applied course in acquired language disorders. The course will focus on critical thinking, professional presentation (both oral and written), and critical consumption of research. Instructor consent for COSI 457 only. Offered as COSI 357 and COSI 457.
COSI 461. Multicultural Aspects of Communication Disorders. 3 Units.
Introduces intercultural/interracial communication principles and
includes the exploration of differences in perceptions for communication
messages. Provides students with a basic understanding of the
differences associated with assessment, intervention, and identification
of communication disorders for culturally and linguistically diverse
populations. Students will critically analyze best practice approaches for
communication disorders for diverse populations including differences
in race, ethnicity/culture, sexual orientation, gender identity, and socio-
economic status. Practical outcomes that can encourage more positive
intercultural/interracial encounters will be discussed. Offered as
COSI 261 and COSI 461. Counts for CAS Global & Cultural Diversity
Requirement.

COSI 470. Introduction to Audiology. 3 Units.
Disorders of hearing, assessment of hearing; including behavioral and
objective measures; intervention strategies; and identification programs.
Offered as COSI 370 and COSI 470. Prereq: COSI 325.

COSI 556. Language Disorders 2: Language and Literacy. 3 Units.
This course focuses on research-based theories of reading, cognition,
language, and learning disorders in the school-age and adolescent
student. Language development of the older child during the school age
and adolescent years will be reviewed. Topics include the development
of metalinguistic skills, the expanding lexicon, narration and discourse,
and advances in syntax and morphology. The relationship of spoken
language to literacy will be discussed. The course will examine common
language, literacy and learning disabilities during the school age years.
The student will explore interventions for word skills, reading decoding
and comprehension, oral expression, vocabulary, and written languages
as they apply to the Speech Language Pathologist. Assessment and
intervention strategies for the school-age child and adolescent with
a language/learning disorder are included. The class format includes
lectures, discussions of case studies, and experiential learning through the
observation of therapy with the school age/adolescent student.
Prereq: COSI 456.

COSI 557. Acquired Adult Language Disorders. 3 Units.
A model relating communication impairment to activities of daily
living and quality of life will serve as the study of acquired neurogenic
communication disorders in adults. The focus will be on dementia,
aphasia, and the communication disorders associated with traumatic
brain injury and right hemisphere stroke. Knowledge about the biological
basis of neurogenic communication disorders will be applied in
discussion on assessment and intervention for these disorders. Prereq:
COSI 405 or equivalent.

COSI 560. Medical Aspects of Speech Pathology I: Voice Disorders. 3
Units.
Aspects of normal and abnormal voice production, evaluation and
management of various voice and resonance disorders.

COSI 561. Med Aspects of Speech Path II: Neuromotor and Craniofacial
Anomalies. 4 Units.
Speech disorders resulting from conditions acting on motor speech
production including dysarthria and apraxia will be discussed. The
speech production system, diseases and acquired and congenital
neuropathological conditions that affect motor process and resulting
speech disorders of phonation, articulation, resonance and prosody
will be reviewed. Also covered will be the speech, language and hearing
disorders stemming from craniofacial anomalies; cleft lip and palate.
Principles and methods of assessment and treatment within an
interdisciplinary rehabilitation framework will be reviewed for both types
of disorders. Prereq: COSI 321 or COSI 421 and COSI 405 or equivalent.

COSI 562. Medical Aspects of Speech Pathology III: Dysphagia. 3 Units.
Course relates to medical speech-language pathology and includes
analysis of clinical problems involving dysphagia in high risk populations.
Course focus is on the anatomy and physiology of the normal swallow,
dysphagia, early identification and prevention, the clinical swallow
assessment, instrumental assessment and intervention in pediatric and
adult populations.

3 Units.
This course focuses on swallowing and dysphagia in infants and
children. Topics include typical development of anatomy and physiology
of pediatric swallowing, evaluation of pediatric swallowing function,
treatment modalities, and clinical populations. Prereq: COSI 562.

COSI 580. Aural Rehabilitation. 3 Units.
The effects of hearing impairment, especially related to speech
perception and language processing. Remediation and intervention
strategies for hearing impaired children and adults, including speech
reading, auditory training, and the use of hearing aids.

COSI 600. Special Problems and Topics. 1 - 3 Units.
Topics and instructors by arrangement of the department chair.

COSI 601. Directed Study and Research. 1 - 6 Units.
Individual study and research under the direction of a faculty member.

COSI 651. Thesis M.A.. 1 - 6 Units.
(Credit as arranged.)

COSI 690. Supervised Classroom Teaching. 3 Units.
Required of all doctoral students. Teaching of an undergraduate course
planned in conjunction with a supervising faculty member. Follows the
doctoral student's earlier experience of observing and assisting a faculty
member in classroom teaching.

COSI 701. Dissertation Ph.D.. 1 - 9 Units.
(Credit as arranged.) Prereq: Predoctoral research consent or advanced to
Ph.D. candidacy milestone.

PSCL Courses

PSCL 101. General Psychology I. 3 Units.
Methods, research, and theories of psychology. Basic research from such
areas as psychophysiology, sensation, perception, development, memory,
learning, psychopathology, and social psychology.

PSCL 102. General Psychology II. 3 Units.
The applications of psychological research in normal problems of
adjustment. Topics include: coping with anxiety, romance and marriage,
and interpersonal behavior.

PSCL 230. Child Psychology. 3 Units.
Basic facts and principles of psychological development from the
prenatal period through adolescence. Recommended preparation:
PSCL 101.

PSCL 282. Quantitative Methods in Psychology. 3 Units.
The theory and application of basic methods used in the analysis
of psychological data. Not available for credit to students who have
completed STAT 201 or ANTH 319. Counts for CAS Quantitative
Reasoning Requirement.

PSCL 313. Psychology of Personality. 3 Units.
The development and organization of personality; theories of personality
and methods for assessing the person; problems of personal adjustment.
PSCL 351. Social Psychology. 3 Units.

PSCL 371. Health Psychology. 3 Units.
Examines psychological processes that affect physical health. Covers the physiological factors affecting the immune system, chronic physical disorders, pain, compliance with prescribed medical treatments, the effects of stress and coping, the effects of the patient-physician interaction, and the psychological aspects of the hospital and the health care systems. Recommended preparation: PSCL 101.

PSCL 321. Abnormal Psychology. 3 Units.

PSCL 323. Consumer Psychology. 3 Units.
Examines psychological processes that affect buyer behaviors. Covers the basic psychological processes of purchasing behavior, marketing choices that influence consumer behaviors, and post-purchase behaviors such as brand loyalty. Explores behavior across a number of domains, including motivation, attention, persuasion, comprehension, automatic decision making, and biases. Recommended preparation: PSCL 101.

PSCL 325. Psychotherapy and Personality Change. 3 Units.
Three methods of psychotherapy (behavioral, psychoanalytic, and client-centered) are discussed. The therapy techniques and the manner by which personality change is effected are examined. Recommended preparation: PSCL 101.

PSCL 329. Adolescence. 3 Units.
Psychological perspectives on physical, cognitive, and social development. Recommended preparation: PSCL 101.

PSCL 333. Early Intervention I: Theories and Practice. 3 Units.
This course describes the characteristics of young children (aged between 0 to 5 years) with disabilities and examines the intervention models and practices that are used to address the developmental and social emotional needs of these children. The course covers the legislative and philosophical foundations for contemporary early intervention practice. It discusses the meaning of evidence-based practice and examines contemporary early intervention practices from this perspective. The readings and assignments for this course have been designed to reflect the course objectives. Offered as PSCL 333 and PSCL 434.

PSCL 334C. Seminar and Practicum: Hospitalized Children. 3 Units.
Supervised field placement and attendance at staff conferences in various child and adolescent settings. Regular seminar meetings. Prereq: PSCL 230.

PSCL 335C. Seminar and Practicum: Hospitalized Child. 3 Units.
Supervised field placement and attendance at staff conferences in various child and adolescent settings. Regular seminar meetings. Prereq: PSCL 230 and Junior or Senior Status.

PSCL 338. Seminar and Practicum in Adolescents. 3 Units.
Supervised field placement and attendance in early childhood, child and adolescent settings including preschools, schools, hospitals, and neighborhood centers. This course is an elective. Recommended preparation: PSCL 101. Offered as EDUC 338, PSCL 338 and SOCI 338.

PSCL 344. Developmental Psychopathology. 3 Units.
This course will focus on the interplay of biological, psychological, familial, and social determinants of disorders ranging from autism to delinquency and bulimia. Recommended preparation: PSCL 230 or PSCL 321.

PSCL 350. Behavior Genetics. 3 Units.
Examines the impact of both nature and nurture on human behavior. Basic quantitative genetic methodology will be covered. Current family, twin and adoption studies in the areas of personality, intelligence, alcoholism, criminality, and psychopathology will be reviewed. Recommended preparation: PSCL 101. Offered as PSCL 350 and PSCL 450.

PSCL 352. Physiological Psychology. 3 Units.
This course is designed to teach the fundamentals of neural communication and central nervous system structure. Special attention is placed on common neurological illnesses and their psychopharmacological treatments. Neural systems underlying sensory/perceptual, motor, and higher-order cognitive processes are also explored. Offered as PSCL 352 and PSCL 403. Prereq: PSCL 101.

PSCL 353. Psychology of Learning. 3 Units.
The basic methods in the study of learning. The major theories proposed to account for the learning process. Development of the fundamental concepts and principles governing the learning process in both humans and lower animal. Recommended preparation: PSCL 101.

PSCL 357. Cognitive Psychology. 3 Units.

PSCL 365. Psychology of Religion and Spirituality. 3 Units.
This course is designed to provide an undergraduate-level overview of the psychology of religion and spirituality. It will emphasize both theory and research in this topic area. Following the order outlined in the text for the course, we will cover religion/spirituality "from the inside out," beginning with biological aspects of r/s and working outward, all the way up to social aspects of r/s. The course will be primarily lecture- and textbook-based but will also include both large-group and small-group discussion. Grading will be based on three exams (with the lowest score dropped), a required final exam, and a variety of assignments. A major aim of the course is to encourage students to apply ideas from the course to their lives; however, because some issues raised in the class might be very personal and/or controversial, the class will not require personal sharing about r/s beliefs (in either discussion or written form). In designing the assignments, care has been taken to provide a menu of options that vary in terms of length/complexity and emphasis on personal experience vs. more abstract reflection. Prereq: PSCL 101.

PSCL 369. Adult Development and Aging. 3 Units.
An overview of concepts and research relating to adult development and aging. The lifespan perspective will be used in examining major developmental paradigms. Personality and cognitive lines of development will be traced across the lifespan. Data from both longitudinal and cross-sectional studies will be analyzed. Both normal and pathological aging will be discussed. Special emphasis will be given to areas of cognitive deterioration in aging. Implications for optimal adult development and aging will also be discussed.
PSCL 375. Research Design and Analysis. 3 Units.
Conceptual and methodological issues confronted by the behavioral scientist conducting research. Major experimental designs and statistical procedures. Intuitive understanding of the mathematical operations. Majors planning to apply to graduate school in Psychology are strongly encouraged to complete this course. Counts as SAGES Departmental Seminar. Prereq: PSCL 101 and (PSCL 282 or ANTH 319 or STAT 201 or STAT 201R).

PSCL 379. Neurodevelopmental Disabilities. 3 Units.
Ways in which neurobehavioral development can go awry, the causes of such deviations, and their consequences. The course builds on basic psychological and neuroscience concepts to explore the manner in which developmental disabilities occur; ways of preventing disabilities, and approaches to ameliorating and managing disabling conditions. Recommended preparation: PSCL 101 and PSCL 230. Offered as PSCL 379 and PSCL 479.

PSCL 381. Social Factors in the Development of Psychopathology. 3 Units.
Environmental risk factors for psychopathology are numerous; specific social factors, such as bullying, peer pressure, and social adversity are often linked with the development of psychiatric disorders. Which begs the questions: Can Facebook cause depression? Do television shows like 13 Reasons Why increase the rate of suicide? Are “fitspiration” communities dangerous? This course will review the role social factors (social support, social interactions, social functioning, and the broader social context of communities) relate to the development and maintenance of psychopathology on biological and behavioral levels. In the context of disorders such as autism, schizophrenia, depression (including suicide), eating disorders, and post-traumatic stress disorder, this course will look at how social factors might contribute to the development of mental illness, as well as how social factors might be indicators of mental illness, and finally how social factors might mediate the severity of or even prevent the development of mental illness. Prereq: PSCL 101 and PSCL 231.

PSCL 385. Science of Emotion and Aging. 3 Units.
In this course we will examine the multi-faceted nature of emotion with an emphasis on the development of emotion in adulthood. We will consider the history, theories, and most recent research and thinking in the science of emotion and aging. We will also be considering how we know what we know about emotions. So, one goal will be to increase our awareness of the assumptions underlying theorists, claims, researchers, findings, and our own belief structures. We will also work to strengthen our general thinking and communicative abilities as we study the psychology of emotion. Specifically, our goals will be to state theories and ideas clearly and concisely, to identify different parts of arguments and analyze the logic of these parts, to integrate the different aspects of emotion, and to generate new ideas based on the theories and research. My shorthand terms for these processes are: “summarizing”, “analyzing”, “integrating”, and “generating”.

PSCL 387. Psychology Capstone Seminar: Genocide and Mass Atrocities. 3 Units.
Human cruelty, ethnopoliical conflict, war, terrorism, and genocide continues presently to create destruction and suffering throughout the world. Psychology has an important role in contributing to an understanding of individual or group characteristics, and specific circumstances and psychological processes that lead individuals and groups to commit either acts of destruction or acts of goodness. This course will provide an overview of the psychological literature on genocide, mass atrocities and violence. Most people are aware of the Holocaust and less so regarding other past genocides. We will examine and discuss past genocides (e.g. the Holocaust and Rwanda among others) as well as present genocides and mass violence (e.g. Darfur, the mass killings of Yezidis, and other examples of violence, torture, and the mistreatment of human beings). The path from prejudice to hatred to mass violence will be explored. We will address rescuing behaviors and resistance during genocide and mass atrocities, as well as the impact of bystander behavior on human violence. In addition, we will explore how people can heal from the trauma of past victimization and the role of psychologists in this undertaking. Another important topic to be examined focuses on how an identity can be formed when one is a descendant of a genocide/mass atrocity survivor or perpetrator. We will also address how the past is remembered or forgotten. This course is a reading and writing intensive course. Counts as SAGES Senior Capstone. Prereq: PSCL 101 and at least 15 credit hours previously completed in PSCL.

PSCL 388. Human Sexual Behavior. 3 Units.
Sex is approached as a form of personal and interpersonal behavior. A broad range of theories from social psychology will be used to explain human sexual behavior, and these will be evaluated by using facts and findings from recent research studies. Topics include sexual relationships, gender differences, promiscuity, rape and coercion, finding and choosing sex partners, sexual risk-taking, harassment, sexual identity and orientation, cultural influences and differences, evolution of sexual motivations, prostitution, pornography, and love. Prereq: PSCL 101 and PSCL 315.

PSCL 389. Emotion and Emotion Regulation. 3 Units.
This course will focus on academic research associated with emotional processes and emotion regulation. Specifically, we will answer questions like: What are emotions, and why are they important? How are emotions communicated, and how do researchers measure them? How do emotions influence one’s thinking ability, and visa-versa? What is emotion regulation? How do people differ in terms of their overall happiness and well-being, the degree to which they seek/avoid positive/negative experiences, and how they try to control their emotions? And what brain mechanisms are involved in emotional processing and emotion regulation? This course is also intended to help students read research in a thorough, critical manner, which may have a positive impact on students considering an academic career. Prereq: PSCL 101 and PSCL 352.

PSCL 390. Seminars in Psychology. 1 - 3 Units.
Surveys of special subject areas. Topics vary in response to faculty and student interests. Small group discussion. Prerequisite depends on content.
PSCL 392. Capstone: Positive Psychology and Character Strengths. 3 Units.
This seminar-based course is designed to provide a senior capstone experience in the area of positive psychology and character strengths. Students will focus on one specific character strength or positive psychology concept for the class project. The project will include a literature review and critique as well as a self-reflective component. Students will present their projects in two formats: a classroom-based lecture presentation and a literature review (15-20 pages). Class periods will include a blend of lecture, discussion, and student presentations. All students will be assigned to small groups for classroom-based discussions. Assignments are designed to help students develop their projects and will focus on self-reflection, literature review skills, and effective strategies for writing, presenting, and evaluating the work of others. Counts as SAGES Senior Capstone. Prereq: Students must be seniors.

PSCL 394. Psychology Capstone Seminar: Current Problems. 3 Units.
This seminar course will revolve around the identification and critical examination of current problems in society. Insights gained from psychological research will be applied to better understand these problems. Successful completion of the course will require critical analysis of published research, integration of information from different areas of psychology and from different disciplines, an oral presentation, and a final written research report including a literature review. Counts as SAGES Senior Capstone. Prereq: PSCL 375.

PSCL 395. Capstone and Honors Program. 3 Units.
Supervision in carrying out an independent research study in the student’s area of interest. Counts as SAGES Senior Capstone. Prereq: PSCL 375.

PSCL 396. Capstone: Anxiety and Depression: Symptoms, Etiology, and Treatment. 3 Units.
Satisfies SAGES Capstone requirement: A research-based and writing-intensive presentation of current knowledge regarding the symptoms, etiology, and treatment of anxiety disorders and mood disorders. Counts as SAGES Senior Capstone. Prereq: PSCL 101 and PSCL 375.

PSCL 397. Independent Study. 1 - 3 Units.
Individual study involving specific programs of reading, research, and special projects. Prereq: PSCL 101.

PSCL 398C. Child Policy Externship and Capstone. 3 Units.
Exterships offered through CHST/ANTH/PSCL 398C give students an opportunity to work directly with professionals who design and implement policies that impact the lives of children and their families. Agencies involved are active in areas such as public health, including behavioral health, education, juvenile justice, childcare and/or child welfare. Students apply for the externships, and selected students are placed in local public or nonprofit agencies with a policy focus. Each student develops an individualized learning plan in consultation with the Childhood Studies Program faculty and the supervisor in the agency. Offered as CHST 398C, ANTH 398C, and PSCL 398C. Counts as SAGES Senior Capstone. Prereq: CHST 301.

PSCL 399. Evaluating Psychological Information. 3 Units.
This course is a capstone designed to encourage advanced psychology students to review the knowledge they have gained throughout their coursework and to evaluate new information using this knowledge. While many core classes focus on learning the foundations of psychology through textbook readings and lectures, this class is a seminar that focuses on engaged and active participation in discussions and assignments during class. Class work will focus on evaluating psychological research, considering psychology as a field of scientific inquiry, understanding misconceptions about psychology and psychological findings, and exercising critical thinking skills. The course will culminate for each student in a unique SAGES capstone project, including a final written report and a public presentation. Independent work outside of the classroom will focus mostly on the capstone project, though you will also complete some class readings and reflection papers. Counts as SAGES Senior Capstone. Prereq: PSCL 375.

PSCL 402. Cognition and Information Processing. 3 Units.
Aspects of cognition beyond the area of sensation and perception, involving symbolic processes, especially problems of meaning, conceiving, reasoning, judging, and thinking.

PSCL 403. Physiological Psychology. 3 Units.
This course is designed to teach the fundamentals of neural communication and central nervous system structure. Special attention is placed on common neurological illnesses and their psychopharmacological treatments. Neural systems underlying sensory/perceptual, motor, and higher-order cognitive processes are also explored. Offered as PSCL 352 and PSCL 403. Prereq: Graduate Standing or Requisites Not Met permission.

PSCL 404. Learning Theory. 3 Units.
The research literature in learning; theoretical formulations of contemporary learning theorists. Limited to graduate students.

PSCL 407. Research Design and Quantitative Analysis I. 3 Units.
Intermediate research design and statistical analysis used in psychological research. Statistical inference from single variables, elementary principles of probability, correlation and regression. Recommended preparation: PSCL 282.

PSCL 408. Research Design and Quantitative Analysis II. 3 Units.

PSCL 409. Advanced Social Psychology. 3 Units.
This seminar-based course provides a broad, graduate-level overview of the field of social psychology. The course draws on theory and basic research in social and personality psychology to teach basic principles of human nature that can be applied to daily life, research, and clinical/applied work. Major topic areas include the self (e.g., self-regulation; self-evaluation), social cognition and relationships (e.g., social comparison; transgression), and group processes (e.g., social influence; prejudice). The interface between social and personality psychology will also receive attention.

PSCL 410. Developmental Psychology. 3 Units.
The research literature and theoretical formulation in the area of developmental psychology. Limited to graduate students.

PSCL 412. Measurement of Behavior. 3 Units.
PSCL 417. Clinical Neuroscience. 3 Units.
This course focuses on the neurobiology of psychiatric disorders. The goal of this course is to better understand the biological factors that occur in the presence of a mind or brain disorder. In this course we will cover disorders such as schizophrenia, depression, bipolar disorder, substance use disorders, and anxiety disorders, as well as neurodevelopmental disorders (e.g. autism spectrum disorders).

PSCL 418. History and Systems. 3 Units.
Historical antecedents of modern psychology.

PSCL 424. Clinical Interviewing. 3 Units.
Introduction to diagnostic and therapeutic interviewing.

PSCL 425. Methods of Assessment I. 3 Units.
Limited to graduate students in clinical psychology. Recommended preparation: Graduate standing in psychology with department permission.

PSCL 426. Methods of Assessment II. 3 Units.
Methods of psychological assessment, emphasizing personality and family function in childhood and adulthood. Recommended preparation: Limited to Grad students in Clinical Psychology. Requires approval of the Director of Clinical Training.

PSCL 429. Practicum in Assessment I. 1 Unit.

PSCL 430. Practicum in Assessment II. 1 Unit.
Recommended preparation: Approval of the Director of Clinical Training or concurrent enrollment in PSCL 426.

PSCL 431. Supervised Field Placement Year 2. 0 Unit.
Supervised training in clinical psychology in agency, hospital, or university settings. Required in Fall and Spring terms of all second-year students in the clinical psychology training program. Recommended preparation: PSCL 425, PSCL 426.

PSCL 432A. Early Intervention Graduate Practicum A: Foundations for Interpersonal Communication. 1 Unit.
This course is set up to provide students with information and practice in collaborative professional skills that are necessary for professional competence in a multidisciplinary world. Skill development will include inter-professional education (IPE) where students will take part in a CWRU-wide course and with students participating from a variety of disciplines (e.g., nursing, speech-language pathology, etc.). Students will develop attitudes and skills related to: 1. Promoting inter-professional practice and mutual respect 2. Inter-professional teamwork and communication 3. Understanding the roles and responsibilities of various individuals in early intervention.

PSCL 432B. Early Intervention Graduate Practicum B: School Practicum and Foundations for IPC. 1 Unit.
This course is part of a series of courses intended to offer students practical experience in the field of early intervention. As part of this course, students will be placed in a school setting and will gain professional experience related to working with young children and their families under professional supervision. This course is set up to provide students with information about, practice in, in addition to development and professional skills that are necessary towards achieving professional competence when working with young children and families.

PSCL 432C. Early Intervention Graduate Practicum C: Medical Placement. 0 - 2 Units.
This course is part of a series of courses intended to offer students practical experience in the field of early intervention. Students will be placed in a medical setting where they will gain professional experience related to working with young children and their families under professional supervision. This course is set up to provide students with information about, practice in, in addition to development and professional skills that are necessary towards achieving professional competence when working with young children and families.

PSCL 432D. Early Intervention Graduate Practicum D: Choice. 1 Unit.
This course is part of a series of courses intended to offer students practical experience in the field of early intervention. This course is the fourth in its series. At this point, students are allowed to choose their placement (e.g., medical, school). Students will gain further professional experience related to working with young children and their families under professional supervision in their placement of choice. This course is set up to provide students with information about, practice in, in addition to development and professional skills that are necessary towards achieving professional competence when working with young children and families.

PSCL 433. Early Intervention Child Psychology: Infant and Toddler Development. 2 Units.
This course is an introductory graduate seminar on child development in the context of psychology, communication science, and social work. Mastery of the theoretical and empirical literature of developmental psychology is critical to the practice of effective social workers and speech language pathologists. Course Objectives: You will gain an appreciation for human development with a focus on the infancy period to adolescence. You will recognize milestones (behavioral, cognitive, physical) throughout the different stages of child development. You will learn about modern and classical psychological theory and gain an appreciation that these various theories all contribute uniquely and invaluably to our understanding of child development. You will learn about prominent research findings as well as research methods unique to the area of developmental psychology. You will be able to demonstrate mastery of the developmental literature and apply it to authentic performance/practice in your chosen field.

PSCL 434. Early Intervention I: Theories and Practice. 3 Units.
This course describes the characteristics of young children (aged between 0 to 5 years) with disabilities and examines the intervention models and practices that are used to address the developmental and social emotional needs of these children. The course covers the legislative and philosophical foundations for contemporary early intervention practice. It discusses the meaning of evidence-based practice and examines contemporary early intervention practices from this perspective. The readings and assignments for this course have been designed to reflect the course objectives. Offered as PSCL 333 and PSCL 434.

PSCL 435. Early Intervention II: Evidence Based Practice. 2 Units.
This course is designed to cover evidence-based early intervention practices when working with young children aged between 0 to 6 years of age. The course covers recent evidence-based practices for contemporary early intervention practice. It discusses the meaning of evidence-based practice and the readings and assignments for this course have been designed to reflect the course objectives. Prereq: PSCL 434.
PSCL 436. Introduction to Applied Behavior Analysis. 3 Units.
This course examines the basic principles and concepts of applied behavior analysis as used to improve socially important behavior problems. Behavioral measurement procedures, single-subject designs, interpretation of single-subject data, and ethical considerations will be discussed. Prereq: PSCL 434.

PSCL 444. Developmental Psychopathology. 3 Units.
This course will focus on the interplay of biological, psychological, familial, and social determinants of disorders ranging from autism to delinquency and bulimia.

PSCL 450. Behavior Genetics. 3 Units.
Examines the impact of both nature and nurture on human behavior. Basic quantitative genetic methodology will be covered. Current family, twin and adoption studies in the areas of personality, intelligence, alcoholism, criminality, and psychopathology will be reviewed. Recommended preparation: PSCL 101. Offered as PSCL 350 and PSCL 450.

PSCL 451. Special Topics in Psychology. 1 Unit.
These 1 credit mini-courses should provide enjoyable opportunities for students to explore interesting material related to clinical psychology that has not been covered in other required courses. A primary goal is to stimulate interest and discussion in the area. Thus, students will not be expected to write term papers or take any exams. In terms of background reading, students should be provided with roughly one journal article per hour of class meeting. The course is graded pass/no pass, and grading will be based on class attendance and class participation.

PSCL 453. Seminars in Psychology. 1 - 3 Units.
A special problem or topic. Content varies with student and faculty interest. Recent offerings: creative thinking in research, community psychological, evaluation of community processes, experimental and computer methods, consultation, and psychoanalytic ego psychology.

PSCL 479. Neurodevelopmental Disabilities. 3 Units.
Ways in which neurobehavioral development can go awry, the causes of such deviations, and their consequences. The course builds on basic psychological and neuroscience concepts to explore the manner in which developmental disabilities occur, ways of preventing disabilities, and approaches to ameliorating and managing disabling conditions. Recommended preparation: PSCL 101 and PSCL 230. Offered as PSCL 379 and PSCL 479.

PSCL 497. Graduate Independent Study. 1 - 9 Units.
Independent research and reading programs with individual members of the faculty.

PSCL 501. Seminar in Health Psychology: Clinical Practice and Research Principles. 1 - 3 Units.
Seminar in Health Psychology: Clinical Practice & Research Principles is a one-credit seminar course intended for clinical psychology graduate students in the CWRU Department of Psychological Sciences and other related graduate programs in addition to upper-level undergraduates in related fields with the permission of the course instructors. This course is designed to provide students with exposure to psychologists at academic medical centers or universities in Northeast Ohio and across the U.S. regarding clinical practice and research as it pertains to the field of health psychology. It is intended for students with interests in either child or adult clinical psychology, including those with early childhood interests to those with a focus on geriatric clinical practice/research. This course is offered one semester/year, and the content and speakers rotate annually so students may enroll multiple times in consultation with their academic advisors. The clinical practice class sessions will include one or more case examples presented by each guest speaker (or by the course instructors), followed by class discussions of conceptualization and intervention strategies and integration of how psychologists with a health psychology specialty collaborate and consult with multiple other specialists. The research principles class sessions will include investigators (guest speakers/instructors) leading class discussions on the conduct of funded research projects (e.g., federal, foundation), clinical research, or other research endeavors specific to topics in health psychology; discussion of unique health psychology models/theories, and emphasis on the collaboration of many different disciplines conducting medical/health research with a behavioral/psychology component.

PSCL 502. Seminar: Pediatric Psychology. 1 - 3 Units.
Seminar examining specific topics in pediatric psychology. Topics will deal with issues of infant development. Infants at risk for disability, neuropsychology and learning disabilities, and childhood psychopathology. Recommended preparation: Limited to Graduate students in Psychology department.

PSCL 510. Psychology and Diversity. 3 Units.
Diversity and multiculturalism in psychological theory, research and practice.

PSCL 524. Advanced Psychopathology. 3 Units.
Theoretical issues and current research data bearing on major patterns of psychological disturbance.

PSCL 525. Ethical and Professional Issues in Psychology. 3 Units.
Consideration of legal and ethical principles in research and practice in clinical psychology and contemporary controversies in professional psychology. Recommended preparation: Graduate standing in Psychology.

PSCL 529A. Practicum in Intervention I: Behavior Therapy. 1 Unit.
Recommended Preparation: Graduate standing in clinical psychology.

PSCL 529C. Practicum in Intervention I: Psychodynamic. 1 Unit.
Recommended preparation: Graduate standing in clinical psychology.

PSCL 530A. Practicum in Intervention II: Behavior Therapy. 1 Unit.
Recommended preparation: Graduate standing in clinical psychology.

PSCL 530C. Practicum in Intervention II: Psychodynamic. 1 Unit.
Recommended preparation: Graduate standing in clinical psychology.

PSCL 531A. Seminar in Intervention I: Behavior Therapy. 2 Units.
Theoretical issues and research on psychological interventions. Recommended preparation: Graduate standing in clinical psychology.
PSCL 531C. Seminar in Intervention I: Psychodynamic. 2 Units.
Theoretical issues and research on psychological interventions.
Recommended preparation: Graduate standing in clinical psychology.
PSCL 532A. Seminar in Intervention II: Behavior Therapy. 2 Units.
Theoretical issues and research on psychological interventions.
Recommended preparation: Graduate standing in clinical psychology.
PSCL 532C. Seminar in Intervention II: Psychodynamic. 2 Units.
Theoretical issues and research on psychological intervention.
Recommended preparation: PSCL 531C and graduate standing in clinical psychology.
PSCL 534. Advanced Psychotherapy. 3 Units.
The goals of this course are: to provide an overview of a range of psychotherapeutic approaches, primarily those that address anxiety and depressive disorders, and to discuss the evidence for and implementation of such therapy approaches. Prereq: Must be enrolled in PhD Psychology with a concentration in Clinical Psychology or Requisites Not Met permission.
PSCL 535. Child and Family Intervention. 2 Units.
A course for advanced clinical graduate students that covers psychodynamic and cognitive behavioral approaches for working with children and adolescents and systems approaches for working with families.
PSCL 536. Advanced Child and Family Intervention. 2 Units.
A course for advanced clinical graduate students that covers evidence-based approaches to child and family therapy as well as parent training. Special emphasis on empirically guided treatment planning and outcome evaluation.
PSCL 537. Child and Family Case Seminar I. 1 Unit.
Clinical graduate students in child and family field placements present and receive group supervision on ongoing cases.
PSCL 538. Child and Family Case Seminar II. 1 Unit.
Clinical graduate students in child and family field placements present and receive group supervision on ongoing cases.
PSCL 539. Supervised Field Placement Year 3. 0 Unit.
Supervised training in clinical psychology in agency, hospital, or university settings. Required in Fall and Spring terms of all third year students in the clinical psychology training program. Recommended preparation: PSCL 531A, PSCL 532A.
PSCL 540. Supervised Field Placement Year 4. 0 Unit.
Supervised training in clinical psychology in agency, hospital, or university settings. Required in Fall and Spring terms of all fourth year students in the clinical psychology training program. Recommended preparation: PSCL 531A, PSCL 532A.
PSCL 601. Special Problems. 1 - 18 Units.
(Credit as arranged.)
PSCL 651. Thesis M.A.. 1 - 18 Units.
(Credit as arranged.)
PSCL 700. Internship. 0 Unit.
Full-time predoctoral internship in clinical psychology. Required of all students in clinical psychology program. Registration requires written consent of director of clinical psychology training and must be for one calendar year.
PSCL 701. Dissertation Ph.D.. 1 - 9 Units.
(Credit as arranged.) Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

Public Policy Program

113 Mather House
artsci.case.edu/public-policy/ (http://artsci.case.edu/public-policy/)
Phone: 216.368.2424
Joseph White, Program Director
joseph.white@case.edu

A minor in public policy is available to undergraduates in the College of Arts and Sciences and in the economics and management programs in the Weatherhead School of Management. The course requirements are in four categories: the public policy process; economic analysis; policy or political institutions or history; and a specific policy field. Courses are listed in the "Undergraduate" section (see link above). Substitutions can be made under exceptional circumstances, at the discretion of the program director.

Undergraduate or graduate courses with public policy content are offered through the Departments of Anthropology, Earth, Environmental and Planetary Sciences, History, Political Science, and Sociology in the College of Arts and Sciences; through the Department of Economics and other departments in the Weatherhead School of Management; through the School of Law, the School of Medicine, and the Frances Payne Bolton School of Nursing; and through the Jack, Joseph and Morton Mandel School of Applied Social Sciences. Students can engage with policy issues both through courses and through the extracurricular programming of the Center for Policy Studies and other university bodies.

Program Advisory Committee

Joseph White, PhD
Luxenberg Family Professor in Public Policy; Department of Political Science; Director, Center for Policy Studies; Director, Public Policy Program
Brian Gran, JD
Professor, Department of Sociology
Susan Helper, PhD
AT&T Professor of Regional Economic Development, Department of Economics, Weatherhead School of Management
Peter Shulman, PhD
Associate Professor, Department of History

Undergraduate Programs

Minor
One of the following: 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>POSC 386</td>
<td>Making Public Policy</td>
</tr>
<tr>
<td>POSC 383</td>
<td>Health Policy and Politics in the United States</td>
</tr>
<tr>
<td>POSC 306</td>
<td>Interest Groups in the Policy Process</td>
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The following: 3

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<tr>
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<tr>
<td>ECON 102</td>
<td>Principles of Microeconomics</td>
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One of the following: 3

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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>POSC 308</td>
<td>The American Presidency</td>
</tr>
<tr>
<td>POSC 310</td>
<td>Congress in an Era of Polarization</td>
</tr>
<tr>
<td>POSC 323</td>
<td>Judicial Politics</td>
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<tr>
<td>POSC 384</td>
<td>Ethics and Public Policy</td>
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</tbody>
</table>
POS C 385  Doing Government Work: Public Administration in the U.S.  

Two courses on a particular field of public policy  *

Total Units  15  

* Selected with the approval of the program director. A list of courses that have been approved in the past is available on the Public Policy Program's website (https://artsci.case.edu/public-policy/public-policy-field-and-course-examples/).

Department of Religious Studies

243 Tomlinson Hall  
https://religion.case.edu/  
Phone: 216.368.2210  
Justine Howe, Department Chair  
justine.howe@case.edu

The academic study of religion at Case Western Reserve University is multicultural, non-sectarian, and both disciplinary and interdisciplinary. Students examine a range of past and present cultures and societies using methods and approaches drawn from the humanities, arts, social sciences, and sciences, all of which sharpen critical and evaluative skills. Religious beliefs, institutions, and practices are studied with emphasis placed on the critical problems and possibilities inherent in current theories, methods, and technologies.

The Department of Religious Studies offers both undergraduate (Bachelor of Arts) and graduate (Master of Arts) degrees. Undergraduates may pursue either a major or minor in the department; outstanding students may apply to the departmental honors program. Both the major and minor programs acquaint students with significant religious texts and traditions and with the cultures and societies in which these traditions are grounded. Majors are encouraged to participate in study abroad programs. Through the Reisacher Summer Fellowship program, majors and minors may apply for support for summer research projects and internships.

Where appropriate, courses are designed to utilize digital tools and other emerging technologies. Many courses also involve visits to the cultural institutions of University Circle and religious sites throughout greater Cleveland. Several 300-level courses may be taken for graduate credit by fulfilling additional course requirements. The Department of Religious Studies also contributes courses to and supports a number of the college's interdisciplinary programs and centers, such as Asian Studies, Environmental Studies, Ethnic Studies, Women's and Gender Studies, International Studies, and Judaic Studies.

The academic study of religion, combined with appropriate courses in other fields, provides an excellent background for any professional career that involves interaction with diverse populations—including law, engineering, medicine, and health care professions, journalism, and social work—and for graduate studies in a number of fields. A major in religious studies provides a well-rounded liberal arts education or can be combined conveniently with a second major. A minor in religious studies complements and broadens any field chosen as a major.

Department Faculty

Justine Howe, PhD  
(Northwestern University)  
Associate Professor and Chair; Armington Professor; Co-Director, Women's and Gender Studies Program

Timothy Beal, PhD  
(Emory University)  
Florence Harkness Professor of Religion

Joy R. Bostic, PhD  
(Union Theological Seminary)  
Associate Professor; Associate Dean for Diversity, Equity and Inclusion

Brian J. Clites, PhD  
(Northwestern University)  
Senior Instructor

William E. Deal, PhD  
(Harvard University)  
Severance Professor in the History of Religion

Deepak Sarma, PhD  
(University of Chicago)  
Professor

Jonathan Y. Tan, PhD  
(The Catholic University of America)  
Archbishop Paul J. Hallinan Professor in Catholic Studies; Associate Professor

Emeriti

Alice Bach  
Archbishop Paul J. Hallinan Professor Emerita of Catholic Studies

Peter J. Haas  
Abba Hillel Silver Professor Emeritus of Jewish Studies

Visiting Faculty

Alanna Cooper, PhD  
(Boston University)  
Abba Hillel Silver Chair of Jewish Studies; Visiting Assistant Professor

Major

Students majoring in religious studies must complete a minimum of 30 semester hours. The program is designed with three main learning objectives in mind: (a) to provide a solid grounding in the theories, methods, and critical questions of academic religious studies; (b) to ensure a depth and breadth of understanding in a diverse range of


religious traditions; and (c) to enable students to pursue a particular focus at an advanced level. The requirements for the major are as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Units</th>
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</thead>
<tbody>
<tr>
<td>RLGN 101</td>
<td>Religion and Culture</td>
<td>3</td>
</tr>
<tr>
<td>RLGN 201</td>
<td>Interpreting Religion: Approaches and Current Issues</td>
<td>3</td>
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</table>

Seven electives, with at least three being 300-level, to be determined in consultation with one’s religious studies advisor **

**ONE CAPSTONE EXPERIENCE:**

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<tr>
<td>RLGN 399</td>
<td>Major/Minor Seminar</td>
<td>3</td>
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<tr>
<td>or RLGN 395</td>
<td>Honors Research II</td>
<td>3</td>
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</tbody>
</table>

Total Units 30

* RLGN 201 Interpreting Religion: Approaches and Current Issues focuses on the history and development of the field of academic religious studies, canonical theories and methodologies, and current academic approaches, issues, and debates. This course replaces the former RLGN 299.

** Up to six of these elective credit hours may be taken outside the Department of Religious Studies, provided that the courses relate to the overall character of the major.

**Integrated Graduate Studies**

The Integrated Graduate Studies (IGS) Program (p. 1298) in Religious Studies offers students the opportunity to earn credit toward the MA while also completing requirements for the BA. Students must apply to the School of Graduate Studies for acceptance into this program. Upon admission to the program, IGS students register as students in the School of Graduate Studies and are subject to its policies, rules, and regulations.

For more information and eligibility requirements, see the IGS Program website. (p. 1298)

**Minor in Religious Studies**

A minor in religious studies requires at least 15 credit hours, including the following:

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<td>Interpreting Religion: Approaches and Current Issues</td>
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<tr>
<td>RLGN 399</td>
<td>Major/Minor Seminar</td>
<td>3</td>
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<tr>
<td>THREE ELECTIVES (9 credits)</td>
<td>9</td>
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Total Units 15

**Minor in African and African American Studies**

The minor in African and African American studies (AFST) provides students with a comprehensive, interdisciplinary academic program that focuses on 1) critical race theory; 2) African and African diasporic history, culture, and literature; and 3) the religious, political, and social dimensions of Black life. The program examines subject matter related to African contexts (both the historical study of such contexts and the study of current populations), as well as African diasporic cultures (including historic and contemporary migrations), with a focus on the African diasporic presence in the Americas. Thus, courses offered in the AFST minor address the experience of African Americans but also more broadly explore the global Black experience and its relationship to Black life in the Americas.

Minor Requirements (15 total credits required)

1. Introductory Course:

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>HSTY 252A</td>
<td>Introduction to African-American Studies</td>
<td>3</td>
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2. One course from each of the following three domains:

**History**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>HSTY 135</td>
<td>Introduction to Modern African History</td>
<td>3</td>
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<tr>
<td>HSTY 262</td>
<td>African-American History Since 1945</td>
<td>3</td>
</tr>
<tr>
<td>HSTY 318</td>
<td>History of Black Women in the U.S.</td>
<td>3</td>
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<tr>
<td>HSTY 381</td>
<td>City as Classroom</td>
<td>3</td>
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<tr>
<td>HSTY 393</td>
<td>Advanced Readings in the History of Race</td>
<td>3</td>
</tr>
<tr>
<td>HSTY 395</td>
<td>History of Medicine</td>
<td>3</td>
</tr>
<tr>
<td>HSTY 399</td>
<td>Advanced Readings in Black History</td>
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**Culture, Literature, and Religious Life**

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ENGL 363H</td>
<td>African-American Literature</td>
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<tr>
<td>ENGL 365N</td>
<td>Topics in African-American Literature</td>
<td>3</td>
</tr>
<tr>
<td>ETHS 295</td>
<td>The Francophone World</td>
<td>3</td>
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<tr>
<td>MUGN 212</td>
<td>History of Rock and Roll</td>
<td>3</td>
</tr>
<tr>
<td>MUHI 314</td>
<td>Blues Histories and Cultures</td>
<td>3</td>
</tr>
<tr>
<td>MUHI 315</td>
<td>History of Jazz and American Popular Music</td>
<td>3</td>
</tr>
<tr>
<td>RLGN 151</td>
<td>Introducing Africana Religions</td>
<td>3</td>
</tr>
<tr>
<td>RLGN 222</td>
<td>African-American Religions</td>
<td>3</td>
</tr>
<tr>
<td>RLGN 265</td>
<td>Malcolm and Martin</td>
<td>3</td>
</tr>
<tr>
<td>RLGN 302</td>
<td>The Lemonade Class: Religion, Race, Sex and Black Music</td>
<td>3</td>
</tr>
<tr>
<td>RLGN 311</td>
<td>Representations of Black Religion in Film</td>
<td>3</td>
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**Social and Behavioral Sciences**

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>POSC 369</td>
<td>Social Justice Issues in Latin America</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 202</td>
<td>Race and Ethnic Minorities in the United States</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 328</td>
<td>Capitalism, Cities, and Inequality</td>
<td>3</td>
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<tr>
<td>SOCI 366</td>
<td>Racial Inequality and Mass Imprisonment in the US</td>
<td>3</td>
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3. One elective, selected from one of the three domains above: History; Culture, Literature, and Religious Life; or Social and Behavioral Sciences

Please note that no more than 6 credit hours may overlap between this minor and requirements for another minor.
**General Information**

The department offers a graduate program leading to a Master of Arts degree in Religious Studies. This two-year program concentrates on method and theory in the study of religion. The MA is designed to give students from a variety of backgrounds a solid foundation in the methods used in the contemporary study of religion.

**Program Curriculum**

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<tr>
<th>First Year</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Foundational Readings in Religious Studies (RLGN 400)</td>
<td>3</td>
<td></td>
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<tr>
<td>One 400-level RLGN course</td>
<td>3</td>
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<tr>
<td>An elective dealing with the method and theory in the study of religion</td>
<td>3</td>
<td></td>
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<tr>
<td>An elective dealing with method and theory in the study of religion</td>
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<tr>
<td>Independent Study with thesis advisor to prepare proposal. To be approved by the graduate faculty by the beginning of the third semester.</td>
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<tr>
<td>One 400-level RLGN course</td>
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<td>Year Total:</td>
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<th>Second Year</th>
<th>Units</th>
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<td>One 400-level RLGN course</td>
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<tr>
<td>Thesis M.A. (RLGN 651) (or elective)</td>
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<td>Thesis M.A. (RLGN 651)</td>
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<td>Year Total:</td>
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Total Units in Sequence: 30

**AFST Courses**

**AFST 135. Introduction to Modern African History. 3 Units.**

A general introduction to major themes in modern African history, with an emphasis on the nineteenth and twentieth centuries. Topics include oral tradition and narrative, economic structure and dynamics, religious movements, colonialism, nationalism, and the dilemmas of independent African states. Offered as AFST 135, ETHS 253A and HSTY 135. Counts for CAS Global & Cultural Diversity Requirement.

**AFST 151. Introducing Africana Religions. 3 Units.**

This “topics course” offers an introduction to the academic study of Africana Religions. Whether approached through a particular theme or as a general historical introduction, each section of this course provides students with a general introduction to the academic study of religion and basic religious literacy in religions of people of African origins in sub-Saharan Africa, the Caribbean, Europe, and the Americas and thus will explore forms of these traditions in a diversity of cultural contexts. Section topics could include, but are not limited to: Introducing Africana Religions: The Black Church in the U.S., Introducing Africana Religions: Yoruba Ifa Traditions, Introducing Africana Religions: Orisha Traditions in Latin America and the Caribbean, Introducing Africana Religions: African American Religions, Introducing Africana Religions: U.S. African-derived Religions. Students may repeat the course for credit (up to 6 credits), provided that the two sections are different. Offered as AFST 151 and RLGN 151. Counts for CAS Global & Cultural Diversity Requirement.

**AFST 201. Introduction to Africana Studies. 3 Units.**

This course examines the development of Africana Studies as an academic discipline. It traces multiple genealogies and trajectories of both the discipline and the experiences of Black people on the African continent and in the Americas and the Caribbean with a particular focus on the United States. The course explores these genealogies and trajectories through history, sociology, culture, religion and politics. It will focus on the various kinds of technologies and structures Black people have developed, adapted and adopted as they have created resistance strategies, political and religious institutions, addressed medical and health concerns and participated in the construction of national institutions and cultures. The course will cover diverse themes in Black intellectual thought such as gender, race, enslavement, colonialism, music, dance, politics, religious practice and ritual, nationalism, sexuality and blackness. Counts for CAS Global & Cultural Diversity Requirement.

**AFST 202. Race and Ethnic Minorities in The United States. 3 Units.**

This is a survey course that looks at the relations between racial and ethnic relations in the United States from an historical and contemporary perspective. This course will look at relations between: European colonists and native Americans; whites and blacks during the period of slavery, Jim Crow, the civil rights era and contemporary period; immigrants at the turn of the 20th and 21st century; Mexicans and Puerto Ricans; and the pan-ethnic groups such as Latinos, Asian Americans, and Arab Americans. We examine the origins of racial/ethnic hierarchies, the social construction of identities, and stratification of racial and ethnic groups. This course will take a macro perspective that examines larger structural forces (e.g., colonization, industrialization, and immigration) to explain inter-group relations, and a constructionist perspective to understand how power manufactures and maintains the social meaning of identities (looking at stereotypes and hegemonic discourse). Students who have received credit for SOCI 302 may not receive credit for SOCI 202. Offered as AFST 202 and SOCI 202. Counts for CAS Global & Cultural Diversity Requirement.

**AFST 212. History of Rock and Roll. 3 Units.**

This course surveys the musical practices of the rock and roll era, broadly defined to include much popular music since the 1950s. Music majors are to enroll in MUHI 312. Offered as AFST 212 and MUGN 212. Counts for CAS Global & Cultural Diversity Requirement.

**AFST 222. African-American Religions. 3 Units.**

This course is an exploration of the rich diversity of African American religions from the colonial period to the present. Attention will be given to key figures, institutional expressions, and significant movements in African American religious history. Major themes include African traditions in American religions, slavery and religion, sacred music, social protest, Black Nationalism in religion, Islam, African American women and religion, and black and womanist theologies. Course requirements will include field trips to local religious sites. Offered as AFST 222, ETHS 222 and RLGN 222.

**AFST 258. History of Southern Africa. 3 Units.**

A survey of southern Africa from about 1600. Topics include the social structure of pre-colonial African societies, the beginnings of European settlement, the rise of Shaka, the discovery of minerals and the development of industry, Zimbabwe’s guerrilla war and independence, and the rise and apparent demise of apartheid. Offered as AFST 258, ETHS 258 and HSTY 258. Counts for CAS Global & Cultural Diversity Requirement.
AFST 260. U.S. Slavery and Emancipation. 3 Units.
Begins with the African encounter with Europeans during the emergence of the modern slave trade. Students are introduced to the documents and secondary literature on the creation and maintenance of slavery, first in colonial America, and then in the United States. The course concludes with the destruction of slavery. Offered as AFST 260, ETHS 260 and HSTY 260. Counts for CAS Global & Cultural Diversity Requirement.

AFST 261. African-American History 1865-1945. 3 Units.
Explores the fashioning of a modern African-American culture between emancipation and the end of World War II. Emergence of a northern-based leadership, the challenge of segregation, emergence of bourgeois culture, the fashioning of racial consciousness and black nationalism, the shift from a primarily southern and rural population to one increasingly northern and urban, the creation and contours of a modern African-American culture, the construction of racial/gender and racial/class consciousness. Offered as AFST 261, ETHS 261 and HSTY 261. Counts for CAS Global & Cultural Diversity Requirement.

AFST 262. African-American History Since 1945. 3 Units.
Completes the three-term sequence of the African-American history survey (although the first two courses are not prerequisites for this course). Explores some of the key events and developments shaping African-American social, political, and cultural history since 1945. Offered as AFST 262, ETHS 262 and HSTY 262. Counts for CAS Global & Cultural Diversity Requirement.

AFST 265. Malcolm and Martin. 3 Units.
An examination of the lives, religious thought, and ideological frameworks of Malcolm X and Martin Luther King, Jr. The course will investigate Malcolm X and Martin King's religious beliefs and activist strategies; the ideas and strategies of other civil rights and Black Nationalist leaders who influenced and challenged Martin and Malcolm's ideas on race, gender, class, and sexuality; and the historical antecedents for these strategies within nineteenth-century black religious, social, and political movements. Their impact on modern African American religious thought, American political culture, and international human rights movements will also be explored. Offered as AFST 265, ETHS 265 and RLGN 265. Counts for CAS Global & Cultural Diversity Requirement.

AFST 295. The Francophone World. 3 Units.
The course offers an introduction to the Francophone World from a historical, cultural, and literary perspective. The Francophone World includes countries and regions around the globe with a substantial French-speaking population (and where French is sometimes, but not always, an official language): North America (Louisiana, Quebec, and Acadia); North Africa (Tunisia, Morocco, Algeria, and Egypt); the Middle-East (Lebanon, Syria); the Caribbean (Martinique, Guadeloupe, Haiti); Southeast Asia (Vietnam); and Europe (France, Belgium, Switzerland, and Luxembourg). FRCH 295 provides a comprehensive overview of the Francophone World, while focusing on a particular area or areas in any given semester. Offered as AFST 295, ETHS 295, FRCH 295, and WLIT 295. Counts for CAS Global & Cultural Diversity Requirement.

AFST 302. The Lemonade Class: Religion, Race, Sex and Black Music. 3 Units.
Charles Long suggests that black musical forms are creative responses to the particular circumstances of black peoples’ presence in the U.S and black notions of the sacred. In April of 2016, Beyoncé released her visual album Lemonade two days after the death of Prince. This course is organized around the album’s title cuts and links these two artists together in an examination of religion and musical performance as creative response to the racial and gendered conditions of black life. The course investigates how both artists have used music as a platform to explore issues of race, gender, commerce, sexuality, power and divinity. The course also looks at examples from the works of earlier artists who address similar themes such as Ma Rainey, Bessie Smith, Muddy Waters, Billie Holiday, Nina Simone, Little Richard, James Brown, Marvin Gaye, and Aretha Franklin. Offered as AFST 302, ETHS 302, MUHI 316, RLGN 302, RLGN 402, and WGST 302. Counts for CAS Global & Cultural Diversity Requirement.

AFST 311. Representations of Black Religion in Film. 3 Units.
In this course we will explore cinematic representations of black religion in the Americas and the Caribbean. Each week we will view a film representing diverse religious traditions such as Christianity, Candomble, Santeria, Voudou, and Islam. Films will include Cabin in the Sky, The Color Purple, Black Orpheus, The Serpent and the Rainbow, Malcolm X, Eve’s Bayou, and The Princess and the Frog. Throughout the course we will analyze the ways in which notions of gender, the history of colonialism, modern notions of race, and geographical landscapes have informed representations of black religion in film. In addition, we will discuss how these representations, in turn, have influenced cultural ideals of black religion in the Americas. Offered as AFST 311, ETHS 311, RLGN 311, and RLGN 411. Counts for CAS Global & Cultural Diversity Requirement.

AFST 314. Blues Histories and Cultures. 3 Units.
An investigation of the blues as a musical and lyrical form as well as a set of social and cultural practices. Beginning in the Mississippi Delta with the country blues, the course moves roughly chronologically, looking at classic and urban blues, the role of blues language and culture during the Harlem Renaissance, and their ‘revival’ in Britain in the 1960s. Our aim will be to open up questions surrounding blues transformations and black authenticities, the relationship between blues cultures and the rise of modernism, the racial and sexual coding of both black and white blues, and the ways in which blues sounds and aesthetics have permeated American popular music since the 1920s. Offered as AFST 314 and MUHI 314. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

AFST 315. History of Jazz and American Popular Music. 3 Units.
Musical styles and structures of jazz and American popular music; emphasis on music since 1900. Recommended preparation: MUTH 202 or MUHI 302. Offered as AFST 315 and MUHI 315. Counts for CAS Global & Cultural Diversity Requirement.

AFST 318. History of Black Women in the U.S.. 3 Units.
Chronologically arranged around specific issues in black women’s history organizations, participation in community and political movements, labor experiences, and expressive culture. The course will use a variety of materials, including autobiography, literature, music, and film. Offered as AFST 318, ETHS 318, HSTY 318, and WGST 318.
AFST 328. Capitalism, Cities, and Inequality. 3 Units.
This course focuses on social inequality, but through an examination of cities in the U.S. and abroad. In many ways, cities provide a window onto the organization of the larger social world, including regional, state, national and global areas. As such, understanding cities goes far beyond their geographical boundaries. The purpose of this course then is to learn the central role that cities play within a larger capitalist economy, how public policies shape life in cities, how cities organize and reproduce social inequality, and how community groups and organizations challenge and negotiate the organization of power and inequality. The course will examine topics such as the formal and informal labor force, immigration, the growth of global cities and slums, urban poverty, racial segregation, housing and homelessness, crime, gentrification, policing, community organization and political resistance. Offered as AFST 328, SOCI 328 and SOCI 428. Counts for CAS Global & Cultural Diversity Requirement.

AFST 363H. African-American Literature. 3 Units.
A historical approach to African-American literature. Such writers as Wheatley, Equiano, Douglass, Jacobs, DuBois, Hurston, Hughes, Wright, Baldwin, Ellison, Morrison. Topics covered may include slave narratives, African-American autobiography, the Harlem Renaissance, the Black Aesthetic, literature of protest and assimilation. Maximum 6 credits. Offered as AFST 363H, ENGL 363H, ETHS 363H, WLIT 363H, ENGL 463H, and WLIT 463H. Counts for CAS Global & Cultural Diversity Requirement. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

AFST 365N. Topics in African-American Literature. 3 Units.
Selected topics and writers from nineteenth, twentieth, and twenty-first century African-American literature. May focus on a genre, a single author or a group of authors, a theme or themes. Maximum 6 credits. Offered as AFST 365N, ENGL 365N, ETHS 365N, WLIT 365N, ENGL 465N, and WLIT 465N. Counts for CAS Global & Cultural Diversity Requirement. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

AFST 366. Racial Inequality and Mass Imprisonment in the US. 3 Units.
This course examines the relationship between racial inequality and mass imprisonment in the U.S. It begins by exploring the role of prisons in the Jim Crow south, with a particular focus on convict-leasing practices, and then turns to the north to examine the social forces that created the black urban ghetto and concentrated black urban poverty. The course also examines the impact that these same social forces have had on Puerto Ricans. We will then explore a series of topics including urban poverty and crime, the war on drugs, the politics of mass incarceration, the prospects that mass incarceration has become the new Jim Crow, and the effects that mass incarceration has had on voting rights, urban communities, families and children. We will conclude with a discussion of varying decarceration arguments, strategies, movements, and achievements. Offered as AFST 366 and SOCI 366.

AFST 386. Race and Racism. 3 Units.
Race and Racism will discuss the classical and contemporary understandings of the concepts of race and racism. We will begin by taking an historical approach, delving into processes of racialization and the first instances where distinctions in human race were noted. We will survey theories of race and use a social constructions approach to examine how sociologists approach the study of racial and ethnic group difference. We will examine how definitions of racial groups have evolved over time and differ across contexts, as well as some of the underlying social and structural processes that create racial hierarchies. At the end of the course students should have a strong understanding of the mechanisms that reproduce systems of racial classification. The course will also examine patterns and trends in racial and ethnic inequality over recent decades, centering our discussion on the legacies of racism, current discrimination, and new processes that are currently unfolding to reproduce inequality. While the course’s main focus is to examine understandings of race and racism in the United States, we will devote some attention to how race and ethnicity emerge in different environments by examining race and racism in an international context. Offered as AFST 386, SOCI 386 and SOCI 486. Counts for CAS Global & Cultural Diversity Requirement. Prereq: SOCI 101.

AFST 389. Special Topics in American Politics and Policy. 3 Units.
Specific topic will vary but will consist of an in-depth investigation of a particular policy area or political phenomenon. Topics will involve policy controversies of some current interest. Offered as AFST 389, POSC 389, and POSC 489.

AFST 393. Advanced Readings in the History of Race. 3 Units.
This course examines the concept of race as a social construction that carries political and economic implications. We begin by examining the histories of the early racial taxonomists (e.g., Bernier, Linnaeus, and Blumenbach among others) and the contexts that informed their writings. We then assess how the concept of race changed from the nineteenth to the twentieth century in the United States. We conclude by evaluating how the ideology of race has influenced U.S. domestic life and foreign policy at specific historical moments. Offered as AFST 393, HSTY 393, HSTY 493, and ETHS 393. Counts for CAS Global & Cultural Diversity Requirement.

AFST 399. Advanced Readings in Black History. 3 Units.
This is an advanced readings course that may change from semester to semester. This course will provide students with an opportunity to more deeply explore special themes and theoretical issues in the field of black history that are often quickly and briefly covered in broad survey courses. Readings may be organized around specific topics such as resistance and social protest, black intellectual history, black nationalism and identity, black film and historical literacy black cultural forms and politics, black urban history, or some such other combination. Students may take this course more than once and receive credit as long as the course topic differs. Students should contact the History Department for more details on course content during any given semester. Offered as AFST 399, ETHS 391, HSTY 399 and HSTY 499.
RLGN Courses

RLGN 101. Religion and Culture. 3 Units.
This course introduces students to the study of religion by examining religious practices within a variety of cultural and historical contexts around the world. The course invites students to think comparatively and critically about the role of religion within broader cultural discourses (e.g., gender, politics, and the environment). Instead of surveying what were formerly called the “world’s great religions,” this course builds religious literacy by examining religious practices within particular geographical and thematic areas. Through comparative case studies drawn from a diverse range of non-western cultures, students will learn about religions and spiritualities across the globe. These cultural touchstones will build core literacy in other cultures, positioning students to engage more fully in the religious and cultural diversity that they will encounter in their own lives and careers. Alongside these geographic case studies, the course will also examine key themes in the study of religion, such as diasporic transnationalism, liberation theology, and ritual practice. We will use these themes to tease out and debate some of the core theoretical and methodological challenges in the study of religion, including postcolonial critiques of the origin and history of the field of religious studies itself. To be clear, religion is our subject, not our approach. Although students will find opportunities to reflect on their own spirituality/disbelief, the course does not presume any particular religious or non-religious perspective. Indeed, the study of religion is itself concerned not only with the world’s religious traditions, but also with contemporary questions of skepticism, science, disbelief, and secularity. Evaluation will be based on class preparation and participation, regular short papers, a midterm exam, and a final take-home essay exam. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 108. The History of Yoga: The Yoga of Transformation and the Transformation of Yoga. 3 Units.
In this class we will investigate the history and context of yoga. We will first examine yoga as a transformative disciplined practice through close study of primary sources. Next we will focus on Yoga as presented in Patanjali’s Yoga Sutras. We will then examine the ways and extent to which yoga has been transformed in both India and outside of India. To this end we will scrutinize the development of American(ized) "Yoga." We will address the legal complexities concerning ownership and appropriation as well as those concerning the teaching of "Yoga" in public schools and the establishment clause of the First Amendment. We will also devote several classes to actual yoga experiences where the students can learn some asana (postures) and movements. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 151. Introducing Africana Religions. 3 Units.
This "topics course" offers an introduction to the academic study of Africana Religions. Whether approached through a particular theme or as a general historical introduction, each section of this course provides students with a general introduction to the academic study of religion and basic religious literacy in Buddhist tradition, exploring forms of it in a diversity of cultural contexts in Japan and throughout the world. Section topics could include, but are not limited to: Buddhist Ethics, Buddhist Theory of Mind, The Sutras. Students may repeat the course for credit (up to 6 credits), provided that the two sections are different. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 152. Introducing Buddhism. 3 Units.
This "topics" course offers an introduction to the academic study of Buddhism. Whether approached through a particular theme or as a general historical introduction, each section of this course provides students with a general introduction to the academic study of religion and basic religious literacy in Buddhist tradition, exploring forms of it in a diversity of cultural contexts in Japan and throughout the world. Section topics could include, but are not limited to: Buddhist Ethics, Buddhist Theory of Mind, The Sutras. Students may repeat the course for credit (up to 6 credits), provided that the two sections are different. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 153. Introducing Chinese Religions. 3 Units.
This "topics" course offers an introduction to the academic study of Chinese religions. Whether approached through a particular theme or as a general historical introduction, each section of this course provides students with a general introduction to the academic study of religion and a basic religious literacy in the nuances and complexities in Chinese religions within various historical and socio-cultural contexts. Section topics might include, but are not limited to: Confucianism, Daoism, Chinese Buddhism, Gender and Sexuality in Chinese Religions. Students may repeat the course for credit once (two times total for 6 credits), provided that the two sections are different. Offered as RLGN 153, ETHS 153 and CHIN 253. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 154. Introducing Hinduism. 3 Units.
This "topics" course offers an introduction to the academic study of Hinduism. Whether approached through a particular theme or as a general historical introduction, each section of this course provides students with a general introduction to the academic study of religion and basic religious literacy in Hinduism, exploring forms of it in a diversity of cultural contexts. Section topics could include, but are not limited to: The Epics, Ritual, Contemporary Practices. Students may repeat the course for credit (up to 6 credits), provided that the two sections are different. Offered as RLGN 154 and WLIT 154. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 155. Introducing Jainism. 3 Units.
This "topics" course offers an introduction to the academic study of Jainism. Whether approached through a particular theme or as a general historical introduction, each section of this course provides students with a general introduction to the academic study of religion and basic religious literacy in Jainism exploring forms of it in a diversity of cultural contexts. Section topics could include, but are not limited to: Epics and Narratives, Ritual, Contemporary Issues. Students may repeat the course for credit (up to 6 credits), provided that the two sections are different. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 171. Introducing Christianity. 3 Units.
This "topics" course offers an introduction to the academic study of Christianity. Whether approached through a particular theme or as a general historical introduction, each section of this course provides students with a general introduction to the academic study of religion and a basic religious literacy in Christianity, exploring forms of it in a diversity of cultural contexts throughout the world. Section topics might include, but are not limited to: The Black Church, The Apocalyptic Imagination, Latin American Liberation Theology. Students may repeat the course for credit once (two times total for 6 credits), provided that the two sections are different. Counts for CAS Global & Cultural Diversity Requirement.
RLGN 172. Introducing Islam. 3 Units.
This "topics" course offers an introduction to the academic study of the beliefs, practices, sacred texts, and intellectual traditions of Islam. Whether approached through a particular theme or as a general historical introduction, each section of this course provides students with a general introduction to the academic study of religion and basic religious literacy in Islamic tradition, including investigations into how Muslim institutions developed in relation to diverse socioeconomic and cultural conditions, including Africa, the Americas, the Middle East, and Europe. Section topics could include, but are not limited to: Women and Gender, Faith, Politics, and Modernity, Pilgrimages, Prophecy, and Sacred Places. Students may repeat the course for credit (up to 6 credits), provided that the two sections are different. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 173. Introducing Judaism. 3 Units.
This "topics" course offers an introduction to the academic study of Judaism. Whether approached through a particular theme or as a general historical introduction, each section of this course provides students with a general introduction to the academic study of religion and basic religious literacy in Jewish religious tradition, exploring forms of it in a diversity of cultural contexts around the world. Section topics could include, but are not limited to: Festivals and Holy Days, Women and Gender, Jewish Ethics. Students may repeat the course for credit (up to 6 credits), provided that the two sections are different. Offered as RLGN 173 and JDST 173. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 191. Introduction to Sanskrit. 3 Units.
This class is an introduction to Sanskrit language and culture. Students will learn basic Sanskrit grammar and syntax, both of which are intrinsically linked to the culture of ancient South Asia. There are no prerequisites and the course does not presuppose any familiarity with India or Indian languages. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 201. Interpreting Religion: Approaches and Current Issues. 3 Units.
Introduction to academic study of religion, exploring the history and development of the field, important theories and methodologies, and current issues, debates, and horizons of research. The course is foundational for majors and minors in religious studies but also open to other interested students who may find it valuable for their work in other fields of study. Particular readings and other assignments will be determined by the designated instructor. Students are expected to attend class regularly, complete readings and other assignments, and participate actively in class discussions and other activities.

RLGN 203. Religious Studies for Future Healthcare Professionals. 3 Units.
This class will provide future healthcare professionals with the basic knowledge of religious studies and of topics pertaining to death and dying, sickness, suffering, and so on. Students will also gain a basic knowledge of related bioethical issues as they are found in the world's religions. The primary aim of the course is to offer future healthcare professionals an awareness of the diverse religious backgrounds of patients and issues that they might encounter and to provide a basic understanding of religious studies in the process. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 206. Religion and Ecology. 3 Units.
Historical and cross-cultural introduction to religious perspectives on nature and ecology, including Jewish, Christian, Hindu, Buddhist, and Native American texts and ritual practices. Themes include: ecology of chaos and complexity, urban ecology, wilderness, and ecological crises. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 209. Introduction to Biblical Literature. 3 Units.
This course is an introduction to the academic study of biblical literature, including Hebrew Scriptures ("Old Testament") and the New Testament. The literature will be studied in light of both ancient and contemporary historical contexts, with a particular emphasis on the roles it plays in American culture and politics today. Class sessions will be discussion oriented and will involve close, careful analysis and interpretation of texts. No background in religion is necessary. Evaluation will be based on class preparation and participation, regular short writing assignments, two exams, and a major paper.

RLGN 213. Jews and Judaism. 3 Units.
This course provides an introduction to Jewish religion, culture, history, and life. It does not presuppose any previous study of Judaism or experience with Judaism, and it prepares students for additional coursework in Judaic studies, Jewish history, or religious studies with an emphasis on Judaism. Required for the minor in Judaic Studies. Offered as JDST 101 and RLGN 213. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 215. Religion In America. 3 Units.
This course is an introduction to American religions, with a particular focus on religious diversity in the United States. As we examine the myriad beliefs and practices of America's religious communities, we will pay close attention to how religion and culture have shaped each other from the 1600's to today. To explore the theme of religious diversity, we will take advantage of Cleveland's rich religious history with visits to local religious institutions and historical sites, including churches, mosques, synagogues and Hindu and Buddhist temples. Along the way we will consider the role of religious spaces and institutions in shaping community, identity, and politics in Northeast Ohio and beyond. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 216. Hinduism. 3 Units.
We will survey the basic beliefs and practices of Hinduism(s) as found in India and across the world, with an emphasis on primary sources and contemporary complexities. The class will focus on the religion(s) of cultures outside the United States. It will address in a substantive way ethnic, gender, sexual, religious, or other cultural practices outside the United States, so as to provide students with fresh perspectives on their own cultural assumptions, traditions, and experiences. Our study will range from close readings of classical texts, to observing and reflecting on contemporary practices and movies, to careful study of images and artifacts on display at the Cleveland Museum of Art. We will apply a variety of methods and tools to investigate class materials, from a number of different disciplines, including sociology, history, theology, anthropology, and psychology. Students will build a very strong foundation in the primary sources in this class. Counts for CAS Global & Cultural Diversity Requirement.
RLGN 217. Buddhism. 3 Units.
Buddhism is an important world religion that originated in India around 500 BCE. Subsequently, Buddhism spread to Central and East Asia. More recently, Buddhist traditions have been established in Europe and North America. Like Christianity and Islam, Buddhism is considered a "missionary" religion because its message has been actively propagated in cultural contexts outside its place of origin. Buddhist ideas and concepts have not only inspired religious practice, but have often provided the foundation for political, social, ethical, literary, artistic and other modes of cultural expression. It is, therefore, difficult to understand those Asian cultures in which Buddhism is or has been important without understanding this religious tradition itself. This course examines Buddhist thought and practice, with a focus on the Theravada and Mahayana Buddhist traditions that developed in India, and the spread and transformations of these traditions in south, southeast, and east Asia. We also consider Buddhist ethical perspectives. Course readings include translations of important Buddhist texts and contemporary scholarly interpretations of Buddhist ideas and practices. Visual and other media augment our study. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 218. Faith and Politics in Islam. 3 Units.
An overview of the relationship between Islam as a religion and Islam as a political system and the effect of this relationship on Islamic society from its origin to the present time. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 219. Islam in America. 3 Units.
The United States is home to one of the most diverse Muslim communities in the world. Using a variety of primary and secondary sources, this course examines the rich history of Islam in the United States, from the 18th century to the present, as it relates to key moments within American politics, religion and culture, and to transnational developments in Islamic thought and practice. We will also explore important issues within contemporary Muslim communities, including gender, shari'a, and religious pluralism. In addition to studying the experiences of Muslim immigrants, students will also investigate the vital role of African-American Muslims and converts in the development of American Muslim institutions, beliefs and rituals. This course will also introduce students to the history of Islam in Cleveland, and provide them with the opportunity to contribute to original research on Muslim communities in our city. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 221. Indian Philosophy. 3 Units.
We will survey the origins of Indian philosophical thought, with an emphasis on early Buddhist, Hindu and Jain literature. Our concern will be the methods, presuppositions, arguments, and goals of these schools and trajectories of thought. What were their theories on the nature of the person, the nature of reality, and the nature and process of knowing? What were the debates between the schools and the major points of controversy? And, most importantly, are the positions/arguments internally incoherent? Offered as PHIL 221 and RLGN 221. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 222. African-American Religions. 3 Units.
This course is an exploration of the rich diversity of African American religions from the colonial period to the present. Attention will be given to key figures, institutional expressions, and significant movements in African American religious history. Major themes include African traditions in American religions, slavery and religion, sacred music, social protest, Black Nationalism in religion, Islam, African American women and religion, and black and womanist theologies. Course requirements will include field trips to local religious sites. Offered as AFST 222, ETHS 222 and RLGN 222.

RLGN 224. The Many Faces of Contemporary U.S. Catholicism. 3 Units.
This course explores the implications of immigration and changing demographics on the contemporary U.S. Catholic Church. The course investigates the diverse racial and ethnic communities that increasingly define U.S. Catholicism and includes a particular focus on Africans and African Americans, Latina/os, and Asian Americans. Attention will be given to the intersections of faith, ethnicity, race, and identity constructions in contemporary U.S. Catholicism, as well as issues of racism and racial justice in the U.S. Catholic Church and other social, cultural, and political dynamics that are shaping and transforming contemporary Catholic identities in the United States. Offered as ETHS 224 and RLGN 224. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 227. Women, Gender, and Islam. 3 Units.
Women and gender are central to understanding Muslim societies, past and present. From debates about the veil to the wars in Iraq and Afghanistan, gendered concerns have been especially prominent in contemporary debates about the status of Islam in the modern world. How have Muslim thinkers interpreted Islamic scriptures with respect to topics such as marriage, child custody, inheritance, and sexuality? How is masculinity and femininity constructed? In what ways do their interpretations reflect the political, economic, and social conditions in which they lived? How does gender structure authority and power in Muslim communities? How and why have Muslim women become so important in contemporary debates over religious and national identity around the world? This course begins by examining the position of women and gender in the foundational Islamic texts, the Qur'an and Sunna (the practice of the Prophet Muhammad), and pre-modern interpretations of them. Then we will explore marriage and divorce in Muslim jurisprudence, in order to examine themes such as women's spiritual capacities, female leadership, sexuality, and slavery. Next, we will turn to the headscarf as a lens though which to explore modern configurations of gender and sexuality, as they intersect with conceptions of national belonging, religious identity, and individual freedom. Finally, we will study contemporary debates over polygyny, homosexuality, and female religious authority. There are no prerequisites for this course. No prior knowledge of Islam is expected. Offered as RLGN 227 and WGST 227. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 228. Asian Americans: Histories, Cultures, Religions. 3 Units.
This course introduces students to Asian American Studies as an interdisciplinary academic discipline. It critically examines the global and transnational dimensions of U.S. history, the constructions of "modernity" in the U.S., and the shaping of U.S. culture and religion, race and racialization, identity constructions and contestations, law and law-making, colonialism and empire building, labor and migration, politics and public policy making, and social movements through a critical study of Asian Americans and their diverse histories, cultures, religions, identity negotiations and contestations, social movements, and political activism. Offered as ETHS 228, HSTY 228 and RLGN 228. Counts for CAS Global & Cultural Diversity Requirement.
RGLN 229. Asian Christianity: Historical Perspectives. 3 Units.
The history of Christianity in Asia is as old as the history of Christianity itself. But while much has been told about Christianity as it grew from an obscure Jewish sect to mighty Western Christendom, not enough attention has been given to the Christianity which spread eastwards to Asia in the first millennium of the Christian era. This course seeks to correct the imbalance by introducing students to a historical exploration of the eastward movement of Christianity from Jerusalem to different parts of Asia. Topics include the Assyrian Church of the East in Persia, India and China, European Catholic and Protestant colonial missions in the age of European imperialism, and the Jesuit missions to Japan and China. By the end of the semester, students should have a good grasp of the historical encounter of Christianity with the political, social, cultural and religious realities of Asia. Its dialogue and confrontation with these realities and the forces that led to its growth and decline. Offered as HSTY 229 and RGLN 229. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

RGLN 233. Introduction to Jewish Folklore. 3 Units.
Exploration of a variety of genres, research methods and interpretations of Jewish folklore, from antiquity to the present. Emphasis on how Jewish folk traditions and culture give us access to the spirit and mentality of the many different generations of the Jewish ethnic group, illuminating its past and informing the direction of its future development. Offered as ANTH 233, RGLN 233, and JDST 233. Counts for CAS Global & Cultural Diversity Requirement.

RGLN 234. The Ramayana: The Great Indian Epic. 3 Units.
The Ramayana, a 2000 year old Indian epic, is an intricate story of battling kings and demons, family loyalty and betrayal, romance, religion, and politics. These stories create, store, and transmit cultural and religious values and icons for millions of people in India and other Asian and Southeast Asian nations. Our study will range from close readings of the Ramayana, to observing and reflecting on contemporary practices, to careful study of images and artifacts on display at the Cleveland Museum of Art. We will apply a variety of methods and tools to investigate class materials, from a number of different disciplines, including sociology, history, theology, anthropology, and psychology. Counts for CAS Global & Cultural Diversity Requirement.

RGLN 235. Religion and Visual Culture. 3 Units.
Cross-cultural introduction to complex relations between religion and seeing. Study of visual culture, sacred iconography, calligraphy, film, mass media, and avant-garde fashion. Extensive use of cultural resources in University Circle.

RGLN 237. Religion and Dance in South Asia. 3 Units.
This is an experimental interdisciplinary course in religion, dance, and South Asian studies. We will explore the performance of religion in bharata natyam, one storytelling dance form from South Asia. This dance style draws upon Hindu devotional (bhakti) allegories of sacred and profane love in its choreography. Lover and beloved, as the ideal relationship between God and the human, becomes the model for the performed relationship between heroes and heroines (nayaka-nayaki) danced on stages and, more recently, Bollywood screens. To this end we will examine primary and secondary sources on bharata natyam and aesthetic theory/classical dramatics. We will also observe dance performances in the greater Cleveland area. Offered as RGLN 237 and DANC 237.

RGLN 238. Alternative Altars: Folk Religion in America. 3 Units.
Taking a multidisciplinary approach, students will become familiar with the distinction between conventional and unconventional religions, with the history and personalities associated with new belief systems in America, and with the means, motivations and methods of generating faith communities. Students will come to understand the role of cultural anxieties, new technologies, changing roles, globalization and other social tensions in the formation and duration of alternative altars. Counts for CAS Global & Cultural Diversity Requirement.

RGLN 243. Bollywood and Social Justice: Contemporary Bollywood Movies with a Social Message. 3 Units.
India, where over-the-top, melodramatic films dominate, produces more than 1,000 films a year. With lavish action sequences punctuated by periodic songs in picturesque locales, these films, popularly referred to as Bollywood, traditionally have been known for depicting imaginary worlds, very far from reality. Among these are movies that are deeply immersed in issues of religion, religious conflict, caste, and social injustice. These issues range from ones concerning purity and the class system and Hindu-Muslim conflict, to women's rights and human trafficking. This class will be looking at a number of Bollywood films with focal points of matters pertaining to social justice. Students will learn about the foundations of these inequalities and intolerances so that they can more completely understand the themes addressed in the movies. The class will thus focus on the religion(s) of cultures outside the United States. It will address in a substantive way ethnic, gender, sexual, religious, or other cultural practices outside the United States, so as to provide students with fresh perspectives on their own cultural assumptions, traditions, and experiences. Offered as ETHS 243 and RGLN 243. Counts for CAS Global & Cultural Diversity Requirement.

RGLN 251. Perspectives in Ethnicity, Race, Religion and Gender. 3 Units.
This course is designed to introduce students to the study of ethnicity. Basic concepts such as race, gender, class, and identity construction will be examined. Students are encouraged to use the tools and perspectives of several disciplines to address the experiences of ethnic groups in the United States. Offered as ETHS 251 and RGLN 251. Counts for CAS Global & Cultural Diversity Requirement.
RLGN 252. Soul Murder: Religion and Sexual Abuse. 3 Units.
This seminar traces anthropological questions about religious-trauma, -memory, and -suffering through the lens of clergy sexual abuse. How is religious sexual abuse different than non-religious contexts? What can survivors teach us about the resilience of the human spirit? What are the racial dynamics of the recent Roman Catholic crisis? What flaws has it exposed in our criminal justice system? To answer questions like these, we will (i) begin the semester with anthropological studies of religion and trauma. Then we will (ii) examine grand jury investigations in the United States. Prepared by these theoretical and historical texts, we will (iii) evaluate case studies from the Roman Catholic context, including sexual abuse by nuns. We will use these examples to evaluate (iv) representations of the crisis in film and news media. Finally, we will (v) compare the Catholic crisis to recent sexual abuse scandals in American Jewish, Muslim, and Protestant communities. The comparative literature will include readings by Veena Das (cultural anthropology), Levinas (philosophy), Kathryn Lofton (religious studies), Timothy Lytton (law), Fortune (theology), and Frawley-O’Dea (psychology). Primary sources will include excerpts from special prosecutors and grand juries in Pennsylvania, Louisiana, and Massachusetts. Films will include "Doubt" and "Spotlight." By the end of the course, students will: - Know how to research and critique the legal, spiritual, and theoretical consequences of religious sexual abuse. - Be able to debate multiple theories of religion and trauma. - Be able to analyze data that is emotionally difficult and legally complex. Our seminars will include discussions, short writing assignments, collaborative work, and presentations. Offered as RLGN 252 and WGST 252. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 253. Religion and Philosophy in China. 3 Units.
This course critically examines the three principal religious and philosophical traditions of China: the Confucian, Daoist, and Chinese Buddhist traditions. Through a combination of assigned print and online readings, video clips and documentaries, class discussions, and written assignments, students explore the origins and historical developments, principal thinkers, central religious and doctrinal themes, ethics, spirituality, popular devotions, social movements, and contemporary developments of these three major religious and philosophical traditions of China. Students will consider the wider social, cultural, ethical, economic, and political dimensions of Chinese religions and philosophies generally, and themes of community and society, identity constructions, personal experiences, movements, as well as their socio-cultural reproductions in contemporary China, and where appropriate, the Chinese Diaspora in North America. Offered as CHIN 253C, ETHS 253C, PHIL 253 and RLGN 253. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 254. The Holocaust. 3 Units.
This class seeks to answer fundamental questions about the Holocaust: the German-led organized mass murder of nearly six million Jews and millions of other ethnic and religious minorities. It will investigate the origins and development of racism in modern European society, the manifestations of that racism, and responses to persecution. An additional focus of the course will be comparisons between different groups, different countries, and different phases during the Nazi era. Offered as HSTY 254, RLGN 254, ETHS 254, and JDST 254. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 255. Global Judaism: Diversity Across the Jewish World. 3 Units.
Scattered across the globe over the course of millennia, Jews' diverse histories and environments have given rise to a great range of religious, cultural and social forms. Using ethnographies as our primary texts, we will think critically and comparatively about Judaism and Jewishness in the Americas, Europe, Africa, and Asia. Along our journey, we examine how Jews have navigated their experiences as minorities in their many diaspora homelands, and how they have adapted their cultural and religious practices to the various environments in which they have found themselves. In addition to exploring their Jewishness vis-à-vis others, we also examine questions of exclusion and belonging that Jews have faced as they have encountered each another in recent decades through tourism, mass migration, globalization, and the internet. How do the world's varied Jewish groups - who are of different skin colors, who speak different languages, and who carry different historical memories - navigate ethnic divides, race relations, and religious diversity? Should we speak of a single Jewish religion and Jewish people at all? Offered as ANTH 255, ETHS 255, JDST 255 and RLGN 255. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 260. Introduction to the Qur'an. 3 Units.
This course is an introduction to the Qur'an. For Muslims, the Qur'an is the inimitable word of God, and its influence has been both far-reaching and profound in various historical contexts. It introduces students to the text of the Qur'an, in English translation, providing a window into both Muslim interpretations of their scripture (from the early days of Islam to the present) and academic studies of the text. Students will approach the Qur'an as a living document, as text that is continually re-visited and re-interpreted by Muslims, and used in various ritual contexts and in daily life. This course will explore theological and legal dimensions of the Qur'an, touching on issues of God's nature, Islamic ethics, the foundations of Islamic law, and gender roles. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 265. Malcolm and Martin. 3 Units.
An examination of the lives, religious thought, and ideological frameworks of Malcolm X and Martin Luther King, Jr. The course will investigate Malcolm X and Martin King's religious beliefs and activist strategies; the ideas and strategies of other civil rights and Black Nationalist leaders who influenced and challenged Martin and Malcolm's ideas on race, gender, class, and sexuality; and the historical antecedents for these strategies within nineteenth-century black religious, social, and political movements. Their impact on modern African American religious thought, American political culture, and international human rights movements will also be explored. Offered as AFST 265, ETHS 265 and RLGN 265. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 268. Women in the Bible: Ethnographic Approaches to Rite and Ritual, Story, Song, and Art. 3 Units.
Examination of women in Jewish and Christian Biblical texts, along with their Jewish, Christian (and occasionally Muslim) interpretations. Discussion of how these traditions have shaped images of, and attitudes toward, women in western civilization. Offered as RLGN 268, WGST 268, and JDST 268.
RLGN 270. Introduction to Gender Studies. 3 Units.
This course introduces women and men students to the methods and concepts of gender studies, women's studies, and feminist theory. An interdisciplinary course, it covers approaches used in literary criticism, history, philosophy, political science, sociology, anthropology, psychology, film studies, cultural studies, art history, and religion. It is the required introductory course for students taking the women's and gender studies major. Offered as ENGL 270, HSTY 270, PHIL 270, RLGN 270, SOCI 201, and WGST 201. Counts for CAS Global & Cultural Diversity Requirement. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCS, FSSQ, FSSY, FSTS, or FSCS.

RLGN 272. Morality and Mind. 3 Units.
Recent research in cognitive science challenges ethical perspectives founded on the assumption that rationality is key to moral knowledge or that morality is the product of divine revelation. Bedrock moral concepts like free will, rights, and moral agency also have been questioned. In light of such critiques, how can we best understand moral philosophy and religious ethics? Is ethics primarily informed by nature or by culture? Or is ethics informed by both? This course examines 1) ways in which cognitive science—a field as evolutionary biology—impact traditional moral perspectives, and 2) how the study of moral philosophy and comparative ethics forces reconsideration of broad cognitive science theories about the nature of ethics. The course examines the concept of free will as a case study in applying these interpretive viewpoints. Interdisciplinary readings include literature from moral philosophy, religious ethics, cognitive science, and evolutionary biology. Offered as COGS 272 and RLGN 272.

RLGN 273. Religion and Healing in the United States. 3 Units.
A cross-cultural exploration of the relationships between religion, health and healing in the United States. Through an interdisciplinary approach that includes religious studies, medical anthropology and ethnic/gender studies, the course investigates how persons interpret illness and suffering. Attention is also paid to how different groups utilized, or are served by, the health care system. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 278. Religion and Popular Culture. 3 Units.
How does religion function when it shows up in popular culture? How does popular culture influence and help shape religion? This "topics" course explores the interactions between religion and popular culture in contemporary society. Each section will focus on visual, kinetic, aural, haptic or literary "texts" that may include musical production, dance, film and television, social media, sports, video, visual and textile arts, traditional fiction or graphic novels. The course examines how religious traditions, symbols or concepts are evoked in popular cultural texts and how these texts create meaning and help shape individual and communal identity. Each section will examine themes and issues that may include: gender, race, and sexuality; protest and activism, commercialism and consumerism; power and identity; ethics and morality; experience and embodiment; and constructions of evil, salvation, and transcendence. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 280. Religion and Politics in the Middle East. 3 Units.
An in-depth look at the relationship between politics and religion in the Middle East. Students will spend the first week on the CWRU campus and the last three weeks in Israel, where time will be divided between classroom teaching, guest lectures, and "field trips" to important sites. Students will have the opportunity to interact directly with members of the region's diverse religious groups within the political, social, and cultural contexts in which they live. A final research paper will be required. Knowledge of Hebrew is not necessary. Offered as JDST 280 and RLGN 280.

RLGN 283. Muhammad: The Man and the Prophet. 3 Units.
The life of the Prophet Muhammad (c.470-632 CE) which was as crucial to the unfolding Islamic ideal as it is today. An examination of how he attempted to bring peace to war-torn Arabia by evoking an entirely new perspective of the human situation, guidance for human lives, and humans' relationship with God. The course will include Western perceptions of Islam, especially in light of September 11, 2001. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 284. Jesus Through Islamic Lens. 3 Units.
Christians are often surprised when they hear Muslims say, "We believe in Jesus too, and we hold him in great esteem." But what do they really mean? Are the Muslim Jesus and the Christian Jesus the same person? The primarily aim of this course is to introduce an image of Jesus little known outside the Arabic Islamic culture. It is an image that might be of interest to those who wish to understand how Jesus was perceived by a religious tradition which greatly revered him but rejected his divinity. Hence, the Jesus presented in this course will be similar in some ways to the Jesus in the Christian Gospels, in others not. Why and how this Muslim tradition of Jesus arose will also be discussed in this course. Jesus Through Islamic Lens will draw from various Islamic texts to provide a comprehensive selection of excerpts pertaining to the life and moral teachings of Jesus. Approaching Christ from an Islamic perspective, this course will offer the students a rare opportunity to understand the significance of Jesus in Islam and to gain a better understanding of the faith, not only as it contrasts with Christianity but also as it compares. In this course we will try to respond to these questions: What role does Jesus have in Islam? What does the Quran say about Him? What does it not say? Why are Muslims perplexed by the idea that Jesus is the Son of God, fully God and fully man? What do Muslims have in mind when they acknowledge Jesus as virgin-born? This course also requires reading literature that pertains to the history of Islam, its theology and its culture, and because of its emphasis on an area of the world historically distinct from the West (or European culture), the course will fulfill the Global and Cultural Diversity requirement. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 301. Ritual in Religion. 3 Units.
Drawing from a broad range of approaches and academic fields, this seminar offers an introduction to the study of ritual. The course has three main goals: (1) to help students become familiar with important theories of and approaches to ritual studies; (2) to explore a number of ritual practices from different cultures, from ancient priestly rites in the Bible to contemporary cockfights in Bali; and (3) to study and discuss several representations of ritual in contemporary literature and film. Offered as RLGN 301 and RLGN 403.
RLGN 302. The Lemonade Class: Religion, Race, Sex and Black Music. 3 Units.
Charles Long suggests that black musical forms are creative responses to the particular circumstances of black peoples' presence in the U.S and black notions of the sacred. In April of 2016, Beyoncé released her visual album Lemonade two days after the death of Prince. This course is organized around the album’s title cuts and links these two artists together in an examination of religion and musical performance as creative response to the racial and gendered conditions of black life. The course investigates how both artists have used music as a platform to explore issues of race, gender, commerce, sexuality, power and divinity. The course also looks at examples from the works of earlier artists who address similar themes such as Ma Rainey, Bessie Smith, Muddy Waters, Billie Holiday, Nina Simone, Little Richard, James Brown, Marvin Gaye, and Aretha Franklin. Offered as AFST 302, ETHS 302, MUHI 316, RLGN 302, RLGN 402, and WGST 302. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 303. Multicultural Spain: Christian, Jewish and Muslim Coexistence. 3 Units.
Why is Medieval Iberia so often depicted as an example of tolerant multiculturalism? What constituted tolerance in the Middle Ages? In what sense can we speak of medieval multiculturalism? Is Americo Castro's optimistic model of convivencia (coexistence) valid, or is Brian Catlos’ idea of convivencia (convenience) more accurate? In this course we will study cultural theory, medieval and modern historiography, and literature from medieval Castile to the present to approach an understanding of Medieval Iberian 'multiculturalism.' This class will allow students to get in contact with the history of Spain through the study of the presence and influence of the Roman Empire, the Jewish and Muslim cultures and religions in the Peninsula. Through literature, cinema and art students will learn how the Spanish civilization and culture developed through the years. The class will be offered during a regular semester, with a study abroad component at the end of it. Students will receive a handout about how to prepare for the class abroad. Students will have the option of completing the class by traveling to Spain, or completing a cultural project at the end of the semester if they are not able to travel. Offered as RLGN 303 and SPAN 301. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 306. Interpreting Buddhist Texts. 3 Units.
Readings in translation of major texts from the Buddhist tradition. Special emphasis on problems of textual interpretation, historical context, Buddhist conceptions of the sacred, and Buddhist ethics.

RLGN 307. Body, Health and Medicine in Chinese Religions: Historical and Contemporary Perspectives. 3 Units.
This course critically evaluates the history and development of traditional Chinese approaches to health and medicine in the context of Chinese religious, philosophical, and socio-cultural history. It examines the constructions of the body in Chinese religious and philosophical thought across different historical periods and evaluates their significance and implications for understanding Chinese approaches to health and medicine. It discusses the conceptions of "health" and "good health" in ancient China, the distinction between "healing" and "curing," the development of the complementary yin-yang and five phases (wuxing) theories, understandings of nature (xing) and body (ti), the concept of qi as life force, and various microcosm-macrocosm analogies that emerged from Chinese religious and philosophical traditions. It explores how these religious and philosophical frameworks, beginning with the Daoist classic, Basic Questions in the Inner Classic of the Yellow Emperor (Huangdi Neijing Suwen) have evolved to undergird the development of diet, acupuncture, moxibustion, meditation, and various alchemical practices within Chinese holistic conceptions of health and practices of Traditional Chinese Medicine. Offered as RLGN 307, RLGN 407, CHIN 307, HSTY 308, and ETHS 307. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 308. Daoism: Visual Culture, History and Practice. 3 Units.
This course explores developments in the visual culture, history and practices of Daoist religious traditions in China from the third to twentieth centuries. Our historically and conceptually structured examination draws upon a balance of visual, textual, and material sources, while considering the various approaches scholars have employed to understand the history and development of Daoist traditions. Topics include: sacred scriptures and liturgies, biographies and visual narratives, iconography and functions of the pantheon of gods and immortals, views of the self and the body, practices of inner alchemy and self-cultivation, thunder deities and exorcism, dietetics and medicine and modes of meditation and ritual. Offered as ARTH 308, ARTH 408, and RLGN 308. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 310. Cognitive Science of Religion. 3 Units.
This course introduces theories and methods in the cognitive science of religion. Particular emphasis is placed on applying cognitive scientific concepts and theories to such religious issues as belief in deities, religious ritual, and morality. We examine such topics as the relationship of religious studies to evolution and cognition, cognitive theories or religious ritual, anthropomorphism and religious representation, religion as an evolutionary adaptation, and cognitive semantics and religious language. Course work includes student-led discussions, a research-intensive journal-length essay on a topic chosen in consultation with the Instructor, and presentation of research findings to the class. Course readings are taken from the humanities, the social sciences, and natural sciences. Offered as COGS 310, COGS 410, RLGN 310 and RLGN 410.
RLGN 311. Representations of Black Religion in Film. 3 Units.
In this course we will explore cinematic representations of black religion in the Americas and the Caribbean. Each week we will view a film representing diverse religious traditions such as Christianity, Candomble, Santeria, Vodou, and Islam. Films will include Cabin in the Sky, The Color Purple, Black Orpheus, The Serpent and the Rainbow, Malcolm X, Eve's Bayou, and The Princess and the Frog. Throughout the course we will analyze the ways in which notions of gender, the history of colonialism, modern notions of race, and geographical landscapes have informed representations of black religion in film. In addition, we will discuss how these representations, in turn, have influenced cultural ideas of black religion in the Americas. Offered as AFST 311, ETHS 311, RLGN 311, and RLGN 411. Counts for CAS Global & Cultural Diversity Requirement. Prereq: RLGN 222 or ETHS 251 or ENGL 367 or by permission of Instructor.

RLGN 312. The Mythical Trickster. 3 Units.
Few literary figures have as wide a distribution, and as long a history, as the mythical Trickster. He is at once sacred and profane, creator and destroyer; an incorrigible duper who is always duped. Free of social and moral restraints he is ruled instead by passions and appetites, yet it is through his unprincipled behavior that morals and values come into being. How are we to interpret this amazing creature? Using folkloristic theories and ethnographic methods, we will come to understand the social functions and symbolic meanings of the cross-cultural Trickster, over time and across space. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 313. Topics in Biblical Literature. 3 Units.
A departmental "topics" seminar focused on advanced textual analysis and interpretation of particular biblical (including apocryphal) texts and the critical issues of method, theory, theology, and history that pertain to those texts. Reading assignments will be divided between close, exegetical analysis of small units of texts and the study of scholarly criticism of the same texts (commentaries, journal articles, critical notes). Evaluation will be based on class preparation and participation, weekly short papers, an exegetical paper focused on a particular pericope of the student's choice, and an interpretive paper based on exegesis of several related passages. Graduate students enrolled in the course as RLGN 413 will have the following additional requirements: (a) preliminary academic reading on the biblical material; (b) leadership/teaching of one seminar session on an academic theoretical or theological approach to the biblical text, including an additional meeting with the professor in preparation for that session; and (c) a longer final paper that critical engages the approach that was the focus of the seminar session s/he leads (15-20 pages, suitable for publication at an academic conference). Offered as RLGN 313 and RLGN 413. Prereq: RLGN 209 or permission of instructor.

RLGN 314. Mythologies of the Afterlife. 3 Units.
This course provides a multidisciplinary approach to the idea of an afterlife, and its manifestation in diverse cultures. We will examine the way varying views of the afterlife influence religion, popular culture and palliative care, and how human creativity has shaped the heavens, hells, hauntings and holidays of diverse populations over time and across space. Students will come to see the afterlife as an integral part of human history and experience, not only because it helps people die with better hope, but because it helps them to live more richly. Offered as RLGN 314 and JDST 314.

RLGN 315. Heresy and Dissidence in the Middle Ages. 3 Units.
Survey of heretical individuals and groups in Western Europe from 500 - 1500 A.D., focusing on popular rather than academic heresies. The development of intolerance in medieval society and the problems of doing history from hostile sources will also be explored. Offered as HSTY 315 and RLGN 315. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 316. Christianity in China. 3 Units.
This course critically evaluates Christianity's long history in China, beginning with the "Luminous Religion" (Jingjiao) that was propagated by Assyrian Christian missionaries in Tang China (7th century CE), the missionary endeavors of Catholic and Protestant foreign missionaries and mission societies, the rise of indigenous Chinese Christianities that sought independence from foreign missionaries, the impact of communist rule and the Cultural Revolution, and current developments involving both the official government-approved churches (i.e., the Three Self Patriotic Movement and the Chinese Patriotic Catholic Association) on the one hand, and the house church movement (jiating jiaohui) on the other hand. Students will critically discuss and analyze the historical dimensions of Christianity's presence in China and engagement with various social, cultural, political, philosophical, and religious aspects of Chinese society, past and present, and consider the implications of emergent forms of contemporary indigenous Chinese Christian movements for the future of Chinese Christianity. Offered as RLGN 316, RLGN 416, HSTY 322, CHIN 316 and ETHS 326. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 317. Topics in Catholic Studies. 3 Units.
A departmental topics seminar for Catholic Studies that is focused on advanced interdisciplinary study of selected thematic issues in Catholic Studies. Students will read and discuss advanced critical readings and write book reports, response papers, and an in-depth research essay. Graduate students enrolled in the course as RLGN 417 will have additional readings, a longer final paper of publishable quality or presentation at an academic conference, and leadership/teaching of at least one seminar session under the supervision of the course instructor. Offered as RLGN 317 and RLGN 417. Prereq: RLGN 205.

RLGN 318. Christian Music: Historical and Global Perspectives. 3 Units.
Music has played an outsized role in the history and development of Christianity, from plainchant to polyphony, shape note singing to gospel, congregational hymns to contemporary genres and global musical expressions at Christian worship across different continents and cultures. Offered as an upper-division seminar for advanced undergraduate and graduate students, this seminar examines the history and development of Christian music around the world within the social, cultural, regional, ritual, and spiritual contexts that inspired their emergence and growth. While the primary approach in this seminar is historiographical, ethnomusicalogical principles may be utilized where appropriate to examine contemporary genres of Christian music from the Two-Thirds or Majority World. Offered as RLGN 318, RLGN 418, and MUHI 309. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 319. The Crusades. 3 Units.
This course is a survey of the history of the idea of "crusade," the expeditions of Western Europeans to the East known as crusades, the Muslim and Eastern Christian cultures against which these movements were directed, as well as the culture of the Latin East and other consequences of these crusades. Offered as HSTY 319 and RLGN 319. Counts for CAS Global & Cultural Diversity Requirement.
RLGN 320. Gods and Demons in the Ancient Near East and Egypt. 3 Units.
The roots of many modern religious, literary, social, and political notions reach deep into the fertile soil of Ancient Near Eastern and Egyptian cultures, which developed as early as the fourth millennium BCE and flourished until the Hellenistic period. In this course we will examine various components of the religious, divinatory and magical systems of these cultures, and reflect upon their relationship with the stories that are found in the Hebrew Bible. We will learn (through a critical analysis of a selection of ancient texts) about ancient Mesopotamian and Egyptian deities, demons, myths, and magical rituals. We will also explore notions of creation, cosmic order, the human condition, death, afterlife, divine favor, and a wide variety of beliefs that, while often contradictory to modern ways of thinking, combined into unified religious systems. Offered as ANEY 320, RLGN 320 and RLGN 420.

RLGN 324. Landscapes and Pilgrimages: Spatial Theory in the Study of Religion. 3 Units.
This course employs spatial approaches and theories to examine the religious praxis and identities of individuals and communities. Working notions of space include physical, socio-political, cultural, imaginative, and ritual dimensions. We will examine the themes of mapping, memory and movement related to religious landscapes and geographies as well as issues related to social justice, gender, race, power, difference, and ecology. We will also investigate the spatial practices of individuals and communities. These practices may include pilgrimage to, and construction, of religious sites, ritual procession, walking, devotional practices, community activism, and artistic endeavors. Course requirements include student participation in field excursions to religious sites and spaces in the Cleveland area and the development of a photo essay or a mixed media project related to religious space. Offered as RLGN 324 and RLGN 424.

RLGN 333. Philosophy of Religion. 3 Units.
Topics include: classical and contemporary arguments for God’s existence; divine foreknowledge and human freedom; the problem of evil and theodicy; nature and significance of religious experience; mysticism; varieties of religious metaphysics; knowledge, belief and faith; nature of religious discourse. Readings from traditional and contemporary sources. Recommended preparation for PHIL 433 and RLGN 433: PHIL 101 or RLGN 102. Offered as PHIL 333, RLGN 333, PHIL 433, and RLGN 433. Prereq: PHIL 101 or RLGN 102.

RLGN 338. Black Women and Religion. 3 Units.
This course is an exploration of the multidimensional religious experiences of black women in the United States. These experiences will be examined within particular historical periods and across diverse social and cultural contexts. Course topics and themes include black women and slave religion, spirituality and folk beliefs, religion and feminist/womanist discourse, perspectives on institutional roles, religion and activism, and spirituality and the arts. Offered as ETHS 339, RLGN 338 and WGST 339. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 343. Mysticism. 3 Units.
This class is an introduction to a central issue in the philosophy of religion concerning the nature of mystical and ineffable experiences. Are all mystical experiences the same? Is it possible to have an experience outside of language? What is the ontological and epistemological status of drug induced mystical experiences? Students will learn to write and present arguments against positions using the methods of philosophers of religion(s).

RLGN 347. Power of Words: Ritual Uses of Premodern Japanese Literature. 3 Units.
In premodern Japan, it was not only death and mourning ritual and practice that could pacify the spirit of the deceased, but also language. Authors consciously crafted the words of their works to simultaneously express the grief associated with longing and pacify the spirits of the dead. These words are called kotodama (power of words). From as far back as the eighth-century Kojiki (Records of Ancient Matters) and Nihon Shoki (The Chronicles of Japan) textual representations of mourning were linked with special uses of language and spirit pacification. At the death of Ame-no-wakahiko (a mythological god), his parents constructed a mourning hut and performed songs to secure his spirit in the afterworld. As several authors have demonstrated, from kotodama in the mid-eighth-century poetic anthology Man’yōshū (Collection of Ten Thousand Leaves) to linked verse (renga) in medieval Japan, carefully constructed literary language also had a place in ritual pacification of the spirits of the dead. Words were not simple expressions of grief; they held power. All material is in English translation. The course is conducted in English. All material will be provided via PDF. Offered as JAPN 347 and JSPORT 347 and RLGN 347. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 348. Buddhism and Cognitive Science. 3 Units.
In 1987, the Dalai Lama initiated a yearly event—Mind and Life Dialogues—to address “critical issues of modern life at the intersection of scientific and contemplative understanding”. Dialogue topics included issues related to Buddhist thought and practice, and cognitive science. Others with an interest in the intersection of Buddhism and cognitive science, such as Robert Wright in Why Buddhism is True: The Science and Philosophy of Meditation and Enlightenment (2017), argue that non-supernatural aspects of Buddhism, such as the benefits of mindfulness meditation and the nature of the (non-)self, are affirmed by cognitive science and evolutionary psychology. The notion that at least some aspects of Buddhism are “true” in relation to contemporary cognitive scientific views of mind and brain has attracted considerable attention from both Buddhist practitioners and cognitive scientists. This seminar explores Buddhist and cognitive science perspectives on issues such as embodied cognition, consciousness, mind, self and personal identity, theory of mind, morality, representation, and language. We start with a general overview of Buddhist philosophy, and then turn to specific readings on Buddhist concepts in relation to similar concepts found in the cognitive science literature. For instance, we will explore the Buddhist concept of no permanent self or soul (an-tman). This idea resonates with Daniel Dennett’s notion of the “narrative self” and the cognitive neuroscience view that there is no neurological center of self or experience. Although the specific concepts covered will vary in each iteration of this course, readings will always be drawn from both Buddhist primary and secondary readings, and from the cognitive science literature. Offered as COGS 348, COGS 448, RLGN 348 and RLGN 448. Counts for CAS Global & Cultural Diversity Requirement. Prereq: Completion of one COGS or RLGN course or Requisites Not Met permission.

RLGN 350. Jewish Ethics. 3 Units.
An exploration of Jewish moral and ethical discourse. The first half of the course will be devoted to studying the structure and content of classical Jewish ethics on issues including marriage, abortion, euthanasia, and social justice. Students will read and react to primary Jewish religious texts. The second half of the course will focus on various modern forms of Judaism and the diversity of moral rhetoric in the Jewish community today. Readings will include such modern thinkers as Martin Buber and Abraham Joshua Heschel. Offered as JDST 350, RLGN 350, and RLGN 450. Counts as SAGES Departmental Seminar.
RLGN 352. Language, Cognition, and Religion. 3 Units.
This course utilizes theoretical approaches found in cognitive semantics—a branch of cognitive linguistics—to study the conceptual structures and meanings of religious language. Cognitive semantics, guided by the notion that conceptual structures are embodied, examines the relationship between conceptual systems and the construction of meaning. We consider such ideas as conceptual metaphor theory, conceptual blending, Image schemas, cross-domain mappings, metonymy, mental spaces, and idealized cognitive models. We apply these ideas to selected Christian, Buddhist, and Chinese religious texts in order to understand ways in which religious language categorizes and conceptualizes the world. We examine both the universality of cognitive linguistic processes and the culturally specific metaphors, conceptual blends, image schemas, and other cognitive operations that particular texts and traditions utilize. Offered as RLGN 352, RLGN 452, COGS 352 and COGS 452. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 353. Hindu and Jain Bioethics: Special Focus on Women's and Gender Studies. 3 Units.
This course will provide both an introduction to basic Hinduism and Jainism and an introduction to Hindu and Jain bioethics. We will focus primarily on bioethical issues that pertain to women and that are gender related. These issues include abortion, menstruation, surrogacy, intersex, and other topics of controversy. Offered as ETHS 353, RLGN 353, RLGN 453, and WGST 355. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 371. Jews Under Islam and Christianity. 3 Units.
This course examines the social and political status of Jews under Muslim and Christian rule since the Middle Ages. Themes include interfaith relations, Islamic and Christian beliefs regarding the Jews, Muslim and Christian regulation of Jewry, and the Jewish response. Offered as HSTY 371, JDST 371 and RLGN 371. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 372. Anthropological Approaches to Religion. 3 Units.
The development of, and current approaches to, comparative religion from an anthropological perspective. Topics include witchcraft, ritual, myth, healing, religious language and symbolism, religion and gender, religious experience, the nature of the sacred, religion and social change, altered states of consciousness, and evil. Using material from a wide range of world cultures, critical assessment is made of conventional distinctions such as those between rational/irrational, natural/supernatural, magic/religion, and primitive/civilized. Recommended preparation: ANTH 102. Offered as ANTH 372, RLGN 372 and ANTH 472.

RLGN 373. History of the Early Church: First Through Fourth Centuries. 3 Units.
Explores the development of the diverse traditions of Christianity in the Roman Empire from the first through the fourth centuries C.E. A variety of New Testament and extra-Biblical sources are examined in translation. Emphasis is placed on the place of Christianity in the larger Roman society, and the variety of early Christian ideals of salvation, the Church, and Church leadership. Offered as HSTY 303 and RLGN 373. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 388. Topics in Religion. 3 Units.
Critical assessment of selected topics of historical or current interest. Project must be accepted by a member of the department faculty prior to registration. Offered as RLGN 388 and RLGN 488.

RLGN 392. Independent Study. 1 - 3 Units.
Up to three semester hours of independent study may be taken in a single semester. Must have prior approval of faculty member directing the project.

RLGN 394. Honors Research I. 3 Units.
Intensive study of a topic or problem leading to the writing of an honors thesis. Requires RLGN 102 plus 9 RLGN credits and department approval. Prereq: RLGN 102 plus 9 RLGN credits.

RLGN 395. Honors Research II. 3 Units.
Intensive study of a topic or problem leading to the writing of an honors thesis. By department approval only. Prereq: RLGN 394 and by departmental approval.

RLGN 399. Major/Minor Seminar. 3 Units.
Capstone course primarily for majors and minors in religious studies. Allows students to interact with peers and faculty, reflect critically, and integrate their learning experiences. Prepares students to continue their learning in the discipline and in the liberal arts. Subject matter varies according to student and faculty needs and perspectives. May be repeated once for up to six credit hours. Counts as SAGES Senior Capstone. Prereq: RLGN 201.

RLGN 400. Foundational Readings in Religious Studies. 3 Units.
Structured as an Independent Study, this course is meant to familiarize the student with the major classical works and thinkers that have shaped the modern field of Religious Studies. Students will meet on a regular basis with the Instructor to discuss the theories and methods described in the literature.

RLGN 402. The Lemonade Class: Religion, Race, Sex and Black Music. 3 Units.
Charles Long suggests that black musical forms are creative responses to the particular circumstances of black peoples’ presence in the U.S and black notions of the sacred. In April of 2016, Beyoncé released her visual album Lemonade two days after the death of Prince. This course is organized around the album’s title cuts and links these two artists together in an examination of religion and musical performance as creative response to the racial and gendered conditions of black life. The course investigates how both artists have used music as a platform to explore issues of race, gender, commerce, sexuality, power and divinity. The course also looks at examples from the works of earlier artists who address similar themes such as Ma Rainey, Bessie Smith, Muddy Waters, Billie Holiday, Nina Simone, Little Richard, James Brown, Marvin Gaye, and Aretha Franklin. Offered as AFST 302, ETHS 302, MUHI 316, RLGN 302, RLGN 402, and WGST 302. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 403. Ritual in Religion. 3 Units.
Drawing from a broad range of approaches and academic fields, this seminar offers an introduction to the study of ritual. The course has three main goals: (1) to help students become familiar with important theories of and approaches to ritual studies; (2) to explore a number of ritual practices from different cultures, from ancient priestly rites in the Bible to contemporary cockfights in Bali; and (3) to study and discuss several representations of ritual in contemporary literature and film. Offered as RLGN 301 and RLGN 403.
RLGN 407. Body, Health and Medicine in Chinese Religions: Historical and Contemporary Perspectives. 3 Units.
This course critically evaluates the history and development of traditional Chinese approaches to health and medicine in the context of Chinese religious, philosophical, and socio-cultural history. It examines the constructions of the body in Chinese religious and philosophical thought across different historical periods and evaluates their significance and implications for understanding Chinese approaches to health and medicine. It discusses the conceptions of “health” and “good health” in ancient China, the distinction between “healing” and “curing,” the development of the complementary yin-yang and five phases (wuxing) theories, understandings of nature (xing) and body (ti), the concept of qi as life force, and various microcosm-macrocosm analogies that emerged from Chinese religious and philosophical traditions. It explores how these religious and philosophical frameworks, beginning with the Daoist classic, Basic Questions in the Inner Classic of the Yellow Emperor (Huangdi Neijing Suwen) have evolved to undergird the development of diet, acupuncture, moxibustion, meditation, and various alchemical practices within Chinese holistic conceptions of health and practices of Traditional Chinese Medicine. Offered as RLGN 307, RLGN 407, CHIN 307, HSTY 308, and ETHS 307. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 410. Cognitive Science of Religion. 3 Units.
This course introduces theories and methods in the cognitive science of religion. Particular emphasis is placed on applying cognitive scientific concepts and theories to such religious issues as belief in deities, religious ritual, and morality. We examine such topics as the relationship of religious studies to evolution and cognition, cognitive theories or religious ritual, anthropomorphism and religious representation, religion as an evolutionary adaptation, and cognitive semantics and religious language. Course work includes student-led discussions, a research-intensive journal-length essay on a topic chosen in consultation with the Instructor, and presentation of research findings to the class. Course readings are taken from the humanities, the social sciences, and natural sciences. Offered as COGS 310, COGS 410, RLGN 310 and RLGN 410.

RLGN 411. Representations of Black Religion in Film. 3 Units.
In this course we will explore cinematic representations of black religion in the Americas and the Caribbean. Each week we will view a film representing diverse religious traditions such as Christianity, Candomble, Santeria, Vodou, and Islam. Films will include Cabin in the Sky, The Color Purple, Black Orpheus, The Serpent and the Rainbow, Malcolm X, Eve's Bayou, and The Princess and the Frog. Throughout the course we will analyze the ways in which notions of gender, the history of colonialism, modern notions of race, and geographical landscapes have informed representations of black religion in film. In addition, we will discuss how these representations, in turn, have influenced cultural ideas of black religion in the Americas. Offered as AFST 311, ETHS 311, RLGN 311, and RLGN 411. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 413. Topics in Biblical Literature. 3 Units.
A departmental “topics” seminar focused on advanced textual analysis and interpretation of particular biblical (including apocryphal) texts and the critical issues of method, theory, theology, and history that pertain to these texts. Reading assignments will be divided between close, exegetical analysis of small units of texts and the study of scholarly criticism of the same texts (commentaries, journal articles, critical notes). Evaluation will be based on class preparation and participation, weekly short papers, an exegetical paper focused on a particular pericope of the student's choice, and an interpretive paper based on exegesis of several related passages. Graduate students enrolled in the course as RLGN 413 will have the following additional requirements: (a) preliminary academic reading on the biblical material; (b) leadership/teaching of one seminar session on an academic theoretical or theological approach to the biblical text, including an additional meeting with the professor in preparation for that session; and (c) a longer final paper that critical engages the approach that was the focus of the seminar session s/he leads (15-20 pages, suitable for publication at an academic conference). Offered as RLGN 313 and RLGN 413.

RLGN 416. Christianity in China. 3 Units.
This course critically evaluates Christianity's long history in China, beginning with the "Luminous Religion" (Jingjiao) that was propagated by Assyrian Christian missionaries in Tang China (7th century CE), the missionary endeavors of Catholic and Protestant foreign missionaries and mission societies, the rise of indigenous Chinese Christianities that sought independence from foreign missionaries, the impact of communist rule and the Cultural Revolution, and current developments involving both the official government-approved churches (i.e., the Three Self Patriotic Movement and the Chinese Patriotic Catholic Association) on the one hand, and the house church movement (jiating jiaohui) on the other hand. Students will critically discuss and analyze the historical dimensions of Christianity's presence in China and engagement with various social, cultural, political, philosophical, and religious aspects of Chinese society, past and present, and consider the implications of emergent forms of contemporary indigenous Chinese Christian movements for the future of Chinese Christianity. Offered as RLGN 316, RLGN 416, HSTY 322, CHIN 316 and ETHS 326. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 417. Topics in Catholic Studies. 3 Units.
A departmental topics seminar for Catholic Studies that is focused on advanced interdisciplinary study of selected thematic issues in Catholic Studies. Students will read and discuss advanced critical readings and write book reports, response papers, and an in-depth research essay. Graduate students enrolled in the course as RLGN 417 will have additional readings, a longer final paper of publishable quality or presentation at an academic conference, and leadership/teaching of at least one seminar session under the supervision of the course instructor. Offered as RLGN 317 and RLGN 417.
RLGN 418. Christian Music: Historical and Global Perspectives. 3 Units.
Music has played an outsized role in the history and development of Christianity, from plainchant to polyphony, shape note singing to gospel, congregational hymns to contemporary genres and global musical expressions at Christian worship across different continents and cultures. Offered as an upper-division seminar for advanced undergraduate and graduate students, this seminar examines the history and development of Christian music around the world within the social, cultural, regional, ritual, and spiritual contexts that inspired their emergence and growth. While the primary approach in this seminar is historiographical, ethnomusicological principles may be utilized where appropriate to examine contemporary genres of Christian music from the Two-Thirds or Majority World. Offered as RLGN 318, RLGN 418, and MUHI 309. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 420. Gods and Demons in the Ancient Near East and Egypt. 3 Units.
The roots of many modern religious, literary, social, and political notions reach deep into the fertile soil of Ancient Near Eastern and Egyptian cultures, which developed as early as the fourth millennium BCE and flourished until the Hellenistic period. In this course we will examine various components of the religious, divinatory and magical systems of these cultures, and reflect upon their relationship with the stories that are found in the Hebrew Bible. We will learn (through a critical analysis of a selection of ancient texts) about ancient Mesopotamian and Egyptian deities, demons, myths, and magical rituals. We will also explore notions of creation, cosmic order, the human condition, death, afterlife, divine favor, and a wide variety of beliefs that, while often contradictory to modern ways of thinking, combined into unified religious systems. Offered as ANEE 320, RLGN 320 and RLGN 420.

RLGN 424. Landscapes and Pilgrimages: Spatial Theory in the Study of Religion. 3 Units.
This course employs spatial approaches and theories to examine the religious praxis and identities of individuals and communities. Working notions of space include physical, socio-political, cultural, imaginative, and ritual dimensions. We will examine the themes of mapping, memory and movement related to religious landscapes and geographies as well as issues related to social justice, gender, race, power, difference, and ecology. We will also investigate the spatial practices of individuals and communities. These practices may include pilgrimage to, and construction, of religious sites, ritual procession, walking, devotional practices, community activism, and artistic endeavors. Course requirements include student participation in field excursions to religious sites and spaces in the Cleveland area and the development of a photo essay or a mixed media project related to religious space. Offered as RLGN 324 and RLGN 424.

RLGN 430. Genealogies of Religious Otherness. 3 Units.
Concepts of otherness pervade recent theories of religion. More or less related to one another, many of these concepts are borrowed from fields other than academic religious studies. This seminar explores the genealogies of otherness in theoretical discourse as they relate to religion. In the course of this seminar, our researches and discussions will address several key issues in academic religious studies, including: psychological and sociological processes of projection and their roles in the construction and deconstruction of religious identity; the significance of gender, sexuality, and ethnicity to these projections; concepts of otherness in mystical religious thought and experience; and the interrelations of order and chaos, figuring and disfiguring within religious ideas, institutions, and practices, interrelations that challenge common theoretical perspectives that treat religion primarily if not exclusively as a means of establishing order against chaos and as a force of social and ideological structure legitimation.

RLGN 433. Philosophy of Religion. 3 Units.
Topics include: classical and contemporary arguments for God's existence; divine foreknowledge and human freedom; the problem of evil and theodicy; nature and significance of religious experience; mysticism; varieties of religious metaphysics; knowledge, belief and faith; nature of religious discourse. Readings from traditional and contemporary sources. Recommended preparation for PHIL 433 and RLGN 433: PHIL 101 or RLGN 102. Offered as PHIL 333, RLGN 333, PHIL 433, and RLGN 433.

RLGN 440. Insiders and Outsiders in the Study of Religion. 3 Units.
This course will provide an introduction to one of the most important theoretical and methodological issues in the social sciences and in religious studies, namely, the epistemic authority of the insider and of the outsider. We will read books and articles, both classical and contemporary, on the topic. My goal is to place students at the center of a contemporary debate in the study of religion. We will also examine both hypothetical and actual communities that uphold insider epistemologies.
RLGN 448. Buddhism and Cognitive Science. 3 Units.
In 1987, the Dalai Lama initiated a yearly event—Mind and Life Dialogues—to address "critical issues of modern life at the intersection of scientific and contemplative understanding". Dialogue topics included issues related to Buddhist thought and practice, and cognitive science. Others with an interest in the intersection of Buddhism and cognitive science, such as Robert Wright in Why Buddhism is True: The Science and Philosophy of Meditation and Enlightenment (2017), argue that non-supernatural aspects of Buddhism, such as the benefits of mindfulness meditation and the nature of the (non-)self, are affirmed by cognitive science and evolutionary psychology. The notion that at least some aspects of Buddhism are "true" in relation to contemporary cognitive scientific views of mind and brain has attracted considerable attention from both Buddhist practitioners and cognitive scientists. This seminar explores Buddhist and cognitive science perspectives on issues such as embodied cognition, consciousness, mind, self and personal identity, theory of mind, morality, representation, and language. We start with a general overview of Buddhist philosophy, and then turn to specific readings on Buddhist concepts in relation to similar concepts found in the cognitive science literature. For instance, we will explore the Buddhist concept of no permanent self or soul (an-tman). This idea resonates with Daniel Dennett’s notion of the "narrative self" and the cognitive neuroscience view that there is no neurological center of self or experience. Although the specific concepts covered will vary in each iteration of this course, readings will always be drawn from both Buddhist primary and secondary readings, and from the cognitive science literature. Offered as COGS 348, COGS 448, RLGN 348 and RLGN 448. Counts for CAS Global & Cultural Diversity Requirement. Prereq: Completion of one COGS or RLGN course or Requisites Not Met permission.

RLGN 450. Jewish Ethics. 3 Units.
An exploration of Jewish moral and ethical discourse. The first half of the course will be devoted to studying the structure and content of classical Jewish ethics on issues including marriage, abortion, euthanasia, and social justice. Students will read and react to primary Jewish religious texts. The second half of the course will focus on various modern forms of Judaism and the diversity of moral rhetoric in the Jewish community today. Readings will include such modern thinkers as Martin Buber and Abraham Joshua Heschel. Offered as JDST 350, RLGN 350, and RLGN 450. Counts as SAGES Departmental Seminar.

RLGN 452. Language, Cognition, and Religion. 3 Units.
This course utilizes theoretical approaches found in cognitive semantics—a branch of cognitive linguistics—to study the conceptual structures and meanings of religious language. Cognitive semantics, guided by the notion that conceptual structures are embodied, examines the relationship between conceptual systems and the construction of meaning. We consider such ideas as conceptual metaphor theory, conceptual blending, image schemas, cross-domain mappings, metonymy, mental spaces, and idealized cognitive models. We apply these ideas to selected Christian, Buddhist, and Chinese religious texts in order to understand ways in which religious language categorizes and conceptualizes the world. We examine both the universality of cognitive linguistic processes and the culturally specific metaphors, conceptual blends, image schemas, and other cognitive operations that particular texts and traditions utilize. Offered as RLGN 352, RLGN 452, COGS 352 and COGS 452. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 453. Hindu and Jain Bioethics: Special Focus on Women’s and Gender Studies. 3 Units.
This course will provide both an introduction to basic Hinduism and Jainism and an introduction to Hindu and Jain bioethics. We will focus primarily on bioethical issues that pertain to women and that are gender related. These issues include abortion, menstruation, surrogacy, intersex, and other topics of controversy. Offered as ETHS 353, RLGN 353, RLGN 453, and WGST 355. Counts for CAS Global & Cultural Diversity Requirement.

RLGN 460. Approaches to the Study of Urban Religion. 3 Units.
This course will introduce students to basic concepts and tools used in sociology of religion drawing upon works from various theorists and sociologists of religion such as Nancy Ammerman, Peter Berger, and Robert Wuthnow. The course will analyze the relationship between the role and structure of religion in North America and the larger historical, cultural and social landscape. Utilizing the city of Cleveland as a resource, students will apply the tools and concepts learned to explicate how religious organizations impact, and are impacted by, urban environments.

RLGN 488. Topics in Religion. 3 Units.
Critical assessment of selected topics of historical or current interest. Project must be accepted by a member of the department faculty prior to registration. Offered as RLGN 388 and RLGN 488.

RLGN 601. Special Research. 1 - 6 Units.
Project must be accepted by a member of the department faculty prior to registration. Prereq: Graduate standing.

RLGN 651. Thesis M.A.. 1 - 9 Units.
Registration. Prereq: Graduate standing.

AFST (AFST)

Courses

AFST 135. Introduction to Modern African History. 3 Units.
A general introduction to major themes in modern African history, with an emphasis on the nineteenth and twentieth centuries. Topics include oral tradition and narrative, economic structure and dynamics, religious movements, colonialism, nationalism, and the dilemmas of independent African states. Offered as AFST 135, ETHS 253A and HSTY 135. Counts for CAS Global & Cultural Diversity Requirement.

AFST 151. Introducing Africana Religions. 3 Units.
This "topics course" offers an introduction to the academic study of Africana Religions. Whether approached through a particular theme or as a general historical introduction, each section of this course provides students with a general introduction to the academic study of religion and the sociology of religion. Offered as AFST 151 and RLGN 151. Counts for CAS Global & Cultural Diversity Requirement.
AFST 201. Introduction to Africana Studies. 3 Units.
This course examines the development of Africana Studies as an academic discipline. It traces multiple genealogies and trajectories of both the discipline and the experiences of Black people on the African continent and in the Americas and the Caribbean with a particular focus on the United States. The course explores these genealogies and trajectories through history, sociology, culture, religion and politics. It will focus on the various kinds of technologies and structures Black people have developed, adapted and adopted as they have created resistance strategies, political and religious institutions, addressed medical and health concerns and participated in the construction of national institutions and cultures. The course will cover diverse themes in Black intellectual thought such as gender, race, enslavement, colonialism, music, dance, politics, religious practice and ritual, nationalism, sexuality and blackness. Counts for CAS Global & Cultural Diversity Requirement.

AFST 202. Race and Ethnic Minorities in The United States. 3 Units.
This is a survey course that looks at the relations between racial and ethnic relations in the United States from an historical and contemporary perspective. This course will look at relations between: European colonists and native Americans; whites and blacks during the period of slavery. Jim Crow, the civil rights era and contemporary period; immigrants at the turn of the 20th and 21st century; Mexicans and Puerto Ricans; and the pan-ethnic groups such as Latinos, Asian Americans, and Arab Americans. We examine the origins of racial/ethnic hierarchies, the social construction of identities, and stratification of racial and ethnic groups. This course will take a macro perspective that examines larger structural forces (e.g., colonization, industrialization, and immigration) to explain inter-group relations, and a constructionist perspective to understand how power manufactures and maintains the social meaning of identities (looking at stereotypes and hegemonic discourse). Students who have received credit for SOCI 302 may not receive credit for SOCI 202. Offered as AFST 202 and SOCI 202. Counts for CAS Global & Cultural Diversity Requirement.

AFST 212. History of Rock and Roll. 3 Units.
This course surveys the musical practices of the rock and roll era, broadly defined to include much popular music since the 1950s. Music majors are to enroll in MUHI 312. Offered as AFST 212 and MUGN 212. Counts for CAS Global & Cultural Diversity Requirement.

AFST 222. African-American Religions. 3 Units.
This course is an exploration of the rich diversity of African American religions from the colonial period to the present. Attention will be given to key figures, institutional expressions, and significant movements in African American religious history. Major themes include African traditions in American religions, slavery and religion, sacred music, social protest, Black Nationalism in religion, Islam, African American women and religion, and black and womanist theologies. Course requirements will include field trips to local religious sites. Offered as AFST 222, ETHS 222 and RLGN 222.

AFST 258. History of Southern Africa. 3 Units.
A survey of southern Africa from about 1600. Topics include the social structure of pre-colonial African societies, the beginnings of European settlement, the rise of Shaka, the discovery of minerals and the development of industry, Zimbabwe's guerrilla war, and the rise and apparent demise of apartheid. Offered as AFST 258, ETHS 258 and HSTY 258. Counts for CAS Global & Cultural Diversity Requirement.

AFST 260. U.S. Slavery and Emancipation. 3 Units.
Begins with the African encounter with Europeans during the emergence of the modern slave trade. Students are introduced to the documents and secondary literature on the creation and maintenance of slavery, first in colonial America, and then in the United States. The course concludes with the destruction of slavery. Offered as AFST 260, ETHS 260 and HSTY 260. Counts for CAS Global & Cultural Diversity Requirement.

AFST 261. African-American History 1865-1945. 3 Units.
Explores the fashioning of a modern African-American culture between emancipation and the end of World War II. Emergence of a northern-based leadership, the challenge of segregation, emergence of bourgeois culture, the fashioning of racial consciousness and black nationalism, the shift from a primarily southern and rural population to one increasingly northern and urban, the creation and contours of a modern African-American culture, the construction of racial/gender and racial/class consciousness. Offered as AFST 261, ETHS 261 and HSTY 261. Counts for CAS Global & Cultural Diversity Requirement.

AFST 262. African-American History Since 1945. 3 Units.
Completes the three-term sequence of the African-American history survey (although the first two courses are not prerequisites for this course). Explores some of the key events and developments shaping African-American social, political, and cultural history since 1945. Offered as AFST 262, ETHS 262 and HSTY 262. Counts for CAS Global & Cultural Diversity Requirement.

AFST 265. Malcolm and Martin. 3 Units.
An examination of the lives, religious thought, and ideological frameworks of Malcolm X and Martin Luther King, Jr. The course will investigate Malcom X and Martin King's religious beliefs and activist strategies; the ideas and strategies of other civil rights and Black Nationalist leaders who influenced and challenged Martin and Malcom's ideas on race, gender, class, and sexuality; and the historical antecedents for these strategies within nineteenth-century black religious, social, and political movements. Their impact on modern African American religious thought, American political culture, and international human rights movements will also be explored. Offered as AFST 265, ETHS 265 and RLGN 265. Counts for CAS Global & Cultural Diversity Requirement.

AFST 295. The Francophone World. 3 Units.
The course offers an introduction to the Francophone World from a historical, cultural, and literary perspective. The Francophone World includes countries and regions around the globe with a substantial French-speaking population (and where French is sometimes, but not always, an official language): North America (Louisiana, Quebec, and Acadia); North Africa (Tunisia, Morocco, Algeria, and Egypt); the Middle-East (Lebanon, Syria); the Caribbean (Martinique, Guadeloupe, Haiti); Southeast Asia (Vietnam); and Europe (France, Belgium, Switzerland, and Luxembourg). FRCH 295 provides a comprehensive overview of the Francophone World, while focusing on a particular area or areas in any given semester. Offered as AFST 295, ETHS 295, FRCH 295, and WLIT 295. Counts for CAS Global & Cultural Diversity Requirement.
AFST 302. The Lemonade Class: Religion, Race, Sex and Black Music. 3 Units.
Charles Long suggests that black musical forms are creative responses to the particular circumstances of black peoples' presence in the U.S. and black notions of the sacred. In April of 2016, Beyoncé released her visual album Lemonade two days after the death of Prince. This course is organized around the album's title cuts and links these two artists together in an examination of religion and musical performance as creative response to the racial and gendered conditions of black life. The course investigates how both artists have used music as a platform to explore issues of race, gender, commerce, sexuality, power and divinity. The course also looks at examples from the works of earlier artists who address similar themes such as Ma Rainey, Bessie Smith, Muddy Waters, Billie Holiday, Nina Simone, Little Richard, James Brown, Marvin Gaye, and Aretha Franklin. Offered as AFST 302, ETHS 302, MUHI 316, RLGN 302, RLGN 402, and WGST 302. Counts for CAS Global & Cultural Diversity Requirement.

AFST 311. Representations of Black Religion in Film. 3 Units.
In this course we will explore cinematic representations of black religion in the Americas and the Caribbean. Each week we will view a film representing diverse religious traditions such as Christianity, Candomble, Santeria, Vodou, and Islam. Films will include Cabin in the Sky, The Color Purple, Black Orpheus, The Serpent and the Rainbow, Malcolm X, Eve's Bayou, and The Princess and the Frog. Throughout the course we will analyze the ways in which notions of gender, the history of colonialism, modern notions of race, and geographical landscapes have informed representatives of black religion in film. In addition, we will discuss how these representations, in turn, have influenced cultural ideas of black religion in the Americas. Offered as AFST 311, ETHS 311, RLGN 311, and RLGN 411. Counts for CAS Global & Cultural Diversity Requirement.

AFST 314. Blues Histories and Cultures. 3 Units.
An investigation of the blues as a musical and lyrical form as well as a set of social and cultural practices. Beginning in the Mississippi Delta with the country blues, the course moves roughly chronologically, looking at classic and urban blues, the role of blues language and culture during the Harlem Renaissance, and their 're'vival in Britain in the 1960s. Our aim will be to open up questions surrounding blues transformations and black authenticities, the relationship between blues cultures and the rise of modernism, the racial and sexual coding of both black and white blues, and the ways in which blues sounds and aesthetics have permeated American popular music since the 1920s. Offered as AFST 314 and MUHI 314. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

AFST 315. History of Jazz and American Popular Music. 3 Units.
Musical styles and structures of jazz and American popular music; emphasis on music since 1900. Recommended preparation: MUTH 202 or MUHI 302. Offered as AFST 315 and MUHI 315. Counts for CAS Global & Cultural Diversity Requirement.

AFST 318. History of Black Women in the U.S.. 3 Units.
Chronologically arranged around specific issues in black women's history organizations, participation in community and political movements, labor experiences, and expressive culture. The course will use a variety of materials, including autobiography, literature, music, and film. Offered as AFST 318, ETHS 318, HSTY 318, and WGST 318.

AFST 328. Capitalism, Cities, and Inequality. 3 Units.
This course focuses on social inequality, but through an examination of cities in the U.S. and abroad. In many ways, cities provide a window onto the organization of the larger social world, including regional, state, national and global areas. As such, understanding cities goes far beyond their geographical boundaries. The purpose of this course then is to learn the central role that cities play within a larger capitalist economy, how public policies shape life in cities, how cities organize and reproduce social inequality, and how community groups and organizations challenge and negotiate the organization of power and inequality. The course will examine topics such as the formal and informal labor force, immigration, the growth of global cities and slums, urban poverty, racial segregation, housing and homelessness, crime, gentrification, policing, community organization and political resistance. Offered as AFST 328, SOCI 328 and SOCI 428. Counts for CAS Global & Cultural Diversity Requirement.

AFST 363H. African-American Literature. 3 Units.
A historical approach to African-American literature. Such writers as Wheatley, Equiano, Jacobs, DuBois, Hurston, Hughes, Wright, Baldwin, Ellison, Morrison. Topics covered may include slave narratives, African-American autobiography, the Harlem Renaissance, the Black Aesthetic, literature of protest and assimilation. Maximum 6 credits. Offered as AFST 363H, ENGL 363H, ETHS 363H, WLIT 363H, ENGL 463H, and WLIT 463H. Counts for CAS Global & Cultural Diversity Requirement. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSSC, FSNA, FSSO, FSSY, FSTS, or FSCS.

AFST 365N. Topics in African-American Literature. 3 Units.
Selected topics and writers from nineteenth, twentieth, and twenty-first century African-American literature. May focus on a genre, a single author or a group of authors, a theme or themes. Maximum 6 credits. Offered as AFST 365N, ENGL 365N, ETHS 365N, WLIT 365N, ENGL 465N, and WLIT 465N. Counts for CAS Global & Cultural Diversity Requirement. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

AFST 366. Racial Inequality and Mass Imprisonment in the US. 3 Units.
This course examines the relationship between racial inequality and mass imprisonment in the U.S. It begins by exploring the role of prisons in the Jim Crow south, with a particular focus on convict-leasing practices, and then turns to the north to examine the social forces that created the black urban ghetto and concentrated black urban poverty. The course also examines the impact that these same social forces have had on Puerto Ricans. We will then explore a series of topics including urban poverty and crime, the war on drugs, the politics of mass incarceration, the prospects that mass incarceration has become the new Jim Crow, and the effects that mass incarceration has had on voting rights, urban communities, families and children. We will conclude with a discussion of varying decarceration arguments, strategies, movements, and achievements. Offered as AFST 366 and SOCI 366.
AFST 386. Race and Racism. 3 Units.
Race and Racism will discuss the classical and contemporary understandings of the concepts of race and racism. We will begin by taking an historical approach, delving into processes of racialization and the first instances where distinctions in human race were noted. We will survey theories of race and use a social constructions approach to examine how sociologists approach the study of racial and ethnic group difference. We will examine how definitions of racial groups have evolved over time and differ across contexts, as well as some of the underlying social and structural processes that create racial hierarchies. At the end of the course students should have a strong understanding of the mechanisms that reproduce systems of racial classification. The course will also examine patterns and trends in racial and ethnic inequality over recent decades, centering our discussion on the legacies of racism, current discrimination, and new processes that are currently unfolding to reproduce inequality. While the course’s main focus is to examine understandings of race and racism in the United States, we will devote some attention to how race and ethnicity emerge in different environments by examining race and racism in an international context. Offered as AFST 386, SOCI 386 and SOCI 486. Counts for CAS Global & Cultural Diversity Requirement. Prereq: SOCI 101.

AFST 389. Special Topics in American Politics and Policy. 3 Units.
Specific topic will vary but will consist of an in-depth investigation of a particular policy area or political phenomenon. Topics will involve policy controversies of some current interest. Offered as AFST 389, POSC 389, and POSC 489.

AFST 393. Advanced Readings in the History of Race. 3 Units.
This course examines the concept of race as a social construction that carries political and economic implications. We begin by examining the histories of the early racial taxonomists (e.g., Bernier, Linnaeus, and Blumenbach among others) and the contexts that informed their writings. We then assess how the concept of race changed from the nineteenth to the twentieth century in the United States. We conclude by evaluating how the ideology of race has influenced U.S. domestic life and foreign policy at specific historical moments. Offered as AFST 393, HSTY 393, HSTY 493, and ETHS 393. Counts for CAS Global & Cultural Diversity Requirement.

AFST 399. Advanced Readings in Black History. 3 Units.
This is an advanced readings course that may change from semester to semester. This course will provide students with an opportunity to more deeply explore special themes and theoretical issues in the field of black history that are often quickly and briefly covered in broad survey courses. Readings may be organized around specific topics such as resistance and social protest, black intellectual history, black nationalism and identity, black film and historical literacy black cultural forms and politics, black urban history, or some other combination. Students may take this course more than once and receive credit as long as the course topic differs. Students should contact the History Department for more details on course content during any given semester. Offered as AFST 399, ETHS 391, HSTY 399 and HSTY 499.

Social Justice Institute
A15C Crawford Hall
www.case.edu/socialjustice (http://www.case.edu/socialjustice/)
Phone: 216.368.7568
Ayesha Bell Hardaway, Co-Director; Mark Chupp, Co-Director
socialjustice@case.edu

The Social Justice Institute strives to create a just world. We examine the root causes of social injustice and develop innovative solutions by supporting creative research, scholarship, and pedagogy; social justice leaders on and off campus; and relationships within the university and into the community. We work to eradicate all systems of oppression by redistributing and expanding resources and opportunities while exalting human dignity.

We believe in:
• action
• community involvement
• education
• empathetic relationships
• equity
• human dignity
• inclusiveness
• intergenerational collaboration

The Social Justice Institute believes that university communities should be educators and leaders in advancing an inclusive and just society that raises awareness of social injustice; enhances moral courage; promotes critical thinking about power, privilege and equity; and encourages action and equitable solutions.

Undergraduate students from across the university have the opportunity to pursue a minor in Social Justice that prepares them to address local, national and global inequities. An interdisciplinary and flexible approach allows students majoring in the humanities or in STEM fields to address a wide range of crucial issues. The curriculum emphasizes the history, theory and practice of social justice work. It examines the distribution of power, resources and opportunities, and appropriate individual and collective remedies for social injustice.

Academic Program Faculty
Ayesha Bell Hardaway, JD
Assistant Professor, School of Law, Director, Social Justice Law Center, School of Law; Co-Director, Social Justice Institute

Mark Chupp, PhD, MSW
Assistant Professor, Jack, Joseph and Morton Mandel School of Applied Social Sciences (Mandel School); Chair, Concentration in Community Practice for Social Change, Mandel School; Founding Director, Community Innovation Network, Mandel School; Co-Director, Social Justice Institute

Cristian Gómez Olivaress, PhD
Associate Professor, Department of Modern Languages and Literatures

B. Jessie Hill, JD
Judge Ben C. Green Professor of Law; Associate Dean for Academic Affairs, School of Law

Diana L. Morris, PhD, RN, FAAN, FGSA
Florence Cellar Associate Professor of Gerontological Nursing, Frances Payne Bolton School of Nursing; Executive Director, University Center on Aging and Health

Dana Prince, MPH, PhD
Assistant Professor, Jack, Joseph and Morton Mandel School of Applied Social Sciences

Ben Vinson III, PhD
Provost and Executive Vice President; Hiram C. Haydn Professor of History
The Social Justice minor is open to all undergraduate students. The minor requires a total of 15 credit hours, including the required core course (SJUS 100 Introduction to Social Justice, 3 credits). In addition to the required course, students must take one course from each Focus Area below, plus one additional elective from any Focus Area.

The courses listed below are accepted toward the minor. Approved electives are added every year; students may request that relevant SAGES seminars be applied for elective credit.

Focus Area 1: Ethics, Politics and Economics
Are existing arrangements just? To what extent are current thought systems amenable to change? What are the preferred alternatives and how can they be realized?

- HSTY/ETHS 393 Advanced Readings in the History of Race 3
- PHIL 325/425 Philosophy of Feminism 3
- PHIL 334/ Political and Social Philosophy 3
- POSC 354/454
- PHIL 384 Ethics and Public Policy 3

Focus Area 2: Social Inequality, Power and Privilege
What is a fair distribution of resources? How do cultural practices, social relations, social structures and institutions reproduce, reduce or eliminate inequalities? What are the consequences of social inequality for the health, development and well-being of individuals and communities? How are distributions and uses of power connected to social inequalities?

- HSTY 208 Social History of Crime 3
- HSTY 257 Immigrants in America 3
- HSTY 259 Introduction to Latina/o Studies 3
- HSTY/ETHS 318 History of Black Women in the U.S. 3
- HSTY 363/463 Gender and Sexuality in America 3
- MPH 101 Introduction to Public Health 3
- ORBH 370 Navigating Gender in Organizations 3
- RLGN 338/WGST 339 Black Women and Religion 3
- SOCI 202 Race and Ethnic Minorities in The United States 3
- SOCI/WSGT 326 Gender, Inequality, and Globalization 3
- SOCI 349 Social Inequality 3
- SOCI 366 Racial Inequality and Mass Imprisonment in the US 3
- SPAN 342 Latin American Feminist Voices 3
- WGST/SOCI 201 Introduction to Gender Studies 3

Focus Area 3: Social Movements and Social Change
What are competing models of social change? What role have social movements played in U.S. and global history? How do social movements form? How have states responded to social movements? What is the relationship between democracy and social movements? How have different technological innovations advanced or impeded social movements? What knowledge and skills are necessary to implement social change?

- HSTY/ETHS 280 History of Modern Mexico 3
- HSTY 381 City as Classroom 3
- POSC 322 Political Movements and Political Participation 3
- POSC 346/446 Women, Power, and Politics 3
- SASS 369 Social Networking and Community Organizing in the 21st Century 3
- SOCI 328 Capitalism, Cities, and Inequality 3
- SOCI 380 Social Movements and Social Change 3
- SPAN 315 Latin American Cultural Conflicts 3

Course

SJUS 100, Introduction to Social Justice, 3 Units.

Quests for justice and struggles against injustice have shaped human understanding, behavior and relationships for centuries. Individuals operate within community contexts created through interactions and relationships structured by sociability, belonging, and responsibility. Probing broad questions, this signature core course will encourage students to think critically and expansively about the social world and the conditions of humanity. The course will provide a foundational exploration of social justice concepts, issues, and remedies, thereby developing the necessary analytical tools and information to assess inequality and injustice and address historical and contemporary issues. Following an interdisciplinary, case-study approach, featuring faculty from different schools and departments at CWRU, this course also will provide students with multiple frameworks for understanding the interconnections between what are often perceived as disparate and disconnected fields of study and inquiry. Three primary questions guide the course: What is social justice? Why does social justice matter? What can be done? Counts for CAS Global & Cultural Diversity Requirement.

Department of Sociology

226 Mather Memorial Building
https://sociology.case.edu/
Phone: 216.368.2700; Fax: 216.368.2676
Dale Dannefer, Department Chair
dale.dannefer@case.edu

The Department of Sociology offers programs leading to the Bachelor of Arts, Master of Arts, and Doctor of Philosophy degrees.

Sociologists investigate basic social processes and the causes and consequences of social change in a diverse and increasingly interconnected world. Sociology covers a broad range of topics, from the micro level to the macro level of society. Our undergraduate program offers concentrations in Crime, Law and Justice; Gender, Work and Family; Health, Medicine and Aging; and Social Inequality. Undergraduate majors may also choose a general sociology curriculum. Sociology’s graduate program includes specializations in Sociology of Health and Medicine; Sociology of Age and the Life Course; Social Inequalities; and Research Methods.

Many sociology majors participate in field-based learning experiences in course work and also through their involvement in faculty research projects. We encourage interaction between students and faculty by offering many opportunities for individualized study and research. Our
department has a long history of innovation and international leadership in research, combined with a friendly, student-centered culture, for both graduate and undergraduate students.

Especially with globalization and the increasing diversity of our society, many employers look favorably on the breadth of knowledge and perspective provided by majoring in sociology. For the same reasons, graduate programs in many fields, including medicine and law, also consider a background in sociology to be a strength. Graduates of our program are working in positions in research institutions, medicine, private industry, and the public sector.

Department Faculty

Dale Dannefer, PhD
(Rutgers University)
Selah Chamberlain Professor of Sociology and Chair
Age and the life course; social theory; social inequality and cumulative dis/advantage; research methods

Timothy Black, PhD
(University of Massachusetts-Amherst)
Associate Professor
Social inequality; poverty; urban sociology; qualitative research methods

Cassi Pittman Claytor, PhD
(Harvard University)
Climo Junior Professor and Assistant Professor
Race and ethnic relations; social stratification and inequality; sociology of consumption; economic sociology; qualitative methods

Gary T. Deimling, PhD
(Bowling Green State University)
Professor
Medical sociology; sociology of aging; family sociology

Mary Patrice Erdmans, PhD
(Northwestern University)
Professor
Social inequality; race and ethnicity; immigration; qualitative research methods; gender

Brian Gran, PhD, JD
(Northwestern University; Indiana University-Bloomington)
Professor
Sociology of law; comparative sociology; health care policy; human rights

Susan W. Hinze, PhD
(Vanderbilt University)
Associate Professor
Medical sociology; social inequality, sex and gender; work and family

Eva Kahana, PhD
(University of Chicago)
Distinguished University Professor and Pierce T. and Elizabeth D. Robson Professor of the Humanities
Sociology of aging; medical sociology; social factors in stress and coping

Jessica Kelley, PhD
(Purdue University)
Professor
Health disparities; sociology of disability; sociology of the life course; race/ethnicity; quantitative methods

Lecturer

Karie Feldman, PhD
(Case Western Reserve University)
Lecturer
Family policy, medical sociology, sex and gender

Secondary Faculty

Kurt Stange, MD, PhD
(University of North Carolina)
Professor, Department of Epidemiology and Biostatistics, School of Medicine
Epidemiology; preventive health care; biostatistics; disability prevention in the elderly

Adam T. Perzynski, PhD
(Case Western Reserve University)
Associate Professor, School of Medicine
Sociology of health and illness; qualitative and quantitative methods; health disparities; health informatics

Aloen Townsend, PhD
(University of Michigan)
Professor, Jack, Joseph and Morton Mandel School of Applied Social Sciences
Adult development and aging; research methods and statistics; mental health; families and formal service systems

Adjunct Faculty

Edward H. Thompson, Jr., PhD
(Case Western Reserve University)
Professor Emeritus, College of the Holy Cross
Aging and masculinities; families and later life; men’s health; religion and health

Undergraduate Programs

In addition to the sociology major, the undergraduate program also offers a sociology minor option and an IGS (Integrated Graduate Studies) Program that enables students to complete BA and MA degrees simultaneously (typically requiring a fifth year). Sociology offers a general curriculum, and students may also elect to specialize in one of four concentrations described in detail below.

Major

The major in sociology has been designed to serve a range of educational goals, including pre-professional training, postgraduate employment, and preparation for graduate school. The major requires a minimum of 30 hours of course work. All majors complete the following common core requirements, plus a minimum of 6 electives:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SOCI 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 300</td>
<td>Modern Sociological Thought</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 306</td>
<td>Logic of Social Inquiry</td>
<td>3</td>
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<tr>
<td>SOCI 307</td>
<td>Social Statistics</td>
<td>3</td>
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As an alternate to SOCI 307, students may also take:

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>ANTH 319</td>
<td>Introduction to Statistical Analysis in the Social Sciences</td>
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<td>or</td>
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<tr>
<td>PSCL 282</td>
<td>Quantitative Methods in Psychology</td>
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</tbody>
</table>
An additional 18 hours of electives, consisting of any six courses in sociology

SOCI 375 Independent Study is available to selected majors in their junior or senior year.

Majors have the option of choosing either a general sociology curriculum or one of four concentrations:

1. Crime, Law and Justice
2. Gender, Work and Family
3. Health, Medicine and Aging
4. Social Inequality

Students may choose four courses within any of the following specializations for a concentration in that area:

**Crime, Law and Justice Concentration**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>SOCI 204</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 239</td>
<td>International Comparative Family Policy</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 250</td>
<td>Law &amp; Society: Law, Rights and Policy</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 320</td>
<td>Delinquency and Juvenile Justice</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 349</td>
<td>Social Inequality</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 357</td>
<td>Sociology of Human Rights</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 360</td>
<td>The Sociology of Law</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 366</td>
<td>Racial Inequality and Mass Imprisonment in the US</td>
<td>3</td>
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<tr>
<td>SOCI 380</td>
<td>Social Movements and Social Change</td>
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**Gender, Work and Family Concentration**

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<tr>
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<tbody>
<tr>
<td>SOCI 201</td>
<td>Introduction to Gender Studies</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 208</td>
<td>Dating, Marriage, and Family</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 228</td>
<td>Sociology of Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 239</td>
<td>International Comparative Family Policy</td>
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</tr>
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<td>SOCI 250</td>
<td>Law &amp; Society: Law, Rights and Policy</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 264</td>
<td>Body, Culture and Disability</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 275</td>
<td>Lives in Medicine: Becoming and Being a Physician</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 310</td>
<td>The Individual in Society</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 326</td>
<td>Gender, Inequality, and Globalization</td>
<td>3</td>
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<tr>
<td>SOCI 349</td>
<td>Social Inequality</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 356</td>
<td>Economic Sociology: Money, Markets, Morals, and Social Life</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 370</td>
<td>Sociology of the Family</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 372</td>
<td>Work and Family: U.S. and Abroad</td>
<td>3</td>
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**Health, Medicine and Aging Concentration**

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<th>Course</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SOCI 203</td>
<td>Human Development: Medical and Social</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 264</td>
<td>Body, Culture and Disability</td>
<td>3</td>
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</tbody>
</table>

**SOCI 275**  Lives in Medicine: Becoming and Being a Physician 3
**SOCI 310**  The Individual in Society 3
**SOCI 311**  Health, Illness, and Social Behavior 3
**SOCI 313**  Sociology of Stress and Coping 3
**SOCI 344**  Health Disparities 3
**SOCI 345**  Sociology of Mental Illness 3
**SOCI 361**  The Life Course 3
**SOCI 365**  Health Care Delivery 3
**SOCI 369**  Aging in American Society 3
**SOCI 377**  Population Dynamics and Changing Societies 3
**SOCI 443**  Medical Sociology 3
**SOCI 469**  Aging in American Society 3

**Social Inequality Concentration**

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>SOCI 113</td>
<td>Critical Problems in Modern Society</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 201</td>
<td>Introduction to Gender Studies</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 202</td>
<td>Race and Ethnic Minorities in The United States</td>
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<td>SOCI 203</td>
<td>Human Development: Medical and Social</td>
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<td>SOCI 326</td>
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<td>SOCI 328</td>
<td>Capitalism, Cities, and Inequality</td>
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<tr>
<td>SOCI 344</td>
<td>Health Disparities</td>
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<td>3</td>
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**SAGES Participation**

In conjunction with the SAGES program, the department offers two special seminars, SOCI 325 Departmental Seminar in Sociology: Great Books and SOCI 392 Senior Capstone Experience. These seminars fulfill SAGES requirements but are NOT requirements for the major. They may, however, be counted toward the 30 hours for the sociology major or the 15 hours for the minor.

**Departmental Honors**

Juniors majoring in sociology with a 3.4 overall GPA and a 3.6 GPA in sociology are invited to apply for the department's honors program, which consists of an intensive, year-long investigation of a research problem under the guidance of a faculty member. Students will earn credit through registration in SOCI 397 Honors Studies and SOCI 398 Honors Studies. Admission to honors work is by faculty approval.
The opportunity to join Alpha Kappa Delta (AKD), the national sociology honors fraternity, is available to junior or senior sociology majors. Membership requires a 3.0 GPA in sociology and a 3.3 GPA overall. In addition, the student must have completed at least four sociology courses.

**Integrated Graduate Studies**

The Department of Sociology participates in the Integrated Graduate Studies Program (p. 1298). Students in the program are able to obtain BA and MA degrees simultaneously. Interested students should note the general requirements and the admission procedures in the appropriate section of this bulletin and may consult the department for further information.

**Minor**

The minor consists of 15 credit hours in sociology, including:

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<tr>
<th>Course</th>
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<tr>
<td>SOCI 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
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<tr>
<td>SOCI 300</td>
<td>Modern Sociological Thought</td>
<td>3</td>
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<tr>
<td>Three additional electives, at least two of which must be 300-level courses</td>
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**Total Units** 15

**Graduate Programs**

The Department of Sociology offers graduate training leading to the Doctor of Philosophy (Ph.D.) degree. The doctoral program includes four areas of concentration: Sociology of Age and the Life Course, Medical Sociology, Social Inequality, and Research Methods. Doctoral students may petition for a Master of Arts degree once they fulfill the requirements outlined below.

**Master of Arts**

To receive the Master of Arts degree, a student must successfully complete 30 credit hours of course work.

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<tr>
<td>SOCI 400</td>
<td>Development of Sociological Theory</td>
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<tr>
<td>SOCI 401</td>
<td>Contemporary Sociological Theory</td>
<td>3</td>
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<tr>
<td>SOCI 406</td>
<td>Logic of Social Inquiry</td>
<td>3</td>
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<tr>
<td>SOCI 407</td>
<td>Social Statistics</td>
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<tr>
<td>Choose at least 2 of 3 concentration core seminars (listed below)</td>
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<tr>
<td>SOCI 443</td>
<td>Medical Sociology</td>
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<td>SOCI 449</td>
<td>Social Inequality</td>
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<tr>
<td>SOCI 469</td>
<td>Aging in American Society</td>
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Four electives in sociology (2 must be in selected concentration)

**Total Units** 30

To earn the M.A. degree, students must pass one written comprehensive examination in one of the four concentrations.

**Doctor of Philosophy**

The Doctor of Philosophy degree is awarded upon the completion of required coursework, comprehensive examinations and all requirements of the School of Graduate Studies, including the timely completion and successful defense of the doctoral dissertation.

1. The Ph.D. in Sociology requires the completion of 66 credit hours beyond the B.A./B.S. degree, including 18 credits of SOCI 701 Dissertation Ph.D. hours.

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<td>SOCI 407</td>
<td>Social Statistics</td>
<td>3</td>
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<tr>
<td>SOCI 509</td>
<td>Advanced Statistical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 514</td>
<td>Qualitative Methods/Field Research</td>
<td>3</td>
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<tr>
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<td>SOCI 469</td>
<td>Aging in American Society</td>
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</table>

Four electives (2 in each selected concentration area) 12

4 general electives in sociology 12

18 credit hours of dissertation 18

**Total Units** 66

2. Successful completion of written comprehensive examinations in two of the four concentration areas (Sociology of Age and the Life Course, Medical Sociology, Social Inequality, Research Methods) are required before beginning work on the dissertation.

Information concerning the dissertation process is available from the School of Graduate Studies.

**Research Programs**

**Cancer Survivors Research Program (Gary Deimling)**

The Cancer Survivors Research Program (CSRP) investigates the quality of life of older adults who face the dual vulnerability of aging and the long-term effects of having survived cancer. The research also focuses on health disparities and psycho-social factors related to race and gender. Formally started in September 1998, the program of research has benefited from extramural funding through a number of NIH (NCI/NIA) research grants. Gary Deimling serves as program director and is assisted by colleagues in the Department of Sociology and the CWRU School of Medicine. As with many other research programs within the department and the university at large, the CSRP also serves as a teaching facility, training graduate students in the many methodological and theoretical aspects of socio-medical research. The program enables graduate students in sociology to gain hands-on experience in a formal research setting while putting their coursework into practice.

**Citizen Reentry Study (Tim Black)**

This four-year research project identifies men, mostly fathers, who are locked up in an alternative incarceration facility in Cleveland, Ohio, for no more than six months. We observe programs in the facility and run a study circles group, and then track men for up to a year after their release into the community. The study focuses on the ways that men are prepared for reentry, identifies the systemic barriers to reentry, examines how men negotiate the conditions and processes of reentry, and describes varying outcomes.

**Cumulative Dis/Advantage Research Group: Health Disparities and Trajectories of Inequality Across the Life Course (Dale Dannefer/Jessica Kelley)**

Across many societies, inequalities among age peers in health, well-being, and resources exist throughout the life course, yet tend to grow...
more pronounced with age, so that inequalities and disparities tend to be the highest among older people, a pattern that repeats in each succeeding cohort of individuals. How does such intracohort inequality come about? What are its manifestations and consequences? The Cumulative Dis/Advantage (CDA) Research Group analyzes the social processes that create inequalities in well-being, resources and health, with a focus on inequality-generating mechanisms of social stratification ranging from micro-level to macro-level forces such as social class and structural racism. The group also examines social policies that are intended to ameliorate these inequalities. Jessica Kelley examines health disparities, and especially the influence of social and economic circumstances over the life course on later-life health, with a focus on differences organized by race/ethnicity and disability. Dale Dannefer is interested in identifying basic sociological processes that contribute to CDA and understanding how they can be disrupted or ameliorated.

The Elderly Care Research Center (Eva Kahana)
The Elderly Care Research Center (ECRC) conducts research projects focusing on theory-based and public policy-relevant issues in aging and medical sociology. It also sponsors the new Journal of Elder Policy (http://journalofelderpolicy.org/)

Recent projects relate to physical and mental health outcomes of stress, coping, cancer survivorship, and adaptation to frailty in late life. Research projects have been funded by the National Institute on Aging (NIA), the National Cancer Institute (NCI), and the National Institute of Nursing Research. In addition to conducting quantitative surveys and in-depth qualitative interviews with community-dwelling elders, researchers at the ECRC also conducted an NCI-funded intervention to help elderly patients communicate more effectively with their doctors. Our research has also explored family assistance for children with autism

The ECRC has been the recipient of an NIA Merit Award for a long-term study of successful aging among residents of a retirement community. This research focused on health promotion, proactive adaptation, and maintenance of wellness in late life. ECRC serves as a laboratory for student research. Collaborative and cross-national research has involved colleagues from multiple disciplines at CWRU. Currently we collaborate on funded research with researchers from the FPB School of Nursing and the Medical School.

The Forest Hill Neighborhood Study (Cassi Pittman Claytor)
The Forest Hill Neighborhood Study aims to unpack the causes of racial residential preferences by examining what compels members of the middle class to live in a majority-black neighborhood. Research consistently demonstrates that non-blacks consider predominantly black neighborhoods to be the least desirable of all possible neighborhoods. This project focuses on the residents of the Forest Hill neighborhood of East Cleveland, with the goal of identifying the characteristics and features of majority-black neighborhoods that middle-class blacks and non-blacks find desirable. The study investigates how cultural and racial dispositions factor into participants’ selection of a neighborhood. The study also compares the experiences of white residents to those of black residents and examines the history of the neighborhood, which, for most of its existence, excluded black homeowners.

The Return Solidarity Refugee Project (Mary Erdmans)
This study is based on life story interviews with men and women who were active in the democratic opposition movement in Poland during 1980-1981, persecuted during martial law, exiled in the West, and returned to Poland after the fall of communism. As witnesses to and participants in their country’s historic transformation, members of this cohort have noteworthy social histories: they grew up in a communist country; participated in a national movement that challenged the regime; fled from political persecution and established new residences, occupations and lifestyles abroad; and returned to live in a liberal democratic system. This project analyzes the processes of becoming an activist, a migrant, and a returnee. The findings from this study will contribute to the scholarship on transnationalism, return migration, and life course.

Courses

SOCI 101. Introduction to Sociology. 3 Units.
This course examines the basic principles that underlie how sociologists look at the world: "The Sociological Imagination". It addresses the basic questions: How is social order possible and how does change occur? The course is designed as a foundation for further study in field of sociology and related disciplines. It introduces the student to the role that culture and social institutions play in modern society and examines important concepts such as socialization, deviance, social control, patterned inequalities and social change. These concepts are discussed in the context of both contemporary and historical social theories. Additionally, the student will be introduced to the methods of inquiry used by practicing sociologists.

SOCI 113. Critical Problems in Modern Society. 3 Units.
Social inequality is deep-rooted in our culture and society, but often unacknowledged because the mechanisms of that inequality serve dominant groups and those in power. In this course, we will study specific social problems in modern society as a way to understand how and why we allow inequality and problems to exist, for whose interests, and the consequences for individuals and society. Topics can rotate, but will address issues related to wealth and capitalism; technology; structural racism and sexism; health disparities; and political disenfranchisement. We will discuss how all of these intersect with gender/sexualities, race/ethnicity, and social class. After taking this course, students will be able to: 1. Evaluate social conditions that harm some individuals or all people in society. 2. Translate "private troubles" into "public issues." 3. Articulate the purpose and contributions of public sociology. 4. Recognize dimensions of social inequality that cause or perpetuate disadvantage. Counts for CAS Global & Cultural Diversity Requirement.

SOCI 201. Introduction to Gender Studies. 3 Units.
This course introduces women and men students to the methods and concepts of gender studies, women's studies, and feminist theory. An interdisciplinary course, it covers approaches used in literary criticism, history, philosophy, political science, sociology, anthropology, psychology, film studies, cultural studies, art history, and religion. It is the required introductory course for students taking the women's and gender studies major. Offered as ENGL 270, HSTY 270, PHIL 270, RLGN 270, SOCI 201, and WGST 201. Counts for CAS Global & Cultural Diversity Requirement. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.
SOCI 202. Race and Ethnic Minorities in The United States. 3 Units.
This is a survey course that looks at the relations between racial and ethnic relations in the United States from an historical and contemporary perspective. This course will look at relations between: European colonists and native Americans; whites and blacks during the period of slavery, Jim Crow, the civil rights era and contemporary period; immigrants at the turn of the 20th and 21st century; Mexicans and Puerto Ricans; and the pan-ethnic groups such as Latinos, Asian Americans, and Arab Americans. We examine the origins of racial/ethnic hierarchies, the social construction of identities, and stratification of racial and ethnic groups. This course will take a macro perspective that examines larger structural forces (e.g., colonization, industrialization, and immigration) to explain inter-group relations, and a constructionist perspective to understand how power manufactures and maintains the social meaning of identities (looking at stereotypes and hegemonic discourse). Students who have received credit for SOCI 302 may not receive credit for SOCI 202. Offered as AFST 202 and SOCI 202. Counts for CAS Global & Cultural Diversity Requirement.

SOCI 203. Human Development: Medical and Social. 3 Units.
Social influences on health and illness across the lifespan. Social determinants of health and health behavior, and delivery of health care. Guest lecturers from the medical school and other health care providers address professional practice issues across the lifespan. Issues include: new approaches to birthing; adolescent substance abuse: myths and realities of AIDS; risk factors of diseases in middle age; menopause, cognition and aging-Alzheimer's disease; problems in care of elderly; medical ethic of death and dying.

SOCI 204. Criminology. 3 Units.
What is crime and to what extent does crime affect you? This course will investigate the nature and extent of crime, theories on the causes of crime, types of crime and criminals, and the efforts society makes to cope with and prevent criminal behavior.

SOCI 208. Dating, Marriage, and Family. 3 Units.
What is the family today? How has it changed over the last century? How will it change in the future? This course aims to answer these questions as it explores the influences of work, education, government, health and religion on today's changing families. The course considers the factors that affect mate selection. It also examines parenting, roles of husbands and wives, and family dysfunction, and divorce.

SOCI 228. Sociology of Sexuality. 3 Units.
This course analyzes the issues of sex and sexuality from a sociological point of view. It is centered on the notion that what we consider to be 'normal' or 'natural' about sex and sexuality is, in reality, socially constructed. One's viewpoint on the issues surrounding sexuality are influenced by the social context in which they live, as opposed to the purely biological viewpoint that presupposes some sense of normalcy or naturalness regarding sexual relations. A range of topics will be covered, including readings that discuss the variations of sexuality and the notions of sexual "deviance" in order to explore the cultural and societal variation that exists along the lines of gender, race, ethnicity, sexual orientation, age and disability. Offered as SOCI 228 and WGST 228.

SOCI 239. International Comparative Family Policy. 3 Units.
This course focuses on the connections between public policies and families and the values that enter into policy debates and family choices. It provides conceptual frameworks that can be used to identify and understand some of the influences underlying policy choices affecting families and also frameworks for evaluating the consequences of these choices for families of diverse structures, socio-economic statuses, and racial and ethnic backgrounds. We will apply this framework to topics such as maternity leave, child care, income assistance, and marriage promotion. We will compare U.S. policies to those of other industrialized countries, especially those in Italy. You will end the semester by conducting research on a social policy topic that we have not covered during the semester from understanding the initial social problem all the way through to making a policy recommendation to help you learn to explore a new topic independently. Central to the course are the intersections between families and governments via policy outputs, and the roles that citizens and family professionals can play in improving them. Using UNICEF resources, located in Florence, Italy, we will delve into evidence-based approaches for ameliorating suffering in young families across the globe. Using Florence as a classroom, we will explore differences in family life between the U.S. and Italy as a means to understand the ways in which the state must respond to differing cultures and needs. At the Innocenti Museum, in the same building as UNICEF's research offices, we will see an orphanage that began operations in 1445 and functioned as an orphanage and hospital until 1875, making it the oldest public institution in Italy. The building has been dedicated to the protection of children's rights and education since that time, and provides a backdrop for an early understanding of ways to think about family policy. Offered as SOCI 239 and WGST 239. Counts for CAS Global & Cultural Diversity Requirement.

SOCI 250. Law & Society: Law, Rights and Policy. 3 Units.
How do rights, including human rights, fit in the legal system and society? We will ask how legal actors, like judges and lawyers, think about rights compared to non-lawyers. We will (try to!) observe court hearings in an Ohio Appellate Court and a local small claims court. We will closely examine legal institutions, such as correctional facilities. We will benefit from hearing experts, local, national, and international, discuss how "law" works and whether rights are useful to making change. We will hear from a law school professor on how law school works and what the practice of law is like.

SOCI 264. Body, Culture and Disability. 3 Units.
This course examines the ways that the body is constructed through culture, media, and policy and how that, in turn, defines disability. Students will explore the socio-historical shifts in views and treatment of the body, as a way to understand how this is used to classify, marginalize and contain social differences. We trace these trends through the American Freak Show to present day Disability Determination Processes in the Social Security Administration. We further explore how historical perspectives of the body "carry forward" through social institutions such as health care, religion and education.
SOCI 275. Lives in Medicine: Becoming and Being a Physician. 3 Units.
This course applies a sociological approach to medical profession. Medical sociology emerged as a distinct field of study in the 1950s in part due to prominent studies of medical education such as The Student Physician by Robert K. Merton and Howard Becker's Boys in White. Since then, sociologists and other social scientists have written extensively about how issues of race, gender, aging and ethnicity are tied to issues of medical education, medical training, medical socialization and physician decision-making. Using a life course perspective, this course will examine how lives in medicine change over time; in particular, we'll study changing workforce patterns, physician satisfaction, and burnout. Other topics to be covered include contemporary ethical issues and alternative professional health careers. The course provides an overview of how medicine and medical practice have a profound influence on—and are influenced by—social, cultural, political and economic forces. In short, you'll become familiar with how scholars outside of medicine cast a sociological gaze on the profession.

SOCI 300. Modern Sociological Thought. 3 Units.
The most profound commentary of industrial society began in the middle of the nineteenth century with thinkers such as Durkheim, Marx, and Max Weber. Students will read the work of these scholars as it appeared in the original sources. They thoughtfully address concepts such as social integration and alienation, crime and punishment, and the social impact of modernization. The course is of special relevance to students in the social sciences, but is also recommended for students in other fields who wish to understand the social context in which professional lives will be conducted. Prereq: SOCI 101 and Sophomore standing.

SOCI 306. Logic of Social Inquiry. 3 Units.
This course provides an introduction to the epistemologies and research methodologies used in sociological inquiry. We concentrate on the fundamental principles of research design and on developing a basic understanding of the research process. Topics include formulating a question, alternative modes of research design and principles of measurement, sampling and analysis. We draw examples from published work, ongoing studies, and publicly available data. Offered as SOCI 306 and SOCI 406. Prereq: SOCI 101 and Sophomore standing.

SOCI 307. Social Statistics. 3 Units.
This course provides an introduction to social statistics, including univariate statistics and bivariate tests of association (chi-square, t-test, ANOVA, correlation, regression). Topics include: levels of measurement, probability theory and inference; hypothesis testing; and statistical power. Students receive hands-on instruction using statistical software. A student may receive credit for only one of the following: SOCI 307, ANTH 319, PSCL 282, or STAT 201. Offered as SOCI 307 and SOCI 407. Counts for CAS Quantitative Reasoning Requirement. Prereq: SOCI 101 and Sophomore Standing.

SOCI 310. The Individual in Society. 3 Units.
This course focuses on the relationship between individuals and the societies in which they live. Influences of values and culture on individuals’ selves and identities are discussed as well as how individuals attach meaning to personal life experiences and histories in the context of society at large. Offered as SOCI 310 and SOCI 410. Prereq: SOCI 101.

SOCI 311. Health, Illness, and Social Behavior. 3 Units.
This course considers the role of social factors (e.g., poverty, occupational and family structure) on health and illness. Discussion will concentrate on the role of health promotion (e.g., anti-smoking campaigns), social behavior and lifestyle in health and health care use. Considerable attention is given to understanding health careers and professions and their role in the health of societies and individuals. Offered as SOCI 311 and SOCI 411. Prereq: SOCI 101 and Sophomore standing.

SOCI 313. Sociology of Stress and Coping. 3 Units.
This course will focus attention on human stress throughout the lifespan and its role in personal health and well-being. There have been exciting advances in recent years in understanding the nature of stress in everyday life as well as elements of extreme stress. Trauma is experienced by many people due to normative events such as illness and bereavement or natural and man-made disasters such as crime or war. Coping strategies and social supports which ameliorate negative impact of stress will be considered. Offered as SOCI 313 and SOCI 413. Prereq: SOCI 101 and Sophomore standing.

SOCI 315. Comparative-Historical Sociology. 3 Units.
This seminar offers participants an introduction to comparative methodological approaches to social science research. Participants will employ hands-on approaches to learning about and using innovative methods to apply their knowledge to social science questions. Our starting point will be key questions social scientists must contend with in pursuing answers to questions about social phenomena. After turning to "classic" texts in comparative research, we will study various components of comparative research. We will then focus on configurational comparative methods. Offered as SOCI 315 and SOCI 415. Prereq: SOCI 101 and Sophomore standing.

SOCI 320. Delinquency and Juvenile Justice. 3 Units.
The primary focus of this course is on acquainting the student with the nature and the extent of juvenile delinquency. Accordingly, theoretical approaches to delinquency causation and the prevention, control, and treatment of delinquent behavior in society are addressed. Important aspects of juvenile justice procedures, policy, and practice are examined, and the early history of the juvenile justice system and the many changes occurring over the years are discussed. Prereq: SOCI 101.

SOCI 325. Departmental Seminar in Sociology: Great Books. 3 Units.
This course fulfills the SAGES requirement of a Departmental Seminar. It focuses on close readings of contemporary classics in sociology, analytical writing and intensive seminar-type discussion. The course examines theoretical perspectives and methodological issues in sociology such that students are able to investigate, analyze and present research findings in written form. Research is always an inherently collaborative process and thus the course will utilize seminar-style discussions to formulate and examine ideas. The seminar will focus on topics germane to a critical reading of books that inform our understanding of large and small group processes as well as individual experiences. Students will be introduced to the sociological imagination as an overarching frame work to examine groundbreaking classical and contemporary books on topics such as health and aging, gender, work and family, social inequality and crime and delinquency. Guided by the instructor of record. Readings will provide a sociological perspective for understanding and assessing macro- and micro-level interactions as well as encourage and stimulate critical thinking. Counts as SAGES Departmental Seminar.
SOCI 326. Gender, Inequality, and Globalization. 3 Units.
Using a sociological perspective, this course examines how major societal institutions, including the economy, polity, medicine, religion, education and family, are structured to reproduce gendered inequalities across the globe. Attention is given to the intersections of race/ethnicity, social class, gender and sexuality in social systems of power and privilege. Of critical importance is how gender figures in the relationship between Economic North and Economic South countries. We will elucidate how gender norms vary by culture and exert profound influence on the daily, lived experiences of women and men. The course will be informed by recent scholarship on feminism, women's movements, and globalization. Offered as SOCI 326 and WGST 326. Counts for CAS Global & Cultural Diversity Requirement. Prereq: SOCI 101 or permission of program director.

This course discusses theoretical foundations and methodologies of narrative research, including life stories, oral history, and auto ethnography. The course is designed for students to complete a research project in the semester using narrative methods to collect and analyze primary data and write up the results. Offered as SOCI 327 and SOCI 427. Prereq: SOCI 101 and SOCI 303.

SOCI 328. Capitalism, Cities, and Inequality. 3 Units.
This course focuses on social inequality, but through an examination of cities in the U.S. and abroad. In many ways, cities provide a window onto the organization of the larger social world, including regional, state, national and global areas. As such, understanding cities goes far beyond their geographical boundaries. The purpose of this course then is to learn the central role that cities play within a larger capitalist economy, how public policies shape life in cities, how cities organize and reproduce social inequality, and how community groups and organizations challenge and negotiate the organization of power and inequality. The course will examine topics such as the formal and informal labor force, immigration, the growth of global cities and slums, urban poverty, racial segregation, housing and homelessness, crime, gentrification, policing, community organization and political resistance. Offered as AFST 328, SOCI 328 and SOCI 428. Counts for CAS Global & Cultural Diversity Requirement. Prereq: SOCI 101.

SOCI 338. Seminar and Practicum in Adolescents. 3 Units.
Supervised field placement and attendance in early childhood, child and adolescent settings including preschools, schools, hospitals, and neighborhood centers. This course is an elective. Recommended preparation: PSCL 101. Offered as EDUC 338, PSCL 338 and SOCI 338.

SOCI 344. Health Disparities. 3 Units.
We have come to understand that stark disparities in health result from the social organization of society, especially inequality in resources and opportunities between and within social groups in the population. This seminar course examines the differential distribution of health and illness in society, focusing on the social determinants of health. Topics include: socioeconomic inequality; geographic context; social cohesion and exclusion; health burden in minority populations; policy and federal priorities. We utilize a life course perspective to understand how inequality "gets under the skin" to produce adverse health. Offered as SOCI 344 and SOCI 444. Counts for CAS Global & Cultural Diversity Requirement. Prereq: SOCI 101 and Sophomore standing.

SOCI 345. Sociology of Mental Illness. 3 Units.
Focus is on social construction of mental health and illness and sociology of emotions. Social determinants of psychological distress will be discussed along with social stigma associated with mental illness. Institutional and community options for care of the mentally ill will be considered along with the impact of recent social movements of deinstitutionalization and independent living. Offered as SOCI 345 and SOCI 445. Prereq: SOCI 101 and junior/senior standing.

SOCI 347. Sociology of Education. 3 Units.
This course provides an introduction to the field of sociology of education, which might be more properly called sociology of schooling. We will examine the development of schools historically and competing paradigms for understanding the place of school in society. Major theoretical perspectives concerning the nature and consequences of schools for individuals and for societies will be reviewed. Issues of individual opportunity - including how it is organized by race, class, and gender - will be covered, as well as issues institutional dynamics - including tracking, testing and so-called crisis and reform. Offered as SOCI 347 and SOCI 447. Prereq: SOCI 101 and junior or senior standing.

SOCI 349. Social Inequality. 3 Units.
This course discusses classical theory and contemporary research on the mechanisms of power that produce inequalities in income, wealth, education, privilege, and occupational prestige and are manifest in racial, ethnic, gender, age, health, and sexual hierarchies. Offered as SOCI 349 and SOCI 449. Prereq: SOCI 101 and Sophomore standing.

SOCI 355. Special Topics. 3 Units.
One or more sections each semester focusing on selected areas of study in sociology. Offered as SOCI 355 and SOCI 455.

SOCI 356. Economic Sociology: Money, Markets, Morals, and Social Life. 3 Units.
The course introduces students to a sociological perspective on the economy, and the social processes that effect and are embedded in economic behavior, economic institutions and markets. Students will examine issues such as the social significance of money, the effect of social networks on labor market outcomes, the success and failure of firms, tips and gifts, informal markets and the trade of illicit goods, as well as topics such as immigration and globalization. Our investigations into these diverse topics reveal how economic phenomena, economic systems and processes are shaped by social networks, cultural understandings and relations of power. Throughout the course students will examine how economic relations are facilitated-created, maintained, transformed, and constrained--by social relations, revealing that economic life and behavior is just as social as religion, family or education. Prereq: SOCI 101.

SOCI 357. Sociology of Human Rights. 3 Units.
This course is designed to introduce students to the sociology of human rights. The starting point is fundamental ideas of rights, including citizenship and human rights. We then study various aspects of human rights treaty processes. Over the remainder of the term, we examine different human rights issues, both long-standing and contemporary. Throughout the term, we will critically approach human rights systems and scholarship. Offered as SOCI 357 and SOCI 457. Prereq: SOCI 101.
SOCI 360. The Sociology of Law. 3 Units.
This course will focus on the role of rights in the U.S. legal system and society. In particular, we will consider three questions. The first is how do rights fit in the legal system and society? Second, how have different social groups used and thought about rights? Third, how do legal actors like judges and lawyers think about rights compared to non-lawyers? Offered as SOCI 360 and SOCI 460. Prereq: SOCI 101 and Sophomore standing.

SOCI 361. The Life Course. 3 Units.
Individual experiences and transitions over the life course are considered as the result of societal, cultural, psychological, biological, and historical influences. Developmental issues of childhood, adolescence, young adulthood, middle years and late life are discussed in the context of social expectations, challenges, and opportunities. Emphasis is placed on theoretical readings. Offered as SOCI 361 and SOCI 461. Prereq: SOCI 101 and Sophomore standing.

SOCI 365. Health Care Delivery. 3 Units.
Health care in the U.S. may be approaching a critical cross-road. Limiting care to older persons and the chronically ill has been proposed as a means to combat rising costs and limited access to health care. What are the alternatives to health care rationing? Socialized medicine? National health insurance? This course deals with issues of cost, quality, and access to health care in the United States and other societies. It considers how solutions by other societies can provide directions for the organization of health care in the U.S. Offered as SOCI 365 and SOCI 465. Prereq: SOCI 101 and Sophomore standing.

SOCI 366. Racial Inequality and Mass Imprisonment in the US. 3 Units.
This course examines the relationship between racial inequality and mass imprisonment in the U.S. It begins by exploring the role of prisons in the Jim Crow south, with a particular focus on convict-leasing practices, and then turns to the north to examine the social forces that created the black urban ghetto and concentrated black urban poverty. The course also examines the impact that these same social forces have had on Puerto Ricans. We will then explore a series of topics including urban poverty and crime, the war on drugs, the politics of mass incarceration, the prospects that mass incarceration has become the new Jim Crow, and the effects that mass incarceration has had on voting rights, urban communities, families and children. We will conclude with a discussion of varying decarceration arguments, strategies, movements, and achievements. Offered as AFST 366 and SOCI 366. Prereq: SOCI 101 or SJUS 100.

SOCI 369. Aging in American Society. 3 Units.
Considers the position and participation of aged adults in American society. Sociological perspectives through which to interpret the aging process and old age; social policies; intergenerational relations; lifestyles and how they affect participation of the aged in American society; dying and death serve as major themes. Offered as SOCI 369 and SOCI 469. Prereq: SOCI 101 and Sophomore standing.

SOCI 370. Sociology of the Family. 3 Units.
This course provides the theoretical and methodological foundation for conducting family research. It also reviews the most current research in the sociology of the family arena such as intergenerational issues, ethnicity and gender, and family transitions. Offered as SOCI 370 and SOCI 470. Prereq: SOCI 101 and Sophomore standing.

SOCI 372. Work and Family: U.S. and Abroad. 3 Units.
Covers the impact on human lives of the interface between work and family; the different ways gender structures the experience of work and family depending upon racial and ethnic background, social class, age, and partner preference; the impact of historical context on work-family experiences; work-family policies in the United States and other countries. Offered as SOCI 372, WGST 372, and SOCI 472. Prereq: SOCI 101 and Sophomore standing.

SOCI 375. Independent Study. 1 - 3 Units.
Prereq: SOCI 101 and SOCI 300.

SOCI 377. Population Dynamics and Changing Societies. 3 Units.
Population and social structure are inextricably linked, as changes in one elicit changes in the other. Social demography, as a discipline, examines these linkages through the systematic study of the size, composition and distribution of populations and their relationship to the social, political and economic organization of societies. This course will pay particular attention to mortality, morbidity and health, fertility and household organization, and migration as the major processes of population change. The population dynamics of the United States will be emphasized, with select comparisons to developing and developed countries. Offered as SOCI 377 and SOCI 477. Prereq: SOCI 101 or equivalent; 9 hours in SOCI, ANTH, or ECON.

SOCI 380. Social Movements and Social Change. 3 Units.
This course will introduce students to the theories of social movements and collective action. We look at the conditions that create grievances in democracies, how grievances get translated into collective action, and what types of collective actions are successful for bringing about social change. We discuss a variety of movements in the U.S. in the 20th century to illustrate these theories and concepts. Prereq: SOCI 101 or requisites not met permission.

SOCI 381. City as Classroom. 3 Units.
In this course, the city is the classroom. We will engage with the urban terrain. We will meet weekly off-campus, interact with community members, and interface–both literally and figuratively–with the city as a way to examine the linkages between historical, conceptual, and contemporary issues, with particular attention paid to race and class dynamics, inequality, and social justice. This course will have four intersecting components, primarily focusing on American cities since the 1930s: the social and physical construction of urban space, the built environment, life and culture in the city, and social movements and grassroots struggles. Offered as HSTY 381, POSC 381, SOCI 381, HSTY 481, POSC 481, and SOCI 481. Counts for CAS Global & Cultural Diversity Requirement.
SOCI 384. Sociology of Sex(es), Gender(s) and Sexuality(ies). 3 Units.
Gender is an organizing principle of society and affects every element of
social life. Ideas about gender and sexuality shape identity and suffuse
interactions, institutions and the societies within which we live. These
ideas vary from individual to individual, but also across time and place.
This course surveys research on sex, gender and sexuality with the goal
of providing students with a theoretical grounding for analyzing sex,
gender and sexuality from a sociological perspective. We will explore
outdated theories like essentialism and biological determinism, and
newer theories rooted in social constructionism. Central to this course
is intersectionality, a theoretical perspective that reveals ways in which
race/ethnicity, class, gender, sexuality and other social categories are
inextricably connected and form interlocking systems of inequality.
Additional topics to be explored include: the sexual revolution, the hook-
up culture, gendered families, gendered health, occupational segregation,
sexual harassment and gendered violence, reproduction, social change
and feminist activism. Offered as SOCI 384, SOCI 484, and WGST 384.
Prereq: SOCI 101.

SOCI 385. Ethnography. 3 Units.
The course will be taught twice weekly as a seminar for upper level
undergraduate students and graduate students, and will examine some
of the key debates in ethnography, read ethnographies published as both
books and articles, and explore various ways of designing ethnographic
fieldwork. Offered as SOCI 385 and SOCI 485. Prereq: SOCI 101 and
Sophomore standing.

SOCI 386. Race and Racism. 3 Units.
Race and Racism will discuss the classical and contemporary
understandings of the concepts of race and racism. We will begin by
taking an historical approach, delving into processes of racialization
and the first instances where distinctions in human race were noted.
We will survey theories of race and use a social constructions approach
to examine how sociologists approach the study of racial and ethnic
group difference. We will examine how definitions of racial groups have
evolved over time and differ across contexts, as well as some of the
underlying social and structural processes that create racial hierarchies.
At the end of the course students should have a strong understanding
of the mechanisms that reproduce systems of racial classification.
The course will also examine patterns and trends in racial and ethnic
inequality over recent decades, centering our discussion on the legacies
of racism, current discrimination, and new processes that are currently
unfolding to reproduce inequality. While the course’s main focus is to
examine understandings of race and racism in the United States, we
will devote some attention to how race and ethnicity emerge in different
environments by examining race and racism in an international context.
Offered as AFST 386, SOCI 386 and SOCI 486. Counts for CAS Global &

SOCI 387. Social Research Methods. 3 Units.
This course provides an introduction to the epistemologies and research
methodologies used in sociological inquiry. We concentrate on the
fundamental principles of research design and on developing a basic
understanding of the research process. Topics include formulating
a question, alternative modes of research design and principles of
measurement, sampling and analysis. We draw examples from published
work, ongoing studies, and publicly available data. Offered as SOCI 306
and SOCI 406.

SOCI 388. Research Methods. 3 Units.
This course provides an introduction to social statistics, including
univariate statistics and bivariate tests of association (chi-square, t-test,
ANOVA, correlation, regression). Topics include: levels of measurement,
probability theory and inference; hypothesis testing; and statistical
power. Students receive hands-on instruction using statistical software.
A student may receive credit for only one of the following: SOCI 307,
ANTH 319, PSCL 282, or STAT 201. Offered as SOCI 307 and SOCI 407.

SOCI 392. Senior Capstone Experience. 3 Units.
SOCI 392 represents the completion of an independent study paper
involving exploration of a sociology topic to be chosen in consultation
with the student’s capstone advisor. The student will interact regularly
with the faculty advisor who will review their progress on the project. This
project allows for original thought and for the tailoring of the research to
the student’s interests. The student will integrate theory, methods and
social issues as he/she applies critical thinking skills and insights to the
analysis of some aspects of a subject chosen from any of the following
subfields and concentrations: Gerontology, Social Inequality, Medical
Sociology, Crime and Delinquency, The Life Course, Education, Work
and Family, Sociology of Law, and Deviance. The Capstone Project has
both a written and an oral component. Following the submission of the
Capstone paper, the student will give a presentation of the project at the
Senior Capstone fair, or another forum chosen by the department. Counts
as SAGES Senior Capstone. Prereq: SOCI 101, SOCI 300, SOCI 303, and
STAT 201 or PSCL 282.

SOCI 397. Honors Studies. 3 Units.
Intensive investigation of research or conceptual problem; original work
under supervision of faculty member. Limited to senior majors. Prereq:
Senior status.

SOCI 398. Honors Studies. 3 Units.
Intensive investigation of research on conceptual problem; original work
under supervision of faculty member. Limited to senior majors.

SOCI 400. Development of Sociological Theory. 3 Units.
This course examines in detail the works of the major social theorists of
the 19th and 20th centuries. It is intended to integrate their ideas with
the social and historical milieu from which they were born. Questions
of intergroup conflict vs. cooperation, interactions between economic,
familial, religious, and political institutions, and the development of
the self as a function of larger social processes are addressed. Such
celebrated figures as Marx, Weber, and Durkheim, as well as modern
thinkers will be presented and discussed. Prereq: Graduate standing.

SOCI 401. Contemporary Sociological Theory. 3 Units.
Current viewpoints in sociological theory are explored using contrasting
theoretical perspectives.

SOCI 406. Logic of Social Inquiry. 3 Units.
This course provides an introduction to the epistemologies and research
methodologies used in sociological inquiry. We concentrate on the
fundamental principles of research design and on developing a basic
understanding of the research process. Topics include formulating
a question, alternative modes of research design and principles of
measurement, sampling and analysis. We draw examples from published
work, ongoing studies, and publicly available data. Offered as SOCI 306
and SOCI 406.

SOCI 407. Social Statistics. 3 Units.
This course provides an introduction to social statistics, including
univariate statistics and bivariate tests of association (chi-square, ttest,
ANOVA, correlation, regression). Topics include: levels of measurement,
probability theory and inference; hypothesis testing; and statistical
power. Students receive hands-on instruction using statistical software.
A student may receive credit for only one of the following: SOCI 307,
ANTH 319, PSCL 282, or STAT 201. Offered as SOCI 307 and SOCI 407.
SOCI 410. The Individual in Society. 3 Units.
This course focuses on the relationship between individuals and
the societies in which they live. Influences of values and culture on
individuals’ selves and identities are discussed as well as how individuals
attach meaning to personal life experiences and histories in the context
of society at large. Offered as SOCI 310 and SOCI 410.

SOCI 411. Health, Illness, and Social Behavior. 3 Units.
This course considers the role of social factors (e.g., poverty,
occupational and family structure) on health and illness. Discussion
will concentrate on the role of health promotion (e.g., anti-smoking
campaigns), social behavior and lifestyle in health and health care use.
Considerable attention is given to understanding health careers and
professions and their role in the health of societies and individuals.
Offered as SOCI 311 and SOCI 411.

SOCI 413. Sociology of Stress and Coping. 3 Units.
This course will focus attention on human stress throughout the
lifespan and its role in personal health and well-being. There have
been exciting advances in recent years in understanding the nature of
stress in everyday life as well as elements of extreme stress. Trauma is
experienced by many people due to normative events such as illness and
bereavement or natural and man-made disasters such as crime or war.
Coping strategies and social supports which ameliorate negative impact
of stress will be considered. Offered as SOCI 313 and SOCI 413.

SOCI 415. Comparative-Historical Sociology. 3 Units.
This seminar offers participants an introduction to comparative
methodological approaches to social science research. Participants will
employ hands-on approaches to learning about and using innovative
methods to apply their knowledge to social science questions. Our
starting point will be key questions social scientists must contend
with in pursuing answers to questions about social phenomena.
After turning to "classic" texts in comparative research, we will study
various components of comparative research. We will then focus on
configurational comparative methods. Offered as SOCI 315 and SOCI 415.

Storytelling. 3 Units.
This course discusses theoretical foundations and methodologies
of narrative research, including life stories, oral history, and auto
ethnography. The course is designed for students to complete a research
project in the semester using narrative methods to collect and analyze
primary data and write up the results. Offered as SOCI 327 and SOCI 427.

SOCI 428. Capitalism, Cities, and Inequality. 3 Units.
This course focuses on social inequality, but through an examination
of cities in the U.S. and abroad. In many ways, cities provide a window
onto the organization of the larger social world, including regional, state,
national and global areas. As such, understanding cities goes far beyond
their geographical boundaries. The purpose of this course then is to learn
the central role that cities play within a larger capitalist economy, how
public policies shape life in cities, how cities organize and reproduce
social inequality, and how community groups and organizations
challenge and negotiate the organization of power and inequality. The
course will examine topics such as the formal and informal labor force,
immigration, the growth of global cities and slums, urban poverty, racial
segregation, housing and homelessness, crime, gentrification, policing,
community organization and political resistance. Offered as AFST 328,
SOCI 328 and SOCI 428. Counts for CAS Global & Cultural Diversity
Requirement.

SOCI 433. Medical Sociology. 3 Units.
Course covers theories, research methods, and problems in sociology of
medicine. Topics include social epidemiology, health and illness behavior,
and sick role. Structures and functions of delivery systems and their
interrelationships with other social institutions are discussed.

SOCI 444. Health Disparities. 3 Units.
We have come to understand that stark disparities in health result from
the social organization of society, especially inequality in resources
and opportunities between and within social groups in the population.
This seminar course examines the differential distribution of health
and illness in society, focusing on the social determinants of health.
Topics include: socioeconomic inequality; geographic context; social
cohesion and exclusion; health burden in minority populations; policy
and federal priorities. We utilize a life course perspective to understand
how inequality "gets under the skin" to produce adverse health. Offered
as SOCI 344 and SOCI 444. Counts for CAS Global & Cultural Diversity
Requirement.

SOCI 445. Sociology of Mental Illness. 3 Units.
Focus is on social construction of mental health and illness and
sociology of emotions. Social determinants of psychological distress
will be discussed along with social stigma associated with mental
illness. Institutional and community options for care of the mentally ill
will be considered along with the impact of recent social movements of
destigmatization and independent living. Offered as SOCI 345 and
SOCI 445.

SOCI 447. Sociology of Education. 3 Units.
This course provides an introduction to the field of sociology of
education, which might be more properly called sociology of schooling.
We will examine the development of schools historically and competing
paradigms for understanding the place of school in society. Major
theoretical perspectives concerning the nature and consequences of
schools for individuals and for societies will be reviewed. Issues of
individual opportunity - including how it is organized by race, class,
and gender - will be covered, as well as issues institutional dynamics -
including tracking, testing and so-called crisis and reform. Offered as
SOCI 347 and SOCI 447.

SOCI 449. Social Inequality. 3 Units.
This course discusses classical theory and contemporary research on
the mechanisms of power that produce inequalities in income, wealth,
education, privilege, and occupational prestige and are manifest in racial,
ethnic, gender, age, health, and sexual hierarchies. Offered as SOCI 349
and SOCI 449.

SOCI 455. Special Topics. 3 Units.
One or more sections each semester focusing on selected areas of study
in sociology. Offered as SOCI 355 and SOCI 455.

SOCI 457. Sociology of Human Rights. 3 Units.
This course is designed to introduce students to the sociology of human
rights. The starting point is fundamental ideas of rights, including
citizenship and human rights. We then study various aspects of human
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SOCI 460. The Sociology of Law. 3 Units.
This course will focus on the role of rights in the U.S. legal system and society. In particular, we will consider three questions. The first is how do rights fit in the legal system and society? Second, how have different social groups used and thought about rights? Third, how do legal actors like judges and lawyers think about rights compared to non-lawyers? Offered as SOCI 360 and SOCI 460.

SOCI 461. The Life Course. 3 Units.
Individual experiences and transitions over the life course are considered as the result of societal, cultural, psychological, biological, and historical influences. Developmental issues of childhood, adolescence, young adulthood, middle years and late life are discussed in the context of social expectations, challenges, and opportunities. Emphasis is placed on theoretical readings. Offered as SOCI 361 and SOCI 461.

SOCI 465. Health Care Delivery. 3 Units.
Health care in the U.S. may be approaching a critical cross-road. Limiting care to older persons and the chronically ill has been proposed as a means to combat rising costs and limited access to health care. What are the alternatives to health care rationing? Socialized medicine? National health insurance? This course deals with issues of cost, quality, and access to health care in the United States and other societies. It considers how solutions by other societies can provide directions for the organization of health care in the U.S. Offered as SOCI 365 and SOCI 465.

SOCI 466. Promoting Health Across Boundaries. 3 Units.
This course examines the concepts of health and boundary spanning and how the synergy of the two can produce new, effective approaches to promoting health. Students will explore and analyze examples of individuals and organizations boundary spanning for health to identify practice features affecting health, compare and contrast practices and approaches, and evaluate features and context that promote or inhibit boundary spanning and promoting health. Offered as MPH 466, PQHS 466, SOCI 466, NURS 466 and BETH 466. Prereq: Graduate student status or instructor consent.

SOCI 469. Aging in American Society. 3 Units.
Considers the position and participation of aged adults in American society. Sociological perspectives through which to interpret the aging process and old age: social policies; intergenerational relations; lifestyles and how they affect participation of the aged in American society; dying and death serve as major themes. Offered as SOCI 369 and SOCI 469.

SOCI 470. Sociology of the Family. 3 Units.
This course provides the theoretical and methodological foundation for conducting family research. It also reviews the most current research in the sociology of the family arena such as intergenerational issues, ethnicity and gender, and family transitions. Offered as SOCI 370 and SOCI 470.

SOCI 472. Work and Family: U.S. and Abroad. 3 Units.
Covers the impact on human lives of the interface between work and family; the different ways gender structures the experience of work and family depending upon racial and ethnic background, social class, age, and partner preference; the impact of historical context on work-family experiences; work-family policies in the United States and other countries. Offered as SOCI 372, WGST 372, and SOCI 472.

SOCI 477. Population Dynamics and Changing Societies. 3 Units.
Population and social structure are inextricably linked, as changes in one elicit changes in the other. Social demography, as a discipline, examines these linkages through the systematic study of the size, composition and distribution of populations and their relationship to the social, political and economic organization of societies. This course will pay particular attention to mortality, morbidity and health, fertility, family and household organization, and migration as the major processes of population change. The population dynamics of the United States will be emphasized, with select comparisons to developing and developed countries. Offered as SOCI 377 and SOCI 477. Prereq: SOCI 101 or equivalent; 9 hours in SOCI, ANTH, or ECON.

SOCI 481. City as Classroom. 3 Units.
In this course, the city is the classroom. We will engage with the urban terrain. We will meet weekly off-campus, interact with community members, and interface—both literally and figuratively—with the city as a way to examine the linkages between historical, conceptual, and contemporary issues, with particular attention paid to race and class dynamics, inequality, and social justice. This course will have four intersecting components, primarily focusing on American cities since the 1930s: the social and physical construction of urban space, the built environment, life and culture in the city, and social movements and grassroots struggles. Offered as HSTY 381, POSC 381, SOCI 381, HSTY 481, POSC 481, and SOCI 481. Counts for CAS Global & Cultural Diversity Requirement.

SOCI 484. Sociology of Sex(es), Gender(s) and Sexuality(ies). 3 Units.
Gender is an organizing principle of society and affects every element of social life. Ideas about gender and sexuality shape identity and sulfuse interactions, institutions and the societies within which we live. These ideas vary from individual to individual, but also across time and place. This course surveys research on sex, gender and sexuality with the goal of providing students with a theoretical grounding for analyzing sex, gender and sexuality from a sociological perspective. We will explore outdated theories like essentialism and biological determinism, and newer theories rooted in social constructionism. Central to this course is intersectionality, a theoretical perspective that reveals ways in which race/ethnicity, class, gender, sexuality and other social categories are inextricably connected and form interlocking systems of inequality. Additional topics to be explored include: the sexual revolution, the hook-up culture, gendered families, gendered health, occupational segregation, sexual harassment and gendered violence, reproduction, social change and feminist activism. Offered as SOCI 384, SOCI 484, and WGST 384.

SOCI 485. Ethnography. 3 Units.
The course will be taught twice weekly as a seminar for upper level undergraduate students and graduate students, and will examine some of the key debates in ethnography, read ethnographies published as both books and articles, and explore various ways of designing ethnographic fieldwork. Offered as SOCI 385 and SOCI 485.
SOCI 486. Race and Racism. 3 Units.
Race and Racism will discuss the classical and contemporary understandings of the concepts of race and racism. We will begin by taking an historical approach, delving into processes of racialization and the first instances where distinctions in human race were noted. We will survey theories of race and use a social constructions approach to examine how sociologists approach the study of racial and ethnic group difference. We will examine how definitions of racial groups have evolved over time and differ across contexts, as well as some of the underlying social and structural processes that create racial hierarchies. At the end of the course students should have a strong understanding of the mechanisms that reproduce systems of racial classification. The course will also examine patterns and trends in racial and ethnic inequality over recent decades, centering our discussion on the legacies of racism, current discrimination, and new processes that are currently unfolding to reproduce inequality. While the course's main focus is to examine understandings of race and racism in the United States, we will devote some attention to how race and ethnicity emerge in different environments by examining race and racism in an international context. Offered as AFST 386, SOCI 386 and SOCI 486. Counts for CAS Global & Cultural Diversity Requirement.

SOCI 509. Advanced Statistical Analysis. 3 Units.
The purpose of this course is to teach students multivariate data analysis, including linear regression, logistic regression, and econometric models. Students will learn about issues in data management such as variable measurement and techniques for handling missing data. Students also learn to select appropriate statistical models, design the analysis, and assess model fit. The course includes hands-on instruction with computer labs. Prereq: SOCI 407 and SOCI 406 or requisites not met permission.

SOCI 514. Qualitative Methods/Field Research. 3 Units.
Students explore the theoretical foundations of qualitative social research. The course is designed to introduce and provide experience with a range of data generation strategies and analytic skills. The ethnographic techniques of semi-structured interviewing and participant-observation receive particular attention.

SOCI 525. Multilevel Modeling. 3 Units.
This course is designed to provide an introduction to multilevel, or hierarchical, regression models, and to explore its two primary applications in the social sciences: (1) studies of individuals nested within groups; (2) studies of repeated observations nested within individuals. After taking this course, students should be able to discuss the components of the multilevel model, including random intercepts & slopes, variances at levels 1 & 2, within- and between-group regressions. Students should also be able to conduct independent statistical analysis using Stata from initial tests of assumptions and hypothesis testing, and to assessing model fit. This course will additionally provide instruction on time-based and age-based latent growth curves within the multilevel modeling framework. Prereq: SOCI 509 or requisites not met permission.

SOCI 601. Reading and Research. 1 - 9 Units.
Individual study and/or project work.

SOCI 701. Dissertation Ph.D.. 1 - 9 Units.
(Credit as arranged.) Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

Teacher Licensure Program
Cleveland Hearing & Speech 421
www.case.edu/artsci/teachlic (http://www.case.edu/artsci/teachlic/)
Phone: 216.368.0792; Fax: 216.368.5227

Denise Davis, Director of Teacher Licensure
denise.k.davis@case.edu

Case Western Reserve University offers several programs leading to an Ohio teaching license. Teacher Education programs are offered in Art Education and Music Education at the undergraduate (Bachelor of Science) and graduate (Master of Arts) level. A unique feature of these programs is that each is offered in cooperation with a University Circle Institution—the Cleveland Institute of Art (for Art Education) or the Cleveland Institute of Music (for Music Education).

In addition, several departments in the College of Arts and Sciences offer undergraduate majors leading to Ohio teaching licenses. Students wishing to pursue a teaching license in one of these areas must fulfill all the requirements for their primary major and declare teacher education as a second major, following the appropriate course sequences that lead to licensure. The teacher licensure areas are: 1) Adolescent to Young Adult (grades 7-12) in Integrated Language Arts (English major), Integrated Social Studies (history major), Integrated Mathematics (mathematics major), Life Science (biology major), or Physical Science (chemistry or physics major); and 2) Multi-Age (grades preK-12) in French, Spanish, or Latin.

Teacher education programs at Case Western Reserve University lead to teaching licenses and are approved by the Ohio Department of Education and the Ohio Department of Higher Education.

The Teacher Education Unit at CWRU is nationally accredited by the Teacher Education Accreditation Council (TEAC), which is part of the Council for the Accreditation of Educator Preparation (CAEP). In addition, the National Association of Schools of Music (NASM) accredits the Music Education Program.

Program Faculty
Denise K. Davis, EdD
(Teachers College, Columbia University)
Director, Teacher Education; Director, Adolescent to Young Adult Program

Angie Chapple, M.Ed.
(Cleveland State University)
Adjunct Faculty, Teacher Education

David Bellini, MA
(Cleveland State University)
Adjunct Faculty, Teacher Education

Nancy Benincasa, MS
(Cleveland State University)
Adjunct Faculty, Teacher Education

Steven Ciampaglia, EdD
(Northern Illinois University)
Champney Family Professor of Art; Associate Professor, Department of Art History and Art; Director, Art Education/Art Studio Programs

Amy Davis, MA
(John Carroll University)
Adjunct Faculty, Teacher Education

Matthew Garrett, PhD
(Florida State University)
Associate Professor, Department of Music; Director, UCITE; Coordinator, Undergraduate Studies in Music Education
Multi-Age language programs are as follows:
The education course requirements for the Adolescent to Young Adult or Mathematics (requirements, go to the departmental descriptions for Spanish, or Latin. For information concerning specific subject area major). Multi-Age licensure (grades PreK-12) is available in French, Science (biology major), or Physical Science (chemistry or physics major, history major), Integrated Mathematics (mathematics major), Life in Integrated Language Arts (English major), Integrated Social Studies
Adolescent to Young Adult teacher licensure (grades 7-12) is available in French, Science (biology major), or Physical Science (chemistry or physics major, history major), Integrated Mathematics (mathematics major), Life in Integrated Language Arts (English major), Integrated Social Studies

Undergraduate Programs
Ohio Teacher Education Programs

Students interested in a teaching career will pursue a primary major in the field of licensure (for which CWRU has received approval from the Ohio Department of Education and the Ohio Department of Higher Education) and choose teacher education as a second major. This second major requires 36 credit hours in professional education.

Adolescent to Young Adult teacher licensure (grades 7-12) is available in Integrated Language Arts (English major), Integrated Social Studies (history major), Integrated Mathematics (mathematics major), Life Science (biology major), or Physical Science (chemistry or physics major). Multi-Age licensure (grades PreK-12) is available in French, Spanish, or Latin. For information concerning specific subject area requirements, go to the departmental descriptions for Biology (p. 268), Chemistry (p. 298), English (p. 346), History (p. ), Mathematics (p. 407), Physics (p. 503), Classics (p. 310) or Modern Languages and Literatures (p. 428).

The education course requirements for the Adolescent to Young Adult or Multi-Age language programs are as follows:

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>EDUC 255</td>
<td>Literacy Across the Content Areas</td>
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<tr>
<td>EDUC 301</td>
<td>Introduction to Education</td>
<td>3</td>
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<tr>
<td>EDUC 304</td>
<td>Educational Psychology</td>
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<td>EDUC 325</td>
<td>Content Area Special Methods I</td>
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<tr>
<td>EDUC 326</td>
<td>Content Area Special Methods II</td>
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<tr>
<td>EDUC 336</td>
<td>The Diverse Learner: Best Practice</td>
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<td>for Effective Classrooms</td>
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<tr>
<td>EDUC 340</td>
<td>Advanced Curriculum and Methods</td>
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<tr>
<td>EDUC 386</td>
<td>Introduction to Instructional Technology</td>
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Students must maintain a 3.0 GPA in all professional education courses, a 2.7 GPA in the specific content area, and a cumulative overall GPA of 2.7 to be recommended for Ohio teacher licensure.

As noted in the Overview, Case Western Reserve University also offers teacher licensure programs in Art Education and Music Education at the undergraduate (Bachelor of Science) and graduate (Master of Arts) levels. For further information on program and course requirements for Art Education, see the Department of Art History and Art (p. 232) description in this bulletin; for Music Education, see the Department of Music (p. 456) description.

Courses

EDUC 200. Introduction to Supplemental Instruction (SI). 1 Unit. This course is designed to develop and reinforce skills necessary for facilitating Supplemental Instruction through the use of pedagogical knowledge, Instructional strategies, understanding of learning theory, understanding the principles and techniques of differentiated Instruction, and understanding group dynamics. Prereq: Cumulative GPA of 3.25.

EDUC 255. Literacy Across the Content Areas. 3 Units. Literacy development is examined through various perspectives. This three hour course emphasizes understanding reading and writing as it applies to the various content areas. The course includes instruction in using protocols for oral language development, strategies for word skill development and reading comprehension, strategies for addressing dyslexia, and use of assessment of reading skills. Students apply strategies through various field experiences.

EDUC 301. Introduction to Education. 3 Units. This course provides an introduction to the historical, sociological, and philosophical role of education in a diverse society. Historic and contemporary practices and issues are introduced and explored within the context of educational ideologies. Emphases include examination of what success in education means and beginning the process of defining one’s own identity as a teacher. Offered as EDUC 301 and EDUC 401.

EDUC 325. Content Area Special Methods I. 3 Units.
This methods course, designed for licensure candidates in secondary or multi-age areas, specifically emphasizes the methods inherent in teaching the subject area of licensure. The first of two courses, EDUC 325 builds on the student's previous understanding of the methods involved in teaching their particular subject. The course will consist of weekly guided observations in a local high school classroom under the mentoring of a master teacher, various forms of exploring content and pedagogy, and monthly discussions in a special format called the "Reflective Triad" - composed of each CWRU student, his/her master teacher in the high school, and a CWRU faculty member in the content area. Additionally, the course involves introductory lesson design and teaching. Prereq: EDUC 301, EDUC 304.

EDUC 326. Content Area Special Methods II. 3 Units.
This methods course, designed for licensure candidates in secondary or multi-age areas, specifically emphasizes the methods inherent in teaching the subject area of licensure. This course is a continuation of the sequence and is the second of two courses. EDUC 326 continues students' work in the first seminar to understand, design and teach their content. The course consists of weekly guided observations in a local high school classroom under the mentoring of a master teacher, various forms of exploring content and pedagogy, and monthly discussions in a special format called the "Reflective Triad" - composed of each CWRU student, his/her master teacher in the high school, and a CWRU faculty member in the content area. Additionally, the course involves more sophisticated lesson design in the content area, content integration, an introduction to designing instruction to meet the needs of diverse learners, and teaching. Prereq: EDUC 301, EDUC 304, EDUC 325.

EDUC 336. The Diverse Learner: Best Practice for Effective Classrooms. 3 Units.
Building on the theories of human development and learning encompassed in EDUC 304, this course guides students to develop a deeper understanding of theories and research in human development, of issues related to adolescents, and how they are applied in today's classrooms. Mental health issues, exceptions in learning and inclusion theory will be focal points for the course. Offered as EDUC 336 and EDUC 436. Prereq: EDUC 301, EDUC 304. EDUC 325.

EDUC 338. Seminar and Practicum in Adolescents. 3 Units.
Supervised field placement and attendance in early childhood, child and adolescent settings including preschools, schools, hospitals, and neighborhood centers. This course is an elective. Recommended preparation: PSCL 101. Offered as EDUC 338, PSCL 338 and SOCI 338.

EDUC 340. Advanced Curriculum and Methods. 3 Units.
This curriculum and methods course is offered for students enrolled in the high school or Multi-Age Languages teacher licensure program. It involves in-depth study of pedagogy within an integrated and interdisciplinary model. Demonstrated understanding of constructivist theory, the application of developmental and learning theories, and state and national standards in curriculum content, curriculum design, instruction and assessment are central to the course. Counts as SAGES Departmental Seminar. Prereq: EDUC 301, EDUC 304, EDUC 325, EDUC 326.

EDUC 386. Introduction to Instructional Technology. 2 - 3 Units.
This course is designed to address the basic technology skills, which are required of all teachers. The course uses both concept and project based learning activities. Each of the projects is centered on a set of activities designed to allow students to demonstrate a particular subset of competencies. The course will not always provide step-by-step directions for completing projects; instead it will promote the use of existing information and help resources to allow students to develop the ability to learn new technology independently. Each of the projects will also contain the opportunity for the student to reflect on how technology impacts their teaching. Course projects are designed to assess both a basic comfort level with learning and using technology tools and the student's ability to apply technology to improve teaching and learning. The nature of the course is a mix of technology and should engage teachers in thinking about ways to improve their teaching. There is an option for non-education majors to enroll for two credits. Offered as EDUC 386 and EDUC 486.

EDUC 390. Student Teaching & Professional Development Seminar. 3 Units.
This course is taken in conjunction with student teaching and provides a forum for processing what students experience throughout the semester. Additionally, the course guides the professional development of each student. The course helps students integrate state and national standards in their teaching. The Teacher Performance Assessment (TPA) is addressed in this course and becomes part of the student teaching portfolio. Individual advisement is a critical component and involves resume writing, interview skills, job placement information and preparation for state mandated licensure exams. Prereq: EDUC 301, EDUC 304, EDUC 325, EDUC 326, EDUC 340. Coreq: EDUC 394 - Student Teaching Practicum - is taken in conjunction with the Student Teaching Seminar.

EDUC 390C. Student Teaching Capstone & Professional Development Seminar. 3 Units.
This course is taken in conjunction with student teaching and emphasizes the integration of theory and practice. The course provides a forum for processing what students experience throughout the semester as students engage in full-time work in the classroom. The course also includes components that fulfill the SAGES Senior Capstone requirement. The course guides the professional development of each student as he or she compiles the portfolio, completes the Capstone, and prepares for state licensure exams. Counts as SAGES Senior Capstone. Prereq: EDUC 255, EDUC 386, EDUC 340. Coreq: EDUC 394.

EDUC 394. Student Teaching Practicum. 3 - 9 Units.
This practicum represents a student teaching experience involving curriculum design and implementation. Each student teacher plans and teaches a comprehensive unit, moving from guided practice to assuming full teacher responsibility within the school culture. Video analysis, pre- and post-teaching lesson analyses, problem-solving, and reflective dialogue are key emphases of the practicum. The Teacher Performance Assessment is a component of the student teaching for education majors.

EDUC 395. Independent Study in Education. 1 - 3 Units.
Independent Study in Education is offered for students with special interests and/or commitments that are not fully addressed in other education courses and who wish to work independently.
EDUC 401. Introduction to Education. 3 Units.
This course provides an introduction to the historical, sociological, and philosophical role of education in a diverse society. Historic and contemporary practices and issues are introduced and explored within the context of educational ideologies. Emphases include examination of what success in education means and beginning the process of defining one's own identity as a teacher. Offered as EDUC 301 and EDUC 401.

EDUC 404. Educational Psychology. 3 Units.

EDUC 436. The Diverse Learner: Best Practice for Effective Classrooms. 3 Units.
Building on the theories of human development and learning encompassed in EDUC 304, this course guides students to develop a deeper understanding of theories and research in human development, of issues related to adolescents, and how they are applied in today's classrooms. Mental health issues, exceptions in learning and inclusion theory will be focal points for the course. Offered as EDUC 336 and EDUC 436. Prereq: EDUC 404.

EDUC 486. Introduction to Instructional Technology. 2 - 3 Units.
This course is designed to address the basic technology skills, which are required of all teachers. The course uses both concept and project based learning activities. Each of the projects is centered on a set of activities designed to allow students to demonstrate a particular subset of competencies. The course will not always provide step-by-step directions for completing projects; instead it will promote the use of existing information and help resources to allow students to develop the ability to learn new technology independently. Each of the projects will also contain the opportunity for the student to reflect on how technology impacts their teaching. Course projects are designed to assess both a basic comfort level with learning and using technology tools and the student's ability to apply technology to improve teaching and learning. The nature of the course is a mix of technology and should engage teachers in thinking about ways to improve their teaching. There is an option for non-education majors to enroll for two credits. Offered as EDUC 386 and EDUC 486. Prereq: EDUC 404.

EDUC 495. Independent Study in Education. 1 - 3 Units.
Independent Study in Education is offered for students with special interests and/or commitments that are not fully addressed in other education courses and who wish to work independently.

Bachelor of Arts students have the opportunity to perform and to serve on the design and technical teams in four fully produced mainstage theatrical productions each year, presented in the historic Eldred Theater. The low student-to-faculty ratio ensures that students are able to work closely with our faculty of highly accomplished artists and scholars. Recognizing that the theater is an inherently interdisciplinary study belonging to the humanities as well as the performing arts, the department treats all productions as artistic and educational experiences, and welcomes the participation of students regardless of their academic majors and career goals.

At the graduate level, the Master of Arts degree prepares students for work in professional theater or education, or for pursuit of further graduate study, while the Master of Fine Arts professional actor training program—a collaboration between the Department of Theater and Cleveland Play House—represents a unique alliance between one of the oldest academic theater programs in the United States and the nation's first regional theater.

Department Faculty
Jerrold Scott, MFA  
(University of South Carolina/Shakespeare Theatre Company)  
Katherine Bakeless Nason Professor in Theater and Drama; Chair and Artistic Director

Christopher Bohan, MFA  
(Wayne State University)  
Instructor  
Acting; speech and dialects

Donald Carrier, BCom  
(McGill University/Webber Douglas Academy)  
Instructor; Director, CWRU/CPH MFA Acting Program  
Acting; script analysis; professional development

Angelina M. Herin, MFA  
(Temple University)  
Associate Professor  
Scene design; lighting design

Kevin Inouye, MFA  
(University of South Carolina)  
Associate Professor  
Costume design; stage makeup

Shanna Beth McGee, MFA  
(University of Georgia)  
Professor  
Voice; acting

Jeffrey Ullom, PhD  
(University of Illinois, Champaign-Urbana)  
Associate Professor; Director of Undergraduate Theater Studies  
Theater history; dramatic literature

Department of Theater
Eldred Hall  
https://theater.case.edu/  
Phone: 216.368.4868; Fax: 216.368.5184
Jerrold Scott, Department Chair  
jerrold.scott@case.edu

The Department of Theater at Case Western Reserve University offers education and participation in all aspects of drama, with course offerings in acting, costume design, scene design, directing, dramatic writing, history, literature, criticism, and stagecraft.
The Bachelor of Arts program in theater offers concentrations in acting, design/technical theater, dramatic writing, history, and directing. Students intending to major in theater must complete 40 hours of coursework. Most students will opt to take many classes beyond the requirements in order to enhance their knowledge and improve their skills. Students interested in declaring a specific concentration of study can satisfy the additional requirements listed below in order to fulfill a Bachelor of Arts with a specific concentration. Students who do not declare a concentration will receive the designation of "General Theater" on their transcript.

The basic course requirements for all theater majors are as follows:

Performance courses: Students must take all four of the following:

- THTR 100 Introduction to Acting
- THTR 103 Acting: Scene Study
- THTR 110 Introduction to Theater
- THTR 330 Play Directing I

Design courses

- THTR 111 Introduction to Design
- THTR 223 Scenic Design
- THTR 224 Lighting Design

Tech credit hours (minimum of 3 hours)

- THTR 185 Theater Practicum (Students are required to enroll in THTR 185, a 1-hour practicum credit, accumulating 7 credits during their 8 semesters at CWRU. Students will enroll in THTR 185 each semester unless instructed to do otherwise by the director of undergraduate theater studies. Any exemptions to this requirement—receiving 2 credit hours in 1 semester or not enrolling in THTR 185 for a semester—must receive approval from the director of undergraduate theater studies.)

Senior capstone: Students must take one of the following:

- THTR 331 Play Directing II
- THTR 390 Advanced Topics in Design/Technology
- THTR 393 Senior Capstone: Dramaturgy

Elective Courses

Students may enroll in additional theater courses beyond the 40 credits required for the major. Some of the courses in the list below can be counted toward the major requirements or taken as electives.

- THTR 100 Introduction to Acting
- THTR 103 Acting: Scene Study
- THTR 105 Introduction to Stagecraft
- THTR 201 Movement
- THTR 206 Mr. Kiss Kiss Bang Bang - James Bond and Popular Culture
- THTR 223 Scenic Design
- THTR 224 Lighting Design
- THTR 225 Costume Design
- THTR 226 Stage Makeup
- THTR 227 Stage Management
- THTR 231 Acting: Advanced Scene Study
- THTR 232 Acting: Classical Technique
- THTR 306 Acting: Camera Technique
- THTR 307 Acting: Advanced Camera Techniques
- THTR 311 Audition Laboratory
- THTR 312 Playwriting
- THTR 314 Advanced Playwriting
- THTR 316 Screenwriting
- THTR 323 Topics in Design
THTR 334  Shakespeare: Histories and Tragedies  3
THTR 335  Shakespeare: Comedies and Romances  3
THTR 375  Voice  3
THTR 376  Advanced Vocal Techniques  3
THTR 385  Rehearsal and Production 1 - 3
THTR 386  Rehearsal and Performance 1
THTR 397  Honors Studies I  3
THTR 398  Honors Studies II  3
THTR 399  Independent Study in Theater Arts 1 - 3

Concentration in Acting
THTR 231  Acting: Advanced Scene Study  3
THTR 232  Acting: Classical Technique  3
THTR 375  Voice  3

Total Units  9

Concentration in Design/Technical Theater
The two remaining design courses (excluding the course taken to fulfill the core requirements) from THTR 223, THTR 224, and THTR 225
Either THTR 226 or THTR 227  3

Total Units  9

Concentration in Directing
THTR 331  Play Directing II  3
THTR 227  Stage Management  3
Either THTR 314 (Advanced Playwriting) or an additional design course (THTR 223, THTR 224, or THTR 225) not taken to fulfill the core requirements of the major.  3

Total Units  9

Concentration in Dramatic Writing
THTR 312  Playwriting  3
THTR 314  Advanced Playwriting  3
THTR 316  Screenwriting  3

Total Units  9

Departmental Honors in Theater
Majors wishing to take a Bachelor of Arts degree with honors in theater must make written application to the director of undergraduate theater studies no later than May 1 of their junior year. Students must have a minimum 3.25 overall grade point average and a minimum 3.75 grade point average in theater. Acceptance into the honors program is contingent upon faculty support and recommendation by the director of undergraduate theater studies and the department chair.

Those accepted register for THTR 397 Honors Studies I and THTR 398 Honors Studies II during their senior year, for a total of 6 hours. The honors project is defined as a production project in acting, design, playwriting, directing, or management/outreach. A supporting paper discussing the concept, execution, and performance of the project must be filed with the director of undergraduate theater studies no later than one week following the project presentation. Preparation of the project will be supervised by a department faculty member.

This project may be accepted for honors only if it receives a grade of A from both the project advisor and the director of undergraduate theater studies. The grade of A must be received both semesters. Students who qualify will receive the notation "Departmental Honors in Theater" on their diplomas. Information about the structure and specific requirements of the honors project is available from the director of undergraduate theater studies.

Minor
A minor in theater requires 18 hours. The requirements for each concentration are as follows:

General Theater
Required Courses:
THTR 100  Introduction to Acting  3
THTR 110  Introduction to Theater  3
THTR 111  Introduction to Design  3

One of the following two courses:
THTR 325  Development of Theater: Beginnings to English Renaissance  3
THTR 326  Development of Theater: Renaissance to Romanticism  3

Plus two additional courses above the 200 level

Acting
THTR 100  Introduction to Acting  3
THTR 103  Acting: Scene Study  3
THTR 201  Movement  3
THTR 231  Acting: Advanced Scene Study  3
THTR 375  Voice  3

One of the following two courses:
THTR 325  Development of Theater: Beginnings to English Renaissance  3
THTR 326  Development of Theater: Renaissance to Romanticism  3

Design/Tech
THTR 105  Introduction to Stagecraft  3
THTR 111  Introduction to Design  3

One of the following two courses:
THTR 325  Development of Theater: Beginnings to English Renaissance  3
THTR 326  Development of Theater: Renaissance to Romanticism  3

One of the following two courses:
THTR 327  American Drama  3
THTR 329  Modern and Contemporary Drama  3

Two of the following three courses:
THTR 223  Scenic Design  3
THTR 224  Lighting Design  3
THTR 225  Costume Design  3

Directing
THTR 100  Introduction to Acting  3
THTR 110  Introduction to Theater  3
THTR 111  Introduction to Design  3
THTR 329  Modern and Contemporary Drama  3
ThTR 330  Play Directing I  3  
ThTR 331  Play Directing II  3  

**Dramatic Writing**

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<td>ThTR 110</td>
<td>Introduction to Theater</td>
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<tr>
<td>ThTR 312</td>
<td>Playwriting</td>
<td>3</td>
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<tr>
<td>ThTR 316</td>
<td>Screenwriting</td>
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<tr>
<td>ThTR 325</td>
<td>Development of Theater: Beginnings</td>
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<td>to English Renaissance</td>
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<td>ThTR 326</td>
<td>Development of Theater: Renaissance</td>
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**Graduate Programs**

**Master of Arts in Theater**

Master of Arts students prepare for careers in the professional theater and education, or for further pursuit of graduate study. The MA degree program offers broad-based advanced study in the literature and critical analysis of theater, with the opportunity to focus in a specialization of the student’s choice. A bachelor’s degree and strong academic record are required for admission; although no specific undergraduate degree requirements exist, a background in drama is obviously helpful.

Requirements for the degree include:

1. A minimum of 30 hours of course work beyond the bachelor’s degree
2. A cumulative GPA of 3.0 or better for all coursework
3. Successful completion of the thesis/project

The curriculum consists of 15 hours of comprehensive course work, 6 hours of specialized focus course work, and 9 hours of master’s project or thesis writing.

All MA students must take the following courses (15 hours):

- ThTR 425 Development of Theater: Beginnings to English Renaissance (3)
- ThTR 426 Development of Theater: Renaissance to Romanticism (3)
- ThTR 427 American Drama: American Drama (3) or ThTR 429 Modern and Contemporary Drama (3)
- ThTR 501 Dramatic Text Analysis (3)
- ThTR 509 Performance History (3)

Students may then select from specific interest course tracks (6 hours), such as:

- Directing (taking ThTR 430 Play Directing I (3) and ThTR 431 Play Directing II (3)),
- Dramatic Writing (taking ThTR 412 Playwriting (3) and ThTR 414 Advanced Playwriting (3) or ThTR 412 Playwriting (3) and ThTR 416 Screenwriting (3), or
- Theater Studies (individualized program consisting of two courses in the Department of Theater or in another department, selected by student with consent of the advisor and the approval of the theater graduate program (6 total))

Finally, students must take 9 hours of ThTR 644 M.A. Project. The project or thesis must be agreed upon with the student’s advisor and have the approval of the department.

**Master of Fine Arts in Acting**

In 1996, Case Western Reserve University and Cleveland Play House joined forces to create a Master of Fine Arts program in acting. The MFA is a terminal professional degree, and candidacy for the program requires an undergraduate degree, some theatrical experience, or demonstrable potential for work at the graduate level. In addition, candidates must provide evidence of technical skill and creative ability.

At the end of each semester in residence, each student’s progress is evaluated. Only students who have clearly demonstrated growth and excellence are permitted to remain in the program. The award of the MFA degree is contingent upon the student’s academic progress and upon the assessment on the part of the faculty that the candidate possesses the potential to work in the field of theater on a professional level.

Requirements for the MFA degree include:

1. 82 semester hours of graduate work beyond the bachelor’s degree
2. A cumulative grade point average of 3.0 for all course work on the graduate level
3. Completion of the course requirements for the MFA Thesis Portfolio
4. Successful completion of the third-year internship at Cleveland Play House

Course requirements for the MFA in acting are as follows:

- Courses in acting, including script analysis, acting technique, and the classical canon. 24
- Courses in movement, including mask work, physical awareness, and stage combat. 12
- Courses in voice, including voice production, breath control, and integration with text. 12
- Courses in speech, including stage speech, dialects, and verse and lyric drama 8
- Courses in history and theory, professional internships, solo projects, and professional seminars 20

Two courses in crafting a thesis portfolio 6

<table>
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<tr>
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<tbody>
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<td>Graduate Movement I: Foundations</td>
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<td>ThTR 402</td>
<td>Graduate Movement II: Creations</td>
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<td>ThTR 403</td>
<td>Graduate Movement III: Stage Combat</td>
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<td>ThTR 404</td>
<td>Graduate Movement IV: Genres and Styles</td>
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<td>ThTR 473</td>
<td>Graduate Voice Technique I</td>
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<td>Graduate Voice Technique II</td>
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<td>ThTR 475</td>
<td>Graduate Voice Technique III: Classical Texts</td>
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<td>Graduate Voice Technique IV</td>
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<td>Graduate Stage Speech I: Phonetics</td>
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<td>ThTR 530</td>
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<td>ThTR 531</td>
<td>Graduate Acting I: Performance Process</td>
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<tr>
<td>ThTR 532</td>
<td>Graduate Acting II: Ensemble Improvisations</td>
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Courses

THTR 100. Introduction to Acting. 3 Units.
A course designed to provide the non-major or undeclared liberal arts major experience with a basic understanding of acting and performance. Fundamentals in improvisation, vocabulary, and scene study are stressed. This course fulfills THTR 101 or THTR 102 should the undeclared student select theater as his or her major or minor. Students may receive credit for only one of THTR 100, THTR 101, or THTR 102.

THTR 103. Acting: Scene Study. 3 Units.
This course continues the work begun in THTR 101 or THTR 102 with emphasis on action, emotional life, and text analysis as the essential elements of the actor’s work. Prereq: THTR 100, THTR 101, or THTR 102.

THTR 105. Introduction to Stagecraft. 3 Units.
An introduction to theater terminology and technology with an emphasis on scenic construction, lighting, stage rigging, painting, and production. A practicum in wood shop and stage construction.

THTR 106. Introduction to Stage Combat. 3 Units.
Students will learn the mechanics and technique of unarmed and armed stage combat, following the general curriculum set forth by the Society of American Fight Designers (SAFD). Students will experience the process involved in learning, rehearsing, and performing a fight scene for the stage. This will include academic analysis and discussion, a variety of training exercises, and short choreography performance.

THTR 107. Acting: Improvisation. 3 Units.
This course focuses on developing a kinesthetic awareness of the body and its use as a theatrically expressive instrument. Exercises will encompass development of flexibility, strength building, alignment, motor skills, and concentration. Prereq: THTR 100 or THTR 101 or THTR 102.

THTR 108. Introduction to Stage Combat. 3 Units.
Students will learn the mechanics and technique of unarmed and armed stage combat, following the general curriculum set forth by the Society of American Fight Designers (SAFD). Students will experience the process involved in learning, rehearsing, and performing a fight scene for the stage. This will include academic analysis and discussion, a variety of training exercises, and short choreography performance.
THTR 206. Mr. Kiss Kiss Bang Bang - James Bond and Popular Culture. 3 Units.
The twenty-one films of James Bond have become part of popular culture, and the figure of the superspy has become mythic in proportion. This series, from its first installment in 1963 to the latest reinvention of James Bond in 2006, not only depicts one dashing man's efforts to save the world from disaster again and again, but also traces the development of our popular culture. Issues of violence, sex, the presentation and treatment of women, racial stereotypes, and spectacle among other topics can be discussed after viewing each film, providing an opportunity to explore the changing expectations of American audiences and the developing form of contemporary cinema. Students who have taken USSO 286D may not receive credit for this class.

THTR 207. Our Heroes, Ourselves: Superheroes and Popular Culture. 3 Units.
Since the beginning of cinema, audiences have flocked to see larger-than-life superheroes conquer the unconquerable while also teaching us about ourselves and confirming (or challenging) our world view. Beginning with cinematic serials in the 1920s and continuing to the recent Marvel production machine, these films not only depict a hero's efforts to save the world from disaster again and again, but also trace the development of our popular culture. Issues of violence, nationalism, the presentation and treatment of women, racial stereotypes, and spectacle among other topics can be discussed after viewing each film, providing an opportunity to explore the changing expectations of American audiences and the developing form of contemporary cinema.

THTR 223. Scenic Design. 3 Units.
This course introduces scenic design techniques, approaches, and tools. Emphasis will be on developing ideas through script analysis, visual research, and analysis of the physical theater space, and finally, the communication of ideas through drafting and model building. Prereq: THTR 111 or requisites not met permission.

THTR 224. Lighting Design. 3 Units.
This course introduces lighting design techniques and approaches by combining theory with practical application. The basics of lighting instruments and control consoles are used for practical projects examining light on the stage. The design process is explored through script analysis, visual research, and choice of instrumentation, and communicated with the drafted light plot. Prereq: THTR 111 or requisites not met permission.

THTR 225. Costume Design. 3 Units.
This course is designed to introduce costume design techniques, approaches, and tools. Students will learn the process of costume design through application of skill and theories - from script analysis through post-production. In addition, students will participate in a survey of costume history and drawing/rendering skills will be taught. This course will culminate in a project designed to incorporate skills and techniques acquired during the semester. Prereq: THTR 111 or instructor permission.

THTR 226. Stage Makeup. 3 Units.
An introductory hands-on course in theatrical makeup techniques and tools. Students will study the history of stage makeup, its application, and the relationship between stage makeup and developing a character. The course will explore a variety of makeup applications from basic corrective makeup to special effects including prosthetics, crepe hair, and blood effects.

THTR 227. Stage Management. 3 Units.
Designed to acquaint student with the numerous aspects of stage management.

THTR 231. Acting: Advanced Scene Study. 3 Units.
An advanced exploration of contemporary acting technique emphasizing the effective use of poetic language, heightened partner awareness and behavioral response to achieve greater specificity and spontaneity in performance. Scene work will focus on American master playwrights of the 20th century such as Williams, Miller and Odets. Counts as SAGES Departmental Seminar. Prereq: THTR 103.

THTR 232. Acting: Classical Technique. 3 Units.
An exploration of techniques to approach classical theater, with emphasis on the works of Shakespeare. Presents the challenges of working with heightened language in classical texts, and provides skills necessary to transfer modern acting methods to these more poetic plays. Prereq: THTR 103.

THTR 233. Acting: Improvisation Technique. 3 Units.
This course is designed to teach the student the introductory techniques utilized by all improvisational actors. While improvisation is best known as a comedic enterprise, this course will focus on using improvisational techniques/rules to improve communication skills, as well as a means to discover the “truth” of a moment. In the professional world, improv is taught as a communication tool to doctors, lawyers, law enforcement officers, corporate big wigs, and little wigs. In the medical field, the tools of improv are taught to patients suffering with PTSD, and children suffering from anxiety or social disorders to help them learn valuable communication skills. In addition to improving listening and communication skills, the student of this course will learn to apply improv skills to the performance of short improv games/skits, as well as long-form improv, known as The Harold. Prereq: THTR 103.

THTR 240. Video Production. 3 Units.
Video Production presents a hands-on introduction to video creation. Students are introduced to visual storytelling through concepts of single-camera production. The course will explore all areas of pre-production, followed by production with the use of a camcorder and accompanying software. Students will learn the necessary skills to create short videos from paper to finished product.

THTR 301. Study Abroad at RADA: Dramatic Literature I. 3 Units.
This is a study-abroad course at the Royal Academy of Dramatic Arts in London. Theater 301 explores the foundations of theater in Western civilization, with a special emphasis on Greek theatre in performance. Acceptance into the RADA Study Abroad Program required. Students cannot receive credit for both THTR 228L and THTR 301.

THTR 302. Study Abroad at RADA: Dramatic Literature II. 3 Units.
This is a study-abroad course at the Royal Academy of Dramatic Arts in London. THTR 302 explores the many developments in playwriting, design, acting, and theater architecture in the French Neoclassic period. Acceptance into the RADA Study Abroad Program required. Student cannot receive credit for both THTR 229L and THTR 302.

THTR 303. Study Abroad at RADA: Acting Styles. 3 Units.
This is a study-abroad course at the Royal Academy of Dramatic Arts in London. THTR 303 is an exploration of techniques to approach classical theater, with emphasis on the works on Restoration theatre performance. Acceptance into the RADA Study Abroad Program required. Students cannot receive credit for both THTR 232L and THTR 303.
THTR 304. Study Abroad at RADA: Dramatic Literature III. 3 Units.
Course credit earned while studying abroad at the Royal Academy of Dramatic Arts in London. THTR 304 explores the work of Bertolt Brecht, with special emphasis on his play in performance. The course emphasizes the relationship between different theatrical representations and their historical and social context. Acceptance into the RADA Study Abroad Program required. Students cannot receive credit for both THTR 329L and THTR 304.

THTR 305. Study Abroad at RADA: Vocal Performance. 3 Units.
This is a study-abroad course at the Royal Academy of Dramatic Arts in London. THTR 305 focuses upon the training of the voice for heightened language. Acceptance into the RADA Study Abroad Program required. Students cannot receive credit for THTR 305 and either THTR 375L or THTR 376L.

THTR 306. Acting: Camera Technique. 3 Units.
Acting for the Camera class with emphasis on how it differs from onstage work. Interviews, scenes, and exercises will be used to highlight the differences and similarities. Emphasis on contemporary works. Prereq: THTR 103.

THTR 307. Acting: Advanced Camera Techniques. 3 Units.
Advanced Camera Technique will build upon the fundamental skills learned in Camera Technique and focus on preparation for those seeking potential professional opportunities as performers in the film and television industry. It is a common misconception that there is a comprehensive approach to screen acting that encompasses all aspects of the work—film, television, commercials, etc. This couldn't be further from reality. Just as an actor would prepare differently when performing in a Shakespeare play versus that of a contemporary naturalistic American playwright, there are any number of styles and genres present in on-camera work and each require a distinctive skill set. In this course, students will come to understand the unique attributes explicit to varying formats of television programs and film genres, and develop an informed approach specific to both auditioning for and performing in each. In addition, students will have the opportunity to hone more advanced aspects of the craft itself, such as the challenge of performing multiple takes of emotionally-charged moments, developing credible character relationships without the benefit of the rehearsal time a performer typically experiences in theatre, and providing the editor with slight tonal variations from take to take while still retaining continuity of action and objective. Prereq: THTR 306.

THTR 311. Audition Laboratory. 1 Unit.
A discussion and practicum exploring the problems faced by an actor in various audition situations. Development of an audition repertory for the actor for stage, video and film. Prereq: Senior Theater major.

THTR 312. Playwriting. 3 Units.
Theory and practice of dramatic writing, in the context of examples, classic and contemporary. Recommended preparation: ENGL 203 or ENGL 213 or ENGL 214 or ENGL 303 or ENGL 304. Offered as ENGL 305, THTR 312 and THTR 412.

THTR 314. Advanced Playwriting. 3 Units.
Theory and practice of dramatic writing with special focus on the craft of writing a full-length play. Offered as ENGL 314, THTR 314 and THTR 414. Prereq: ENGL 305 or THTR 312.

THTR 316. Screenwriting. 3 Units.
A critical exploration of the craft of writing for film, in which reading and practicum assignments will culminate in the student submitting an original full-length screenplay. Offered as ENGL 316, THTR 316 and THTR 416. Prereq: THTR 312 or ENGL 305 or THTR 412.

THTR 319. Greek Tragedy: Plays and Performance in Ancient Athens. 3 Units.
This course provides students the opportunity to read a significant number of ancient Greek tragedies in modern English translations. We read, study, and discuss selected works by Aeschylus, Sophocles, and Euripides, as well as selected criticism, ancient and modern, of these plays. All semester we read the plays as literature composed for performance. We study literary elements within the plays and theatrical possibilities inherent in the texts. As we read the plays, we pay close attention to the historical context and look for what each play can tell us about myth, religion, ethics, and society in ancient Athens. Finally, we give attention to the way these tragic dramas and the theater in which they were performed have continued to inspire literature and theater for thousands of years. Lectures provide historical background on the playwrights, the plays, the mythic and historical background, and possible interpretation of the texts as literature and as performance pieces. Students discuss the plays that they read in class. The course has three examinations and a final project that includes writing an essay and staging a monologue or scene from one of the tragedies. Offered as CLSC 319, CLSC 419, THTR 319, THTR 419, WLT 319, and WLT 419. Counts for CAS Global & Cultural Diversity Requirement.

THTR 322. Theater in Ancient Rome. 3 Units.
This course is designed as a continuation of and companion to CLSC/THTR/WLIT 319/419 Greek Tragedy: Plays and Performance in Ancient Athens, although it may be taken without having taken, or before having taken, that course. Students in Theater in Ancient Rome will read a significant number of ancient Roman plays in modern English translation and study non-literary theatrical entertainment of the Roman Republic and Empire, that may include mime and pantomime, gladiatorial shows, political speeches, courtroom drama, and various other spectacles. The dramatic texts that we shall study include the fragments of early Latin drama, selected comedies by Plautus and Terence, and the tragedies of Seneca. We shall also consider Greek and Roman literature that comments on Roman theatrical practices. These works will be read for their literary merits and theatrical possibilities, while at the same time examining them for what they can tell us about Roman civilization. Similarly, when studying the non-literary theatrical works we shall examine historical and theatrical context including archaeological evidence from theaters and amphitheaters and material remains (masks, depictions of actors and gladiators on vases, terra cotta lamps, mosaics, etc.). Finally, while the majority of the course focuses on drama originally written in Latin and theatrical entertainments performed in ancient Rome, the course may include a brief survey of selected post-classical works indebted to the tradition of Roman drama and theater. Authors that may be studied include Hrotsvitha, Marlowe, Shakespeare, Racine, Molière, and the legacy of Roman drama and theater in contemporary stage and cinema such as Sondheim’s A Funny Thing Happened on the Way to the Forum. Thus a secondary concern will be to consider how and in what ways the legacy of Roman drama and theater has continued to shape the dramatic arts since antiquity. Offered as CLSC 322, CLSC 422, THTR 322, THTR 422, WLT 322, and WLT 422. Counts for CAS Global & Cultural Diversity Requirement.

THTR 323. Topics in Design. 3 Units.
This course will examine various topics relating to theatre design and technology not covered in other design courses. Students will be provided with practical and theoretical knowledge on a specific topic in order to increase their design and/or technical skills. In addition, each course offering will have its own stated objectives. This course may be repeated by students with each new topic. Prereq: THTR 111 or instructor permission.
THTR 325. Development of Theater: Beginnings to English Renaissance. 3 Units.
This course explores the foundations of theater in Western civilization, beginning with Greece and then charting and analyzing the developments in playwriting, design, acting and theater architecture. Students read a wide variety of plays in order to obtain a comprehensive understanding of the history of the art form, but also learn how theater has played an integral societal function as a medium of political, economic, and cultural commentary. Development of Theater I explores developments from Aeschylus to the English Renaissance. Offered for undergraduates as THTR 325 and WLIT 360. Students who have taken THTR 228/WTIT 228 are not allowed to enroll in this course. Offered as THTR 325, WLIT 360, and THTR 425. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement. Prereq: At least Sophomore standing.

THTR 326. Development of Theater: Renaissance to Romanticism. 3 Units.
This course explores the many developments in playwriting, design, acting, and theater architecture across the world. Students read a wide variety of plays in order to obtain a comprehensive understanding of the history of the art form, but also learn how theater has played an integral societal function as a medium of political, economic, and cultural commentary. Development of Theater II not only explores the development of theatrical conventions in Spain, England, Italy, France and other European countries that lead to the creation of modern drama, but the course also offers an in-depth look at the history and conventions of theater in India, Korea, China, and Japan. Offered as THTR 326, WLIT 361, and THTR 426. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement. Prereq: At least Sophomore standing.

THTR 327. American Drama. 3 Units.
Designed to provide students an overview of the development of theater in the United States and to familiarize them with the work and themes of selected American playwrights. Offered as THTR 327 and THTR 427.

THTR 329. Modern and Contemporary Drama. 3 Units.
This course explores the development of western drama and theatre from 1860 through present-day productions. The course emphasizes the relationship between different theatrical representations and their historical and social context. Shakespeare's well-known dictum that "theatre holds a mirror up to nature" is expanded when one examines who is holding that mirror, and how their actions participate in the constantly shifting construction of culture. Given this premise, the course investigates the development of specific European cultures (England, France, Germany, and Italy) as well as other regions (the United States, South America, and Russia) through the live and literary representations they make of themselves. Offered as THTR 329, WLIT 329 and THTR 429. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement. Prereq: At least Sophomore standing.

THTR 330. Play Directing I. 3 Units.
This course will begin a two-semester study of the art and craft of stage direction of plays. Topics covered will include history of the profession, directorial theory and practice, development of skills such as text analysis, design and concept, and general problem solving. Offered as THTR 330 and THTR 430. Prereq: THTR 101 or THTR 102, and at least Junior standing.

THTR 331. Play Directing II. 3 Units.
This course will continue with the basic concepts learned in THTR 330 and will expand them in regard to actual production. Topics will include directing mechanics, ground planning, blocking, and visualization, staging and working with actors. The course will culminate in a faculty supervised directing project for public performance. There are three evening labs for this course. Offered as THTR 331 and THTR 431. Counts as SAGES Senior Capstone. Prereq: THTR 330, and at least Junior standing.

THTR 334. Shakespeare: Histories and Tragedies. 3 Units.
Close reading of a selection of Shakespeare's tragedies and history plays (e.g., "Richard the Third," "Julius Caesar," "Hamlet," "King Lear"). Topics of discussion may include Renaissance drama as a social institution, the nature of tragedy, national history, gender roles, sexual politics, the state and its opponents, theatrical conventions. Assessment may include opportunities for performance. A student may not receive credit for both ENGL 324 and ENGL 324C. Offered as ENGL 324, ENGL 324C, ENGL 424, and THTR 334. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

THTR 335. Shakespeare: Comedies and Romances. 3 Units.
Close reading of selected plays of Shakespeare in the genres of comedy and romance (e.g., "The Merchant of Venice," "Twelfth Night," "Measure for Measure," "The Tempest"). Topics of discussion may include issues of sexual desire, gender roles, marriage, the family, genre conventions. Assessment may include opportunities for performance. A student may not receive credit for both ENGL 325 and ENGL 325C. Offered as ENGL 325, ENGL 325C, ENGL 425, and THTR 335. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

THTR 336. Concepts of Race within African American Plays. 3 Units.
This course provides an interdisciplinary study of race and African Americans within the context of African American plays. It will use the basic principles of African and African American history, urban studies, theater, sociology, economics and family life, etc. to identify aspects of race and racism. The course will provide an overview of race and racism in America through the lens of African American plays. The semester long course will analyze and discuss a conceptual understanding of how aspects of race serve as central themes within African American plays. The course will engage in various theories, discussions and debates about the African American experience and the relationship to race and racism displayed within the context of plays. Counts for CAS Global & Cultural Diversity Requirement. Prereq: Sophomore standing.

THTR 375. Voice. 3 Units.
Development of the actor's vocal instrument. Work in articulation, range, and flexibility. Prereq: Theater major or consent of department.

THTR 376. Advanced Vocal Techniques. 3 Units.
Continuation of THTR 375. Prereq: THTR 375.

THTR 385. Rehearsal and Production. 1 - 3 Units.
Practicum for students participating in production work in the Department of Theater and Dance. Supervised laboratory experience in technical theater, construction techniques, scenery, costumes, lighting, and props; production; ticket office operations, promotion, publicity and public relations; house management; wardrobe responsibilities; stage management; assistant directing; and other production positions relating to the mainstage performances in Eldred Theater. Students are recommended to take one credit hour per production, with a maximum of 8 credit hours allowed during their undergraduate career.
THTR 386. Rehearsal and Performance. 1 Unit.
Practicum for students participating in performance in the Department of Theater and Dance, relating to the mainstage productions at Eldred Theater. This course may be repeated, for a maximum total of 2 credits.

THTR 390. Advanced Topics in Design/Technology. 3 Units.
This is an advanced-level course designed to provide an opportunity for Design/Technical Theater Undergraduates to do an advanced project in scenic, costume, or lighting design, or in a technical area such as stage management or technical direction, as would be expected in the professional theater. This project may be a realized departmental production or an unrealized project. Working on a departmental production requires attendance at production meetings, technical rehearsals and other scheduled meetings. Counts as SAGES Senior Capstone. Prereq: THTR 111 and (THTR 223, THTR 224, THTR 225, or THTR 227) or requisites not met permission.

THTR 393. Senior Capstone: Dramaturgy. 3 Units.
This course introduces students to theories of textual analysis and contextual research within the framework of theatrical performance. Students will investigate the history and methodologies of dramaturgy, and then apply the best practices of the profession to the study and production of contemporary plays. Because dramaturgy is a collaborative endeavor, students will participate with others in the production of a theoretical adaptation from a non-dramatic source, as well as the creation of an interdisciplinary theatre event and a multimedia performance project. By course end, students will be able to support their theatrical interests with dramaturgical insights and to work collaboratively to create productions that reflect the cultural and aesthetic diversity of the 21st century. Counts as SAGES Senior Capstone. Prereq: Senior standing.

THTR 397. Honors Studies I. 3 Units.
Individual projects in acting, dance, and directing.

THTR 398. Honors Studies II. 3 Units.
Individual projects in acting, design, playwriting, and directing.

THTR 399. Independent Study in Theater Arts. 1 - 3 Units.
Independent research and project work in areas of acting, design, voice, theater history, playwriting, directing, or theater management.

THTR 401. Graduate Movement I: Foundations. 3 Units.
This class is meant to both cleanse and develop the palette; it represents a series of exercises intended to remove habits and blockages, freeing your use of your instrument and expanding your conscious range of expression. The majority of what we will do is not immediately applicable technique in terms of playable actions during performance, but is meant to build your foundation as a performer, laying a groundwork for more powerful future performances. Prereq: Must be a student in M.F.A. Acting program.

THTR 402. Graduate Movement II: Creations. 3 Units.
This second class in our movement sequence is all about creation, from character creation to devised physical theatre. It is about play, in the theatrical sense Lecoq refers to as Jeu. We will play with character masks, from larval/basal masks to full face character masks, explore mime, slapstick/pratfalls, clown, and nonverbal scenes with music. The basic structure will be similar in many ways to that of the previous semester, with a mix of autocours and more fully fleshed out devised scenes at the end of each week or unit. Prereq: THTR 401.

THTR 403. Graduate Movement III: Stage Combat. 3 Units.
Students will learn the mechanics and technique of unarmed and armed stage combat, following the curriculum set forth by the Society of American Fight Designers (SAFD). We will experience the techniques and process involved in learning, rehearsing, and performing fight scenes for the stage, culminating in the opportunity to test for SAFD Certification in Unarmed and at least one sword style. Prereq: THTR 402.

THTR 404. Graduate Movement IV: Genres and Styles. 3 Units.
The push beyond realism and into theatrical styles becomes a proving ground for more advanced application of the fundamental acting concepts garnered in your prior course work, as well as a playground for physical transformation and movement skill. Presentational theatre will be our primary focus, whether in the form of Elizabethan, Restoration, Commedia, Farce, or other genres, including the many "isms." Your ability to synthesize prior training while applying specific templates of period movement or other genre styles is your capstone to our movement sequence. The basic structure will be similar in many ways to that of the previous semesters, with a mix of autocours and more fully fleshed out scenes at the end of each week or unit. Prereq: THTR 403.

THTR 412. Playwriting. 3 Units.
Theory and practice of dramatic writing, in the context of examples, classic and contemporary. Recommended preparation: ENGL 203 or ENGL 213 or ENGL 214 or ENGL 303 or ENGL 304. Offered as ENGL 305, THTR 312 and THTR 412. Prereq: Must be a student in M.A. Theater program.

THTR 414. Advanced Playwriting. 3 Units.
Theory and practice of dramatic writing with special focus on the craft of writing a full-length play. Offered as ENGL 314, THTR 314 and THTR 414. Prereq: Must be a student in M.A. Theater program.

THTR 416. Screenwriting. 3 Units.
A critical exploration of the craft of writing for film, in which reading and practicum assignments will culminate in the student submitting an original full-length screenplay. Offered as ENGL 316, THTR 316 and THTR 416. Prereq: Must be a student in M.A. Theater program.

THTR 419. Greek Tragedy: Plays and Performance in Ancient Athens. 3 Units.
This course provides students the opportunity to read a significant number of ancient Greek tragedies in modern English translations. We read, study, and discuss selected works by Aeschylus, Sophocles, and Euripides, as well as selected criticism, ancient and modern, of these plays. All semester we read the plays as literature composed for performance. We study literary elements within the plays and theatrical possibilities inherent in the texts. As we read the plays, we pay close attention to the historical context and look for what each play can tell us about myth, religion, ethics, and society in ancient Athens. Finally, we give attention to the way these tragic dramas and the theater in which they were performed have continued to inspire literature and theater for thousands of years. Lectures provide historical background on the playwrights, the plays, the mythic and historical background, and possible interpretation of the texts as literature and as performance pieces. Students discuss the plays that they read in class. The course has three examinations and a final project that includes writing an essay and staging a monologue or scene from one of the tragedies. Offered as CLSC 319, CLSC 419, THTR 319, THTR 419, WLIT 319, and WLIT 419. Counts for CAS Global & Cultural Diversity Requirement.
THTR 422. Theater in Ancient Rome. 3 Units.
This course is designed as a continuation of and companion to CLSC/THTR/WLIT 319/419 Greek Tragedy: Plays and Performance in Ancient Athens, although it may be taken without having taken, or before having taken, that course. Students in Theater in Ancient Rome will read a significant number of ancient Roman plays in modern English translation and study non-literary theatrical entertainment of the Roman Republic and Empire, that may include mime and pantomime, gladiatorial shows, political speeches, courtroom drama, and various other spectacles. The dramatic texts that we shall study include the fragments of early Latin drama, selected comedies by Plautus and Terence, and the tragedies of Seneca. We shall also consider Greek and Roman literature that comments on Roman theatrical practices. These works will be read for their literary merits and theatrical possibilities, while at the same time examining them for what they can tell us about Roman civilization. Similarly, when studying the non-literary theatrical works we shall examine historical and theatrical context including archaeological evidence from theaters and amphitheaters and material remains (masks, depictions of actors and gladiators on vases, terra cotta lamps, mosaics, etc.). Finally, while the majority of the course focuses on drama originally written in Latin and theatrical performances performed in ancient Rome, the course may include a brief survey of selected post-classical works indebted to the tradition of Roman drama and theater. Authors that may be studied include Hrotsvitha, Marlowe, Shakespeare, Racine, Molière, and the legacy of Roman drama and theater in contemporary stage and cinema such as Sondheim's A Funny Thing Happened on the Way to the Forum. Thus a secondary concern will be to consider how and in what ways the legacy of Roman drama and theater has continued to shape the dramatic arts since antiquity. Offered as CLSC 322, CLSC 422, THTR 322, THTR 422, WLIT 322, and WLIT 422. Counts for CAS Global & Cultural Diversity Requirement.

THTR 425. Development of Theater: Beginnings to English Renaissance. 3 Units.
This course explores the foundations of theater in Western civilization, beginning with Greece and then charting and analyzing the developments in playwriting, design, acting and theater architecture. Students read a wide variety of plays in order to obtain a comprehensive understanding of the history of the art form, but also learn how theater has played an integral societal function as a medium of political, economic, and cultural commentary. Development of Theater I explores developments from Aeschylus to the English Renaissance. Offered for undergraduates as THTR 325 and WLIT 360. Students who have taken THTR 228/WLIT 228 are not allowed to enroll in this course. Offered as THTR 325, WLIT 360, and THTR 425. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement. Prereq: Must be a student in M.A. Theater program.

THTR 426. Development of Theater: Renaissance to Romanticism. 3 Units.
This course explores the many developments in playwriting, design, acting, and theater architecture across the world. Students read a wide variety of plays in order to obtain a comprehensive understanding of the history of the art form, but also learn how theater has played an integral societal function as a medium of political, economic, and cultural commentary. Development of Theater II not only explores the development of theatrical conventions in Spain, England, Italy, France and other European countries that lead to the creation of modern drama, but the course also offers an in-depth look at the history and conventions of theater in India, Korea, China, and Japan. Offered as THTR 326, WLIT 361, and THTR 426. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement. Prereq: Must be a student in M.A. Theater program.

THTR 427. American Drama. 3 Units.
Designed to provide students an overview of the development of theater in the United States and to familiarize them with the work and themes of selected American playwrights. Offered as THTR 327 and THTR 427. Prereq: Must be a student in M.A. Theater program.

THTR 429. Modern and Contemporary Drama. 3 Units.
This course explores the development of Western drama and theatre from 1860 through present-day productions. The course emphasizes the relationship between different theatrical representations and their historical and social context. Shakespeare's well-known dictum that "theatre holds a mirror up to nature" is expanded when one examines the concept of theater as a reflection of society. The course will begin with the development of modern drama, beginning in England, France, Germany, and Italy. It will then examine the development of other regions (the Americas, South Africa, China, Japan, and Russia) as well as other cultures, through their theatrical representations they make of themselves. Offered as THTR 329, WLIT 329 and THTR 429. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement. Prereq: Must be a student in M.A. Theater program.

THTR 430. Play Directing I. 3 Units.
This course will begin a two-semester study of the art and craft of stage direction of plays. Topics covered will include the technical elements of directing, such as text analysis, design and concept, and general problem solving. Offered as THTR 330 and THTR 430. Prereq: Must be a student in M.A. Theater program.

THTR 431. Play Directing II. 3 Units.
This course will continue with the basic concepts learned in THTR 330 and will expand them in regard to actual production. Topics will include directing mechanics, ground planning, blocking, and visualization, staging and working with actors. The course will culminate in a faculty-supervised directing project for public performance. There are three evening labs for this course. Offered as THTR 331 and THTR 431. Counts as SAGES Senior Capstone. Prereq: Must be a student in M.A. Theater program.

THTR 473. Graduate Voice Technique I. 3 Units.
Assessment of students' current vocal and alignment skills. Laboratory for exploring new vocal and alignment habits supportive of healthy vocal functioning. Exploration of the body and voice as it relates to breath, resonance, and the healthy exhalation of sound. Prereq: Must be a candidate in M.F.A. Acting program.

THTR 474. Graduate Voice Technique II. 3 Units.
Continued laboratory for the exploration of alignment and vocal skills supportive of healthy vocal functioning. Continued exploration of the body and voice as it relates to breath, articulation, resonance, and the healthy exhalation of sound. Emphasis on the physical and energetic skills needed to produce full-bodied, healthy sound capable of being heard and understood while acting in theatrical productions. Required of M.F.A. candidates in the Acting program. Prereq: THTR 473.

THTR 475. Graduate Voice Technique III: Classical Texts. 3 Units.
Development of skills needed to address the specific needs of Shakespeare and Classical texts in performance, including vocal skills, the use of breath, imagery, and textual studies. Prereq: THTR 474.
THTR 476. Graduate Voice Technique IV. 3 Units.
The course is focused on increasing and enhancing the graduate student of acting's ability to handle the vocal challenges and technical demands of heightened texts. The class will use language and texts from poetry, classic novels and drama to accomplish this task. Prereq: Must be a student in M.F.A. Acting program.

THTR 479. Graduate Stage Speech I: Phonetics. 2 Units.
Designed to evaluate the graduate student actors' current speech skills, to teach them a stage appropriate dialect using the Skinner narrow IPA set, and to achieve a level of mastery over articulation and diction. Prereq: Must be a student in M.F.A. Acting program.

THTR 493. Graduate Study in Dramaturgy. 3 Units.
This course introduces students to theories of textual analysis and contextual research within the framework of theatrical performance. Students will investigate the history and methodologies of dramaturgy, and then apply the best practices of the profession to the study and production of contemporary plays. Because dramaturgy is a collaborative endeavor, students will participate with others in the production of a theatrical adaptation from a non-dramatic source, as well as the creation of an interdisciplinary theater event and a multi-media performance project. By course end, students will be able to support their theatrical interests with dramaturgical insights and to work collaboratively to create productions that reflect the cultural and aesthetic diversity of the 21st century. Students will also gain practical experience by serving as dramaturgs on a Cleveland Play House production. Prereq: Department of Theater MA Students only.

THTR 501. Dramatic Text Analysis. 1 - 3 Units.
An exploration to the craft of reading a theatrical text. Methods for analyzing the action and dialogue of a play will be applied to dramatic text so that the theater artist can learn to transform a one-dimensional text into a three-dimensional performance work. Prereq: Must be a graduate student in the Department of Theater.

THTR 509. Performance History. 1 Unit.
Research seminar that covers the major movements in performance history and acting style. Readings cover the breadth of theater history with a focus on the art of the actor. Also includes material on major stylistic movements and acting techniques and the impact on the theatrical impulse. Prereq: Must be a student in M.F.A. Acting program.

THTR 512. Graduate Audition Lab. 1 - 2 Units.
This class focuses on choosing and developing classical and contemporary monologues for audition purposes. Other elements of the audition process are explored including the preparation of sides for a specific role as well as casting simulations with guest directors and instructors. Prereq: Must be a student in M.F.A. Acting program.

THTR 530. Ensemble Technique. 1 - 2 Units.
A practicum course structured to explore the use of ensemble dynamic techniques in a rehearsal/performance environment, as well as to develop a set of exercises which encourage and sustain the actor's channels of interpersonal communication during a range of rehearsal and performance situations. Prereq: Must be a student in M.F.A. Acting program.

THTR 531. Graduate Acting I: Performance Process. 3 Units.
This course is aimed toward developing a practical and cohesive acting approach. Through improvisations and structured exercises, the actor learns to employ the basic concepts of the Stanislavski System of intention, action and given circumstances in order to make acting decisions that are viable, playable, original, truthful and specific. Ensemble building and scene work also play heavily in this foundation course. Prereq: Must be a student in M.F.A. Acting program.

THTR 532. Graduate Acting II: Ensemble Improvisations. 3 Units.
Scene work will constitute the core of Acting II. Group improvisations and collective creations will be interspersed throughout the term. Fully embracing the idea of ensemble, this class will focus on exploration, where process and discovery are the primary objectives. Prereq: THTR 531.

THTR 533. Graduate Acting III: The Modernists. 3 Units.
The class focuses on the Modernists: Chekhov, Ibsen. The student will apply the Stanislavski System of character work and the specific tools of "Physical Acting" techniques to these playwrights through intensive scene work. The focus is also on imagery in language and clarity of subtext and imagery as it relates to the dramatic text and character intention. Prereq: THTR 532.

THTR 534. Graduate Acting IV: Shakespeare/Heightened Language. 3 Units.
This course explores the genre of theater loosely called "Heightened Language" and the challenges it presents for the actor. Students will complete intensive scene work on texts ranging from the Greeks, to Shakespeare, to the 19th Century Victorians, and discover the interconnectedness of the styles, and the demands they place on the actor's craft. Prereq: THTR 533.

THTR 535. Graduate Acting V: Camera Technique. 3 Units.
The goal of this course will be to introduce the student to fundamental aspects of creating and performing a role on camera. Various exercises will be employed with the aim of eliciting active listening, spontaneity and a vibrant inner life. Technical aspects such as continuity and hitting marks will be addressed, as well as the professional process involved in production as applied to varying genres of film and television. Prereq: THTR 535.

THTR 540. Professional Orientation. 2 Units.
This class is structured to help the third year MFA actor prepare for his/her entrance and transition to the professional arena. Students will be introduced to the world of contracts, taxes, agents and unions, and understand how to survive and thrive while pursuing a professional acting career. Guest speakers and facilitators will present material to familiarize students with the realities of a life in the arts. Prereq: Must be a student in M.F.A. Acting program.

THTR 579. Graduate Stage Speech II: Articulation. 2 Units.
This course will continue the work begun in THTR 479, exploring more of the International Phonetic Alphabet and developing applicable skills in articulatory sophistication. Prereq: THTR 479.

THTR 580. Graduate Stage Speech III: Dialects. 2 Units.
This survey course will examine the use and application of major stage dialects in the American theatre using a phonetic tool set as a basis for understanding sound substitutions. The student will also study the ways in which rhythmic changes and resonance and tension shifts affect the dialects. Prereq: THTR 579.

THTR 581. Graduate Stage Speech IV: Classical Texts. 2 Units.
The objective of this course is to increase and enhance the students' ability to handle the heightened language and technical demands of classical texts. The class will use poetry, first person narratives from classic novels and verse drama to accomplish this task. The class will contain a strong "verbal gym" component meant to strengthen and refine diction and standard American speech. Drills, tongue twisters, reading aloud will be part of every class. Prereq: THTR 580.

THTR 601. Special Projects. 1 - 3 Units.
(Credit as arranged.)
THTR 610. Professional Internship. 1 - 4 Units.
In the third year, the student will begin their Professional Internship with Cleveland Play House. Involvement will include: understudy assignments and an AEA contracted role in a production(s) as assigned by Cleveland Play House. Prereq: THTR 534.

THTR 611. Professional Showcase. 3 Units.
At the end of the curricular sequence, the graduating class presents an actors showcase, involving scenes and various special skills, to industry professionals (agents, managers, directors, artistic directors). The goal of the showcase is to present material that will illustrate the strengths of each ensemble member in order to procure professional representation. The course begins with a search for material from theatre, film and television sources. Prereq: Must be a student in M.F.A. Acting program.

THTR 630. Performance Studio. 3 Units.
A performance laboratory, ensemble-based practicum in which the student works to integrate effectively a wide range of performance skills culminating in a studio production. May be taken two times in the last two semesters of graduate study. Prereq: THTR 534.

THTR 642. Thesis Portfolio I. 3 Units.
Course designed specifically for candidates in the Master of Fine Arts program in Acting. Graduate students enroll for the course during the fall semester of their third year of study. Work on the thesis spans three years of study based on roles the MFA actor has created. A rough draft of the thesis portfolio will be completed, according to requirements set forth in the department’s MFA Handbook, and presented at the end of the fall semester of the third year to the faculty. Satisfactory completion of the portfolio is part of the requirements for awarding the Master of Fine Arts degree. Prereq: Must be a student in M.F.A. Acting program.

THTR 643. Thesis Portfolio II. 3 Units.
Course designed specifically for candidates in the Master of Fine Arts program in Acting. Graduate students enroll for the course during the spring semester of their third-year of study. A finalized thesis portfolio containing an in-depth exploration of at least three roles is completed, according to requirements set forth in the department’s MFA Handbook. This completed document is presented at the end of the spring semester of the third year. Satisfactory completion of the portfolio is part of the requirements for awarding the Master of Fine Arts degree. Prereq: THTR 642 and must be a student in MFA Acting program.

THTR 644. M.A. Project. 1 - 12 Units.
Research and development of a Master of Arts project in Theater.

Washington Study Program

111 Mather House
http://politicalsecience.case.edu/undergraduate-programs/washington-center-program/
Phone: 216.368.2646; Fax: 216.368.4681
Justin Buchler, Program Director
justin.buchler@case.edu

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

To be eligible for the program, a student is expected to be a junior or senior and have at least a 3.0 GPA. The program director, the student’s major advisor, and the appropriate dean must approve each application. Students must ensure that their participation will not prevent them from meeting on-campus residency or other university requirements.

Students should contact the director for updated information about the program’s operations during the COVID-19 pandemic.

Women's and Gender Studies Program

www.case.edu/artsci/womn (http://www.case.edu/artsci/womn/)
Renée Sentilles (renee.sentilles@case.edu) and Justine Howe (justine.howe@case.edu), Co-Directors

The goal of the Women's and Gender Studies Program is to educate students in interdisciplinary approaches to feminist and queer theories of gender, sexuality, culture, and society. The program is committed to the study of women, the LGBTQ+ community, and sexuality. Students are exposed to a variety of forms of critical thinking in relation to:

1. the social construction of knowledge and philosophy
2. intersections of race/ethnicity, social class, gender, and sexuality in social systems of power and privilege
3. historized and cross-cultural accounts of gender and gender inequality
4. literary criticism
5. approaches to science and medicine informed by "feminist empiricism" and "feminist standpoint" theories
6. contemporary theories of art, performance, language, jurisprudence, social science, and religion in the context of women's experience
7. studies of the body as a focal point for theorizing relations among the arts and sciences
8. social justice and activism as it pertains to women and gender both locally and globally

Women’s and Gender Studies is an interdisciplinary program that prepares students to think critically and creatively within a framework employing gender as a central category of analysis. The program is set up to test and challenge the technologies and limitations of gender roles in a multitude of cultural and historical settings. It is designed to familiarize students with the analytical and hermeneutic tools of research and interpretation, and to create awareness of the ethical, political, and aesthetic dimensions of gender in history and culture.

Program Faculty

Renee M. Sentilles, PhD
Henry Eldridge Bourne Professor of History, Department of History; Co-Director, Women's and Gender Studies Program

Justine Howe, PhD
Armington Professor; Associate Professor, Department of Religious Studies; Co-Director, Women's and Gender Studies Program
Women's and Gender Studies Program

Affiliated faculty

Mary Grimm, MA
Associate Professor, Department of English

Undergraduate Program

Major

The Women's and Gender Studies Program offers a major leading to the Bachelor of Arts degree. The program offers a sound course of study with a disciplinary concentration grounding the program's interdisciplinary objectives. Up to six credit hours in required or elective courses for another major may also be applied to the Women's and Gender Studies major.

In the two required courses, students become fluent in current tools of research and interpretation employed in women's and gender studies.

Required Course 1:

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>WGST 201</td>
<td>Introduction to Gender Studies</td>
<td>3</td>
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Required Course 2: One of the following:

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>WGST 318</td>
<td>History of Black Women in the U.S.</td>
<td>3</td>
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<tr>
<td>WGST 326</td>
<td>Gender, Inequality, and Globalization</td>
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<tr>
<td>WGST 353</td>
<td>Women in American History I</td>
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<td>WGST 354</td>
<td>Women in American History II</td>
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<tr>
<td>WGST 365</td>
<td>Gender and Sex Differences: Cross-cultural Perspective</td>
<td>3</td>
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Elective courses: WGST majors must distribute their courses among the Arts, Humanities, and Social Sciences. They must take at least one course in each of these three areas. In two of the areas, they must take two courses. Consult one of the program's academic representatives with questions about the curriculum. Majors and minors in WGST may also conduct an Independent Study (WGST 399) and/or a SAGES Capstone (WGST 396) with program faculty.

Total Units 30

Minor

Fulfillment of the minor requires completion of 18 credit hours according to the following course distribution:

Required Courses:

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<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>WGST 201</td>
<td>Introduction to Gender Studies</td>
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Five approved electives 15

Total Units 18

To help ensure a comprehensive course of study in a particular area of interest, each student's combination of courses and the structure of an independent study must be approved by one of the program's academic representatives.
Courses

WGST 224. Sex and the City: Gender and Urban History. 3 Units.
Gender is an identity and an experience written onto the spaces of the city. The urban landscape—its streets, buildings, bridges, parks and squares—shapes and reflects gender identities and sexual relations. This course examines the relationship between gender and urban space from the 19th century to the present, giving special attention to the city of Cleveland. Using Cleveland as our case study, this course will explore some of the many ways in which cities and the inhabitants of cities have historically shaped gender and sexual identities. The course is organized thematically and explores different aspects of city life such as prostitution, urban crime, labor, politics, urban renewal and decay, consumption and leisure and the ways in which sex and gender intersects with these issues. Offered as HSTY 124 and WGST 124.

WGST 201. Introduction to Gender Studies. 3 Units.
This course introduces women and men students to the methods and concepts of gender studies, women's studies, and feminist theory. An interdisciplinary course, it covers approaches used in literary criticism, history, philosophy, political science, sociology, anthropology, psychology, film studies, cultural studies, art history, and religion. It is the required introductory course for students taking the women's and gender studies major. Offered as ENGL 270, HSTY 270, PHIL 270, RLGN 270, SOCI 201, and WGST 201. Counts for CAS Global & Cultural Diversity Requirement. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCS, FSNA, FSSO, FSSY, FSTS, or FSCS.

WGST 227. Women, Gender, and Islam. 3 Units.
Women and gender are central to understanding Muslim societies, past and present. From debates about the veil to the wars in Iraq and Afghanistan, gendered concerns have been especially prominent in contemporary debates about the status of Islam in the modern world. How have Muslim thinkers interpreted Islamic scriptures with respect to topics such as marriage, child custody, inheritance, and sexuality? How is masculinity and femininity constructed? In what ways do their interpretations reflect the political, economic, and social conditions in which they lived? How does gender structure authority and power in Muslim communities? How and why have Muslim women become so important in contemporary debates over religious and national identity around the world? This course begins by examining the position of women and gender in the foundational Islamic texts, the Qur'an and Sunna (the practice of the Prophet Muhammad), and pre-modern interpretations of them. Then we will explore marriage and divorce in Muslim jurisprudence, in order to examine themes such as women's spiritual capacities, female leadership, sexuality, and slavery. Next, we will turn to the headscarf as a lens through which to explore modern configurations of gender and sexuality, as they intersect with conceptions of national belonging, religious identity, and individual freedom. Finally, we will study contemporary debates over polygyny, homosexuality, and female religious authority. There are no prerequisites for this course. No prior knowledge of Islam is expected. Offered as RLGN 227 and WGST 227. Counts for CAS Global & Cultural Diversity Requirement.

WGST 228. Sociology of Sexuality. 3 Units.
This course analyzes the issues of sex and sexuality from a sociological point of view. It is centered on the notion that what we consider to be ‘normal’ or ‘natural’ about sex and sexuality is, in reality, socially constructed. One’s viewpoint on the issues surrounding sexuality are influenced by the social context in which they live, as opposed to the purely biological viewpoint that presupposes some sense of normalcy or naturalness regarding sexual relations. A range of topics will be covered, including readings that discuss the variations of sexuality and the notions of sexual “deviance” in order to explore the cultural and societal variation that exists along the lines of gender, race, ethnicity, sexual orientation, age and disability. Offered as SOCI 228 and WGST 228.

WGST 239. International Comparative Family Policy. 3 Units.
This course focuses on the connections between public policies and families and the values that enter into policy debates and family choices. It provides conceptual frameworks that can be used to identify and understand some of the influences underlying policy choices affecting families and also frameworks for evaluating the consequences of these choices for families of diverse structures, socio-economic statuses, and racial and ethnic backgrounds. We will apply this framework to topics such as maternity leave, child care, income assistance, and marriage promotion. We will compare U.S. policies to those of other industrialized countries, especially those in Italy. You will end the semester by conducting research on a social policy topic that we have not covered during the semester from understanding the initial social problem all the way through to making a policy recommendation to help you learn to explore a new topic independently. Central to the course are the intersections between families and governments via policy outputs, and the roles that citizens and family professionals can play in improving them. Using UNICEF resources, located in Florence, Italy, we will delve into evidence-based approaches for ameliorating suffering in young families across the globe. Using Florence as a classroom, we will explore differences in family life between the U.S. and Italy as a means to understand the ways in which the state must respond to differing cultures and needs. At the Innocenti Museum, in the same building as UNICEF’s research offices, we will see an orphanage that began operations in 1445 and functioned as an orphanage and hospital until 1875, making it the oldest public institution in Italy. The building has been dedicated to the protection of children’s rights and education since that time, and provides a backdrop for an early understanding of ways to think about family policy. Offered as SOCI 239 and WGST 239. Counts for CAS Global & Cultural Diversity Requirement.
WGST 252. Soul Murder: Religion and Sexual Abuse. 3 Units.
This seminar traces anthropological questions about religious-trauma, -memory, and -suffering through the lens of clergy sexual abuse. How is religious sexual abuse different than non-religious contexts? What can survivors teach us about the resilience of the human spirit? What are the racial dynamics of the recent Roman Catholic crisis? What flaws has it exposed in our criminal justice system? To answer questions like these, we will (i) begin the semester with anthropological studies of religion and trauma. Then we will (ii) examine grand jury investigations in the United States. Prepared by these theoretical and historical texts, we will (iii) evaluate case studies from the Roman Catholic context, including sexual abuse by nuns. We will use these examples to evaluate (iv) representations of the crisis in film and news media. Finally, we will (v) compare the Catholic crisis to recent sexual abuse scandals in American Jewish, Muslim, and Protestant communities. The comparative literature will include readings by Veena Das (cultural anthropology), Levinas (philosophy), Kathryn Lofton (religious studies), Timothy Lytton (law), Fortune (theology), and Frawley-O’Dea (psychology). Primary sources will include excerpts from special prosecutors and grand juries in Pennsylvania, Louisiana, and Massachusetts. Films will include "Doubt" and "Spotlight." By the end of the course, students will: - Know how to research and critique the legal, spiritual, and theoretical consequences of religious sexual abuse. - Be able to debate multiple theories of religion and trauma. - Be able to analyze data that is emotionally difficult and legally complex. Our seminars will include discussions, short writing assignments, collaborative work, and presentations. Offered as RLGN 252 and WGST 252. Counts for CAS Global & Cultural Diversity Requirement.

WGST 257. Women's Histories in South Asia. 3 Units.
This course traces the history of women in South Asia from pre-colonial times to the present. Themes explored in the course will include (but not be limited to): the historical transformations of institutions shaping women's lives such as state, family, religious and legal traditions; the impact of colonialism, nationalism, and decolonization on women, as well as the history of women's movements in various parts of South Asia. As we acquaint ourselves with the vibrant historiography on women in South Asia, we will also examine the theoretical and methodological challenges involved in writing histories using the analytical lens of gender. While a significant portion of the readings will focus on South Asia, we will occasionally bring in insights from histories of women in other parts of the world to help develop comparative perspectives and evaluate the South Asian cases and examples within the broader field of women's history. Offered as HSTY 157 and WGST 257. Counts for CAS Global & Cultural Diversity Requirement.

WGST 268. Women in the Bible: Ethnographic Approaches to Rite and Ritual, Story, Song, and Art. 3 Units.
Examination of women in Jewish and Christian Biblical texts, along with their Jewish, Christian (and occasionally Muslim) interpretations. Discussion of how these traditions have shaped images of, and attitudes toward, women in western civilization. Offered as RLGN 268, WGST 268, and JDST 268.

WGST 273. Race and Gender in Popular Culture. 3 Units.
This course explores how notions of race and gender have been constructed, reflected and contested through American popular culture from the nineteenth century to the present. A special focus will be given to the reciprocal relationship between culture, politics and the economy, and the ways in which class, gendered, and racial identities reflected and shaped them. We will examine how different forms of popular culture, broadly defined as both cultural artifacts and as cultural practices provide us with new types of historical sources and how historians are using them to rethink historical questions such as labor struggles, empire, immigration, and democracy. Readings includes both primary and secondary documents and topics are organized chronology. In considering the multifaceted aspects of popular culture, we will examine how it became a useful prism to shape, express and influence notions of gender, sexuality, and race. Offered as HSTY 273 and WGST 273. Counts for CAS Global & Cultural Diversity Requirement.

WGST 302. The Lemonade Class: Religion, Race, Sex and Black Music. 3 Units.
Charles Long suggests that black musical forms are creative responses to the particular circumstances of black peoples' presence in the U.S and black notions of the sacred. In April of 2016, Beyoncé released her visual album Lemonade two days after the death of Prince. This course is organized around the album's title cuts and links these two artists together in an examination of religion and musical performance as creative response to the racial and gendered conditions of black life. The course investigates how both artists have used music as a platform to explore issues of race, gender, commerce, sexuality, power and divinity. The course also looks at examples from the works of earlier artists who address similar themes such as Ma Rainey, Bessie Smith, Muddy Waters, Billie Holiday, Nina Simone, Little Richard, James Brown, Marvin Gaye, and Aretha Franklin. Offered as AFST 302, ETHES 302, MUHI 316, RLGN 302, RLGN 402, and WGST 302. Counts for CAS Global & Cultural Diversity Requirement.

WGST 308. Immigration and the Paris Experience. 3 Units.
Three-week immersion learning experience living and studying in Paris. The focus of the course is the culture, literature, and the arts of the African, Arab, and Asian communities of Paris. At least half of the course looks at issues surrounding immigration that affect women in particular. Students spend a minimum of fifteen hours per week visiting cultural centers and museums and interviewing authors and students about the immigrant experience. Assigned readings complement course activities. Students enrolled in FRCH 308/408 do coursework in French. WLIT 308/408, ETHES 308, and WGST 308 students have the option of completing coursework in English. Graduate students have additional course requirements. Offered as FRCH 308, WLIT 308, ETHES 308, WGST 308, FRCH 408, and WLIT 408. Counts for CAS Global & Cultural Diversity Requirement.

WGST 312. Women in the Ancient World. 3 Units.
The course offers a chronological survey of women's lives in Greece, Hellenistic Egypt, and Rome. It focuses on primary sources as well as scholarly interpretations of the ancient record with a view to defining the construction of gender and sexuality according to the Greco-Roman model. Additionally, the course aims to demonstrate how various methodological approaches have yielded significant insights into our own perception of sex and gender. Specific topics include patriarchy, the antagonism between male and female in myth; the legal, social, economic, and political status of women; the ancient family; women's role in religion and cult; ancient theories of medicine regarding women; pederasty and homosexuality. Offered as CLSC 312 and WGST 312. Counts for CAS Global & Cultural Diversity Requirement.
WGST 314. Innovation and French Science: Past, Present, and Future. 3 Units.
The French scientific enterprise over the past 250 years has been buffeted by politics, war, civil unrest, and economic and societal changes. This study abroad course examines the evolution of science in France in light of these influences, how women have play an outsized role relative to the U.S., and the centrality of the French to humanity’s scientific endeavor over the centuries. Students will visit many important scientific venues, both historical and modern, around Paris and elsewhere in the country. Readings from a variety of sources – scientific, literary, historical – and informal meetings with French scientists, engineers, and students will provide a comprehensive portrait of French science and scientific history from a variety of perspectives. The course will be conducted in English, although there is ample opportunity to interact in French if the student desires. The course meets the CAS Global & Cultural Diversity Requirement and may meet breadth requirements in certain programs. Not available for credit to students who have completed FRCH 328/428, PHYS 333, WGST 333, or WLIT 353/453. Offered as CHEM 314, HSTY 314, PHYS 314, and WGST 314. Counts for CAS Global & Cultural Diversity Requirement.

WGST 315A. International Bioethics Policy and Practice: Women’s Health in the Netherlands. 3 Units.
This 3-credit course allows students to familiarize themselves with social policies and practices related to women’s health in the United States and the Netherlands. Issues covered in the course include birth control and family planning, abortion, prenatal testing, childbirth, health care disparities, cosmetic surgery, prostitution and trafficking in women. This course also addresses the US and Dutch national policies regarding the public provision of health care for women. The course places an emphasis on the ways in which social norms shape policies over time, which political actors are involved in shaping women’s health policy, and the balance between women’s health as a matter of the public good or individual responsibility. This course substantively explores gender-specific cultural values and practices in relation to women’s health in the United States and the Netherlands and will help students develop the analytical skills necessary for evaluating social policy and ethical issues related to women’s health. Offered as BETH 315A, BETH 415A and WGST 315A. Counts for CAS Global & Cultural Diversity Requirement.

WGST 318. History of Black Women in the U.S.. 3 Units.
Chronologically arranged around specific issues in black women’s history organizations, participation in community and political movements, labor experiences, and expressive culture. The course will use a variety of materials, including autobiography, literature, music, and film. Offered as AFST 318, ETHS 318, HSTY 318, and WGST 318.

WGST 325. Philosophy of Feminism. 3 Units.

WGST 326. Gender, Inequality, and Globalization. 3 Units.
Using a sociological perspective, this course examines how major societal institutions, including the economy, polity, medicine, religion, education and family, are structured to reproduce gendered inequalities across the globe. Attention is given to the intersections of race/ethnicity, social class, gender and sexuality in social systems of power and privilege. Of critical importance is how gender figures in the relationship between Economic North and Economic South countries. We will elucidate how gender norms vary by culture and exert profound influence on the daily, lived experiences of women and men. The course will be informed by recent scholarship on feminism, women's movements, and globalization. Offered as SOCI 326 and WGST 326. Counts for CAS Global & Cultural Diversity Requirement. Prereq: SOCI 101 or permission of program director.

WGST 333. Science and Technology in France. 3 Units.
This course is an exploration of the development of science and technology in France, from their rise in the 18th and 19th centuries to their recent renaissance, from both a scientific and a humanities perspective. A significant component will focus on the contributions of women to science in France. Site visits in France will include the Marie Curie laboratory, the Pasteur Institute, and the Museum of Natural History. Readings will come from the fields of history of science, French cultural history, and French literature. Offered as FRCH 328, FRCH 428, WGST 333, WLIT 353 and WLIT 453. Counts for CAS Global & Cultural Diversity Requirement.

WGST 337. Women in the Arab World. 3 Units.
The purpose of this course is twofold: It is a course that allows students an in-depth look at the diverse women who represent a number of cultures in the Arab world in nations from the Mashrek to the Maghreb. The second primary goal of the course is to study such women through the eyes of leading Arab women theorists who have made an impact not only in their own countries, but also on disciplines intersecting with women's studies worldwide. We will study the Arab woman's place in her respective society, in political and economic systems, in education, and in the family. We will also analyze her contributions to art and literature as well as to the sciences. The course will provide an overview of the Arab woman throughout history, from her origins to her place within recent movements within the Arab Spring and other current world events. As Arab women are Muslim, Christian, and Jewish, views of women within these major world religions will also be taken into account as we study the Arab woman as well as religion's impact on culture in the Middle East and in the Maghreb in particular. In the course, we will utilize theoretical texts, but also case studies as well as examples from media and the arts. During the semester, we will take advantage of teleconferencing opportunities between CWRU and two major academic units for Women's Studies in the Arab world: The Institute for Women’s Studies in the Arab World (IWSAW) in Beirut, Lebanon, and the University of Jordan's Center for Women's Studies in Amman. Offered as FRCH 337, FRCH 437, ARAB 337, ETHS 337 and WGST 337. Counts for CAS Global & Cultural Diversity Requirement.

WGST 338. Black Women and Religion. 3 Units.
This course is an exploration of the multidimensional religious experiences of black women in the United States. These experiences will be examined within particular historical periods and across diverse social and cultural contexts. Course topics and themes include black women and slave religion, spirituality and folk beliefs, religion and feminist/ womanist discourse, perspectives on institutional roles, religion and activism, and spirituality and the arts. Offered as ETHS 339, RLGN 338 and WGST 339. Counts for CAS Global & Cultural Diversity Requirement.
WGST 342. Latin American Feminist Voices. 3 Units.
Examination of the awakening of feminine and feminist consciousness in the literary production of Latin American women writers, particularly from the 1920s to the present. Close attention paid to the dominant themes of love and dependency; imagination as evasion; alienation and rebellion; sexuality and power; the search for identity and the self-preservation of subjectivity. Readings include prose, poetry, and dramatic texts of female Latin American writers contributing to the emerging of feminist ideologies and the mapping of feminist identities. Offered as SPAN 342, SPAN 442, ETHS 342, and WGST 342. Counts for CAS Global & Cultural Diversity Requirement.

WGST 343. Language and Gender. 3 Units.
This course introduces students to the study of language and gender by exploring historical and theoretical trends, methods, and research findings on the ways gender, sexuality, language, and discourse interact with and even shape each other. Topics may include "grammatical" versus "biological" gender, feminine écriture, the women and language debate, speech acts and queer performativity; nonsexist language policy; discourses of gender and sexuality, feminist stylistics, and LGBT sociolinguistics. Offered as ENGL 343, ENGL 443, and WGST 343. Counts for CAS Global & Cultural Diversity Requirement. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

WGST 345. Topics in LGBT Studies. 3 Units.
This course will focus on selected topics in the study of LGBT literature, film, theory, and culture. Individual courses may focus on such topics as queer theory, LGBT literature, queer cinema, gay and lesbian poetry, LGBT graphic novels, the AIDS memoir, AIDS/Gay Drama, and queer rhetoric and protest. Maximum 6 credits. Offered as ENGL 345, ENGL 445 and WGST 345. Counts for CAS Global & Cultural Diversity Requirement. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

WGST 346. Women, Power, and Politics. 3 Units.
Women, Power, and Politics involves a critical examination of the impact of gender on the forms and distributions of power and politics, with primary reference to the experience of women in the United States. Major concerns of the course include the political meanings and import of "sex," "gender," and "politics;" the relationship between women and the state; how women organize collectively to influence state policies; and how the state facilitates and constrains women's access to and exercise of political power. The course is organized around four foci central to the study of women and politics. The first section of the course focuses on the meanings of "women," "gender," and "politics." In this section, we will consider how these concepts intersect and the ways in which each may be used to deepen our understanding of the workings of governments and political systems, and of women's relative political powerlessness. The second section of the course employs these concepts to understand the (re) emergence of the US feminist movement, its meanings, practices, and goals, and its transformation across US political history. In the third section, we turn to conventional electoral politics, focusing on women's candidacies, their campaigns, and women's voting behavior. In the final section of the course, we consider those general factors that might provide for increased gender equality and improved life status for women, in global, comparative perspective. Offered as POSC 346, POSC 446 and WGST 346. Counts as SAGES Departmental Seminar.

WGST 349. The Arab World Experience. 3 Units.
Taught and led by Case faculty, The Arab World Experience is a spring semester course with a spring break study abroad component in a Middle Eastern or North African country supplemented by course meetings before and after travel. It will rotate among countries such as Jordan, Lebanon, Morocco, etc. and be taught by faculty with appropriate area expertise in Arabic, Women's and Gender Studies, and/or Ethnic Studies. The course focuses on topics such as history, politics, culture, and gender relations within the society of study. Workload and learning outcomes are commensurate with a semester-long three credit hour course. Guest lectures in the host country are an important component of the course as they bring a fresh, authentic perspective to the aforementioned topics discussed. There will be three three-hour meetings prior to travel, required reading, and one three-hour meeting after travel. In the host country, students will spend seven days (five-eight hours per day) in seminars, discussions, and site visits. Student grades are determined on the basis of participation, attendance, a daily experiential learning journal, interviews with guest speakers, and a final exam. Offered as ARAB 349, ETHS 349 and WGST 349. Counts for CAS Global & Cultural Diversity Requirement.

WGST 352. African Feminisms. 3 Units.
This course traces the history of African feminism from its origins within traditions through to a more contemporary theoretical analysis of gender, marriage, and motherhood seen from an Afrocentric perspective. Approaches studied are those that pertain to anthropology, history, literature, sociology, and culture. African feminist theory of scholars such as Filomina Steady, Cheikh Anta Diop, Buchi Emecheta, Ifi Amadiume, Obioma Nnameka, Oyeronko Eyewumi, and Calixthe Beyala will be studied and there will be some comparative analysis of Western theories to show how African feminisms are clearly distinct. Theories on these feminisms will be presented, and in the process, students will look at cases of women in Cameroon, Nigeria, Ghana, Kenya, and Senegal. It is commonly believed that African women were defined for a long time according to constructs of gender, family, kinship, marriage, and motherhood. Offered as ETHS 352 and WGST 352. Counts for CAS Global & Cultural Diversity Requirement.

WGST 353. Women in American History I. 3 Units.
The images and realities of women's social, political, and economic lives in early America. Uses primary documents and biographers to observe women's and groups of women in relation to legal, religious, and social restrictions. Offered as HSTY 353, WGST 353, and HSTY 453. Counts for CAS Global & Cultural Diversity Requirement.

WGST 354. Women in American History II. 3 Units.
With HSTY 353, forms a two-semester introduction to women's studies. The politics of suffrage and the modern woman's efforts to balance marriage, motherhood, and career. (HSTY 353 not a prerequisite.) Offered as HSTY 354, WGST 354, and HSTY 454. Counts for CAS Global & Cultural Diversity Requirement.

WGST 355. Hindu and Jain Bioethics: Special Focus on Women's and Gender Studies. 3 Units.
This course will provide both an introduction to basic Hinduism and Jainism and an introduction to Hindu and Jain bioethics. We will focus primarily on bioethical issues that pertain to women and that are gender related. These issues include abortion, menstruation, surrogacy, intersex, and other topics of controversy. Offered as ETHS 353, RLGN 353, RLGN 453, and WGST 355. Counts for CAS Global & Cultural Diversity Requirement.
WGST 373. Women and Psychological Disorders. 3 Units.
This course examines psychological disorders, including depression, anxiety, and eating disorders, in the perspective of gender, sex, and culture. We will explore how social, political, and economic factors influence mental health and well-being, and how gender and sex play a role in the experience and treatment of mental illness. Offered as WGST 373, HSTY 473, and WGST 373. Counts for CAS Global & Cultural Diversity Requirement.

WGST 363. Gender and Sexuality in America. 3 Units.
This multicultural seminar uses a mixture of historical text, gender theory, personal biography, and artistic expression to explore changing notions of gender and sexuality over the past two centuries in the United States. Offered as HSTY 363, HSTY 463 and WGST 363. Counts for CAS Global & Cultural Diversity Requirement.

WGST 365. Gender and Sex Differences: Cross-cultural Perspective. 3 Units.
Gender roles and sex differences throughout the life cycle considered from a cross-cultural perspective. Major approaches to explaining sex roles discussed in light of information from both Western and non-Western cultures. Offered as ANTH 365, ANTH 465 and WGST 365.

WGST 370. Navigating Gender in Organizations. 3 Units.
The purpose of this course is to prepare students to succeed in the workforce by understanding and exploring the opportunities and challenges of work across the lifespan and developing necessary skills to be effective. The course broadens understanding of gender dynamics and gendered structures in the workplace, intersections of gender with other identities, and the leadership and managerial issues affecting women and men in work organizations. The course helps students create a personal framework for how to develop a successful, happy and integrated work-life in the global economy. Offered as ORBH 370 and WGST 370. Counts for CAS Global & Cultural Diversity Requirement.

WGST 372. Work and Family: U.S. and Abroad. 3 Units.
Covers the impact on human lives of the interface between work and family; the different ways gender structures the experience of work and family depending upon racial and ethnic background, social class, age, and partner preference; the impact of historical context on work-family experiences; work-family policies in the United States and other countries. Offered as SOCI 372, WGST 372, and SOCI 472.

WGST 373. Women and Medicine in the United States. 3 Units.
Students in this seminar will investigate the experiences of American women as practitioners and as patients. We will meet weekly in the Ditrick Medical Museum for discussion of texts and use artifacts from the museum's collection. After a unit exploring how the female body was viewed by medical theorists from the Galenic period to the nineteenth-century, we will look at midwives, college-trained female doctors and nurses, and health advocacy among poor populations. We will then look at women's experiences in terms of menstruation, childbearing, and menopause, before exploring the cultural relationship between women and psychological disorders. Offered as HSTY 373, HSTY 473, and WGST 373. Counts for CAS Global & Cultural Diversity Requirement.

WGST 374. American Women's Poetry. 3 Units.
This course surveys American women's poetry from the seventeenth century to the present. We will read a range of poetry illustrating the roles of women poets in the development of the nation's literary, cultural, and social history. We will pay close attention to how women poets use traditional and innovative poetic forms to represent lived experiences and to engage the political realities of their varying historical moments. Offered as ENGL 373, ENGL 473, and WGST 374. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

WGST 384. Sociology of Sex(es), Gender(s) and Sexuality(ies). 3 Units.
Gender is an organizing principle of society and affects every element of social life. Ideas about gender and sexuality shape identity and influence interactions, institutions, and the societies within which we live. These ideas vary from individual to individual, but also across time and place. This course surveys research on sex, gender and sexuality with the goal of providing students with a theoretical grounding for analyzing sex, gender and sexuality from a sociological perspective. We will explore outdated theories like essentialism and biological determinism, and newer theories rooted in social constructionism. Central to this course is intersectionality, a theoretical perspective that reveals ways in which race/ethnicity, class, gender, sexuality and other social categories are inextricably connected and form interlocking systems of inequality. Additional topics to be explored include: the sexual revolution, the hook-up culture, gendered families, gendered health, occupational segregation, sexual harassment and gendered violence, reproduction, social change and feminist activism. Offered as SOCI 384, SOCI 484, and WGST 384. Prereq: SOCI 101.

WGST 396. SAGES Capstone. 3 Units.
Capstone experience in the fields of Women's and Gender Studies for an in-depth, independent project of particular interest to the student. Students are strongly encouraged to work with a WGST program faculty member, but some projects may be supervised by faculty in other areas or by other qualified professionals. All capstones require a WGST faculty advisor's approval of the proposal prior to registration. Open to juniors and seniors majoring in Women's and Gender Studies. Counts as SAGES Senior Capstone. Prereq: WGST 201; Junior or Senior standing with major/minor in WGST.

WGST 399. Independent Study. 1 - 3 Units.
Independent research project in the fields of Women's and Gender Studies. Project proposals must be approved by a WGST faculty advisor. Students are strongly encouraged to work with a WGST program faculty member, but some projects may be supervised by faculty in other areas for by other qualified professionals with a WGST faculty advisor’s approval. Credit varies with the scope and depth of the project. Prereq: WGST 201.

World Literature Program
Guilford House
artsci.case.edu/world-literature/(http://artsci.case.edu/world-literature/)
Phone: 216.368.8983; Fax: 216.368.2216
Marie Lathers, Program Director
marie.lathers@case.edu

"I don't know what literature is exactly, but I know it makes me feel like I'm soaring." — Unknown

The study of world literature, traditionally called comparative literature, involves a global approach to the art of literature in all its forms. "Literature" is a unique way of using language that seeks to express
human wants and needs through poetic techniques, whether in prose, poetry, drama, or song. Cultures have always turned to literature—whether in oral or written form—to express basic values, concerns, despairs, dreams, and hopes. Literature comments on what “is,” and reaches for what “might be.” Cultural identity is created in part through literature, and literature is used to question—at times even undermine—that identity. Literature may be a conservative force, emphasizing traditions, or a revolutionary force, provoking change from within.

The interaction of literatures from various regions of the world also transforms the art, as authors influence each other in what we might call a “global writing experiment.” World Literature redefines the concept of “minor” or “third world” literatures, as it considers “marginal” artistic expressions to be as worthy of study as any classical tradition of the West or East.

The World Literature Program maintains the comparative spirit of the discipline, offering courses on individual authors, literary periods, regional literatures, themes, and schools of criticism.

The World Literature Program is fundamentally interdisciplinary. Courses come mostly from the Departments of Modern Languages and Literatures, Classics, and English, but students may also take approved courses from the Departments of Theater and Religious Studies. The major in World Literature requires reading in at least one language other than English, thus emphasizing that language and literature are interrelated. Film, as a narrative art, is also included in World Literature, as are some courses in linguistics.

**Program Director**

Marie Lathers, PhD  
Elizabeth M. and William C. Treuhaft Professor of Humanities, Department of Modern Languages and Literatures

**Advisory Committee**

Margaretmary Daley, PhD  
Associate Professor, Department of Modern Languages and Literatures

William Marling, PhD  
Professor, Department of English

Timothy Wutrich, PhD  
Senior Instructor, Department of Classics

**Undergraduate Programs**

**Major**

The World Literature Program offers a major leading to the Bachelor of Arts degree. Requirements for the major are as follows:

- **Required Courses:**
  - WLIT 211 World Literature I 3
  - WLIT 212 World Literature II 3
  - WLIT 387 Literary and Critical Theory 3
  - One of the following: 3
    - WLIT/CLSC 203 Gods and Heroes in Greek Literature
    - WLIT/CLSC 204 Heroes and Hustlers in Roman Literature
    - WLIT 365Q Post-Colonial Literature

Two courses in literature at the 300-level in a language other than English 6

Twelve hours of any WLIT course or cross-listed equivalent or any non-English literature course at the 200-level or above 12

**Total Units** 30

All literature courses at the 200 and 300 levels offered by the Departments of Modern Languages and Literatures, Classics, and English are approved as World Literature courses.

**Minor**

The minor in World Literature requires:

- **Required Courses:**
  - WLIT 211 World Literature I 3
  - WLIT 212 World Literature II 3
  - Nine credits of electives chosen in consultation with a program advisor 9

**Total Units** 15

**Graduate Program**

The World Literature Program offers a master of arts degree. Students pursuing the MA take courses (consisting of 30 credit hours) from a variety of genres and regions of the world. They take an MA exam in lieu of writing a thesis. Students with an MA in World Literature may go on to a PhD program in a variety of fields, teach, conduct research for humanities agencies or institutions, or work for global programs and institutions.

**Courses**

**WLIT 154. Introducing Hinduism. 3 Units.**

This “topics” course offers an introduction to the academic study of Hinduism. Whether approached through a particular theme or as a general historical introduction, each section of this course provides students with a general introduction to the academic study of religion and basic religious literacy in Hinduism, exploring forms of it in a diversity of cultural contexts. Section topics could include, but are not limited to: The Epics, Ritual, Contemporary Practices. Students may repeat the course for credit (up to 6 credits), provided that the two sections are different. Offered as RLGN 154 and WLIT 154. Counts for CAS Global & Cultural Diversity Requirement.

**WLIT 201. Greek Prose Authors. 3 Units.**

Readings from authors such as Plato, Lysias, Xenophon, and Herodotus. Offered as GREK 201, GREK 401, WLIT 201 and WLIT 401.

**WLIT 202. Introduction to Greek Poetry. 3 Units.**

Primarily readings from Homer, Hesiod, and Theocritus. Selections from Greek lyric may be introduced at the instructor’s discretion. Offered as GREK 202, GREK 402, WLIT 202, and WLIT 402.

**WLIT 203. Gods and Heroes in Greek Literature. 3 Units.**

This course examines major works of Greek literature and sets them in their historical and cultural context. Constant themes are war, wandering, tyranny, freedom, community, family, and the role of men and women within the household and the ancient city-state. Parallels with modern life and politics will be explored. Lectures and discussions. Offered as CLSC 203 and WLIT 203. Counts for CAS Global & Cultural Diversity Requirement.
WLIT 204. Heroes and Hustlers in Roman Literature. 3 Units.
This course constitutes the second half of a sequence on Classical literature. Its main themes are heroism vs. self-promotion, love vs. lust, and the struggle between democracy and tyranny. These topics are traced in a variety of literary genres from the period of the Roman republic well into the empire. Parallels with modern life and politics will be drawn. Offered as CLSC 204 and WLIT 204. Counts for CAS Global & Cultural Diversity Requirement.

WLIT 205. Readings from the Epic of Gilgamesh. 3 Units.
In this course, we will read the entire Standard Babylonian recension of the Epic of Gilgamesh, considered the first great work of literature, from the original Akkadian text. While the primary goal of the course will be to become proficient readers of Akkadian, we will take some excursus on topics such as Babylonian religion, whether Gilgamesh was a historical figure or not, how the text was put together, and its possible influence on later heroic traditions such as the Greco-Roman. Offered as AKKD 205, AKKD 405, WLIT 205 and WLIT 405. Counts for CAS Global & Cultural Diversity Requirement. Prereq: AKKD 101 and AKKD 102.

WLIT 210. Ancient Near Eastern and Egyptian Literature. 3 Units.
This course offers a broad survey of Ancient Near Eastern and Egyptian literature. We will explore the rich heritage of narrative and mythological compositions through which the Mesopotamians and Egyptians tried to explain the natural phenomena, the religious beliefs and the history of the world around them. Examples of this include myths of creation, stories about gods, the great Flood, the Epic of Gilgamesh, the story of Sinuhe and many others. Other genre of literature will be explored such as the most ancient Legal Codes in history, Pyramid Texts, Wisdom Literature and Proverbs, Love Poetry and Humoristic compositions. Finally, some time will be devoted to the relation of these literatures with the texts that were composed in the Levant, where the alphabet was envisioned, and with the Bible, which grew within this Near Eastern context. All the texts will be read in English translation. Offered as ANEE 210 and CLSC 210.

WLIT 211. World Literature I. 3 Units.
Survey of literature from antiquity to 1600. May include Western and non-Western texts by Homer, Vergil, Ovid, St. Augustine, Dante, Boccaccio, Rabelais, Cervantes, Sei Shonagon, Basho, and the Baghavad Gita.

WLIT 212. World Literature II. 3 Units.
Survey of literature from 1600 to present. May include Western and non-Western texts by Swift, Voltaire, Rousseau, Tolstoi, Baudelaire, Austen, Mann, Kafka, Lispector, Marmon Silko, Soyinka.

WLIT 215. The World of Manga. 3 Units.
Manga (comic books and graphic novels) is one of the most important aspects of contemporary visual culture in Japan. It is consumed by millions of Japanese every day, and has attracted intense attention around the world. As it constitutes one third of the annual publications in Japan today, its breadth and scope are limitless. What does manga reveal about contemporary cultural production and consumption in Japan? What kind of special features are used in manga to attract people so much? What kind of genres do they have and what kind of readers do they have? These are some of the questions we will explore by surveying a large number of works produced in the last fifty years. Introducing graphic novels by major artists and writers, the course will expand your understanding of key components, social movements and discourses associated with manga. You will examine the history of manga, its aesthetics, and social impact through assigned readings, including scholarly papers and manga books, as well as works selected by each student (in original Japanese or in English translation). Offered as JAPN 215 and WLIT 215. Counts for CAS Global & Cultural Diversity Requirement.

WLIT 224. Sword and Sandal: The Classics in Film. 3 Units.
Gladiator. Alexander. The 300. Contemporary society’s continuing fascination with putting the ancient world on the big screen is undeniable; and yet the causes underlying this phenomenon are not quite so readily apparent. In this course we will watch and discuss a number of movies about the ancient world, running the gamut from Hollywood classics such as Ben-Hur and Spartacus to more recent treatments (the aforementioned 300 and Gladiator, for starters), and from the mainstream and conventional (Clash of the Titans, Disney’s Hercules) to the far-out and avant-garde (Fellini’s Satyricon, anyone?). As we do so we’ll learn quite a bit about the art and economics of film, on one hand, and the ancient world, on the other. And yet what we’ll keep coming back to are the big questions: what does our fascination with the ancient Mediterranean tell us about ourselves as a society? Why do such movies get made, and what kinds of agendas do they serve? To what extent can we recapture the past accurately? And if we can’t, are we doomed to just endlessly projecting our own concerns and desires onto a screen, and dressing them in togas? No knowledge of ancient languages is required for this course. Offered as CLSC 224 and WLIT 224.

WLIT 225. Japanese Popular Culture. 3 Units.
This course highlights salient aspects of modern Japanese popular culture as expressed in animation, comics and literature. The works examined include films by Hayao Miyazaki, writings by Kenji Miyazawa, Haruki Murakami and Banana Yoshimoto, among others. The course introduces students to essential aspects of modern Japanese popular culture and sensibility. Offered as JAPN 225 and WLIT 225. Counts for CAS Global & Cultural Diversity Requirement.

WLIT 232. Vergil. 3 Units.
Primarily readings from The Aeneid; selections from Vergil’s other work may be introduced at instructor’s discretion. Recommended preparation: LATN 201 or equivalent. Offered as LATN 202, LATN 402, WLIT 232 and WLIT 432.

WLIT 240. Modern Chinese Literature in Translation. 3 Units.
This course examines Modern Chinese Literature from the beginning of the 20th century to contemporary period in the contexts of Chinese historical and cultural transformations. It examines representative works of the major literary genres, including fiction, poetry, drama, and prose writing. We will be making the following inquiries: What is modern Chinese literature? What does it tell us about the cultural, social, psychological, and historical changes that occurred in modern China? Who are the main literary and cultural figures, and what did they contribute to the construction of the Chinese nation? How did Western thoughts impact on the ways in which Chinese reflected on their own cultural identities and social and gender relationships? This course is taught in English. Offered as CHIN 240, ASIA 240 and WLIT 240. Counts for CAS Global & Cultural Diversity Requirement.

WLIT 241. Latin Prose Authors. 3 Units.
Reading and discussion of such prose authors as Cicero, Caesar, Livy or Pliny. Offered as LATN 201, LATN 401, WLIT 241 and WLIT 441. Prereq: LATN 102 or equivalent.

WLIT 245. Classical Japanese Literature in Translation. 3 Units.
Readings, in English translation, of classical Japanese poetry, essays, narratives, and drama to illustrate essential aspects of Japanese culture and sensibility before the Meiji Restoration (1868). Lectures explore the sociohistorical contexts and the character of major literary genres; discussions focus on interpreting the central images of human value within each period. Japanese sensibilities compared to and contrasted with those of Western and other cultures. Offered as JAPN 245 and WLIT 245. Counts for CAS Global & Cultural Diversity Requirement.
WLIT 250. Classical Chinese Literature in Translation. 3 Units.
This course is a survey of the classical Chinese literature from the pre-Qin Period to the fall of Qing Dynasty in 1911. Students will be introduced to a variety of forms and genres, including classical poetry, lyric, aria, elegy, rhapsody, folk song, narrative verse, parallel prose, classical-language short story, vernacular short story, novel, drama, etc. This course is taught in English. Offered as CHIN 250, ASIA 250 and WLIT 250. Counts for CAS Global & Cultural Diversity Requirement.

WLIT 255. Modern Japanese Literature in Translation. 3 Units.
Focus on the major genres of modern Japanese literature, including poetry, short story, and novel (shosetsu). No knowledge of Japanese language or history is assumed. Lectures, readings, and discussions are in English. Films and slides complement course readings. Offered as JAPN 255 and WLIT 255. Counts for CAS Global & Cultural Diversity Requirement.

WLIT 265. Constructing the Samurai: Images of Japanese Warriors from 1100's to the Present. 3 Units.
From concepts of premodern warriors calling out their names before doing hand-to-hand combat to modern salary men crushing the world with their economic prowess, samurai have come to be an iconic image of the Japanese people. Throughout the semester we will pay particular attention to the central themes in the historiography of warrior society, roughly, the years between ca. 1110 and 1850 C.E. We will investigate how these documents were translated by modern societies, both east and west, in samurai film. Students will explore the category of "samurai" through reading selections from The Tale of the Heike, as well as selected Noh plays, legal documents, travel diaries, autobiographies, short stories, and historical texts. In addition, we will investigate other genres contributing to the construction of the idea of "samurai," such as film. This seminar will closely examine the concept of "samurai," particularly its connection to the Japanese identity using an interdisciplinary context of the arts, history, religion, and literature. We will also explore the ways in which daimyo (feudal lords), authors, Buddhist officials, and filmmakers throughout the world created, shaped, and altered the ideal image of the samurai. Key to understanding the concept of samurai will be wrestling with questions of authorship, spirit pacification, nationality, and patronage, with specific focus on the Japanese relationship with Western nations and cultures. We will focus on language and its role in legitimizing the global concepts of "samurai" and "bushido." This class will provide additional insight geared toward the cultural study of linguistic identities beyond those informed by the English language and will include terms expressed in Japanese. Many of the resources used in this course will be translated from the Japanese, allowing us to consider Naoki Sakai's theories of enunciation/translation/subjectivity, Haruo Shirane's theory of reception, and Michael Emmerich's theory of replacement. Especially important will be to focus on terms in Japanese with no, or poor, English equivalent (such as samurai, shogun, daimyo, bushido, etc.) but with clear images in the English-speaking imagination(s). The instructor will provide background information on political, cultural, and religious history. Class sessions will be conducted in English and combine lectures, discussion, audio-visual materials, and creative as well as analytical writing exercises. All readings and films will be in English or with English subtitle. Offered as JAPN 265 and WLIT 265. Counts for CAS Global & Cultural Diversity Requirement.

WLIT 290. Masterpieces of Continental Fiction. 3 Units.
Major works of fiction from the 19th century and earlier. Offered as ENGL 290 and WLIT 290.

WLIT 295. The Francophone World. 3 Units.
The course offers an introduction to the Francophone World from a historical, cultural, and literary perspective. The Francophone World includes countries and regions around the globe with a substantial French-speaking population (and where French is sometimes, but not always, an official language): North America (Louisiana, Quebec, and Acadia); North Africa (Tunisia, Morocco, Algeria, and Egypt); the Middle-East (Lebanon, Syria); the Caribbean (Martinique, Guadeloupe, Haiti); Southeast Asia (Vietnam); and Europe (France, Belgium, Switzerland, and Luxembourg). FRCH 295 provides a comprehensive overview of the Francophone World, while focusing on a particular area or areas in any given semester. Offered as AFST 295, ETHS 295, FRCH 295, and WLIT 295. Counts for CAS Global & Cultural Diversity Requirement.

WLIT 300. The City in Literature. 3 Units.
Focus on major cities of the world as catalysts and reflections of cultural and historical change. Interdisciplinary approach utilizing the arts, literature, social sciences. Examples include Berlin at the turn of the century; Paris in literature and film; Tokyo in history and literature. Offered as WLIT 300 and WLIT 400.

WLIT 306. Tragedy. 3 Units.
Reading and interpretation of selected plays of Aeschylus, Euripides, and Sophocles. Offered as GREK 306, GREK 406, WLIT 306, and WLIT 406.

WLIT 307. History. 3 Units.
Extensive reading in Thucydides' History of the Peloponnesian War, especially Books VI and VII, the expedition against Syracuse. Offered as GREK 307, GREK 407, WLIT 307 and WLIT 407. Prereq: GREK 202 or equivalent.

WLIT 308. Immigration and the Paris Experience. 3 Units.
Three-week immersion learning experience living and studying in Paris. The focus of the course is the culture, literature, and the arts of the African, Arab, and Asian communities of Paris. At least half of the course looks at issues surrounding immigration that affect women in particular. Students spend a minimum of fifteen hours per week visiting cultural centers and museums and interviewing authors and students about the immigrant experience. Assigned readings complement course activities. Students enrolled in FRCH 308/408 do coursework in French. WLIT 308/408, ETHS 308, and WGST 308 students have the option of completing coursework in English. Graduate students have additional course requirements. Offered as FRCH 308, WLIT 308, ETHS 308, WGST 308, FRCH 408, and WLIT 408. Counts for CAS Global & Cultural Diversity Requirement.

WLIT 311. Homer. 3 Units.
Reading and translation of extensive selections from the Odyssey. Introduction to epic meter, to Homeric Greek, and to the poet's style. Consideration of evidences of oral composition and discussion of the heroic tradition. Offered as GREK 311, GREK 411, WLIT 311 and WLIT 411.
WLIT 315. Origins of Anime: Classical Texts, Modern Manga, Anime, and Tales. 3 Units.
Modern anime and manga authors and artists captivate audiences with rich stories and stylized art. This course investigates the origins of these stories by engaging premodern Japanese texts (in English language translation) and modern literary theory. Throughout the semester we will pay particular attention to commonalities among these literatures and narrative genres, as well as the extent they differ due to temporal/socio/religio/political concerns. Western and Asian literary theories, especially those concerning topics of translation, replacement, negotiation with classics, and gender and sexuality will also be extensively explored. We will interpret the historic human endeavor of story telling within the contexts of time and space and through a critical self-awareness of our own positions in the modern world. Students will prepare individual research projects and be responsible for finding and presenting primary sources and secondary research. The instructor will provide background information on political, cultural, and religious history as well as present on details of literary theory. The aim is to encourage students to critically analyze the modern perception of past events. Every topic will be addressed in three phases. First, the students will discover historical events, literature, and people through reading primary sources in English translation. In a second phase, we will see how these stories are depicted in movies, animation, or manga. Finally, students will perform research to explore the differences between the premodern sources and their modern adaptation and determine how we can use such a comparison to critically analyze the way modern storytellers recreate the past. Class sessions will combine lectures, discussion, and audio-visual materials. Offered as JAPN 315 and WLIT 315. Counts for CAS Global & Cultural Diversity Requirement.

WLIT 318. Comedy. 3 Units.
Origin, ambiance, and development of Greek Old Comedy and persisting characteristics of the genre. Translation of selected plays from Greek into English. Offered as GREK 308, GREK 408, WLIT 318, and WLIT 418.

WLIT 319. Greek Tragedy. Plays and Performance in Ancient Athens. 3 Units.
This course provides students the opportunity to read a significant number of ancient Greek tragedies in modern English translations. We read, study, and discuss selected works by Aeschylus, Sophocles, and Euripides, as well as selected criticism, ancient and modern, of these plays. All semester we read the plays as literature composed for performance. We study literary elements within the plays and theatrical possibilities inherent in the texts. As we read the plays, we pay close attention to the historical context and look for what each play can tell us about myth, religion, ethics, and society in ancient Athens. Finally, we give attention to the way these tragic dramas and the theater in which they were performed have continued to inspire literature and theater for thousands of years. Lectures provide historical background on the playwrights, the plays, the mythic and historical background, and possible interpretation of the texts as literature and as performance pieces. Students discuss the plays that they read in class. The course has three examinations and a final project that includes writing an essay and staging a monologue or scene from one of the tragedies. Offered as CLSC 319, CLSC 419, THTR 319, THTR 419, WLIT 319, and WLIT 419. Counts for CAS Global & Cultural Diversity Requirement.

WLIT 320. Chinese Popular Culture. 3 Units.
In this course we are going to study Chinese (including Mainland China, Hong Kong, Taiwan, and Chinese Diaspora) popular culture since the 1980s. By examining different forms of popular culture, including popular literature, film, music, TV programs, posters, the Internet, etc., we will be looking into their political, ideological, sociological, cultural, and psychological mechanisms. The film viewing will take place outside the class. Offered as: CHIN 320, ASIA 320 and WLIT 320. Counts for CAS Global & Cultural Diversity Requirement.

WLIT 322. Theater in Ancient Rome. 3 Units.
This course is designed as a continuation of and companion to CLSC/THTR/WLIT 319/419 Greek Tragedy. Plays and Performance in Ancient Athens, although it may be taken without having taken, or before having taken, that course. Students in Theater in Ancient Rome will read a significant number of ancient Roman plays in modern English translation and study non-literary theatrical entertainment of the Roman Republic and Empire, that may include mime and pantomime, gladiatorial shows, political speeches, courtroom drama, and various other spectacles. The dramatic texts that we shall study include the fragments of early Latin drama, selected comedies by Plautus and Terence, and the tragedies of Seneca. We shall also consider Greek and Roman literature that comments on Roman theatrical practices. These works will be read for their literary merits and theatrical possibilities, while at the same time examining them for what they can tell us about Roman civilization. Similarly, when studying the non-literary theatrical works we shall examine historical and theatrical context including archaeological evidence from theaters and amphitheaters and material remains (masks, depictions of actors and gladiators on vases, terra cotta lamps, mosaics, etc.). Finally, while the majority of the course focuses on drama originally written in Latin and theatrical entertainments performed in ancient Rome, the course may include a brief survey of selected post-classical works indebted to the tradition of Roman drama and theater. Authors that may be studied include Hrotsvitha, Marlowe, Shakespeare, Racine, Molière, and the legacy of Roman drama and theater in contemporary stage and cinema such as Sondheim’s A Funny Thing Happened on the Way to the Forum. Thus a secondary concern will be to consider how and in what ways the legacy of Roman drama and theater has continued to shape the dramatic arts since antiquity. Offered as CLSC 322, CLSC 422, THTR 322, THTR 422, WLIT 322, and WLIT 422. Counts for CAS Global & Cultural Diversity Requirement.

WLIT 325. Hispanic Intellectuals and Society: A Critical Approach. 3 Units.
This course offers an overview of the most important critical approaches to Spanish American culture and literature, with a socio-historical emphasis. Some of the authors we will discuss are Angel Rama, Jose Antonio Cornejo Polar and Nestor Garcia Canclini. We will analyze how the Latin American intellectuals had thought about specific issues such as identity, race, ideology, colonial and post-colonial relations with the metropolis and the process of formation of the nations in the continent. The class, the discussions, exams, oral presentations and papers will be in Spanish. Some of the readings must be in English, but most of them will be in Spanish. Offered as SPAN 325, SPAN 425, ETHS 325, WLIT 325 and WLIT 425. Counts for CAS Global & Cultural Diversity Requirement.
WLIT 329. Modern and Contemporary Drama. 3 Units.
This course explores the development of western drama and theatre from 1860 through present-day productions. The course emphasizes the relationship between different theatrical representations and their historical and social context. Shakespeare's well-known dictum that "theatre holds a mirror up to nature" is expanded when one examines who is holding that mirror, and how their actions participate in the constantly shifting construction of culture. Given this premise, the course investigates the development of specific European cultures (England, France, Germany, and Italy) as well as other regions (the United States, South America, and Russia) through the - live and literary - representations they make of themselves. Offered as THTR 329, WLIT 329 and THTR 429. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement. Prereq: At least Sophomore standing.

WLIT 334. Literature of the Republic. 3 Units.
A reading course in prose and poetry of the Roman Republic. Extensive selections from Cicero and Catullus, and one comedy of Terence. Offered as LATN 305, LATN 405, WLIT 334, and WLIT 434.

WLIT 336. Elegiac Poetry. 3 Units.
In this course we shall translate and interpret selected elegies by Catullus, Tibullus, Propertius, and Ovid. We will also devote considerable class time to the reading and in-depth analysis of the major secondary literature, starting with the introductory pieces in the newest companions published by Brill and Cambridge, and moving on to fundamental articles and perhaps even a full scholarly monograph. Offered as LATN 356, LATN 456, WLIT 336, and WLIT 436.

WLIT 337. Love and Loss: Reading The Tale of Genji. 3 Units.
Murasaki Shikibu's The Tale of Genji (c. 1000 CE), the great Japanese classic often referred to as "the world's first novel," has been praised by countless readers and scholars since it was first circulated within the imperial court. In this course we will read the entire text in English translation. We will focus on themes of love and loss, paying special attention to the substitution that results from the hero, the shining prince Genji, losing his mother at a tender age and attempting to fill the void she left. Since Genji is popularly thought of as a "playboy," we will investigate the thematic, historic, political, social, and religious descriptions within Genji's (many) love affairs, with a special emphasis on issues of gender. We will also consider the poetry, imagery, costume, music, religion, theater, and material culture of the mid-Heian era, which is encapsulated in the tale. Students will prepare individual research projects and be responsible for finding and presenting primary sources and secondary research. The instructor will provide background information on political, cultural, and religious history as well as present on details of literary theory. The aim is to encourage students to critically analyze the modern perception of the past. Class sessions will combine lectures, discussion, and audio-visual materials. All material is in English translation. There are no prerequisites. The course is conducted in English. Offered as JAPN 337 and WLIT 337. Counts for CAS Global & Cultural Diversity Requirement.

WLIT 345. Japanese Women Writers. 3 Units.
Contributions of women writers to the literature of pre-modern and modern Japan; investigations of how their works exemplify and diverge from "mainstream" literary practices. Emphasis on the social and cultural contexts of the texts. Offered as JAPN 345 and WLIT 345. Counts for CAS Global & Cultural Diversity Requirement.

WLIT 347. Livy, Power of Words: Ritual Uses of Premodern Japanese Literature. 3 Units.
Readings in Books I and XXI, with other selections from this major Augustan historian. Offered as LATN 307, LATN 407, WLIT 347, and WLIT 447. In premodern Japan, it was not only death and mourning ritual and practice that could pacify the spirit of the deceased, but also language. Authors consciously crafted the words of their works to simultaneously express the grief associated with longing and pacify the spirits of the dead. These words are called kotodama (power of words). From as far back as the eighth-century Kojiki (Records of Ancient Matters) and Nihon Shoki (The Chronicles of Japan) textual representations of mourning were linked with special uses of language and spirit pacification. At the death of Ame-no-wakahiko (a mythological god), his parents constructed a mourning hut and performed songs to secure his spirit in the afterworld. As several authors have demonstrated, from kotodama in the mid-eighth-century poetic anthology Man'yosh, (Collection of Ten Thousand Leaves) to linked verse (renga) in medieval Japan, carefully constructed literary language also had a place in ritual pacification of the spirits of the dead. Words were not simple expressions of grief, they held power. All material is in English translation. The course is conducted in English. All material will be provided via PDF. Offered as JAPN 347 and WLIT 347 and RLGN 347. Counts for CAS Global & Cultural Diversity Requirement.

WLIT 348. Horace: Odes and Epodes. 3 Units.
Readings and discussion of extensive selections from the poetry of Horace; consideration of Horace as exemplifying the spirit of the Augustan Age. Offered as LATN 308, LATN 408, WLIT 348, and WLIT 448.

WLIT 349. Medieval Latin. 3 Units.
Reading and interpretation of Latin texts from the Middle Ages. Material selected according to the needs and interests of students. Offered as LATN 309, LATN 409, WLIT 349, and WLIT 449.

WLIT 351. Latin Didactic Literature. 3 Units.
Readings from didactic poetry such as Lucretius and Vergil's Georgics. Parodies like Ovid's Ars Amatoria or prose treatises may also be introduced. Offered as LATN 351, LATN 451, WLIT 351, and WLIT 451. Prereq: 200-level LATN or equivalent.
WLIT 352. History. 3 Units.
Works of the Roman historian Cornelius Tacitus; his Annals I-VI dealing with his portrait of Emperor Tiberius and the Empire after the death of Augustus. Offered as LATN 352, LATN 452, WLIT 352, and WLIT 452.

WLIT 353. Science and Technology in France. 3 Units.
This course is an exploration of the development of science and technology in France, from their rise in the 18th and 19th centuries to their recent renaissance, from both a scientific and a humanities perspective. A significant component will focus on the contributions of women to science in France. Site visits in France will include the Marie Curie laboratory, the Pasteur Institute, and the Museum of Natural History. Readings will come from the fields of history of science, French cultural history, and French literature. Offered as FRCH 328, FRCH 428, WGST 333, WLIT 353 and WLIT 453. Counts for CAS Global & Cultural Diversity Requirement.

WLIT 354. Drama. 3 Units.
Reading of at least one play each by Plautus and Terence. Attention to the history of Latin and Greek New Comedy, and the contrasting styles of the two authors. Offered as LATN 354, LATN 454, WLIT 354, and WLIT 454.

WLIT 355. Modern Japanese Novels and the West. 3 Units.
This course will compare modern Japanese and Western novels, drama, and novels. Comparisons will focus on the themes of family, gender and alienation, which subsume a number of interrelated sub-themes such as marriage, home, human sexuality, amae (dependence), innocence, experience, death, God/gods, and nature (the ecosystem). Offered as JAPN 355 and WLIT 355. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

WLIT 360. Development of Theater: Beginnings to English Renaissance. 3 Units.
This course explores the foundations of theater in Western civilization, beginning with Greece and then charting and analyzing the developments in playwriting, design, acting and theater architecture. Students read a wide variety of plays in order to obtain a comprehensive understanding of the history of the art form, but also learn how theater has played an integral societal function as a medium of political, economic, and cultural commentary. Development of Theater I explores developments from Aeschylus to the English Renaissance. Offered for undergraduates as THTR 325 and WLIT 360. Students who have taken THTR 228/WLIT 228 are not allowed to enroll in this course. Offered as THTR 325, WLIT 360, and THTR 425. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement. Prereq: At least Sophomore standing.

WLIT 361. Development of Theater: Renaissance to Romanticism. 3 Units.
This course explores the many developments in playwriting, design, acting, and theater architecture across the world. Students read a wide variety of plays in order to obtain a comprehensive understanding of the history of the art form, but also learn how theater has played an integral societal function as a medium of political, economic, and cultural commentary. Development of Theater II not only explores the development of theatrical conventions in Spain, England, Italy, France and other European countries that lead to the creation of modern drama, but the course also offers an in-depth look at the history and conventions of theater in India, Korea, China, and Japan. Offered as THTR 326, WLIT 361, and THTR 426. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement. Prereq: At least Sophomore standing.

WLIT 363H. African-American Literature. 3 Units.
A historical approach to African-American literature. Such writers as Wheatley, Equiano, Douglass, Jacobs, DuBois, Hurston, Hughes, Wright, Baldwin, Ellison, Morrison. Topics covered may include slave narratives, African-American autobiography, the Harlem Renaissance, the Black Aesthetic, literature of protest and assimilation. Maximum 6 credits. Offered as AFST 363H, ENGL 363H, ETHS 363H, WLIT 363H, ENGL 463H, and WLIT 463H. Counts for CAS Global & Cultural Diversity Requirement. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

WLIT 365. German Literature in Translation. 3 Units.
Goethe defined "World Literature" (Weltliteratur) as "Intellectual Trade Relations" (geistiger Handelsverkehr). This course gives students the opportunity to study German literary works in translation and thus to trade intellectual relations with a literary culture previously unknown to them. Counts toward the German major only as a related course. No knowledge of German required. Offered as GRMN 365 and WLIT 365.

WLIT 365E. The Immigrant Experience. 3 Units.
Study of fictional and/or autobiographical narrative by authors whose families have experienced immigration to the U.S. Among the ethnic groups represented are Asian-American, Jewish-American, Hispanic-American. May include several ethnic groups or focus on a single one. Attention is paid to historical and social aspects of immigration and ethnicity. Maximum 6 credits. Offered as ENGL 365E, ENGL 365EC, ENGL 465E, WLIT 365E and WLIT 465E. Counts for CAS Global & Cultural Diversity Requirement. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

WLIT 365N. Topics in African-American Literature. 3 Units.
Selected topics and writers from nineteenth, twentieth, and twenty-first century African-American literature. May focus on a genre, a single author or a group of authors, a theme or themes. Maximum 6 credits. Offered as AFST 365N, ENGL 365N, ETHS 365N, WLIT 365N, ENGL 465N, and WLIT 465N. Counts for CAS Global & Cultural Diversity Requirement. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

WLIT 365Q. Post-Colonial Literature. 3 Units.
Readings in national and regional literatures from former European colonies such as Australia and African countries. Maximum 6 credits. Offered as ENGL 365Q, ENGL 365QC, ETHS 365Q, WLIT 365Q, ENGL 465Q, and WLIT 465Q. Counts for CAS Global & Cultural Diversity Requirement. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

WLIT 366G. Minority Literatures. 3 Units.
A course dealing with literature produced by ethnic and racial minority groups within the U.S. Individual offerings may include works from several groups studied comparatively, or focus on a single group, such as Native Americans, Chicanos/Chicanas, Asian-Americans, Caribbean-Americans. African-American works may also be included. May cover the entire history of the U.S. or shorter periods. Maximum 6 credits. Offered as ENGL 366G, WLIT 366G, ENGL 466G, and WLIT 466G. Counts for CAS Global & Cultural Diversity Requirement. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.
WLIT 368. Topics in Film. 3 Units.
Individual topics include Horror Films, Storytelling & Cinema, Science Fiction Films, Films of Alfred Hitchcock, American Cinema & Culture, History of Cinema, and many others. This course has no prerequisites and welcomes first year students. Other than the number of credits from one department a student can apply toward graduating, there is no limit to the number of times Topics in Film can be taken. A student who has previously taken ENGL 368C may receive credit for ENGL 368 only if the themes/topics are different. Offered as ENGL 368, ENGL 468, WLIT 368, and WLIT 468.

WLIT 370. Greek Prose Composition. 3 Units.
This course introduces students to the principles and practice of composing continuous passages of Greek prose. It is designed to review and to strengthen students’ command of Attic forms while becoming more aware of the ways Greek syntax was employed to express thought. Via practice at writing Greek prose, the ultimate goal is for the students to become more proficient and sensitive readers of ancient Greek. Offered as GREK 370, GREK 470, WLIT 370 and WLIT 470.

WLIT 375. Russian Literature in Translation. 3 Units.
Topics vary according to student and faculty interest. May include Russian classical and modern literature, cinema, women writers, individual authors. May count towards Russian minor. No knowledge of Russian required. Offered as RUSN 375 and WLIT 375. Counts for CAS Global & Cultural Diversity Requirement.

WLIT 385. Hispanic Literature in Translation. 3 Units.
Critical analysis and appreciation of representative literary masterpieces from Spain and Latin America, and by Hispanics living in the U.S. Texts cover a variety of genres and a range of literary periods, from works by Cervantes to those of Gabriel Garcia Marquez. The course will examine the relationship between literature and other forms of artistic production, as well as the development of the Hispanic literary text within the context of historical events and cultural production of the period. Counts toward Spanish major only as related course. No knowledge of Spanish required. Offered as ETHS 385, ETHS 485, SPAN 385, SPAN 485, WLIT 385, and WLIT 485. Counts for CAS Global & Cultural Diversity Requirement.

WLIT 386. Russian Culture and Civilization: From Varangians to Revolutionaries (862-1917). 3 Units.
This course will explore the history, art, and literature of the Eastern Slavic/Russian people from the ninth century to end of the Russian empire in 1917. Students will trace the formation and transformation of the Slavic/Russian state, from Kievan Rus’ to the Tsardom of Muscovy and to the Russian empire. The historical background will be illuminated by the literary and artistic works created by outstanding Russian writers, poets, painters, and composers. At the end of the course, students will gain a solid knowledge of the Russian cultural ground and understand the roots of Russian national and cultural identity. Offered as RUSN 386 and WLIT 386. Counts for CAS Global & Cultural Diversity Requirement.

WLIT 387. Literary and Critical Theory. 3 Units.
A survey of major schools and texts of literary and critical theory. May be historically or thematically organized. Maximum 6 credits. Offered as ENGL 387, WLIT 387, ENGL 487, and WLIT 487. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

WLIT 390. Topics in World Literature. 3 Units.
In-depth examination of specific critical and literary theories and of their relevance for literature and culture studies. Authors, works and instructor may vary. Offered as WLIT 390 and WLIT 490.

WLIT 391. Introduction to Text Semiotics. 3 Units.
Introduction to Text Semiotics addresses both students of Literature and students in Cognitive Science. Most of the authors included in the reading list extend their linguistic approach towards fields that intersect literature, psychology, philosophy, aesthetics, and anthropology. The scholarly traditions of text analysis and structural theory of meaning, including authors from classical formalism, structuralism, structural semiotics, and new criticism will be connected to cognitive theories of meaning construction in test, discourse, and cultural expressions in general. The focus of this course, taught as a seminar, is on empirical studies, specific text analyses, discourse analyses, speech act analyses, and other studies of speech, writing, and uses of language in cultural contexts. This course thus introduces to a study of literature and cultural expressions based on cognitive science and modern semiotics—the new view that has been coined Cognitive Semiotics. Offered as COGS 391 and WLIT 391.

WLIT 395. Advanced Topics in Akkadian Literature. 3 Units.
Directed readings in selected Akkadian texts in the cuneiform script either of the Old Babylonian or the Neo-Assyrian periods to serve the individual interests and needs of students (texts may be drawn from a variety of text genres: mythological, historical, scientific, medical, correspondence, religious, etc.). Offered as AKKD 395, AKKD 495, WLIT 395 and WLIT 495. Counts for CAS Global & Cultural Diversity Requirement. Prereq: AKKD 101 and AKKD 102.

WLIT 397. Honors Thesis I. 3 Units.
Intensive study of a literary, linguistic, or cultural topic with a faculty member, leading to the writing of a research paper. Prereq: Senior status.

WLIT 398. Honors Thesis II. 3 Units.
Continuation of WLIT 397. Prereq: WLIT 397 and senior status.

WLIT 399. Independent Study. 1 - 3 Units.
For majors and advanced students under special circumstances.

WLIT 400. The City in Literature. 3 Units.
Focus on major cities of the world as catalysts and reflections of cultural and historical change. Interdisciplinary approach utilizing the arts, literature, social sciences. Examples include Berlin at the turn of the century; Paris in literature and film; Tokyo in history and literature. Offered as WLIT 300 and WLIT 400. Prereq: Graduate standing.

WLIT 401. Greek Prose Authors. 3 Units.
Readings from authors such as Plato, Lysias, Xenophon, and Herodotus. Offered as GREK 201, GREK 401, WLIT 201 and WLIT 401.

WLIT 402. Introduction to Greek Poetry. 3 Units.
Primarily readings from Homer, Hesiod, and Theocritus. Selections from Greek lyric may be introduced at the instructor’s discretion. Offered as GREK 202, GREK 402, WLIT 202, and WLIT 402.

WLIT 405. Readings from the Epic of Gilgamesh. 3 Units.
In this course, we will read the entire Standard Babylonian recension of the Epic of Gilgamesh, considered the first great work of literature, from the original Akkadian text. While the primary goal of the course will be to become proficient readers of Akkadian, we will take some excursus on topics such as Babylonian religion, whether Gilgamesh was a historical figure or not, how the text was put together, and its possible influence on later heroic traditions such as the Greco-Roman. Offered as AKKD 205, AKKD 405, WLIT 205 and WLIT 405. Counts for CAS Global & Cultural Diversity Requirement. Prereq: AKKD 101 and AKKD 102.

WLIT 406. Tragedy. 3 Units.
Reading and interpretation of selected plays of Aeschylus, Euripides, and Sophocles. Offered as GREK 306, GREK 406, WLIT 306, and WLIT 406.
WLIT 407. History. 3 Units.
Extensive reading in Thucydides' History of the Peloponnesian War, especially Books VI and VII, the expedition against Syracuse. Offered as GREK 307, GREK 407, WLIT 307 and WLIT 407.

WLIT 408. Immigration and the Paris Experience. 3 Units.
Three-week immersion learning experience living and studying in Paris. The focus of the course is the culture, literature, and the arts of the African, Arab, and Asian communities of Paris. At least half of the course looks at issues surrounding immigration that affect women in particular. Students spend a minimum of fifteen hours per week visiting cultural centers and museums and interviewing authors and students about the immigrant experience. Assigned readings complement course activities. Students enrolled in FRCH 308/408 do coursework in French. WLIT 308/408, ETHE 308, and WGST 308 students have the option of completing coursework in English. Graduate students have additional course requirements. Offered as FRCH 308, WLIT 308, ETHE 308, WGST 308, FRCH 408, and WLIT 408. Counts for CAS Global & Cultural Diversity Requirement. Prereq: Graduate standing.

WLIT 411. Homer. 3 Units.
Reading and translation of extensive selections from the Odyssey. Introduction to epic meter, to Homeric Greek, and to the poet's style. Consideration of evidences of oral composition and discussion of the heroic tradition. Offered as GREK 311, GREK 411, WLIT 311 and WLIT 411.

WLIT 418. Comedy. 3 Units.
Origin, ambiance, and development of Greek Old Comedy and persisting characteristics of the genre. Translation of selected plays from Greek into English. Offered as GREK 308, GREK 408, WLIT 318, and WLIT 418.

WLIT 419. Greek Tragedy: Plays and Performance in Ancient Athens. 3 Units.
This course provides students the opportunity to read a significant number of ancient Greek tragedies in modern English translations. We read, study, and discuss selected works by Aeschylus, Sophocles, and Euripides, as well as selected criticism, ancient and modern, of these plays. All semester we read the plays as literature composed for performance. We study literary elements within the plays and theatrical possibilities inherent in the texts. As we read the plays, we pay close attention to the historical context and look for what each play can tell us about myth, religion, ethics, and society in ancient Athens. Finally, we give attention to the way these tragic dramas and the theater in which they were performed have continued to inspire literature and theater for thousands of years. Lectures provide historical background on the playwrights, the plays, the mythic and historical background, and possible interpretation of the texts as literature and as performance pieces. Students discuss the plays that they read in class. The course has three examinations and a final project that includes writing an essay and staging a monologue or scene from one of the tragedies. Offered as CLSC 319, CLSC 419, THTR 319, THTR 419, WLIT 319, and WLIT 419. Counts for CAS Global & Cultural Diversity Requirement.

WLIT 422. Theater in Ancient Rome. 3 Units.
This course is designed as a continuation of and companion to CLSC/THTR/WLIT 319/419 Greek Tragedy: Plays and Performance in Ancient Athens, although it may be taken without having taken, or before having taken, that course. Students in Theater in Ancient Rome will read a significant number of ancient Roman plays in modern English translation and study non-literary theatrical entertainment of the Roman Republic and Empire, that may include mime and pantomime, gladiatorial shows, political speeches, courtroom drama, and various other spectacles. The dramatic texts that we shall study include the fragments of early Latin drama, selected comedies by Plautus and Terence, and the tragedies of Seneca. We shall also consider Greek and Roman literature that comments on Roman theatrical practices. These works will be read for their literary merits and theatrical possibilities, while at the same time examining them for what they can tell us about Roman civilization. Similarly, when studying the non-literary theatrical works we shall examine historical and theatrical context including archaeological evidence from theaters and amphitheaters and material remains (masks, depictions of actors and gladiators on vases, terra cotta lamps, mosaics, etc.). Finally, while the majority of the course focuses on drama originally written in Latin and theatrical entertainments performed in ancient Rome, the course may include a brief survey of selected post-classical works indebted to the tradition of Roman drama and theater. Authors that may be studied include Hrotsvitha, Marlowe, Shakespeare, Racine, Molière, and the legacy of Roman drama and theater in contemporary stage and cinema such as Sondheim's A Funny Thing Happened on the Way to the Forum. Thus a secondary concern will be to consider how and in what ways the legacy of Roman drama and theater has continued to shape the dramatic arts since antiquity. Offered as CLSC 322, CLSC 422, THTR 322, THTR 422, WLIT 322, and WLIT 422. Counts for CAS Global & Cultural Diversity Requirement.

WLIT 425. Hispanic Intellectuals and Society: A Critical Approach. 3 Units.
This course offers an overview of the most important critical approaches to Spanish American culture and literature, with a socio-historical emphasis. Some of the authors we will discuss are Angel Rama, Jose Antonio Cornejo Polar and Nestor Garcia Canclini. We will analyze how the Latin American intellectuals had thought about specific issues such as identity, race, ideology, colonial and post-colonial relations with the metropolis and the process of formation of the nations in the continent. The class, the discussions, exams, oral presentations and papers will be in Spanish. Some of the readings must be in English, but most of them will be in Spanish. Offered as SPAN 325, SPAN 425, ETHE 325, WLIT 325 and WLIT 425. Counts for CAS Global & Cultural Diversity Requirement.

WLIT 432. Vergil. 3 Units.
Primarily readings from The Aeneid; selections from Vergil's other work may be introduced at instructor's discretion. Recommended preparation: LATN 201 or equivalent. Offered as LATN 202, LATN 402, WLIT 232 and WLIT 432.

WLIT 434. Literature of the Republic. 3 Units.
A reading course in prose and poetry of the Roman Republic. Extensive selections from Cicero and Catullus, and one comedy of Terence. Offered as LATN 305, LATN 405, WLIT 334, and WLIT 434.
WLIT 436. Elegiac Poetry. 3 Units.
In this course we shall translate and interpret selected elegies by Catullus, Tibullus, Propertius, and Ovid. We will also devote considerable class time to the reading and in-depth analysis of the major secondary literature, starting with the introductory pieces in the newest companions published by Brill and Cambridge, and moving on to fundamental articles and perhaps even a full scholarly monograph. Offered as LATN 356, LATN 456, WLIT 336, and WLIT 436.

WLIT 441. Latin Prose Authors. 3 Units.
Reading and discussion of such prose authors as Cicero, Caesar, Livy or Pliny. Offered as LATN 201, LATN 401, WLIT 241 and WLIT 441.

WLIT 447. Livy. 3 Units.
Readings in Books I and XXI, with other selections from this major Augustan historian. Offered as LATN 307, LATN 407, WLIT 347, and WLIT 447.

WLIT 448. Horace: Odes and Epodes. 3 Units.
Readings and discussion of extensive selections from the poetry of Horace; consideration of Horace as exemplifying the spirit of the Augustan Age. Offered as LATN 308, LATN 408, WLIT 348, and WLIT 448.

WLIT 449. Medieval Latin. 3 Units.
Reading and interpretation of Latin texts from the Middle Ages. Material selected according to the needs and interests of students. Offered as LATN 309, LATN 409, WLIT 349, and WLIT 449.

WLIT 451. Latin Didactic Literature. 3 Units.
Readings from didactic poetry such as Lucretius and Vergil's Georgics. Parodies like Ovid's Ars Amatoria or prose treatises may also be introduced. Offered as LATN 351, LATN 451, WLIT 351, and WLIT 451.

WLIT 452. History. 3 Units.
Works of the Roman historian Cornelius Tacitus; his Annals I-VI dealing with his portrait of Emperor Tiberius and the Empire after the death of Augustus. Offered as LATN 352, LATN 452, WLIT 352, and WLIT 452.

WLIT 453. Science and Technology in France. 3 Units.
This course is an exploration of the development of science and technology in France, from their rise in the 18th and 19th centuries to their recent renaissance, from both a scientific and a humanities perspective. A significant component will focus on the contributions of women to science in France. Site visits in France will include the Marie Curie laboratory, the Pasteur Institute, and the Museum of Natural History. Readings will come from the fields of history of science, French cultural history, and French literature. Offered as FRCH 328, FRCH 428, WGST 333, WLIT 353 and WLIT 453. Counts for CAS Global & Cultural Diversity Requirement.

WLIT 454. Drama. 3 Units.
Reading of at least one play each by Plautus and Terence. Attention to the history of Latin and Greek New Comedy, and the contrasting styles of the two authors. Offered as LATN 354, LATN 454, WLIT 354, and WLIT 454.

WLIT 463H. African-American Literature. 3 Units.

WLIT 465E. The Immigrant Experience. 3 Units.
Study of fictional and/or autobiographical narrative by authors whose families have experienced immigration to the U.S. Among the ethnic groups represented are Asian-American, Jewish-American, Hispanic-American. May include several ethnic groups or focus on a single one. Attention is paid to historical and social aspects of immigration and ethnicity. Maximum 6 credits. Offered as ENGL 365E, ENGL 365EC, ENGL 465E, WLIT 365E and WLIT 465E. Counts for CAS Global & Cultural Diversity Requirement. Prereq: Graduate standing.

WLIT 465N. Topics in African-American Literature. 3 Units.
Selected topics and writers from nineteenth, twentieth, and twenty-first century African-American literature. May focus on a genre, a single author or a group of authors, a theme or themes. Maximum 6 credits. Offered as AFST 365N, ENGL 365N, ETHS 365N, WLIT 365N, ENGL 465N, and WLIT 465N. Counts for CAS Global & Cultural Diversity Requirement. Prereq: Graduate standing.

WLIT 465Q. Post-Colonial Literature. 3 Units.
Readings in national and regional literatures from former European colonies such as Australia and African countries. Maximum 6 credits. Offered as ENGL 365Q, ENGL 365QC, ETHS 365Q, WLIT 365Q, WLIT 465Q, and WLIT 465Q. Counts for CAS Global & Cultural Diversity Requirement. Prereq: Graduate standing.

WLIT 466G. Minority Literatures. 3 Units.
A course dealing with literature produced by ethnic and racial minority groups within the U.S. Individual offerings may include works from several groups studied comparatively, or focus on a single group, such as Native Americans, Chicanos/Chicanas, Asian-Americans, Caribbean-Americans. African-American works may also be included. May cover the entire history of the U.S. or shorter periods. Maximum 6 credits. Offered as ENGL 366G, WLIT 366G, ENGL 466G, and WLIT 466G. Counts for CAS Global & Cultural Diversity Requirement. Prereq: Graduate standing.

WLIT 466N. Topics in Film. 3 Units.
Individual topics include Horror Films, Storytelling & Cinema, Science Fiction Films, Films of Alfred Hitchcock, American Cinema & Culture, History of Cinema, and many others. This course has no prerequisites and welcomes first year students. Other than the number of credits from one department a student can apply toward graduating, there is no limit to the number of times Topics in Film can be taken. A student who has previously taken ENGL 368C may receive credit for ENGL 368 only if the themes/topics are different. Offered as ENGL 368, ENGL 468, WLIT 368, and WLIT 468. Prereq: Graduate standing.

WLIT 470. Greek Prose Composition. 3 Units.
This course introduces students to the principles and practice of composing continuous passages of Greek prose. It is designed to review and to strengthen students' command of Attic forms while becoming more aware of the ways Greek syntax was employed to express thought. Via practice at writing Greek prose, the ultimate goal is for the students to become more proficient and sensitive readers of ancient Greek. Offered as GREK 370, GREK 470, WLIT 370 and WLIT 470.
WLIT 485. Hispanic Literature in Translation. 3 Units.
Critical analysis and appreciation of representative literary masterpieces from Spain and Latin America, and by Hispanics living in the U.S. Texts cover a variety of genres and a range of literary periods, from works by Cervantes to those of Gabriel Garcia Marquez. The course will examine the relationship between literature and other forms of artistic production, as well as the development of the Hispanic literary text within the context of historical events and cultural production of the period. Counts toward Spanish major only as related course. No knowledge of Spanish required. Offered as ETHS 385, ETHS 485, SPAN 385, SPAN 485, WLIT 385, and WLIT 485. Counts for CAS Global & Cultural Diversity Requirement. Prereq: Graduate standing.

WLIT 487. Literary and Critical Theory. 3 Units.
A survey of major schools and texts of literary and critical theory. May be historically or thematically organized. Maximum 6 credits. Offered as ENGL 387, WLIT 387, ENGL 487, and WLIT 487. Prereq: Graduate standing.

WLIT 490. Topics in World Literature. 3 Units.
In-depth examination of specific critical and literary theories and of their relevance for literature and culture studies. Authors, works and instructor may vary. Offered as WLIT 390 and WLIT 490. Prereq: Graduate standing.

WLIT 495. Advanced Topics in Akkadian Literature. 3 Units.
Directed readings in selected Akkadian texts in the cuneiform script either of the Old Babylonian or the Neo-Assyrian periods to serve the individual interests and needs of students (texts may be drawn from a variety of text genres: mythological, historical, scientific, medical, correspondence, religious, etc.). Offered as AKKD 395, AKKD 495, WLIT 395 and WLIT 495. Counts for CAS Global & Cultural Diversity Requirement. Prereq: AKKD 101 and AKKD 102.

WLIT 590. Seminar in World Literature. 3 Units.
Topics vary depending on student and instructor interests; may include Postcolonial literature; Latin American literature and film; African Anglophone and Francophone literature. Prereq: Graduate standing.

WLIT 601. Independent Study. 1 - 18 Units.
For graduate students under special circumstances. Prereq: Graduate standing.

WLIT 651. Thesis M.A.. 1 - 18 Units.
(Credit as arranged.)
**FRANCES PAYNE BOLTON SCHOOL OF NURSING**

**History**

The Frances Payne Bolton School of Nursing (http://fpb.case.edu) at Case Western Reserve University is a globally recognized leader in nursing education, research and practice. Our commitment to excellence is visible in our distinguished faculty, small class sizes, world renowned clinical partners and academic innovations. While its roots date back to 1898 with the founding of the Lakeside Hospital Training School for Nurses, the school was formally established in 1923 as one of the first two colleges of nursing within a university through a gift from its namesake, Frances Payne Bolton, the first congresswoman from Ohio.

Today, the School of Nursing offers curricula for students at all levels of study including undergraduate, graduate entry and advanced nursing practice and leadership. Master's level instruction prepares graduates to sit for certification and to practice in a range of specialties including: nurse midwifery, acute and primary care in adult-gerontology and pediatrics, care of families, care of neonates, family psychiatric mental health, women's health, as well as education with a focus on populations. The school of nursing also offers both the Doctor of Nursing Practice (DNP) that includes a post baccalaureate nurse anesthesia track, and the PhD in Nursing, as well as dual doctorate programs. Areas of research include symptom science, family and community care, aging across the lifespan, self-management of health and illness, and neuroscience.

**Strategic Vision**

**Mission**

Create and empower nurse leaders who develop and implement innovative and interprofessional research, education and practice activities that make a positive difference in the health of individuals and communities.

**Vision**

To be recognized globally as an academic community of excellence that builds on our strengths and traditions to provide leadership in nursing research, education and practice in evolving, interprofessional health and scientific communities.

**Purpose**

The purpose of the Frances Payne Bolton School of Nursing is to provide an environment that encourages individuals to develop their personal and professional capabilities, including the sense of responsibility for continued learning; to learn as efficiently and effectively as possible; to find enjoyment, excitement, and challenge in the pursuit of knowledge and its application; and to develop behaviors that enable them to function in a changing, complex society. As an integral component of Case Western Reserve University, the school assumes responsibility for the preparation of individuals committed to excellence and leadership in the profession of nursing. The faculty of the school accepts the responsibility for teaching and scholarly inquiry as integral parts of the educational process.

**Philosophy**

FPB has set forth the following philosophy to accomplish the stated mission.

Nursing is an academic discipline and profession. Nursing as an academic discipline is a distinct branch of human knowledge fundamental to nursing practice, nursing education, and nursing administration, and to the continuous development of the profession. The distinct perspective of nursing includes a focus on the meta-paradigm concepts of persons, health, environment, and nursing. The conceptual focus within FPB is on health-seeking mechanisms and behaviors of human beings. Some of those mechanisms and behaviors are innate; others are learned or developed and may be subject to the influence of nurses’ knowledgeable ministrations. The body of nursing knowledge is continuously advanced, structured, and restructured as a consequence of a range of methods including scientific inquiry, philosophic inquiry, historical inquiry, and clinical evaluation.

Scientific inquiry within nursing is designed to discover, advance, and clarify knowledge about determinants and correlates of optimal biological, psychological, and social functioning; physical, emotional and spiritual comfort; and individual and group attainment of health goals in multiple environments and under a variety of circumstances (including illness and injury) attendant to birth, living, development, decline, and death. Philosophic inquiry is undertaken to clarify the values that underlie consumers’ and nurses’ responsibilities for human health promotion, the ethics of nursing practice, and the nature of the body of knowledge known as nursing. Historical inquiry is undertaken to document significant influences (by events and individuals) on the development of nursing over time as a body of knowledge and as a profession. Clinical evaluation is designed to test and verify the relative efficacy of strategies used in nursing administration, consultation, education, and practice, and the means employed to advance nursing knowledge.

Professional nurses have mastery over a body of scientific and humanistic knowledge that is fundamental to their particular kinds of practice. They selectively use this knowledge in the execution of their professional responsibilities and in the attainment of professional goals. Those involved in differentiated nursing practices employ nursing technologies (skills and approaches that represent the application of scientific knowledge), using artistry in the execution of their professional responsibilities. Professional nurses’ several, particular practices are guided by a code of professional ethics and also by knowledge about the individuals and groups whom they serve. The nurse’s professional goal is to appraise accurately and to enhance effectively the health status, health assets, and health potentials of individuals, groups, families, and communities and to promote the initiative and independence of those they serve in the attainment of reasonable health goals, mutually agreed upon by consumers and by nurses as their health care providers. Nursing practice includes assisting persons in the maintenance of health, detecting deviations from health, assisting persons in the restoration of health, and supporting persons during life. These responsibilities are accomplished through a systematic and deliberative process. Nursing practice includes independent and interdependent functions and nurses are an integral part of the health care system.

Other beliefs essential to nursing that are shared by the faculty are stated below.
Nursing Strategies
Nursing strategies can be categorized according to the function they serve in facilitating clients' health-seeking behaviors. A tentative classification scheme according to the function strategies is set forth below. Within each category, there are multiple behaviors from which the nurse can select depending on the nature of the clients' assets and deficits. Also, each category is open to the discovery of more activities than are presently known. Each category focuses on facilitating health-seeking behaviors.

Compensating: Performing selected activities or measures (including monitoring) for clients when they are unable to do these activities.

Teaching: Performing actions intended to induce learning.

Counseling: Assisting clients to examine an alternative course of action.

Supporting: Promoting clients' ability to cope, adapt and change.

Stimulating: Promoting clients' desire to perform health-seeking behaviors.

Advocating: Intervening on behalf of the client to overcome obstacles that are interfering with health-seeking behaviors.

Comforting: Providing an environment that promotes ease and well-being.

The choice of nursing strategies for enhancing client's health-seeking behaviors is based on assessment of these behaviors and the intervening variables to determine the assets and deficits and potential for engaging in behaviors that are directed toward attaining, maintaining or regaining an optimal level of health.

FPB Accreditation and Approvals
Accreditation
Case Western Reserve University is accredited at the institutional level by the Higher Learning Commission:

Higher Learning Commission
230 South LaSalle Street
Suite 7-500
Chicago, Illinois 60604-1411
Phone: 800.621.7440 / 312.263.0456
Fax: 312.263.7462
info@hlcommission.org

The University is chartered as an educational institution under the laws of the State of Ohio and holds a Certificate of Authorization from the Ohio Department of Higher Education (https://www.ohiohighered.org/) (formerly known as the Ohio Board of Regents).

In addition, many of the individual nursing programs are accredited by nationally recognized professional associations, including:

The Bachelor of Science in Nursing (BSN) (https://nursing.case.edu/bsn/), Master of Nursing (https://nursing.case.edu/mn/) (MN), Master of Science in Nursing (MSN) (https://nursing.case.edu/msn/), Post-Graduate APRN Certificate (https://nursing.case.edu/programs/certificate/), and Doctor of Nursing Practice (DNP) (https://nursing.case.edu/dnp/) programs at Case Western Reserve University are accredited by the Commission on Collegiate Nursing Education (CCNE) through June 30, 2031. The next accreditation visit is due in 2030.

Commission on Collegiate Nursing Education
655 K Street NW
Suite 750
Washington DC 20001
202-887-6791
aacn nursin.org/ccne (http://bulletin.case.edu/schoolofnursing/aacnnursing.org/ccne/)

The Frances Payne Bolton nurse anesthesia program (https://nursing.case.edu/msn/anesthesia/) is accredited by the Council on Accreditation of Nurse Anesthesia Education Programs (COA). The last accreditation was in 2020. The next accreditation date is Spring 2030.

Council on Accreditation of Nurse Anesthesia Educational Programs
222 South Prospect Avenue
Park Ridge, Illinois 60068-4001
847-655-1160
accreditation@coacrna.org (https://www.coacrna.org/Pages/default.aspx)

http://www.coacrna.org (https://www.coacrna.org/Pages/default.aspx)

The Cleveland Clinic Foundation nurse anesthesia program is accredited by the Council on Accreditation of Nurse Anesthesia Education Programs (COA). The last accreditation was in 2012. The next accreditation is due in 2022.

Council on Accreditation of Nurse Anesthesia Educational Programs
222 South Prospect Avenue
Park Ridge, Illinois 60068-4001
847-655-1160
accreditation@coacrna.org (https://www.coacrna.org/Pages/default.aspx)

http://www.coacrna.org (https://www.coacrna.org/Pages/default.aspx)

The nurse midwifery program (https://nursing.case.edu/msn/midwifery/) is accredited by the Accreditation Commission for Midwifery Education (ACME) (formerly ACNM Division of Accreditation) in 2015. The next accreditation is due in 2025.

Accreditation Commission for Midwifery Education (ACME)
8403 Colesville Road, Ste 1550
Silver Spring, MD 20910-6374
240-485-1800
info@acnm.org
http://www.midwife.org/

Approved Programs
The Bachelor of Science in Nursing (BSN) (https://nursing.case.edu/bsn/) and Master of Nursing (MN) (https://nursing.case.edu/mn/) programs (https://nursing.case.edu/mn/) are approved by the Ohio Board of Nursing. The last visit for the BSN program was in fall 2017, the next visit is due in fall 2022. The last visit for the MN program was in fall 2017, and the next visit is due in fall 2022.

Ohio Board of Nursing
17 South High Street
Suite 400
Department Faculty

Carol M. Musil, PhD, RN, FAAN, FGSA
(Case Western Reserve University)
Dean; Edward J. and Louise Mellen Professor of Nursing

Diana L. Morris, PhD, RN, FAAN, FGSA
(Case Western Reserve University)
Interim Associate Dean for Academic Affairs; Arline H. and Curtis F. Garvin Professor of Nursing; Director, University Center on Aging & Health

Ronald Hickman, PhD, RN, ACNP-BC, FAAN, FNAP
(Case Western Reserve University)
Associate Dean for Research; Ruth M. Anderson Professor

Mary Quinn Griffin, PhD, RN, FAAN, ANEF
(Case Western Reserve University)
Associate Dean for Global Affairs; Professor

Angela Tagliaferri, MS
(Case Western Reserve University)
Associate Dean for Finance and Administration

Megan Juby, BA
(John Carroll University)
Associate Dean for Alumni Relations and Development

Celeste M. Alves, DNP, MSN, MBA, RN, CNE, CHSE-A, FAAN
(Case Western Reserve University)
Associate Professor; Director, Center for Nursing Education, Simulation, and Innovation

Sara Douglas, PhD, MSN, RN
(Illinois State University)
Assistant Dean for Research; Arline H. and Curtis F. Garvin Professor in Nursing Excellence

Mary Dolansky, PhD, RN, FAAN
(Case Western Reserve University)
Sarah Cole Hirsh Professor; Director of the Hirsh Institute and QSEN Institute

Joyce J. Fitzpatrick, PhD, MBA, RN, FAAN, FNAP
(New York University)
Elizabeth Brooks Ford Professor in Nursing; Inaugural Director, Marian K. Shaughnessy Nurse Leadership Academy

Latina Brooks, PhD, RN, CNP, FAANP
(Case Western Reserve University)
Assistant Professor; Director, MSN and DNP Programs

Beverly Capper, DNP, MSN, RN-NIC
(Case Western Reserve University)
Instructor; Interim Director, BSN Program

Evelyn G. Duffy, DNP, AGPCNP-BC, FAANP
(Case Western Reserve University)
Professor; Florence Cellar Professor of Gerontological Nursing; Associate Director, University Center on Aging and Health

Molly J. Jackson, DNP, RN, AGNP-C, ACHPN, CNE
(Case Western Reserve University)
Assistant Professor; Director, Graduate Entry (MN) Program

Cynthia L. Danko, DNP, MSN, RN
(Case Western Reserve University)
Assistant Professor; Director, Institutional Research

Joachim Voss, PhD, ACRN, FAAN
(University of California San Francisco)
Independence Professor of Nursing Education; Director, PhD Program

D. Todd Smith, PhD, APRN, AGACNP-BC, FNP-C, FF/EMT-P
(University of Virginia)
Assistant Professor; Director, Dorothy Ebersbach Academic Center for Flight Nursing

Key Staff

Kim Rossi, MBA
(Case Western Reserve University)
Director, Human Resources and Administrative Operations

Elizabeth Lundblad, BS
(Ohio University)
Manager, Internal Communications

Teona C. Griggs, M.Ed., MA
(Cleveland State University)
Director, Student Services, Diversity, and Inclusion

Dedra Hanna Adams, MA, MPA
(Cleveland State University)
Director, Financial Aid

Rachel Ianiro, MSSA
(Case Western Reserve University)
Director, International Health Programs

Ivy Ko, BA
(Cleveland State University)
Director, Finance

Kristi Lehmer, MBA
(Thomas More College)
Director, Recruitment and Enrollment

Lauren Maziarz, BA
(Ohio State University)
Assistant Director, Special Events & Stewardship

Brigid L. Mercer, BS
(Ohio State University)
Senior Director, Alumni Relations and Development

Caron Peoples, MCSE
(Ohio Wesleyan University)
Director, Information Technology

Facilities

Instructional Facilities

With internationally renowned faculty engaged in teaching, research, and community service, FPB offers high quality academic programs. Instruction includes lectures, seminars, individual conferences and small
group discussions, and clinical experiences. The FPB School of Nursing, located at the Health Education Campus, provides a state of the art inter-professional education environment where nursing, medical, dental medicine and physician assistant students learn with and from each other. The eleven acre campus is the site of the Sheila and Eric Samson Pavilion. This 477,000 square-foot facility features a central atrium where students can gather, study and eat together, an innovation laboratory, 26 academic classrooms (including “team-based learning” classrooms) and simulation labs where collaborative learning take place.

**Clinical Facilities**

Instructional facilities are abundant and varied. University Hospitals Cleveland Medical Center (http://www.uhhospitals.org/) established in 1866 is a 1,032-bed tertiary, academic medical center specializing in adult/pediatric medical and surgical specialties and is an aggregate of specialized hospitals that includes Alfred and Norma Lerner Tower, Samuel Mather Pavilion and Lakeside Hospital for adult medical/surgical care; Rainbow Babies and Children's Hospital ranked #4 nationally for Neonatal Care by the U.S. News and World Report; University MacDonald Women's Hospital, Ohio’s only hospital for Women; Seidman Cancer Center (formerly known as the Ireland Cancer Center); University Psychiatric Center-Hanna Pavilion, University Hospitals Institute for Health Care Quality & Innovation, skilled nursing and rehabilitation services and home health care. University Hospitals is part of the University Hospitals Health System with services provided at 150 locations in 40 northern communities. University Hospitals Cleveland Medical Center is an affiliate of Case Western Reserve University. Together, they form the largest center for biomedical research in the state of Ohio. University Hospitals Cleveland Medical Center is home to world class clinical and research centers, including cancer, pediatrics, women's health, orthopedics, spine, radiology, radiation oncology, neurosurgery neuroscience, cardiology, cardiovascular surgery, organ transplantation and human genetics.

The Cleveland Clinic Health System (https://my.clevelandclinic.org/) is a multi-specialty academic medical center founded in 1921. Main Campus has 1,400 beds and 4,435 beds system-wide. The Cleveland Clinic is one of the largest and most respected hospitals. Cleveland Clinic main campus, Fairview Hospital, Hillcrest Hospital, South Pointe Hospital and Akron General Hospital are all designated as Magnet status hospitals, the most sought after indicator of nursing excellence. Cleveland Clinic Health System is comprised of the Cleveland Clinic main campus, Cleveland Clinic Children's Hospital located within the main campus, Euclid Hospital, Fairview Hospital, Lutheran Hospital, Marymount Hospital, Medina Hospital, South Pointe Hospital, Hillcrest Hospital, Ashtabula County Medical Center, Avon Hospital, Cleveland Clinic Florida (Weston, West Palm Beach), Lou Ruvo Center for Brain Health, Las Vegas, Nevada and The Glickman Urological & Kidney Institute in Las Vegas, and Cleveland Clinic Abu Dhabi, Cleveland Clinic London, Cleveland Clinic Canada. The system also includes Akron General Health System, Visiting Nurse Service and Affiliates, Hospice of VNS, Lodi Community Hospital, Edwin Shaw Rehabilitation Institute, an outpatient clinic in Toronto, Ontario and three health and wellness centers. It is nationally recognized as one of the top medical centers in the US and the world, particularly in technological and management systems and in the treatment of cardiovascular disease.

MetroHealth Medical Center (https://www.metrohealth.org/) established in 1837, is a 642-bed hospital that includes a Level I Adult Trauma, Level II Pediatric Trauma Center, and a verified regional Burn Center, a skilled nursing facility and more than 25 locations throughout Cuyahoga County with more on the way. MetroHealth is one of three teaching hospitals that make up the Case Western Reserve University Integrated Surgical Program. Annually, MetroHealth medical center handles more than one million patient visits including more than 100,000 in the Emergency Department, one the busiest in the country. That’s an average of 274 Emergency Department visits per day. The John A. Gannon Comprehensive Burn Care Center (https://www.metrohealth.org/burn/) is one of only two burn centers in Ohio treats more than 1,700 outpatient and inpatient burn injuries every year. The 27-bed Surgical Intensive Care Unit admits more than 2,000 critically ill surgical patients per year. The Elisabeth Severance Prentiss Center at MetroHealth is a long term skilled nursing facility. In 2014 the Centers for Disease Control designated MetroHealth as an official Ebola Treatment Center, the only one in Ohio.

The Louis Stokes Cleveland Veterans Administration Medical Center (https://www.cleveland.va.gov/) (VAMC) is one of five facilities constituting the VA Healthcare System of Ohio. A full range of primary, secondary and tertiary care services are offered to an eligible Veteran population covering 24 counties in Northeast Ohio. Comprehensive, seamless health care and social services are provided to more than 111,500 veterans each year through an inpatient tertiary care facility (Wade Park). With 18 locations of care, including 13 outpatient clinics, two community resource and referral centers, a psychosocial resource rehabilitation center, a chronic dialysis center and an ambulatory surgery center, the Northeast Ohio VA Healthcare System's quality services are easily accessible to Veterans in 24 counties.

Additional opportunities are available in a variety of health, social, and educational agencies. These include, for example, Benjamin Rose Institute, Hospice of the Western Reserve, Judson Park Retirement Community, The Cleveland Visiting Nurses Association, Cleveland Public Health Department, the Cleveland Metropolitan School District, and many others.

**Libraries**

The Kelvin Smith Library (http://library.case.edu/ksl/aboutus/), a 144,000 square foot building completed in 1996, houses most of the collections of Case Western Reserve University. This includes over 1,290,000 monographs, 7,363 serial titles, U.S. Government publications, company annual reports, newspapers, CDs, technical reports, over 12,000 DVDs and videos, and more. The library enables users to integrate both traditional resources and state-of-the-art technology into teaching, research, and learning. A variety of seating styles accommodates 900 people and provides electrical ports for connecting personal laptop computers. Case Western Reserve’s wireless network enables personal laptops to have internet access throughout the library. Two multimedia rooms include scanners and sound and video digitizers. Available are individual study spaces, meeting rooms, conference areas, and social gathering spaces. Thirty miles of compact movable shelving allows the library to keep much of its collection onsite for immediate access to print materials. The user-friendly interface to the online catalog, databases, and other resources allows library staff to focus their attention on working in-depth with faculty and students.

The Cleveland Health Science Library (https://case.edu/chslibrary/)(CHSL) serves as the library system for the Schools of Medicine, Dental Medicine, Nursing, and the Departments of Biology and Nutrition. The CHSL was formed in 1965 by an agreement between the Cleveland Medical Library Association (CMLA) and Western Reserve University. CHSL operates in two locations: The Allen Memorial Medical Library (https://case.edu/chslibrary/about-us/allen-memorial-medical-library/), which has a collection of clinical books and journals, basic
sciences, nursing, dentistry, and biology books, journals, audiovisuals, microforms, as well as a collection of rare and historical books; and the Health Education Campus Library (https://case.edu/chslibrary/our-locations/health-education-campus-library/), which is a quiet study area, and the place where students can check out books on reserve for courses. The combined collections total over 430,000 volumes including electronics and collectibles, with print and electronic journal subscriptions numbering in excess of 60,000, electronic books numbering over 60,000 and print books numbering over 118,500. Personal and institutional members of the CMLA and faculty, students and staff of CWRU have borrowing privileges. The Cleveland Health Sciences Library serves as a resource library in the Greater Midwest Region of the National Network of Libraries of Medicine (https://nnlm.gov/). CHSL also participates in OhioLINK (https://www.ohiolink.edu/), OHIONET (https://www.ohionet.org/), and OCLC (https://www.oclc.org/en/home.html).

In addition, the Allen Memorial Medical Library is home to the Dittrick Medical History Center (https://artscli.case.edu/dittrick/) (College of Arts and Sciences) and its archives, medical artifacts, and books on the history of medicine. The Allen has two technology supported classrooms, one large conference room (often used for courses), three large quiet study rooms, and main reading room. The first technology supported classroom is the Ford Auditorium, with a seating capacity of 472, and is supported by University Technology (UTech) and Level 2 technology classroom. The second technology classroom is the Herrick Room, with a capacity of 24, and a UTech Level 1 classroom. Case Western Reserve University’s wireless network is available throughout all library spaces. The two combined library spaces are open 167 hours per week. The CHSL staff includes 4 FTE librarians, and 3 FTE paraprofessional and technical staff.

**FPB School of Nursing Information Technology Services**

The Frances Payne Bolton School of Nursing (SON) has an assigned Information Technology Services team. This team is part of the University Technology (UTech) Division, managing and overseeing all computer related operations within the school. The team assists faculty, staff and students with any computer problems, issues, needs, or equipment purchases. This team manages the Help Desk, provides troubleshooting of problems, and repairs all school-owned equipment. The SON UTech team provides assistance with the School’s website and develops web applications to meet the needs of the school. The team also administers online application, review, and customer relations management systems, as well as a variety of other IT systems and tasks.

The Health Education Campus (HEC) has an UTech Care Center (Tech Bar) located at the south end of the atrium on the first floor of Samson Pavilion. The HEC Support team assists all faculty, students and staff in the HEC with computer problems, connectivity issues, or repairs; providing technical support to resolve identified needs. A limited supply of loaner laptops are available through the Tech Bar which students can request for use for a limited amount of time.

The hours of operation for the Tech Bar are 8:00am - 5:00pm, Monday - Friday. The team is also available by emailing hecsupport@case.edu.

While the University is working remotely, assistance is available via the online Zoom Room: https://cwr.zoom.us/my/hecsupport/ (8:00 am - 5:00 pm (EST), Monday - Friday). For after-hours assistance, contact the University Helpdesk by emailing help@case.edu or calling 216-368-HELP (4357).

The HEC has extensive wireless access for all users, including access to the Internet and University software tools throughout the building. Students also have access to four wireless printing kiosks located on the first and fourth floors of the building. The HEC provides the most advanced technology possible to enhance and accelerate education.

**Center for Nursing Education, Simulation & Innovation (CNESI)**

The Center for Nursing Education, Simulation & Innovation is located on the second floor of the Samson Pavilion at the Health Education Campus (HEC) and is composed of two labs: Physical Assessment Lab and Clinical Teaching Bed Lab, and a separate Medication Room.

**Physical Assessment Lab**: This ten-bed lab is for pre-licensure students (BSN and MN) and graduate nurse practitioner students (MSN) learning basic and advanced physical assessment skills. The room is fully equipped with ten electronic exam tables that have inclining headrests, extending leg supports, storage drawers, and optional stirrups. To ensure privacy, the lab has custom ceiling-mounted privacy drapes at each bed station. Each station has electronic Welch Allyn otoscopes along with 3 sizes of clean gloves, sharps disposal units and wall-mounted blood pressure cuffs. The physical assessment lab has extensive locked storage for 10 Welch Allyn and 16 ADC Diagnostic kits, 20 various-sized blood pressure cuffs, 4 electronic blood pressure cuffs, and 10 single and 6 double headed stethoscopes for student and faculty use. Students also have access to several high fidelity human patient simulators, task trainers, anatomical ear and eye models, two full body skeletons, breast and prostate models, a DVD library, and two large screen video display boards to support our undergraduate and graduate lab sessions.

**Clinical Teaching Bed Lab**: This lab is comprised of 10 patient bed stations each with a static Laerdal Medical manikin. The lab simulates an in-patient medical-surgical or step-down unit and has a full-sized ADA hospital bathroom designed to provide students with the opportunity to learn how to transfer a patient in and out of the bathroom, to the shower, and to the commode. The center contains all of the common devices seen in the hospital setting including a Hoyer lift, Geri chair, wheelchair, canes, crutches, linen carts, ventilators, ceiling-mounted privacy drapes, sharps disposal units, and head wall units at each patient bed to simulate oxygen delivery and wall suction. Pre-licensure students use this lab to learn and practice every essential nursing skill from hand washing and bed making to wound irrigation and managing a ventilated patient. The center also has three medication carts, 6 smart IV pumps, and extensive locked storage for IV tubing, IV solutions, dressing supplies, catheters, chest tubes, Foley catheters, sterile gloves, sterile gowns, bedpans, urinals, and tracheostomy supplies. The lab has an extensive DVD library and two large screen video display boards to support our undergraduate and graduate lab sessions.

**Medication Room**: The medication room is adjacent to the Clinical Teaching Bed Lab and is equipped with an academic version of the Pyxis Medication dispensing system, bar coding techniques, and synthetic medications. The medication room has extensive locked cabinets, a sink, and counter space to provide a realistic setting for best practices of preparing patient medications.

In the HEC, nursing students have access to the following shared lab spaces that foster interprofessional education:

**Acute Care Flexible Simulation Labs**: These three labs are set up with portable head walls, one way glass, a large screen video display board, and video/audio capabilities for recording and debriefing and high-stakes testing. The labs can be set up for any high fidelity simulation with access to a family of Laerdal and Gaumard high fidelity human patient simulators: Sim-Man Essential, Sim-Baby, Sim Child, Sim Newbie, Sim Junior, and Lucinda birthing simulator. All pre-licensure
students and nurse practitioner students utilize these labs on a weekly basis throughout each semester for simulation training on human patient simulators; practicing various advanced nursing skills on task trainers; viewing skills and simulation videos; and conducting pediatric and obstetric labs and simulation sessions. Each acute care flexible simulation lab has a large screen video display board to support our undergraduate and graduate lab sessions.

Private Exam Rooms: 20 private exam rooms each equipped with a physician-grade exam table, side chair, exam stool, and built in otoscope and ophthalmoscope provide the opportunity for students to practice and review communication and assessment skills with faculty, peers, and standardized patients. Each room has one way glass, video and audio capability, and a small screen video display board allowing faculty to record exemplars and provide feedback on student practice, testing, and final examinations. Standardized patients (SPs) are hired for formative, summative, and high stakes testing situations and adjacent small and large debriefing rooms allow for private or class meetings prior to or following SP sessions.

Steris Perioperative Lab: This interprofessional lab contains a fully functioning Steris 3080 operating room table and fluid/blanket warmer, a full set of surgical instruments, back and gown tables, locked supply cabinets, pulse oximeters, and an educational anesthesia machine, endoscopy, and Bovie machine. Students learn basic perioperative safety skills including: aseptic technique, patient positioning, handling of surgical instruments, and communication hand-over techniques related to perioperative nursing and nurse anesthesia patient care. Audio and video capabilities allow for recording of formative and summative simulations and adjacent classrooms allow for pre-briefing and debriefing opportunities. The Steris Perioperative lab has two large screen video display boards to support our undergraduate and graduate lab sessions.

Bachelor of Science in Nursing (BSN)

https://case.edu/nursing/programs/bsn (https://case.edu/nursing/programs/bsn/)
Phone: 216.368.8839
Beverly Capper, DNP, RNC-NIC, Interim Program Director
bjc40@case.edu

Bachelor of Science in Nursing

The BSN program emphasizes intensive and early clinical experience, a strong foundation in acute care nursing, and a commitment to service to our community. Our students begin their clinical experience in the first term of the freshman year and complete their program with a 280-hour clinical preceptorship in the senior year. Students graduate with over 1300 hours of clinical experience, exceeding that of other schools of nursing. In addition, students provide healthcare services to children and families—collectively amassing approximately 16,000 hours of service to local schools alone each year.

The student-learning environment includes traditional classrooms, world-class clinical facilities, community settings and the Center for Nursing Education, Simulation & Innovation (http://case.edu/nursing/students/center-for-nursing-education-simulation-and-innovation/) (CNESIL). Clinical experiences occur in Cleveland's nationally and internationally renowned health care facilities including University Hospitals of Cleveland, the Cleveland Clinic, the MetroHealth Medical Center System, and the Veterans Administration. Students also have extensive experience in community health departments, community centers and the Cleveland Metropolitan School District.

The opportunities available to students are limitless. Students are encouraged to participate in interdisciplinary research projects with faculty. They have the opportunity to explore health issues in the global arena and to study at national sites as part of their standard curriculum.

Graduates have a foundation in the discipline of nursing, demonstrate leadership in clinical practice, use clinical inquiry to advance practice, become involved in research, quality improvement, and assume responsibility for their own professional development.

Student Learning Outcomes

1. Demonstrates the ability to integrate principles of evidence-based practice and quality improvement to deliver safe patient-centered care.
2. Exhibits leadership skills to optimize health care outcomes, influence health policy and advance the nursing profession.
3. Demonstrates clinical reasoning that promotes a culture of quality and safety to individuals, families and populations.
4. Collaborates with interprofessional teams, fostering open communication and shared decision making to ensure safe, high quality and cost-effective care.
5. Integrates behaviors, values and the professional code that reflects the nursing profession.
6. Explains the benefits of utilizing health care information systems and technologies to promote safe, patient-centered care and support decision making.
7. Recognizes the individual as a full partner in coordinating care that promotes health and well-being based on respect of their preferences, values and needs.

Progression in the BSN Program

Progression in the Bachelor of Science in Nursing program is contingent upon satisfactory academic achievement in all required courses. To maintain satisfactory academic standing, students must attain a GPA of 2.00 or above by the end of their junior year and must obtain a C or above in all nursing and science courses counting toward the major. Students who receive two unsatisfactory grades (D or F) in nursing and/or natural and behavioral science courses may be subject to separation from the school of nursing. See the Undergraduate Student Handbook (https://nursing.case.edu/students/student-resources/student-handbook/) for a description of the criteria for academic standing.

Students who receive a grade of Incomplete (I), given at the discretion of the instructor for the course, must complete course requirements by the eleventh week of the following semester. It is the student's responsibility to notify the instructor of the circumstances preventing completion of all assigned work. In the absence of notification or adequate justification, the instructor may give the student a final grade that assumes a failing grade for the missing work. If a student fails to submit the work required for removing the Incomplete by the date established or by the eleventh week of the following semester, the instructor will give a failing grade (F). The grade will convert from I to F when the deadline for making up incomplete grades from a previous semester has passed.

Students who receive a grade below C for a nursing course or a science course that counts toward the major must register for that course the next semester that it is offered. If the student fails to meet the University's requirement for good academic standing, the student is
placed on academic probation. If the GPA does not improve the next semester, the Academic Standing Board of the Faculty Senate Committee on Undergraduate Education will review the student's record to determine whether extenuating circumstances warrant an additional semester of probation or separation from the university.

Advising
In addition to your Sages advisor, each freshman nursing student will have a first year nursing advisor assigned to them. This is to assure a smooth transition during freshmen year. Varsity athletes who are also majoring in nursing will have a specific nursing advisor during the time they participate in varsity sports.

Curriculum
This four-year baccalaurate program for high school graduates leads to a BSN degree. Upon successful completion of the program, graduates will be eligible to sit for the NCLEX examination (http://www.ncsbn.org/) for licensure as a Registered Nurse (RN). A sample study plan also demonstrates how a BSN student might schedule the required courses.

The FPB School of Nursing has the right to determine a student’s readiness to sit for the NCLEX-RN examination and the right to restrict testing until the student demonstrates a readiness to pass this examination. This examination is given by State Boards of Nursing, and satisfactory completion of this examination graduate the student to practice as an RN in the state for which the examination was taken.

Degree Requirements
Candidates for the Bachelor of Science in Nursing degree must complete the following:

1. Minimum of 121.5 hours as specified by the requirements with a 2.000 GPA
2. A minimum of C for all courses taken in nursing and science courses counting toward the major
3. A minimum of 50 credit hours in 300 and 400 level courses
4. The SAGES General Education Requirements for the School of Nursing

For those with experience in the armed forces of the United States, or in the National Guard or in a reserve component, the BSN program will (a) Review the individual's military education and skills training; (b) Determine whether any of the military education or skills training is substantially equivalent to the curriculum established in Chapter 4723-5 of the Ohio Administrative Code; and (c) Award credit to the individual for any substantially equivalent military education or skills training. (In accordance with Ohio Revised Code 4723-5)

The BSN program includes nursing, science and liberal arts courses. A minimum of 121.5 credit hours, with at least 50 credits from upper division courses, are required for award of the BSN degree. Students must meet the University requirements for graduation. The ratio of clinical hours to credit hours is 4 to 1, and for laboratory hours, it is 2 to 1. The program plan for entry-level students to the BSN program is as follows:

Curriculum 2021-2025

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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Freshman

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Principles of Biology (BIOL 114)
Introduction to Human Anatomy and Physiology I (BIOL 116)

Sophomore

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Nursing Care of the Adult I (NURS 230)
Introduction to Pharmacology I (NURS 211)
Aging in Health and Illness (NURS 250)
Teaching/Learning in the Community (NURS 210) or Evidence Based Public Policy in the Community (NURS 260)
Concepts for a Molecular View of Biology II (CHEM 121)
SAGES University Seminar
Medical Microbiology, Immunity, and Infectious Disease (NURS 342)
Psychiatric-Mental Health Nursing (NURS 317)
Nursing Care of the Adult II (NURS 240)
Human Development: Medical and Social (SOCI 203)
Introduction to Pharmacology II (NURS 212)
Evidence Based Public Policy in the Community (NURS 260)

Junior

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Parents and Neonates in Health and Illness (NURS 315)
& Child Health Nursing (NURS 316) or NURS 338 and NURS 339
Basic Statistics for Social and Life Sciences (STAT 201)
Leadership in the Community (NURS 310) or Process Change in the Community (NURS 360)
GER General Education Requirement
BCLS and First Aid for Health Care Providers (NURS 277)
Theoretical and Evidence Bases for Best Practice in Nursing (NURS 320) (Sages Departmental Seminar)
<table>
<thead>
<tr>
<th>Course Description</th>
<th>Units</th>
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<tbody>
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<td>Care of the Adult and Older Adult with Complex Health Alterations (NURS 338)</td>
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<td>&amp; Care of the Perioperative Patient (NURS 339) or NURS 315 and NURS 316</td>
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### Senior

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<tr>
<td>Information Technologies in Health (NURS 370) &amp; Population Health Nursing (NURS 371) &amp; Health in the Global Community (NURS 372) &amp; Population Health Practicum (NURS 373)</td>
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<tr>
<td>Transition to Practice (NURS 380) &amp; Concepts of Leadership and Management in Nursing Practice (NURS 341) &amp; Issues and Ethics in Health Care (NURS 343)</td>
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### Total Units in Sequence:

119.5-123.5

### Curriculum 2020-2024

#### Freshman

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<td>SAGES University First Seminar</td>
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<td>GER General Education Requirement</td>
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<td>Fundamentals of Nursing (NURS 115)</td>
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<td>Applied Nutrition in Health and Disease (NURS 201)</td>
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<tr>
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<td>Introduction to Human Anatomy and Physiology II (BIOL 117)</td>
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#### Sophomore

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<td>Medical Microbiology, Immunity, and Infectious Disease (NURS 342)</td>
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<td>Psychiatric-Mental Health Nursing (NURS 317)</td>
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<td>Nursing Care of the Adult II (NURS 240)</td>
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<td>Human Development: Medical and Social (SOCl 203)</td>
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#### Junior

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<tr>
<td>Parents and Neonates in Health and Illness (NURS 315) &amp; Child Health Nursing (NURS 316) or NURS 338 and NURS 339</td>
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<td>Basic Statistics for Social and Life Sciences (STAT 201)</td>
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<tr>
<td>Leadership in the Community (NURS 310)</td>
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<td>GER General Education Requirement</td>
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<td>BCLS and First Aid for Health Care Providers (NURS 277)</td>
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<tr>
<td>Theoretical and Evidence Bases for Best Practice in Nursing (NURS 320) (Sages Departmental Seminar)</td>
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<td>Care of the Adult and Older Adult with Complex Health Alterations (NURS 338) &amp; Care of the Perioperative Patient (NURS 339) or NURS 315 and NURS 316</td>
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<tr>
<td>Process Change in the Community (NURS 360) or Leadership in the Community (NURS 310)</td>
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#### Senior

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<tr>
<td>Information Technologies in Health (NURS 370) &amp; Population Health Nursing (NURS 371) &amp; Health in the Global Community (NURS 372) &amp; Population Health Practicum (NURS 373)</td>
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<td>Year Total:</td>
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Transition to Practice (NURS 380) & Concepts of Leadership and Management in Nursing Practice (NURS 341) & Issues and Ethics in Health Care (NURS 343) 
Choose one of the following (spring): 

<table>
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<th>Course Title</th>
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<td>Information Technologies in Health (NURS 370) &amp; Population Health Nursing (NURS 371) &amp; Health in the Global Community (NURS 372) &amp; Population Health Practicum (NURS 373)</td>
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Year Total: 12-13

Total Units in Sequence: 119.5-123.5

### Curriculum 2019-2023 and 2018-2022

#### Freshman

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<tr>
<td>Principles of Biology (BIOL 114)</td>
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<tr>
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<tr>
<td>GER General Education Requirement</td>
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<tr>
<td>BCLS and First Aid for Health Care Providers (NURS 277)</td>
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<td>Fundamentals of Nursing (NURS 115)</td>
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<td>Nursing Informatics I: Introduction (NURS 120)</td>
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<td>Foundations of Nursing Practice II (NURS 122)</td>
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<td>Concepts for a Molecular View of Biology II (CHEM 121)</td>
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#### Junior

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<td>BCLS and First Aid for Health Care Providers (NURS 277)</td>
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<tr>
<td>Theoretical and Evidence Bases for Best Practice in Nursing (NURS 320) (Sages Departmental Seminar)</td>
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<tr>
<td>Care of the Adult and Older Adult with Complex Health Alterations (NURS 338) &amp; Care of the Perioperative Patient (NURS 339) or NURS 315 and NURS 316</td>
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#### Senior

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<tr>
<td>Transition to Practice (NURS 380) &amp; Concepts of Leadership and Management in Nursing Practice (NURS 341) &amp; Issues and Ethics in Health Care (NURS 343)</td>
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Choose one of the following (spring): 

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<tr>
<td>Transition to Practice (NURS 380) &amp; Concepts of Leadership and Management in Nursing Practice (NURS 341) &amp; Issues and Ethics in Health Care (NURS 343)</td>
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Total Units in Sequence: 123.5-127.5

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Bachelor of Science in Nursing (BSN)

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**Master of Nursing (Graduate Entry) Program**

https://case.edu/nursing/programs/mn-graduate-entry (https://case.edu/nursing/programs/mn-graduate-entry/)

Phone: 216.368.8858
Molly J. Jackson, DNP, CNP, ACHPN, CNE, Program Director
mj22@case.edu

The Master of Nursing (Graduate Entry) Program is a full time, graduate-level program designed for students with a baccalaureate degree (BA or BS) in a non-nursing field. The MN program offers a rigorous, accelerated inter-professional education with on-campus classes in our new Health Education Campus. This 20 month, four semester program prepares graduates to take the national licensure exam (NCLEX) to become a Registered Nurse. In addition, graduates earn approximately 15 credits toward an MSN degree following completion of the pre-licensure portion of the program, and awarding of the Master of Nursing (MN) degree. The Frances Payne Bolton School of Nursing has a rich history of preparing national and international nurse leaders.

After earning the MN degree, students may complete their MSN degree without reapplying, or explore options for doctoral study in the DNP or PhD program. Refer to the MSN, DNP and PhD websites for information about these programs. Certain MSN majors have separate RN experience requirements and/or admission processes; a DNP is required for some advanced practice registered nursing specialties.

The MN program has an innovative **quality and safety component** woven throughout the curriculum, emphasizing the importance of the patient experience.

**MN Program Student Learning Outcomes**

The MN (Master of Nursing) is an advanced generalist nursing degree awarded to those who satisfactorily complete the required curriculum. The program outcomes for MN Students are as follows:

**Quality Improvement:** Leads inter-professional, culturally-sensitive, and evidence-based initiatives within organizations and systems to continuously improve the safety and quality of healthcare.

**Research and Scholarship:** Initiates use of theory and research to identify clinical problems or solutions, participates in scientific inquiry, and translates scholarship into practice.

**Nature of Practice:** Assumes the direct and indirect roles and functions of advanced nursing practice to promote health, prevent illness, and improve the health of patients and populations.

**Leadership:** Promotes implementation of the full scope of nursing practice and assumes leadership positions in employer, professional, or community organizations at the local/state/national level.

**Ethics:** Incorporates ethical principles in complex situations of advanced nursing practice and clinical inquiry.

**Collaboration:** Collaborates with other health care professionals to initiate intra- and/or inter-professional teams to enhance practice and patient population health outcomes.

**Communication:** Integrates information, technology, and practice guidelines to promote effective communication among patients and colleagues within health care systems.

**Advocacy and Policy Development:** Advocates for the development of health and social policy to improve health and practice by community engagement and participating in employer and professional organizations.

**Degree Requirements**

**Time Frame for Completion of Degree**

- MN students must complete the program within 4 years of initial enrollment. Students who do not complete the MN curriculum within 4 years are required to reapply for the program; readmission to the program will be determined by the admissions committee.
- Students offered readmission may be required to complete additional coursework upon curricular review in order to meet current MN program requirements.
- Completion of the MSN, DNP, or PhD: refer to policies for those programs.
- Students follow the curriculum of their MSN major in effect at the time they begin the MSN program.

For students with experience in the armed forces of the United States, or in the National Guard or in a reserve component, the Master of Nursing Program Director will (a) Review the individual’s military education and skills training; (b) Determine whether any of the military education or skills training is substantially equivalent to the curriculum established in Chapter 4723-5 of the Ohio Administrative Code; and (c) Award credit to the individual for any substantially equivalent military education or skills training. (In accordance with Ohio Revised Code 4723-5)

**Progression in the Graduate Entry Nursing Program**

**Satisfactory Academic Standing**

Progression in the pre-licensure phase of the Master of Nursing Program is contingent upon satisfactory achievement in all required courses. To maintain satisfactory academic standing, students enrolled must attain and maintain a GPA of 3.0 or above. A grade of C (2.0), the lowest passing grade, is viewed as borderline performance. An overall GPA of 3.0 is required to progress to the post-licensure component of the MN program. If a student’s semester GPA is less than 3.0 or the overall GPA is less than 3.0, the student will be placed on probation and an individualized plan will be developed and documented. The student will be removed from probation when the overall GPA is 3.0 or higher.

The academic record of a student on probation for two semesters will be reviewed by the Executive Committee. The committee will determine whether extenuating circumstances warrant an additional semester of probation, or whether the student should be separated from the program. If separation is advised, the MN Program Director will notify the student in writing.

When a student receives a grade of F for a required course, the student must register for that course the next semester in which the course is available. Refer to the Student Handbook (https://case.edu/nursing/students/student-resources/student-handbook/) for more information on repeating a course with an F grade. MN students who receive two failing grades indicating unsatisfactory performance (F, NP, or U) in required courses will be separated from the Frances Payne Bolton School of Nursing. Progression from one semester to the next in the MN
Program is contingent upon passing grades in all courses taken in the preceding semester.

The grade of Incomplete (I) can only be assigned by the discretion of the instructor when: 1) There are extenuating circumstances, explained to the instructor before the assignment of the grade, which clearly justifies an extension of time beyond the requirements established for and met by other students in the class, and 2) The student has been passing the course and only an evaluative component of the course, such as a term paper, final exam, or project remains to be completed. The “Arrangement to Resolve a Grade of Incomplete” form must be completed prior to the end of the semester, or the instructor may assign a grade of U or F. The instructor shall enter a final evaluative grade if and when the completed work has been submitted. A grade of Incomplete must be removed by the 11th week of the semester following the one in which the courses were taken. If the student does not complete the required work by the date established, the Registrar will convert the I to an F when the deadline for completion has passed. Students may not sit in the same course in a later semester to complete the work required for the original course. Please see the University Incomplete Policy.

Master of Nursing students pursuing a post-licensure degree must meet all progression requirements of the degree program in which they are enrolled (MSN (p. 631), DNP (p. 637), or Ph.D (p. 640)). Refer to those sections of the Bulletin for further information.

**Curriculum**

Students may petition for the Master of Nursing (MN) degree upon successful completion of all courses in the MN curriculum (see below). Successful completion requires a grade of at least C in each course and an overall GPA of at least 3.0. See the MN Program Policy on Progression. Students must meet all University requirements for graduation.

Ratio of credit hours to clock hours: Didactic and Seminar, 1:1; Lab, 1:2; and Clinical, 1:4.

**Curriculum 2021-2023 72 total credit hours**

(Curriculum for 2020-2022 follows)

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<thead>
<tr>
<th>First Year</th>
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<tr>
<td>Introduction to the Discipline and Practice of Nursing (NUMN 401)</td>
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<tr>
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<tr>
<td>Health Assessment for the Advanced Generalist Nurse (NUMN 410)</td>
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<tr>
<td>Collaborative Practice I (NUMN 412A)</td>
<td>2</td>
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<tr>
<td>Nursing Care of Populations in Communities (NUMN 411)</td>
<td>3</td>
</tr>
<tr>
<td>Nursing Care of Older Adults in Health and Illness (NUMN 406)</td>
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<tr>
<td>Acute Care Nursing of the Adult (NUMN 407)</td>
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<td>Health Promotion Across the Life Span (NUMN 410)</td>
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<td>Inquiry I - Theoretical Foundations (NURS 405)</td>
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<tr>
<td>Issues and Ethics in Health Care (NUMN 413)</td>
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<td>Collaborative Practice II (NUMN 412B)</td>
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<td>Intro to Critical Care Nursing (NUMN 418)</td>
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<td>Psychosocial and Spiritual Dimensions of Advanced Nursing Practice (NURS 431)</td>
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<td>Leadership for Quality Healthcare within Organizations and Systems (NURS 451)</td>
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<td>Inquiry III Evidence-Based Practice (NURS 502)</td>
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<td>Year Total:</td>
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</table>

| Total Units in Sequence:        | 72    |
### Credits Toward the MSN Earned in the Master of Nursing Curriculum (2022-2023)

Students who successfully complete the Master of Nursing curriculum and are awarded the MN degree have earned the following credits applicable toward most MSN majors for the MSN degree (in effect at the time of enrollment in the MN program).

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<th>Course Code</th>
<th>Course Title</th>
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<td>NURS 425</td>
<td>Inquiry II - Research Process</td>
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<td>NURS 502</td>
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<td>NUNP 410</td>
<td>Health Promotion Across the Life Span</td>
<td>2</td>
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<tr>
<td>NURS 431</td>
<td>Psychosocial and Spiritual Dimensions of Advanced Nursing Practice</td>
<td>2</td>
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<tr>
<td>NURS 444A</td>
<td>Ethical Issues in Advanced Nursing Practice (waiver based on grade in NUMN 413)</td>
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</tr>
<tr>
<td>NURS 451</td>
<td>Leadership for Quality Healthcare within Organizations and Systems</td>
<td>3</td>
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</table>

### Total Units in Sequence: 72

### Approval of RN Licensure Applications

The School of Nursing has the right to determine a student's readiness to sit for the NCLEX-RN exam and also reserves the right to restrict testing until the student demonstrates a readiness to pass the examination.

In order to have the "Program Completion" section of the application for RN licensure approved by the Program Director, students must meet the following criteria:

1. Have been awarded the Master of Nursing (MN) degree.
2. Demonstrate readiness to take the NCLEX-RN examination by achieving at least a minimum score on a faculty-selected, standardized NCLEX-RN predictor exam.

### Degree Requirements

The MSN program itself requires a minimum of 36 credit hours to graduate, but most majors require an average of 40 credit hours of graduate credit for the student who enters with a BSN degree. A maximum of nine (9) semester hours of credit in approved graduate courses, where the student obtained a grade of B or above, may be transferred to meet program requirements, and three (3) credits may be waived for a total of 12 credits. To be awarded an MSN degree, the student must have a cumulative GPA of 3.0 and received satisfactory grades in all nursing courses taken for credit as a MSN student. Degree requirements must be completed within 5 years of initial enrollment.
**Path to the MSN**

Students in the MSN program choose from several different majors, but virtually all students must take at least ten core courses (https://nursing.case.edu/msn/curriculum/). Students must complete a required number of credit hours as well as clinical hours. Most majors require an average of 40 credit hours, usually completed in three or four semesters (including summer for some majors). MSN majors also require at least 600 or more clinical hours depending on major.

Students can choose either a part-time or full-time program, with full-time consisting of 9 or more credits per semester and part-time being anything less.

**Course Grades**

Progression in the MSN program is contingent on a cumulative GPA of 3.0 and passing grades in all courses (A, B, C, P, or S). If the cumulative GPA falls below 3.0 during any semester, the student will be placed on academic probation. To be removed from probation, the student must have a cumulative GPA of 3.0 or higher in the next academic semester they are registered. If the student fails to be removed from academic probation at this time, he/she may be separated from the FPB School of Nursing.

The grade of Incomplete (I) can only be assigned by the discretion of the instructor when: 1) There are extenuating circumstances, explained to the instructor before the assignment of the grade, which clearly justifies an extension of time beyond the requirements established for and met by other students in the class, and 2) The student has been passing the course and only an evaluative component of the course, such as a term paper, final exam, or project remains to be completed. The "Arrangement to Resolve a Grade of Incomplete" form must be completed prior to the end of the semester, or the instructor may assign a grade of U or F. The instructor shall enter a final evaluative grade if and when the completed work has been submitted. A grade of Incomplete must be removed by the 11th week of the semester following the one in which the courses were taken. If the student does not complete the required work by the date established, the Registrar will convert the I to an F when the deadline for completion has passed. Students may not sit in the same course in a later semester to complete the work required for the original course. Please see the University Incomplete Policy (p. 1333).

A student who receives a grade of F or U for a required course must register for the course the next semester it is offered to continue in the MSN program. If the grade of U or F is in a course that is not required for the MSN program, the student may register for the same course or a substitute course and achieve a passing grade to continue in the MSN program. MSN students who receive 2 failing grades (F, U, NP) will be separated from FPB.

**Majors and Sample Full-Time Curriculum**

Virtually all MSN students must take at least ten core courses in Professional Development, Scientific Inquiry, and Nursing Practice. Although the MSN program itself requires a minimum of 36 credit hours to graduate, most majors require an average of 40 credit hours, usually completed between 18 and 30 months depending on the MSN major. Students are required to complete 600 or more clinical hours depending on MSN major. Post-master's certificates can be provided for most programs and are crafted according to individual needs and background education. Sample full-time curriculum are listed for each major.
Adult-Gerontology Primary Care Nurse Practitioner (AGACNP)

Adult-gerontology Primary Care Nurse Practitioners provide comprehensive care, including wellness and acute and chronic illness care, to patients from late-adolescence through adulthood to the elderly. They specifically emphasize health promotion, disease prevention, and comprehensive gerontological assessment. They practice in a wide variety of locations that include hospitals, urgent and primary care settings, community clinics, long-term care facilities, and private practice.

As part of FPB’s MSN program, the adult-gero NP major requires 41 hours of coursework, plus 600 hours of clinicals. The coursework is usually completed within 18 months (four semesters) for full-time students, and courses are offered in a distance-friendly format that requires about eight trips to Cleveland.

First Year

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<th>Units</th>
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<th>Summer</th>
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<tr>
<td>Inquiry I - Theoretical Foundations (NURS 405)</td>
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<tr>
<td>Advanced Pathophysiology (NURS 453)</td>
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<td>Advanced Health Assessment (NURS 459)</td>
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<td>Health Promotion Across the Life Span (NUNP 410)</td>
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<td>Ethical Issues in Advanced Nursing Practice (NURS 444A)</td>
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<td>Inquiry II - Research Process (NURS 425)</td>
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<td>Advanced Pharmacology (NURS 430)</td>
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<td>Common &amp; Acute Health Problems of the Adult and Older Adult (NUNP 432)</td>
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<td>Health Care Delivery and Finance in Advanced Practice (NURS 444B)</td>
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<td>Leadership for Quality Healthcare within Organizations and Systems (NURS 451)</td>
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<td>Advanced Practice Nursing Care of the Older Adult (NUNP 449)</td>
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Second Year

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<tbody>
<tr>
<td>Advanced Management in Adult and Older Adult Primary Care (NUNP 434)</td>
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<td>Health Policy Legislation and Legal Issues in Advanced Practice (NURS 444C)</td>
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<tr>
<td>Psychosocial and Spiritual Dimensions of Advanced Nursing Practice (NURS 431)</td>
<td>2</td>
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<tr>
<td>Year Total:</td>
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</tbody>
</table>

Total Units in Sequence: 41

Pediatric Nurse Practitioner (PNP)

Pediatric nurse practitioners provide primary health care for children from infancy to 21 years of age, including physical, psychosocial, and family dimensions of health. They diagnose and treat childhood illnesses, provide immunizations, perform developmental screenings and physical assessments, and much more in their objective to protect and enhance the health of children. Along with pediatricians and other providers, PNPs practice in settings such as private practice, primary care clinics, community health centers, and hospitals.

As part of FPB’s MSN program, the PNP major requires 40 credit hours of coursework, plus 600 hours of clinicals. The coursework is usually completed within 18 months (four semesters) for full-time students, and courses are offered in a distance-friendly format.

First Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>Inquiry I - Theoretical Foundations (NURS 405)</td>
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<tr>
<td>Advanced Pathophysiology (NURS 453)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Health Assessment (NURS 459)</td>
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<td>Health Promotion Across the Life Span (NUNP 410)</td>
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<td>Development and Health Promotion in Children and Adolescents (NUNP 401)</td>
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<td>Advanced Pharmacology (NURS 430)</td>
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<td>Common and Acute Health Problems of Children (NUNP 402)</td>
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<td>Health Care Delivery and Finance in Advanced Practice (NURS 444B)</td>
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Second Year

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Total Units in Sequence: 41
Pediatric Nurse Practitioner in Acute Care

Acute Care Pediatric Nurse Practitioners (https://case.edu/nursing/programs/msn/msn-majors/pediatric-nurse-practitioner-in-acute-care/) are responsible for promoting the overall health of chronic, acute or critically ill children. In this program, you will discover best practices to diagnose and treat acute, critical, and chronic illness in children. You will also learn to coordinate interdisciplinary models of referral, relationships, ethical behavior, conflict resolutions and the implementation of health plans for critically or acutely ill children.

The pediatric nurse practitioner major in acute care, as part of FPB’s MSN program, requires 45 hours of coursework, plus over 600 clinical hours. Graduates are eligible for the certification exam conducted by the Pediatric Nursing Certification Board.

- A dual major in Pediatric Nurse Practitioner-Primary Care and Acute Care Pediatric Nurse Practitioner is available by taking only one additional course and 200 additional clinical hours.
- Post-master’s certificates can be obtained, crafted according to individual needs and background education.
- One year of recent acute care pediatric nurse experience required for admission.

First Year

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<th>Summer</th>
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Second Year

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<td>Health Policy Legislation and Legal Issues in Advanced Practice (NURS 444C)</td>
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Total Units in Sequence: 50

Neonatal Nurse Practitioner (NNP)

Neonatal nurse practitioners (https://nursing.case.edu/msn/neonatal/) (NNPs) are advanced practice nurses who focus on the management and care of fragile, critically ill, and premature infants and their parents. Their role encompasses activities that promote optimal health, detect illness, and facilitate restoration and maintenance of the health of neonates. NNPs practice in neonatal intensive care units (NICUs), which are found in children's and large general hospitals.

Two years of NICU nursing are needed prior to beginning the NNP major. As part of FPB’s MSN program, the major requires 40 credit hours of coursework, plus 700 hours of clinicals in Level III NICUs. Full-time coursework is completed within 18 months (4 semesters).

First Year

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Ethical Issues in Advanced Nursing Practice (NURS 444A)  1
Health Care Delivery and Finance in Advanced Practice (NURS 444B)  1
Health Policy Legislation and Legal Issues in Advanced Practice (NURS 444C)  1
Year Total:  11

Total Units in Sequence:  40

Family Nurse Practitioner (FNP)

Family nurse practitioners (https://nursing.case.edu/msn/fnp/) (FNPs) are advanced nurses who offer care, promote health, and treat disease in patients ranging from children to elders. They provide comprehensive wellness care as well as management of acute and chronic illnesses. FNPs practice in hospitals, urgent care and primary care settings, federally-qualified health centers, and private practice offices.

As part of the MSN program, the FNP major requires 40 credit hours of coursework, plus 600 hours of clinical. The coursework is usually completed within 18 months (four semesters) for full-time students, and courses are offered in a distance-friendly format.

First Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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</thead>
<tbody>
<tr>
<td>Inquiry I - Theoretical Foundations (NURS 405)</td>
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<tr>
<td>Advanced Pathophysiology (NURS 453)</td>
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<td>Family Health Nursing: Health of Adults and Older Adults (NUNP 419)</td>
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<td>Health Promotion &amp; Common Reproductive Health Problems of Adolescents and Adults (NUNP 429)</td>
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<td>Leadership for Quality Healthcare within Organizations and Systems (NURS 451)</td>
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Second Year

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<td>Advanced Psychopathology Across the Lifespan Part II (Adult and Older Adult) (NURS 474)</td>
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<td>Family Systems Theoretical Foundations (NURS 481)</td>
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</table>
### Master of Science in Nursing (MSN)

| Individual and Group Modalities for Family Systems Practice Across the Lifespan (NURS 484) | 3 |
| Practicum and Supervision: Family Systems Practice Across the Lifespan (NURS 485) | 2 |
| Leadership for Quality Healthcare within Organizations and Systems (NURS 451) | 3 |
| **Year Total:** | **11** |

| **Second Year** | **Units** | **Fall** |
| Inquiry III Evidence-Based Practice (NURS 502) | 2 |
| Modalities for Family Systems Practice: Vulnerable Family Populations (NURS 486) | 3 |
| Theoretical Basis of Practicum and Supervision in Consult, Collaborate, and Mental Health Education (NURS 488) | 3 |
| Practicum and Supervision in the Role of Family Systems Psychiatric Mental Health Advanced Practice (NURS 489) | 3 |
| **Year Total:** | **11** |

**Total Units in Sequence:** 46

### Women’s Health Nurse Practitioner (WHNP)

Women’s health nurse practitioners ([https://case.edu/nursing/programs/msn/msn-majors/womens-health-nurse-practitioner/](https://case.edu/nursing/programs/msn/msn-majors/womens-health-nurse-practitioner/)) (WHNPs) are experts in woman-focused health promotion and disease prevention. As specialists, WHNPs deliver comprehensive health care to women, with emphasis on reproductive and gynecologic health needs. They provide well-woman care, care during and after pregnancy, and care before and after menopause. They also care for women experiencing episodic acute or chronic illnesses. WHNPs see a broad range of patients in practice settings that include primary care centers, adolescent health centers, and private practice.

The WHNP major, as part of FPB’s MSN program, requires 38 credit hours of coursework, plus 600 hours of clinicals. With full-time enrollment, coursework is usually completed within 12 months (four semesters). Core MSN courses are offered in an intensive format that requires limited trips to Cleveland.

| **First Year** | **Units** | **Spring** | **Summer** |
| Inquiry I - Theoretical Foundations (NURS 405) | 2 |
| Advanced Health Assessment (NURS 459) | 3 |
| Psychosocial and Spiritual Dimensions of Advanced Nursing Practice (NURS 431) | 2 |
| Health Policy Legislation and Legal Issues in Advanced Practice (NURS 444C) | 1 |

| **Second Year** | **Units** | **Fall** | **Spring** | **Summer** |
| Advanced Pathophysiology (NURS 453) | 4 |
| Gynecologic, Reproductive, and Sexual Health Care (NURS 454) | 3 |
| Health Promotion Across the Lifespan (NUNP 410) | 2 |
| Health Care Delivery and Finance in Advanced Practice (NURS 444B) | 1 |
| The Childbearing Family (NURS 455) | 4 |
| Advanced Pharmacology (NURS 430) | 3 |
| Inquiry III Evidence-Based Practice (NURS 502) | 2 |
| Primary Care in Women’s Health (NURS 559) | 4 |
| Leadership for Quality Healthcare within Organizations and Systems (NURS 451) | 3 |
| **Year Total:** | **10** | **9** | **7** |

**Total Units in Sequence:** 38

### Nurse Midwifery

Certified nurse-midwives ([https://nursing.case.edu/msn/midwifery/](https://nursing.case.edu/msn/midwifery/)) (CNMs) are educated in the two disciplines of nursing and midwifery and are certified according to the requirements of the American Midwifery Certification Board. CNMs manage women’s health care, focusing on common primary care issues, family planning and gynecologic needs including menopause related issues, pregnancy, childbirth, the postpartum period, and care of the newborn. They practice within a healthcare system that provides for consultation, collaboration, or referral as indicated by the health status of the client, in accordance with the Standards for the Practice of Midwifery, as defined by the American College of Nurse-Midwives (ACNM).

Nurse midwife students must complete 49 credit hours of coursework as well as work individually with (a) clinical preceptors in a variety of out-patient, in-patient, and out-of-hospital settings to provide optimal care to women in the antepartum, intrapartum, (and) postpartum and nonchildbearing periods. Students will be eligible to take the certification examination administered by the American Midwifery Certification Board. By taking NURS 559 Primary Care in Women’s Health students are eligible for dual certification in Women’s Health.

| **First Year** | **Units** | **Fall** | **Spring** | **Summer** |
| Inquiry I - Theoretical Foundations (NURS 405) | 2 |
| Advanced Pathophysiology (NURS 453) | 4 |
| Advanced Health Assessment (NURS 459) | 3 |
Inquiry II - Research Process (NURS 425) 3
Inquiry III Evidence-Based Practice (NURS 502) 2
Ethical Issues in Advanced Nursing Practice (NURS 444A) 1
Year Total: 6 6 3

Second Year

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<td>Leadership for Quality Healthcare within Organizations and Systems (NURS 451)</td>
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<tr>
<td>The Childbearing Family (NURS 455)</td>
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<td>Advanced Pharmacology (NURS 430)</td>
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Third Year

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<td>Integrated Assessment of the Neonate for Midwives (NURS 416)</td>
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<tr>
<td>Advanced Midwifery (NURS 557)</td>
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<tr>
<td>Psychosocial and Spiritual Dimensions of Advanced Nursing Practice (NURS 431)</td>
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Total Units in Sequence: 49

Joint Degrees

**MSN/PhD Dual Degree Program**

The Master of Science in Nursing / PhD (https://case.edu/nursing/programs/msn/msn-to-doctorate/) combined degree program provides the opportunity for students with a BSN or MN degree to pursue the PhD while earning an MSN degree in a selected major or clinical specialty along the way. Application involves a dual submission process and applicants must be accepted into both programs. For the combined MSN/PhD program, up to 8 credits of course overlap are allowed depending on the selected clinical major.

**Master of Science in Nursing/Master of Arts in Anthropology (MSN/MA Anthropology)**

The Master of Science in Nursing/Master of Arts in Anthropology (https://case.edu/nursing/programs/msn/msn-majors/msnma-anthropology/) joint degree provides students with the unique combination of cross-cultural expertise in medical anthropology and clinical expertise in nursing. Students must complete a minimum of 19 credits in nursing core courses, 12 to 22 credits in clinical major courses, and a minimum of 18 credits in anthropology courses, distributed as indicated below. The actual number of credits depends upon the major selected. This curriculum plan reflects clinical nursing majors other than nurse anesthesia and community health. Choice of electives should guarantee that minimum credit requirements are met. All students must pass the Masters Qualifying Examination in Anthropology.

**Master of Science in Nursing/Master of Arts in Bioethics (MSN/MA Bioethics)**

The Master of Science in Nursing/Master of Art in Bioethics (https://case.edu/nursing/programs/msn/msn-majors/msnma-bioethics/) joint degree program is designed to provide nurses with the concepts essential to ethics and ethical decision-making. This program is relevant for nurses who are family advocates within health care systems. The total MSN/MA degree requirements are 53-63 credits.

**Master of Science in Nursing/Master of Public Health (MSN/MPH)**

Application involves a dual submission process and applicants must be accepted into both the MSN and MPH programs. Individual program plans available upon admission to both programs.

**Leadership Excel and Achievement Postbaccalaureate (LEAP) Certificate Program**

The Leadership Excel and Achievement Program (LEAP), a post-baccalaureate certificate program, is one year in length and 16 credit hours. LEAP prepares students for the rigors and in-depth curriculum of Nurse Anesthesiology Doctoral programs. The focus is on science, scholarly writing, and anesthesia specialty courses. The coalition of Nurse Anesthesiology programs builds quality students to continue their education seamlessly.

**Key Features:**

- Academic enhancer – applicants who need to improve their undergraduate GPAs and their knowledge in the biological sciences.
- Primary program rejections – applicants denied an interview or admission to a currently accredited Nurse Anesthesiology doctoral program.

**Doctor of Nursing Practice**

https://case.edu/nursing/programs/dnp (https://case.edu/nursing/programs/dnp/)
Phone: 216.368.1907
Latina Brooks, PhD, CNP, FAANP, Program Director
lmb3@case.edu

The Doctor of Nursing Practice Program (DNP) is an innovative academic program designed to prepare nurses for leadership positions in advanced nursing practice roles. The Post-Master’s DNP program is flexible in
meeting the needs of distance education students, with an executive format and cohort model that has partnerships with institutions around the country.

The DNP program admits students at three different stages in order to accommodate students with diverse educational backgrounds.

- Post-Licensure DNP (Advanced Practice Registered Nurse (APRN) stage: MSN degree awarded). This entry point into the DNP program is designed for registered nurses entering the MSN program. Students who apply to the MSN and DNP programs at the same time follow a blended curriculum in which students begin taking DNP courses while in the Masters’ program. Students are awarded an MSN degree when they complete MSN requirements and then continue with additional DNP courses. After receiving the MSN degree, students may sit for the certification exam in their advanced practice specialty and then apply to a Board of Nursing for credentials to practice as an APRN. Students already enrolled in the MSN program may also apply to the DNP program during the MSN program but are required to complete courses from both programs.

- Nurse Anesthesia DNP (Advanced Practice Registered Nurse; DNP degree awarded). This entry point into the DNP program is designed for registered nurses preparing to be Certified Registered Nurse Anesthetists (CRNA). Detailed information about this program may be found at https://case.edu/nursing/programs/dnp/nurse-anesthesia-dnp (https://case.edu/nursing/programs/dnp/nurse-anesthesia-dnp/).

- Post-Master’s DNP (Practice Doctorate stage; DNP degree awarded): This stage of the DNP program prepares nurses with MSN degrees to be clinical leaders at the pinnacle of their field. Students acquire in-depth knowledge in nursing theory, inquiry, policy, and leadership. Most post-masters’ DNP students are already practicing as advanced practice nurses, administrators, or educators. Once admitted to this phase of the program, they choose one of two elective sequences: education leadership or practice leadership.

- Student Learning Outcomes

Scientific Underpinnings for Practice

- Integrate nursing science and theory with knowledge and theory from ethics, the biophysical, psychosocial, cultural, and organizational sciences to develop and evaluate new practice approaches.

Organizational and Systems Leadership for Quality Improvement and Systems Thinking

- Demonstrate leadership in the development and evaluation of care delivery approaches that meet current and future needs of patient populations from findings of nursing and other clinical sciences, as well as organizational, political and economic sciences.

- Develop and evaluate effective strategies and ensure accountability for leading organizations, addressing quality improvement and patient safety initiatives, and managing ethical dilemmas inherent in patient care and research.

Clinical Scholarship and Analytical Methods for Evidence-Based Practice

- Use analytic methods to critically appraise existing evidence to determine best practices.

- Apply relevant findings and use quality improvement methods to develop recommendations to improve practice and the practice environment.

- Disseminate findings from evidence-based practice and research to improve health care outcomes.

Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care

- Evaluate programs that monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems.

- Provide leadership in the evaluation and resolution of ethical and legal issues within health care systems relating to the use of information, information technology, communication networks and patient care technology.

Health Care Policy and Advocacy in Health Care

- Demonstrate leadership in the critical appraisal, development, and/or implementation of institutional, local, state, federal, and international health policy.

Inter-professional Collaboration for Improving Patient and Population Health Outcomes

- Collaborate using communication, consultative, and leadership skills, with intra-professional and inter-professional teams to improve quality and safety in health care.

Clinical Prevention and Population Health for Improving the Nation’s Health

- Analyze scientific data and synthesize concepts related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion and disease prevention efforts.

DNP Program Requirements

Progression

Progression in the Doctor of Nursing Practice degree program is contingent upon satisfactory academic achievement in all required courses.

Doctor of Nursing Practice students must achieve a cumulative grade point average of 3.0 or above in all courses taken for credit as a DNP student at the Frances Payne Bolton School of Nursing to be awarded the DNP degree. All DNP students must successfully complete an oral presentation of their DNP project.

A grade of “I” (Incomplete) in a course is awarded when a student is meeting expectations in that course, is earning a passing grade, and due to extenuating circumstances is unable to complete a portion of the work on time for grade submission. This must be pre-arranged with course faculty, before the date on which grades are due. If a student receives a grade of “I” they have until the 11th week of the following semester to complete the outstanding work. In this case the “I” will convert to the grade earned. If a student does not complete the outstanding work by the 11th week of the following semester, in accordance with University policy, the grade will be converted to a failing grade (“F” or “NP”). Please refer to the full incomplete policy in the School of Graduate Studies section of the CWRU Bulletin.

If a student receives a grade of “F” or “NP” as the final grade in a required course, that grade will be entered on the transcript. The student will be required to repeat the course during the next semester in which the
course is offered and will not be allowed to enroll in other courses for which the failed course is a prerequisite.

**DNP Project**

The DNP program culminates in successful completion of the DNP project. The DNP project is designed by the student in collaboration with a three-member committee approved by the Program Director. The project must focus on a practice issue related to improving patient outcomes. The written product can take the form of a written report or a manuscript suitable for publication. The procedures and written report must conform to the regulations of the FPB School of Nursing.

Students must successfully present their completed DNP project in an oral presentation with their committee members who are responsible for certifying that it meets acceptable scholarly standards. The presentation is open to faculty and students; the chair determines whether the defense is open to those outside of the University. The committee determines the adequacy of the oral presentation and written product. A student will pass if two or more of the committee members agree that the student successfully responded to questions during the oral presentation and the written product met scholarly standards.

**Completion of Program**

Post-Master's Doctor of Nursing Practice program (PMDNP) students have five years to complete the program. In unusual circumstances, students may petition the Program Director for individual consideration of this policy.

If a student does not register for courses without an approved LOA for two years (Fall & Spring), it will be necessary for the student to apply to be reinstated in the program. The student should submit the Post-Master's DNP application form, essays and one recent recommendation. The essays should address how the student plans to be successful in completing the program. The student should contact the advisor to determine if the advisor agrees with the plan and the advisor and Program Director will make the decision about the need to repeat coursework. Please refer to the School of Graduate Studies' full policy regarding Leave of Absence and absence for maternity/paternity leaves and military service.

The France Payne Bolton School of Nursing has a unique approach to "distance" learning. Most classes are held in an Intensive Format, meeting for a specified number of days with additional meetings held online. For example, a 3-credit course will meet for 5-6 days. Three courses are taught online across the semester. Intensive sessions are given three times a year (January, May, and August) for at least two weeks. Papers and projects are due in the semester following the intensive session. NUND 619 (proposal development) and 620 (scholarly project) are arranged with the advisor and NUND 611 is arranged with the advisor and preceptor/s.

**DNP Curriculum**

The DNP curriculum listed below is intended for Post-Master's DNP students. Each student is expected to satisfactorily complete the Required Courses AND the two courses listed for one Elective Sequence.

Students completing the MSN/DNP Program should refer to that curriculum. The Nurse Anesthesia DNP Curriculum can be found below the Post-Master's DNP Curriculum.

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<th>Required Courses Required Credits</th>
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<td>Health Care Policy and Planning</td>
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<td>NUAN 461</td>
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PhD in Nursing

https://case.edu/nursing/programs/phd
Phone: 216-368-5979
Joachim G. Voss, PhD, RN, ACRN, FAAN Director of PhD program jgv20@case.edu

The PhD program is a post baccalaureate degree program designed to prepare scientists who initiate and conduct research relevant to nursing. Expertise in clinical nursing and competence in research are required to prepare scholars to disseminate knowledge and build programs of research. To achieve excellence in the academic program, students engage in activities consistent with the areas of research excellence of the faculty. Moreover, the faculty is committed to the intellectual growth of the student, which is achieved through mentorship and collaboration in scholarship.

The PhD student concentrates on the organization and development of knowledge requisite to nursing practice for service to a particular population. The population may include: age group (children, adults), focus of service (individual, family, or community) and position on the continuum of health (health and wellness, acute and chronic disruptions in health). PhD students are culturally diverse, and many develop and apply knowledge relevant to global health needs.

Student Learning Outcomes

<table>
<thead>
<tr>
<th>Themes/Roles</th>
<th>Characteristics/Expected outcomes</th>
</tr>
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</table>
| Research/Knowledge Development | • Conduct original research  
• Critique and integrate different scientific perspectives in the conduct of original research  
• Lead interdisciplinary research teams and participate in team science |
| Leadership | • Understand the evolving roles and responsibilities of a nurse scholar  
• Assume leadership in the conduct of culturally and linguistically appropriate scholarship  
• Lead in advancing the discipline through scholarly contributions and science in the global community  
• Provide career and research mentorship to others |
| Dissemination | • Communicate research through publications and presentations for professional, interdisciplinary, and lay audiences |
| Policy | • Generate and disseminate knowledge relevant to health care policy  
• Understand the influence of politics and policy on knowledge generation |
| Values | • Appreciate the history and philosophy of science  
• Understand the evolving nature of the nursing discipline  
• Utilize professional and research ethics and judgment in the conduct of research |
| Substantive Area of Specialization | • Demonstrate mastery of in-depth knowledge in a substantive area |

Degree Requirements

Our PhD in Nursing program prepares students for careers as researchers, scientists, or university-level faculty members. Students have the opportunity to participate in research that has a profound effect on the science of nursing and nursing practices. PhD students concentrate on the organization and development of knowledge requisite to nursing practice for service to a particular population. PhD students are culturally diverse, and many develop and apply knowledge relevant to global health needs.

The post-MSN PhD requires a minimum of 57 semester hours, including course work, proposal development and research and dissertation completion. For students matriculating in Summer 2019 and later, in order to accurately reflect the time and effort accrued in completing the dissertation, 36 hours of advanced dissertation research will be posted to the PhD/DMA student’s record upon successful completion of the dissertation defense and submission of final certification paperwork. The program is individualized, taking into account student interests, aspirations, and work experience. Students entering the program with a BSN who do not wish to obtain an MSN degree will have an option to take NURS 507 Clinical Knowledge and NURS 508 Context of Care; or to
take 6 credits of MSN courses to ease their transition from BSN to PhD. The BSN to PhD requires a minimum of 63 semester hours. An advanced standing option is available for those entering with a DNP degree; for those students, a minimum of 48 semester hours is required. Dual degree programs are also available, including MSN/PhD and DNP/PhD programs.

General program requirements are listed below. Additional coursework may be required or recommended, as determined by the faculty advisor, and area of research. Courses may be taken on a full time or part time basis.

**Knowledge Development/Theory Core (6 credit hours)**
- NURS 504 Nursing Knowledge Development (3 credits)
- NURS 533 Introduction to Data Science in Healthcare (3 credits)

**Research Methods Core (12 credit hours)**
- NURS 518 Qualitative Nursing Research (3 credits)
- NURS 530 Advanced Nursing Research Methods I (3 credits)
- NURS 531 Advanced Nursing Research Methods II (3 credits)
- NURS 524 Molecular Genetics for the Nurse Scientist (3 credits)

**Statistics Core (9 credit hours)**
- NURS 532 Applied Statistics (Possibility for waiver if equivalent graduate level statistics course completed within the past 5 years with a grade of B or better) (3 credits)
- NURS 630 Advanced Statistics: Linear Models (3 credits)
- NURS 631 Advanced Statistics: Multivariate Analysis (3 credits)

**Support Courses (minimum 9 credit hours)**
- NURS 609 Health Care Policy and Planning (Taught in an executive/intensive format) (3 credits)
- NURS 615 Topical Seminar in Health Science Research (3 credits)

**Electives**
3 credits

**Preparation for Research (minimum 3 credit hours)**
- Research Practicum (240 hours required) 0 credits
- NURS 671 Proposal Development (minimum of 3 credits required) 3 credits
- Candidacy Exam 0 credits
- Proposal Defense 0 credits

**Dissertation Research (minimum 36 credit hours)**
- NURS 701 Dissertation Ph.D. 1-9 credits

Dissertation Fellowship (upon recommendation to the School of Graduate Studies) for a maximum of 4 consecutive semesters after completion of NURS 701

**Optional PhD Education Courses**
To insure that graduates from our PhD in Nursing program are prepared to assume the full faculty role upon graduation, including preparation for teaching and mentoring others, students are encouraged to take optional courses that specifically address the development of their teaching skills. These courses are taught in an intensive format, between semesters.

**Preparation for Nursing Education Coursework**
- NUND 509 Curriculum and Instruction (3 credits)
- NUND 609 Theoretical Foundations of Testing and Evaluation (2 credits)

It is recommended that courses within this education track be integrated within the student’s planned program of study within the first two years of the program.

**Sample Curriculum Plans**
See the website for details. ([https://case.edu/nursing/programs/phd/sample-course-plans/](https://case.edu/nursing/programs/phd/sample-course-plans/))

**Traditional Format Sample Plan**
Students who already have earned the MSN degree can enter the PhD program directly and complete the PhD core coursework during fall and spring semesters.

- A minimum of 3 credits of proposal development is required; however, students may need more time to complete their candidacy exam and proposal development and may therefore need to take more credits of proposal development.
- Concurrent enrollment in proposal development credits and dissertation credits is not permitted.
- Full time status is defined as 9 credits per semester ONLY while students are enrolled in their coursework and prior to proposal development. However, enrollment in even a single credit of proposal development or dissertation constitutes full time study.
- Total required credit hours for the nursing PhD (post MSN) = 57 credits

**Fast-Track Sample Plan**
Students with a BSN or equivalent can pursue the PhD degree without earning an MSN. Learn more about our Entry Options ([https://case.edu/nursing/programs/phd/entry-options/](https://case.edu/nursing/programs/phd/entry-options/)).

- A minimum of 3 credits of proposal development is required; however, students may need more time to complete their candidacy exam and proposal development and may therefore need to take more credits of proposal development.
- Concurrent enrollment in proposal development credits and dissertation credits is not permitted.
- Full time status is defined as 9 credits per semester ONLY while students are enrolled in their coursework and prior to proposal development. However, enrollment in even a single credit of proposal development or dissertation constitutes full time study.
- Total required credit hours for the nursing PhD (post BSN or equivalent) = 63 credits
- BSN to PhD Transition Course Waiver form ([https://bulletin.case.edu/schoolofnursing/phd/BSN-PhD-Transition-Course-Waiver-Form.pdf](https://bulletin.case.edu/schoolofnursing/phd/BSN-PhD-Transition-Course-Waiver-Form.pdf))

**Advanced Standing for DNP Graduates**
Students who have earned a DNP degree within the past five years may be granted advanced standing in the PhD nursing program and qualify for a waiver of up to 9 credits. Total required credit hours post-DNP = 48 credits
**Dual Degree Programs**

**MSN/PhD Dual Degree Program**

Students must be accepted into both programs. They select an MSN major or clinical specialty and may take MSN and PhD courses concurrently. Up to 8 credits of course overlap are allowed, depending on the clinical MSN major.

**DNP/PhD Dual Degree Program**

Students must be accepted into both programs and must meet course requirements for both doctorates with an overlap of up to 11 credits. Students develop proposals for the DNP thesis project and PhD dissertation concurrently in order to facilitate timely completion of both degrees.

**Other Student Categories**

**Non-Degree Students**

An applicant with basic preparation in nursing may apply to register as a non-degree student for up to 9 credits. After your application is received and approved, you will receive further instructions via e-mail on how to register via the Student Information System (SIS).

For those wishing to take PhD courses, the applicant must obtain written permission from the faculty teaching the course and the PhD Program Director in the FPB School of Nursing for those taking PhD courses. Contact the Graduate Studies Office (http://www.case.edu/gradstudies/) at 216-368-4390.

For those wishing to take MSN or post-MSN DNP courses, the applicant must complete our online application and receive permission from the appropriate program director before being permitted to enroll in the course. Once the application has been submitted, the student will be notified if permitted to enroll into the course.

Continuation of this status is at the discretion of FPB's administrative officer. Status as a non-degree student does not imply acceptance into FPB. If the non-degree student applies for admission to FPB, coursework completed as a non-degree student will be evaluated on an individual basis for its applicability to degree requirements within the time frame for the degree.

Clinical courses may not be taken as a non-degree student.

**Special Students**

Special students are those who take a series of courses designed to meet their particular career goals. These students must meet the admission requirements for the program in which the majority of classwork will be completed. Status and performance will be reviewed after one year. Students completing MSN courses to obtain a certificate in any advanced practice nursing major will be admitted as special students.

If a special student decides to pursue a graduate degree, the approval of the Associate Dean of Academic Programs must be obtained. Entrance into the degree program will be considered the date when the student enrolled in the first coursework as a special student. These courses must have been taken within the last five years. If more than five years have elapsed since the coursework as special student was done, the student must meet the current academic requirements for the major selected.

**International Students**

International students are welcome to enroll in any educational program. All prospective students must meet the admission requirements for the program that they select. English translations of transcripts are required. It is recommended that applications be submitted 9 to 12 months prior to the desired date of enrollment.

Each applicant for graduate programs must document the ability to speak, read, and write English as evidenced by satisfactory performance on the Test of English as a Foreign Language (TOEFL). The International English Language Testing System (IELTS) is also accepted.

Test information can be obtained at: www.toefl.org (http://www.toefl.org) and www.ielts.org (http://www.ielts.org)

Students whose native language is English are exempt. For those whose native language is not English, the minimum acceptable scores are:

- Internet-based TOEFL: 90
- Paper-based TOEFL: 577
- IELTS: 7.0
- International students must present evidence of adequate financial resources to meet the expenses of full-time study as well as travel to and from Cleveland. Financial assistance from FPB is limited. Each student will need a sponsor who will provide full financial support. Each sponsor is required to document their ability to support the student, including costs of tuition and fees, room and meals, books, incidentals, and travel expenses. http://www.case.edu/gradstudies/new-students/important-first-steps (http://students.case.edu/international/information/new/)
  - For the MSN and post-graduate certificate programs, excluding the Nurse Educator option, prospective students must be eligible for licensure as a registered nurse (RN) before enrollment. To obtain RN licensure, the student can either 1) obtain licensure in a state other than Ohio and apply for reciprocity in Ohio, or 2) sit for the licensure examination (NCLEX-RN) in Ohio. For information on how to become licensed in any state, you must obtain information from the specific state where you wish to become licensed. For the individual addresses of each State Board of Nursing, go to the National Council of State Boards of Nursing website (http://www.ncsbn.org/) and then go to “Boards of Nursing.”
  - For additional information about obtaining a US visa visit the following site: http://www.case.edu/gradstudies/new-students/important-first-steps (http://www.case.edu/gradstudies/new-students/important-first-steps/)

Students may also write to:

National Council of State Boards of Nursing
111 East Wacker Dr.
Suite 2900
Chicago, IL 60601-4277
Telephone: 312.525.3600
Once admitted to FPB, an application form for a student visa will be sent to the student. Upon enrollment at the university, the student must subscribe to the Student Medical Insurance Plan or have proof of other medical insurance coverage.

Nursing Centers of Excellence

Unparalleled Opportunities
The Centers of Excellence at the Frances Payne Bolton School of Nursing expose students first-hand to nursing research, global health care systems, evidence-based practice, initiatives in aging care, self-management, end-of-life science, inclusion of persons with disabilities into research, and flight nursing.

Sarah Cole Hirsh Institute for Best Nursing Practices Based on Evidence
The Sarah Cole Hirsh Institute for Evidence Based Practice (https://nursing.case.edu/hirsh/) is an endowed research and training institute to promote implementation of evidence into clinical practice. Established in 1998 with the generous endowment by Sarah Cole Hirsh (https://case.edu/nursing/research/centers-of-excellence/sarah-cole-hirsh-institute/about-the-hirsh-institute/), the center focuses on education, research, and innovation in EBP implementation for students, and current clinicians. In close collaboration with the Quality Safety Education for Nurses Institute, the center’s key objective is to increase implementation of EBP guidelines and promote quality, safety and reduce cost of care. The Institute also promotes disseminating advanced management of HIV care to the Northeast Ohio provider community through its annual conference.

The University Center on Aging and Health (UCAH)
By the year 2040, a staggering number (approximately 21.7%) of the US population will be persons 65 years of age and older. Elder care is projected to be the fastest growing employment sector within the health care industry. UCAH at Case Western Reserve University (https://case.edu/nursing/ucah/) serves international, national, and local communities by providing an interdisciplinary platform for gerontological education, research, and services. A key objective of UCAH is to increase the number of students studying gerontology, and utilize its partnerships to promote interdisciplinary collaboration in research and education.

Center of Excellence for Self-Management Advancement through Research and Translation (SMART)
The SMART Center (https://case.edu/nursing/research/centers-of-excellence/smart-center/) is a National Institute of Nursing Research/National Institute of Health-funded Center of Excellence to build the Science of Self-Management. The SMART center engages in interdisciplinary collaboration and partnerships to develop and support programs of research regarding self-management of health and illnesses. A recent focus of the SMART Center is to expand knowledge related to the brain-behavior connections associated with self-management. Its goals are to expand knowledge related to self-management through interdisciplinary investigations of self-management, expand the number of research projects aimed at improving our scientific understanding of the brain-behavior connections specific to self-management of health and illness, increase the number of investigators conducting research targeted at the brain-behavior connections specific to self-management of health and illness, and to serve as a national leader in research and dissemination of research findings to the scientific communities.

The Dorothy Ebersbach Academic Center for Flight Nursing
The Dorothy Ebersbach Academic Center for Flight Nursing (https://nursing.case.edu/flight/), formerly the National Flight Nurse Academy, serves as part of the MSN program’s Adult-Gerontology Acute Care Nurse Practitioner Flight Nursing subspecialty. It is the first formal training program of its kind to prepare nurses at the advanced practice level to provide care to individuals outside of hospitals, but at a hospital level of care.

Nursing students of all levels, including acute care nurse practitioner (ACNP) students, specializing in flight nursing at Case Western Reserve University train in the nation’s first state-of-the-art simulator built in a full-scale Sikorsky S76 helicopter. The helicopter simulator allows faculty to input any two flight coordinates in the world, the time of day, weather pattern, and level of turbulence for students to experience the flight as though it was actually occurring. The helicopter features the most advanced medical equipment with authentic aerial views projected within the windows and the motion platform provides 11 degrees pitch and roll that mimics changing altitudes and weather conditions throughout the flight. The learning environment allows students to experience the physical confines of an actual helicopter while practicing the delivery of patient care to high fidelity human patient manikins to create the most realistic training of caring for critically injured patients from takeoff to landing. The center also has a static full scale ambulance for students to practice effective patient hand-offs from first-responders including fire, rescue, EMT, and Paramedics. The center is located on the ground floor of the HEC directly below the Steris Perioperative Lab allowing faculty to simulate taking the patient from the helicopter or ambulance up the elevators, directly to surgery. Both the helicopter and ambulance are equipped with video and audio capabilities to capture student interactions during formative and summative evaluations and provide the means for debriefing in the center or in any of the adjacent classrooms or debriefing rooms. The DEACRN has a large screen video display board to support any interprofessional training within the center.

Quality and Safety Education for Nurses (QSEN) Institute
The QSEN Institute (http://qsen.org/) is a comprehensive, competency based resource center for faculty and clinical nurse educators to empower nurses with knowledge, skills, & attitudes to improve quality & safety across healthcare systems (QSEN.org (http://qsen.org/)). QSEN addresses the challenge of educating nurses with the knowledge, skills, and attitudes (KSA) necessary to continuously improve the quality and safety of the healthcare systems in which they work.

The QSEN Institute hosts a National Conference each year which is designed to attract innovators and nurture faculty and nursing leaders for the improvement of quality and safety education. The conferences highlights innovations in curricular design and teaching strategies that accomplish QSEN competency development. Research related to quality and safety education in pre-licensure, advanced practice programs and clinical practice is also shared. Learn all that QSEN has to offer here. (http://www.qsen.org/)

School of Nursing Faculty Professors
Sara Douglas , PhD, RN
(Illinois State University)
Assistant Dean for Research; and The Gertrude Perkins Olivia Professorship in Oncology Nursing
Evelyn G. Duffy, DNP, RN, AGPCNP-BC, FAAN (Case Western Reserve University)
Professor; and The Florence Cellar Professor of Gerontological Nursing

Joyce J. Fitzpatrick, PhD, MBA, RN, FAAN, FNAP (New York University)
The Elizabeth Brooks Ford Professor of Nursing

Faye A. Gary, EdD, RN, FAAN (University of Florida, Gainesville)
The Medical Mutual of Ohio Kent W. Clapp Chair and Professorship in Nursing

Deborah F. Lindell, DNP, RN, CNE, ANEF, FAAN (Case Western Reserve University)
Assistant Director, DNP Program; The Marvin E. and Ruth Durr Denekas Professor

Susan M. Ludington, PhD, RN, NM, CKC, FAAN (Texas Woman’s University)
The Carl W. and Margaret Davis Walter Professor of Pediatric Nursing

Carol M. Musil, PhD, RN, FAAN, FGSA (Case Western Reserve University)
Dean; and The Edward J. and Louise Mellen Professor of Nursing

Mary T. Quinn-Griffin, PhD, RN, FAAN, ANEF (Case Western Reserve University)
Associate Dean for Global Affairs; and Assistant Provost of Outcome Assessment and Accreditation; and The May L. Wykle Endowed Professorship

Joachim G. Voss, PhD, RN, ACRN, FAAN (University of California San Francisco)
The Independence Foundation Professorship in Nursing Education

Jaclene A. Zauszniewski, PhD, RN-BC, FAAN (Case Western Reserve University)
The Kate Hanna Harvey Professor in Community Health Nursing

**Associate Professors**

Celeste M. Alfes, DNP, MSN, MBA, RN, CNE, CHSE-A, FAAN (Case Western Reserve University)
Associate Professor of Nursing; Director, Center for Nursing Education, Simulation, and Innovation

Ester Bernhofer, PhD, RN-BC, CPE (Case Western Reserve University)
Associate Professor of Nursing

Christopher Burant, PhD, MACTM, FGSA (Case Western Reserve University)
Associate Professor

Elizabeth R. Click, DNP, ND, RN, CWP (Case Western Reserve University)
Associate Professor of Nursing

Elizabeth G. Damato, PhD, RN, APRN-CNP (Boston College)
Associate Professor of Nursing

Marguerite DiMarco, PhD, RN, CPNP, FAAN (Case Western Reserve University)
Associate Professor of Nursing

Mary A. Dolansky, PhD, RN, FAAN (Case Western Reserve University)
Associate Professor of Nursing; and The Sarah C. Hirsh Professorship

Ronald Hickman, PhD, RN, ACNP-BC, FAAN, FNAP (Case Western Reserve University)
Associate Dean for Research; and The Ruth M. Anderson Professor of Nursing

Carol Kelley, PhD, RN, CNNP (Case Western Reserve University)
Associate Professor of Nursing

Irena L. Kenneley, PhD, RN, CNE, CIC, FAPIC (Case Western Reserve University)
Associate Professor of Nursing

Diana L. Morris, PhD, RN, FAAN, FGSA (Case Western Reserve University)
Interim Associate Dean for Academic Affairs; and The Arline H. and Curtis F. Garvin Professor of Nursing

Matthew Plow, PhD (University of Minnesota)
Associate Professor

Carol Savrin, DNP, RN, CPNP, FNP-BC, FAAN, FNAP (Case Western Reserve University)
Associate Professor of Nursing

Valerie A. Toly, PhD, RN, CPNP, FAAN (Case Western Reserve University)
Associate Professor of Nursing; and The Arline H. and Curtis F. Garvin Professor in Nursing Excellence

Chris Winkelman, PhD, RN, ACNP, FAANP, FCCM, CCRN, CNE (Case Western Reserve University)
Associate Professor of Nursing

Amy Y. Zhang, PhD (The Pennsylvania State University)
Associate Professor

**Assistant Professors**

Latina Brooks, PhD, RN, CNP, FAANP (Case Western Reserve University)
Assistant Professor of Nursing; Director, MSN and DNP Program

Cynthia L. Danko, DNP, MSN, RN (Case Western Reserve University)
Assistant Professor of Nursing; Director, Institutional Research

Mary Franklin, DNP, RN, CNM, NCMP (Case Western Reserve University)
Assistant Professor of Nursing

Heather Hardin, PhD, RN (University of Louisville)
Assistant Professor of Nursing
Carolyn Harmon Still, PhD, RN, CNP, MSN, AGPCNP-BC, CCRP  
(Case Western Reserve University)  
Assistant Professor of Nursing

Jesse Honsky, DNP, MPH, RN, PHNA-BC  
(Case Western Reserve University)  
Assistant Professor of Nursing

Chao-Pin Hsiao, PhD, RN, FAAN  
(University of Arizona)  
Assistant Professor of Nursing

Eliane Irani, PhD, RN  
(University of Pennsylvania )  
Assistant Professor of Nursing

Molly J. Jackson, DNP, RN, AGNP-C, ACHPN, CNE  
(Case Western Reserve University)  
Assistant Professor of Nursing; Director, MN Program

Evanne Juratovac, PhD, RN, GCNS-BC  
(Case Western Reserve University)  
Assistant Professor of Nursing

Jane F. Marek, DNP, RN, NP  
(Case Western Reserve University)  
Assistant Professor of Nursing

Susan R. Mazanec, PhD, RN, AOCN, FAAN  
(Case Western Reserve University)  
Assistant Professor of Nursing

Kelly K. McConnell, DNP, RN, AGACNP  
(University of Phoenix)  
Assistant Professor of Nursing

Patricia E. McDonald, PhD, RN, APRN  
(Case Western Reserve University)  
Assistant Professor of Nursing

Sonya D. Moore, DNP, RN, CRNA  
(Case Western Reserve University)  
Assistant Professor of Nursing; Director, Nurse Anesthesia Program

Scott E. Moore, PhD, RN, APRN, AGPCNP-BC  
(Clemson University)  
Assistant Professor of Nursing

Grant O’Connell, PhD  
(West Virginia University of Pharmacy)  
Assistant Professor

Susan Painter, DNP, RN, PMHNP-BC, PMHCNS-BC  
(University of Illinois at Chicago)  
Assistant Professor of Nursing

Rebecca M. Patton, DNP, RN, CNOR, FAAN  
(Case Western Reserve University)  
Assistant Professor of Nursing; Lucy Jo Atkinson Professorship in Perioperative Nursing

Andrew Reimer, PhD, RN  
(Case Western Reserve University)  
Assistant Professor of Nursing

Nicholas Schiltz, PhD  
(Case Western Reserve University)  
Assistant Professor

Nathanial Schreiner, PhD, MBA, RN  
(Case Western Reserve University)  
Assistant Professor of Nursing

Rita Sfiligoj, DNP, MPA, RN  
(Case Western Reserve University)  
Assistant Professor of Nursing

D. Todd Smith, PhD, APRN, AGACNP-BC, FNP-C, FF/EMT-P  
(University of Virginia)  
Assistant Professor of Nursing; Director, Dorothy Ebersbach Academic Center for Flight Nursing

Elizabeth Zimmerman, DNP, RN, CHSE  
(Case Western Reserve University)  
Assistant Professor of Nursing

Instructors

Hannoud Al Moghrabi, DNP, RN, APRN, WHNP-BC  
(Case Western Reserve University)  
Instructor of Nursing

Ashley Austin, DNP, RN, CRNA  
(University of Akron)  
Instructor of Nursing

Beverly Capper, DNP, MSN, RNC-NIC  
(Case Western Reserve University)  
Instructor of Nursing; Interim Director, BSN Program

Carli Carnish, MSN, RN, CPNP, CHFN  
(Case Western Reserve University)  
Instructor of Nursing

Katharine Chapman, MSN, RN, CPNP-PC, FNP-BC  
(Case Western Reserve University)  
Instructor of Nursing

Mary Cushing, DNP, RN, CRNA  
(Northeastern University)  
Instructor of Nursing

Margaret A. Contrera, DNP, RN, CRNA  
(University of Akron)  
Instructor of Nursing

Mary de Haan, MSN, RN, ACNS-BC  
(Ursinus College)  
Instructor of Nursing

Laurine A. Gajkowski, ND, RN, CPN  
(Case Western Reserve University)  
Instructor of Nursing

Janine Galeski, MSN, MA, RN, FNP  
(Case Western Reserve University)  
Instructor of Nursing
School of Nursing Courses

LEAP Courses

LEAP 401. Introduction to Nurse Anesthesiology Specialty I. 2 Units.
This course will focus on the continuum of anesthetic states influenced by clinical anesthesia pharmacology. Coreq: LEAP 402.

LEAP 402. Writing Workshop I. 1 Unit.
This course will engage students in increasing their understanding of concepts in academic dialogue and magnifying their ability to write effectively. It will include an examination of scholarly writing techniques. Coreq: LEAP 401.

LEAP 403. Introduction to Nurse Anesthesiology Specialty II. 2 Units.
This course will focus on the basic principles of anesthesia practice. Prereq: LEAP 401 and LEAP 402. Coreq: LEAP 404, LEAP 405, and LEAP 406.

LEAP 404. Human Physiology. 3 Units.
This course will provide an in-depth understanding of the function, regulation, and integration of human organ systems. Emphasis will be placed on homeostasis in health and disease. Course content will include introductory cell physiology and major organ systems. Prereq: LEAP 401 and LEAP 402. Coreq: LEAP 403, LEAP 404, and LEAP 406.

LEAP 405. Professional Aspects and Leadership in Nurse Anesthesiology. 1 Unit.
This course will focus on the study of the role of the advance practice nurse in Nurse Anesthesiology, including principles of leadership. Prereq: LEAP 401 and LEAP 402. Coreq: LEAP 403, LEAP 404, and LEAP 406.

LEAP 406. Writing Workshop II. 1 Unit.
This course will build on scholarly writing techniques and introduce concepts related to academic dialogue. The course will provide a review of the writing process for dissemination. Prereq: LEAP 401 and LEAP 402. Coreq: LEAP 403, LEAP 404, and LEAP 405.
LEAP 407. Introduction to Nurse Anesthesiology Specialty III. 2 Units.
This course will focus on the clinical management of nurse anesthesiology practice. Prereq: LEAP 403. Coreq: LEAP 408 and LEAP 409.

LEAP 408. Pathophysiology. 3 Units.
This course will provide an in-depth understanding of health and pathologic alterations across the lifespan. A focused review of etiology, symptomology, and the psychophysical response to disease and injury will be incorporated. Prereq: LEAP 404. Coreq: LEAP 407 and LEAP 409.

LEAP 409. Writing Workshop III. 1 Unit.
This course will expand students’ understanding of concepts in academic dialogue. It will enhance students’ ability to develop and discuss the underpinnings of scholarly writing. Prereq: LEAP 403, LEAP 404, LEAP 405, and LEAP 406. Coreq: LEAP 407 and LEAP 408.

NUAN Courses

NUAN 443. Professional Role. 1 Unit.
This course will explore the role of the Certified Registered Nurse Anesthetist. Emphasis will be placed on the historical development of the role, regulation of practice, professional organizations, and professional practice standards and guidelines.

NUAN 450. Pharmacological Strategies in Anesthesia Practice. 2 Units.
This course will provide a comprehensive analysis of anesthetic agents, adjunct drugs, and pharmacologic principles related to the practice of anesthesia. The interaction between anesthetic agents and other pharmacologic therapy will be identified. (Admission to program or permission of instructor required.)

NUAN 458. Principles of Anesthesia I. 4 Units.
This course will introduce the student to the practice of nurse anesthesia. Emphasis will be placed on development of foundational knowledge, skills, and techniques necessary for delivery of safe, effective anesthesia care across the lifespan. This will be the first of two courses to provide an overview of the fundamentals of anesthesia practice. This course will focus on knowledge and skills necessary to deliver safe anesthesia care. (Enrollment in nurse anesthesia program)

NUAN 459. Principles of Anesthesia II. 4 Units.
This course will introduce the student to the practice of nurse anesthesia. Emphasis will be placed on development of foundational knowledge, skills, and techniques necessary for delivery of safe, effective anesthesia care across the lifespan. This will be the second of two courses to provide an overview of the fundamentals of anesthesia practice. This course will focus on principles applicable to specific patient populations. Prereq: NUAN 458.

NUAN 460. Advanced Principles of Anesthesia 1. 4 Units.
This course will provide an in-depth exploration of the anatomy, physiology, and pathophysiology of the cardiovascular, respiratory, and hematologic systems in the context of anesthesia care. Implications of disease states in these systems for all types of surgery will be explored, with emphasis on anesthetic management of surgical procedures related to these systems. Prereq: NUAN 460.

NUAN 461. Advanced Principles of Anesthesia 2. 3 Units.
This course will provide an in-depth exploration of the anatomy, physiology, and pathophysiology of the renal, endocrine, immunologic, musculoskeletal, hepatobiliary, and neurologic systems in the context of anesthesia care. Implications of disease states in these systems for all types of surgery will be explored, with emphasis on anesthetic management of surgical procedures related to these systems. Prereq: NUAN 460.

NUAN 462. Advanced Principles of Anesthesia III. 3 Units.
This course will provide an in-depth exploration of the anatomy, physiology, and pathophysiology of pediatric, obstetric, geriatric, and obese patients within the context of anesthesia care. Implications of physiologic changes across the lifespan will be explored, with emphasis on the anesthetic management of anesthetic and surgical procedures related to these patient populations. Prereq: NUAN 461.

NUAN 507. Nurse Anesthesia Practice Management. 1 Unit.
This course will focus on management, entrepreneurial concepts, and topics related to nurse anesthesia practice. Seminars will focus on integrating legal, fiscal, quality improvement, and other factors that affect environments of care. Prereq: Enrolled in DNP Anesthesia program or Requisities Not Met permission.

NUAN 550A. Anesthesia Seminar I. 1 Unit.
This course is the first of a three-course sequence designed to examine the current body of knowledge related to nurse anesthesia practice. Emphasis will be placed on analysis of theory and evidence, and application of research outcomes. Prereq: NUAN 462.

NUAN 550B. Anesthesia Seminar II. 1 Unit.
This course is the second of a three-course sequence designed to examine the current body of knowledge related to nurse anesthesia practice. Emphasis will be placed on analysis of theory and evidence, and application of research outcomes. Prereq: NUAN 550A.

NUAN 550C. Anesthesia Seminar III. 1 Unit.
This course is the third of a three-course sequence designed to examine the current body of knowledge related to nurse anesthesia practice. Emphasis will be placed on analysis of theory and evidence, and application of relevant research outcomes. Prereq: NUAN 550B.

NUAN 551A. Nurse Anesthesia Advanced Clinical Practicum I. 1 Unit.
This course will emphasize nurse anesthesia care for individuals with complex medical conditions, or those who require increasingly complex procedures. Students will demonstrate advanced monitoring techniques, safe use of pharmacologic agents, and the management of high-stress situations. Prereq: NUAN 462.

NUAN 551B. Nurse Anesthesia: Advanced Clinical Practicum II. 1 Unit.
This course will emphasize nurse anesthesia care for individuals with complex medical conditions, or those who require increasingly complex procedures. Students will demonstrate advanced monitoring techniques, safe use of pharmacologic agents, and the management of high-stress situations. Prereq: NUAN 551A.

NUAN 551C. Nurse Anesthesia Advanced Clinical Practicum III. 1 Unit.
This course will emphasize nurse anesthesia care for individuals with complex medical conditions, or those who require increasingly complex procedures. Students will demonstrate advanced monitoring techniques, safe use of pharmacologic agents, and the management of high-stress situations. Prereq: NUAN 551B.

NUAN 551D. Nurse Anesthesia-Advanced Clinical Practicum IV. 1 Unit.
This course will emphasize nurse anesthesia care for individuals with complex medical conditions, or those who require increasingly complex procedures. Students will demonstrate advanced monitoring techniques, safe use of pharmacologic agents, and the management of high-stress situations. Prereq: NUAN 551C.

NUAN 552. Nurse Anesthesia: Advanced Practice II. 1 - 5 Units.
The continuation of advanced, independent clinical nurse anesthesia administration. Emphasis is on management of higher risk patients for more difficult procedures, performing total anesthetic care with minimum of anesthesiologist supervision, and readiness for transition from student to graduate status. Prereq: NUAN 551A and NUAN 551B and NUAN 551C.
NUED Courses

NUED 432. Common & Acute Health Problems of the Adult and Older Adult. 3 Units.
This course introduces the common and acute health problems occurring across the adult life span. A problem-oriented approach is used with emphasis on the biological, psychological, social, and cultural aspects of care. Pathophysiology, pharmacology, assessment, and diagnostic strategies specific to the acute and common problems of adults and older adults will be included. Nursing strategies used to enhance, maintain, and restore health will be emphasized. Prereq: NUED 459 and NUNP 410. Coreq: NUED 430.

NUED 434. Advanced Management in Adult and Older Adult Primary Care. 3 Units.
This course focuses on the health care concepts specific to the management of complex multidimensional health problems experienced by adults, older adults within the context of their family and community environments. Pathophysiology, assessment, and diagnostic strategies specific to complex health problems are emphasized. The selection of management strategies used to enhance outcomes will be stressed. Prereq: NUED 449.

NUED 449. Primary Care of the Older Adult. 3 Units.
This course will focus on the assessment of the older adult’s nutritional needs, functional status, mental status (cognitive and affective), social support systems, and caregiver stress. These factors are analyzed in various environments, such as acute care, ambulatory care, home care, day care, long-term care, and rehabilitation. Epidemiological and health behavior models are used to assess health risks, assist with problem identification, primary, secondary, and tertiary prevention strategies. Cultural, ethnic, and developmental issues are addressed. Concepts, assessment strategies, interventions and evaluation approaches specific for older adults are identified. Prereq: NUED 449.

NUED 509. Curriculum and Instruction. 3 Units.
The purpose of this course is to explore the theoretical underpinnings of education and to examine innovative approaches to critical thinking. Students are provided the opportunity to analyze philosophies and principles of education along with teaching and learning styles. The focus of this course is on curriculum planning and development congruent with the philosophy and objectives of a nursing program. Curriculum development includes determination of program and course objectives, along with selection and organization of appropriate learning experiences to meet these objectives. Techniques for instruction in the classroom, laboratory, and clinical settings are explored.

NUED 609. Theoretical Foundations of Educational Testing and Evaluation. 2 Units.
In this course, an overview of educational measurement and evaluation is provided. Methods of evaluating teaching effectiveness, student learning, and student performance are explored. Prereq: NUED 509.

NUMN Courses

NUMN 400. Guided Study. 1 - 12 Units.
Independent guided study for students with special interests and/or curricular needs. May include didactic, lab, and/or clinical experiences. Separate guided study plan form required. Faculty consent required to register.

NUMN 401. Introduction to the Discipline and Practice of Nursing. 6.5 Units.
This course is an introduction to the discipline and practice of nursing. Factors influencing health and illness will be explored. Selected nursing strategies and interventions designed to support the maximum health potential of the adult client will be incorporated into lab sessions and practiced in acute care and other settings as arranged. Historical, societal, and legal influences on nursing and the role and functions of the professional nurse will be examined. Coreq: NUMN 402 and NUMN 410.

NUMN 402. Pharmacology for the Advanced Generalist Nurse. 3 Units.
This course is an introduction to the principles of pharmacology and pharmacotherapeutics, including characteristics of the major drug classifications with emphasis on drug action and adverse effects. Students will apply knowledge of pharmacology to implications for safe, patient-centered nursing care. Coreq: NUMN 401 and NUMN 410.

NUMN 403. Introduction to Nursing Informatics. 1 Unit.
This course will introduce students to the concepts of health informatics and the role nurses play in the management of information within the health care setting. Foundational knowledge that supports clinical practice, education, research, and administration will be studied as well as core models and theories of nursing informatics. Students will develop an awareness of the importance of nursing involvement in the design, implementation, and use of information systems and other technologies. Coreq: NUMN 401.

NUMN 406. Nursing Care of Older Adults in Health and Illness. 2 Units.
This course will explore the concept of aging in health and illness with an emphasis on the older adult as an individual with the capacity to grow and develop. Theories of aging, geriatric syndromes, and the multiple interacting determinants influencing the health of older adults will be examined. Students will design and implement theory and evidence-based, safe, patient-centered nursing interventions tailored to the unique needs of older adults and their caregivers. Prereq or Coreq: NUMN 401 and NUMN 410.

NUMN 407. Acute Care Nursing of the Adult. 8.5 Units.
The focus of this course is the integration of the nursing process in clinical practice. Human responses to significant health events and alterations are analyzed. Application of relevant physiology, psychosocial dimensions, and pharmacology are included. Particular emphasis is placed on nursing strategies, interventions, and the evaluation of their effectiveness in the care of the acutely ill adult. Prereq: NUMN 401 and NUMN 410.

NUMN 409. Advanced Generalist: Health Policy, Advocacy, and Economics. 1.5 Unit.
This course is designed to address professional role development of the advanced generalist nurse. In this course, students will examine economics, health policy, and advocacy and the role of the advanced generalist nurse as political activist and policy advocate within the U.S. health care delivery systems of care. Policies that influence health care economics, safety, and quality will be investigated. Prereq: NUMN 414.

NUMN 410. Health Assessment for the Advanced Generalist Nurse. 2.5 Units.
This course uses a comprehensive, system-by-system, patient-centered approach to provide students with assessment and interviewing skills required for practice as an advanced generalist nurse. Students will apply critical thinking to make decisions regarding utilization of assessment findings including communication of the findings to the patient. Coreq: NUMN 401.
NUMN 411. Nursing Care of Populations in Communities. 3 Units.
This course will focus on instructional and clinical learning experiences with populations in the community, including vulnerable populations. Students will examine the influences of communities on the health of populations using an ecological perspective. Culturally-sensitive, asset-based strategies and analytical skills will be used to assess, describe, and implement nursing interventions to populations in the community. Coreq: NUMN 401.

NUMN 412A. Collaborative Practice I. 2 Units.
This course will introduce students to interprofessional education and collaboration. Students will develop knowledge, skills, and attitudes related to the four core competencies of interprofessional collaboration: 1) values for interprofessional practice, 2) understanding the roles and responsibilities of other professionals, 3) interprofessional communication, and 4) interprofessional teamwork. Cultural humility, civic responsibility, and service to others will be emphasized. Students will begin to apply these skills by participating within an interprofessional team on a community-based service learning project.

NUMN 412B. Collaborative Practice II. 1.5 Unit.
This course will build on previous learning related to interprofessional education and collaboration. Students will apply teamwork skills, culminating in the completion of a community-based service learning project designed to improve health and well-being for individuals, families, communities, and populations. Prereq: NUMN 412A.

NUMN 413. Issues and Ethics in Health Care. 2 Units.
This course introduces students to the principles underlying ethical issues and methods of rational decision making. Fundamental theories will be reviewed and applied through case analyses to address ethical dilemmas common to modern health care.

NUMN 414. Concepts in Nursing Management. 2.5 Units.
This course focuses on the study of basic concepts related to management in nursing and working with multidisciplinary teams in the provision and coordination of care. Concepts of nursing management including; planning, organizing, staffing, delegating, and budgeting within healthcare settings will be discussed. Coreq: NUMN 407.

NUMN 415. Parents and Neonates in Health and Illness. 4.25 Units.
This course will focus on the health needs of women and families in the preconception, antepartum, intrapartum, and postpartum period. Health topics related to the reproductive system will be explored. The influence of intervening variables on bio-psycho-social development of the childbearing family will be analyzed. In the clinical experience, students will implement and evaluate nursing strategies designed to enhance health in parents and neonates in health and illness. Prereq: NUMN 407.

NUMN 416. Children and Families in Health and Illness. 4.25 Units.
This course is the study of children from infancy through adolescence and their health status from a developmental perspective. Emphasis is on healthy children as well as those with common acute and chronic illness within the context of their family environment. Nursing strategies focus on interventions to promote, restore, and maintain health and foster growth and development. These strategies are based on understanding advanced concepts of children's and families' responses in health and illness. Prereq: NUMN 407. Coreq: NUMN 414.

NUMN 417. Psychiatric Mental Health Nursing. 4 Units.
This course is designed to address psychiatric nursing concepts related to mental illness and addiction. The focus is on achieving optimal health for clients with acute and chronic psychiatric disorders using interpersonal techniques and applying the nursing process. Nursing strategies that are appropriate for assessment and intervention with individuals, families, and groups to facilitate optimal mental health and recovery will be discussed and evaluated. Prereq: NUMN 407.

NUMN 418. Intro to Critical Care Nursing. 6 Units.
The focus of this course is on integrating the knowledge and skills required to safely and effectively provide quality patient care in the critical care setting. Emphasis is placed on implementation of the nursing process and standards of practice required to care for critically ill patients and their families. The didactic component includes topics on current practice and trends in critical care nursing. The clinical component provides students with opportunities to implement the roles and functions of the advanced generalist nurse. Prereq or Coreq: NURS 502.

NUMN 419. Advanced Generalist Nurse Leadership. 2.5 Units.
This course is part of the concentration in leadership for safe quality healthcare. It provides students with clinical practice opportunities to synthesize knowledge, skills, and attitudes, and implement the roles of the advanced generalist nurse as leader for evidence-based quality healthcare for populations across the continuum of care. Coreq: NURS 451, NURS 502, and NUMN 409.

NUMN 420. Clinical Immersion. 1 Unit.
This clinical immersion will build on previous MN clinical and didactic coursework and provide opportunities to integrate and apply knowledge and skills in a selected patient population. The course will enhance preparation for entry into professional nursing practice. Coreq: NUMN 418.

NUND Courses

NUND 450. Applied Statistics. 3 Units.
This course provides an advanced overview of the assumptions and applications necessary to analyze and interpret questions and research related to clinical practice. Emphasis will be on statistical interpretation of research. During the course, data management, statistical analysis, and data interpretation, as well as univariate, bivariate, and multivariate statistics such as ANOVA and ANCOVA will be examined. The data analysis process will be examined and deconstructed throughout the course. Offered as NUND 450 and NURS 532. Prereq: STAT 201 or equivalent within past 5 years.

NUND 504. Theories for Nursing Practice and Scholarship. 3 Units.
This course will examine perspectives of the discipline, the nature of theory, theory development in nursing, and significant conceptualizations of nursing and related disciplines. Application of theory to practice, practice change and scholarship will be explored.

NUND 506. Leadership in Organizations and Systems. 3 Units.
This course introduces the student to organizational design and leadership. The focus is developing skills to effectively lead individuals and teams toward maximizing organizational effectiveness. Elements of this course will include: diversity, organization culture, systems, communication, innovation and change.

NUND 507. Business Concepts in Advanced Nursing Practice. 3 Units.
This course will focus on business concepts and issues related to advanced nursing practice leadership. Seminars will focus on integrating business-related ethical, legal, fiscal, and other intervening variables that affect environments of care. Prereq: NUND 506.
NUND 508. Health Care Policy and Planning. 3 Units.
The primary focus of this course is to explore the leadership role of nurses in health policy development and implementation as well as the role of research in health care policy formation and planning. Special emphasis is placed on selected national and international health policy issues that form the socio-political and economic context of nursing care and practice. Ethical dimensions of public policy formulations and implementation are highlighted. Offered as NUND 508 and NURS 609.

NUND 509. Curriculum and Instruction. 3 Units.
The purpose of this course is to explore the theoretical underpinnings of education and to examine innovative approaches to critical thinking. Students are provided the opportunity to analyze philosophies and principles of education along with teaching and learning styles. The focus of this course is on curriculum planning and development congruent with the philosophy and objectives of health care organizations. Curriculum development includes determination of program and course objectives, along with selection and organization of appropriate learning experiences to meet these objectives. Effective techniques for instruction in the classroom, laboratory, and clinical settings are explored.

NUND 510. Application of Health Information Technology and Systems. 1 Unit.
In this course, an overview of health information technology (HIT) is provided with focus on use of HIT in health care settings and among consumers. Course content includes use and evaluation of HIT by health care providers and patients.

NUND 512. Advanced Leadership and Management in Health Care Organizations. 2 Units.
This course will focus on the system-level executive leadership role of nurses in health care organizations. The course will examine strategic leadership and management planning, process improvement, and local, national and global influences on health system functioning. Emphasis will be placed on developing executive strategies within the dynamics of competitive health care environments. Prereq: NUND 504 and NUND 506.

NUND 540. Practice Focused Inquiry I. 3 Units.
This course will introduce the student to a variety of approaches that can be used for practice-focused inquiry, including concepts related to population health. Applications of beginning elements of the scholarly process to practice-focused inquiry will be reviewed. Elements include development of a problem statement and literature review. (Alternate pre-req to NUND 450: Applied statistics course within the past 5 years). Prereq: NUND 504 and NUND 450.

NUND 541. Practice-Focused Inquiry II. 3 Units.
This course builds on Practice-Focused Inquiry I. The content expands student understanding of practice-focused methodology, including aims, a conceptual or theoretical framework, setting, sample, sources of data, measures and instruments. The student applies appropriate methodology to the development of a plan for their scholarly practice-focused project. Ethical issues and mechanisms for dissemination of the project results are included. Prereq: NUND 540.

NUND 607. Advanced Leadership and Management in Healthcare. 2 Units.
This course will build upon and apply knowledge of leadership strategies from previous coursework. Students will address the successful management of clinical challenges within the dynamic healthcare environment. The course will emphasize the development of strategic capacity, enabling students to navigate complex clinical issues within the healthcare setting. Prereq: NUND 507.

NUND 609. Theoretical Foundations of Educational Testing and Evaluation. 2 Units.
In this course, an overview of educational measurement and evaluation is provided. Methods of evaluating teaching effectiveness, student learning, and student performance are explored. Prereq: NUND 509.

NUND 610. Translating Evidence into Nursing Practice. 3 Units.
This course focuses on methods for developing best practice protocols, and translating them into practice.

NUND 611. DNP Practicum. 1 - 2 Units.
Under the guidance of the faculty advisor and designated mentor(s), the student will develop, implement and evaluate specific clinical practice experience(s) that prepare the student to lead in collaborative practice. Selected competencies of the DNP-prepared nurse will be advanced. Note: Admission to the DNP Program required. Prereq: NUND 504 or NUND 506.

NUND 612. Transformational Leadership in Executive Nursing Practice. 3 Units.
This course will focus on transformational leadership and entrepreneurial concepts as applied to executive nursing practice. This course will include theoretical understandings of innovation, visioning and inspirational skills to lead change and improve clinical nurse and patient/client outcomes at the organizational system level, within the context of complex health care systems. Prereq: NUND 512.

NUND 615. Teaching Practicum. 1 - 6 Units.
In this precepted teaching practicum, the student may engage in classroom, laboratory, and clinical teaching assignments in nursing. The student will be expected to use current educational theory and nursing knowledge in completing the practicum experience (minimum 60 hours). Prereq: NUND 609 or NURS 619.

NUND 619. DNP Project Proposal Development. 1 - 2 Units.
Under the guidance of the student's chair and committee, the student will develop a proposal for a project to address a practice-based problem. Prereq: NUND 541.

NUND 620. Scholarly Project. 1 - 3 Units.
Under the guidance of their advisor and committee, the student will complete a systematic investigation of a previously identified problem. The experience will culminate with a written report of the findings. (Completion of all DNP coursework; may be concurrent with NUND 611). Prereq: NUND 619.

NUNP Courses

NUNP 401. Development and Health Promotion in Children and Adolescents. 3 Units.
This course will examine the concepts of development and health promotion in children and adolescents. Concepts and theories from nursing and other related disciplines will be explored. Clinical application of theories and advanced nursing strategies to optimize the health of children, adolescents, and their families will be emphasized in the professional role development of students. Prereq: Enrolled in MSN program.

NUNP 402. Common and Acute Health Problems of Children. 6 Units.
This course will introduce the common and acute health problems occurring in infancy through adolescence using a biological, psychological, social, cultural, and family-centered approach. Knowledge of pathophysiology, advanced assessment, and diagnostic reasoning for acute and common problems in children and adolescents will be emphasized. Strategies used to improve health outcomes will be discussed. Prereq: NURS 453, NURS 459 and NUNP 410. Prereq or Coreq: NURS 430.
NUNP 403. Advanced Management in Pediatric Primary Care. 5 Units.
This course will focus on the primary and rehabilitative health care management of complex, multi-dimensional health problems experienced by children and adolescents within the context of their family and community environments. Pathophysiology, advanced assessment, and diagnostic reasoning specific to complex health problems in children and adolescents will be emphasized. Emphasis will be placed on the consultation and referral processes within interprofessional teams. Prereq: NUNP 402.

NUNP 405. Foundations for the Neonatal Nurse Practitioner. 3 Units.
This course introduces the role of the Neonatal Nurse Practitioner and concepts relevant to the management of the neonate. Students analyze nursing strategies to optimize health behaviors in families with neonates. Coreq: NUNP 416.

NUNP 410. Health Promotion Across the Life Span. 2 Units.
This course introduces diagnostic reasoning skills related to health promotion, disease prevention, and maintenance of function across the lifespan. Students develop skills that foster wellness in individuals, families, and communities. Epidemiological principles, risk appraisals, and other strategies are incorporated.

NUNP 412. Health Problems of the Neonate. 4 Units.
This course will focus on the high-risk neonate. Advanced practice nursing strategies that enhance, maintain, and restore health in ill neonates and their families will be addressed. Diagnostic and therapeutic approaches specific to the neonate will be emphasized. Prereq: NUNP 405 and NUNP 416.

NUNP 413. Adv Mgmt Acutely Ill Neonate. 3 Units.
This course will focus on assessment, and diagnostic approaches in implementation of management plans for neonates with acute health problems. Pathophysiological changes specific to neonates with acute health problems will be incorporated. Concepts related to discharge planning and long-term follow-up will be introduced. Prereq: NUNP 405 and NUNP 412.

NUNP 414. Advanced Management of Neonates with Complex Health Problems. 5 Units.
This course will focus on assessment and diagnostic approaches in implementation of management plans for neonates with acute and complex health problems. Pathophysiological changes specific to neonates with complex health problems will be incorporated. Emphasis will be placed on consultation and referral processes within interprofessional teams. Prereq: NUNP 413.

NUNP 416. Integrated Assessment of the Neonate. 3 Units.
This course will introduce principles fundamental to the integrated assessment of the neonate. It will stress perinatal history taking including assessment of genetic risks, gestational age assessment, and physical assessment skills. The course will provide the basis for problem identification, decision making, advanced therapeutics, and case management. Coreq: NUNP 405.

NUNP 419. Family Health Nursing: Health of Adults and Older Adults. 5 Units.
This course is an introduction to the practice of primary health care of adults and older adults. Principles of health promotion, disease prevention, management of common acute and chronic health problems and the impact of the family are incorporated. Emphasis is placed on the physical, psychological, social, and cultural aspects of care. Pathophysiology, assessment, and diagnostic techniques specific to the common acute and chronic health problems are integrated. Strategies related to health and illness care are used to enhance, maintain, and restore health. Collaboration with other health care professionals to enhance patient outcomes is explored. Prereq: NURS 453, NURS 459 and NUNP 410. Coreq: NURS 430.

NUNP 429. Health Promotion & Common Reproductive Health Problems of Adolescents and Adults. 4 Units.
This course introduces the student to the care of the woman from puberty through menopause and her family. Physical and psychosocial health and deviations before, during, and after the childbearing years are assessed. The course content includes principles of education for childbirth, parenting, and fertility control. Strategies to optimize health-seeking behaviors are identified. Content on pregnancy and postpartum care is integrated into the course. Prereq: NURS 459.

NUNP 432. Common & Acute Health Problems of the Adult and Older Adult. 5 Units.
This course will introduce the common and acute health problems occurring across the adult life span. A problem-oriented approach will be used with emphasis on the biological, psychological, social, and cultural aspects of care. Advanced assessment, and diagnostic reasoning strategies specific to the acute and common problems of adults and older adults will be included. Principles of pathophysiology and pharmacology will be incorporated. Advanced practice nursing strategies to enhance, maintain, and restore health will be emphasized. Prereq: NURS 453, NURS 459 and NUNP 410. Prereq or Coreq: NURS 430.

NUNP 434. Advanced Management in Adult and Older Adult Primary Care. 5 Units.
This course will focus on health care concepts specific to the management of complex multidimensional health problems experienced by adults and older adults within the context of their family and community environments. Pathophysiology, assessment, and diagnostic strategies specific to complex health problems will be emphasized. Principles of pathophysiology and pharmacology will be incorporated in the development, implementation, and evaluation of plans of care to enhance patient outcomes. Prereq: NUNP 449.

NUNP 438. Foundations for Adult-Gerontology Acute Care Nursing. 4 Units.
The course focuses on establishing elements of advanced nursing practice assessment and diagnostic reasoning across the continuum of healthcare services to meet the specialized physiologic and psychological needs of adults and older adults with complex acute and/or chronic health conditions. Prereq or Coreq: NURS 453 and NURS 459 or students with an MSN and NP certification, permission of faculty.
NUNP 439. Family Health Nursing: Health of Children and Adolescents. 4 Units.
In this course students are introduced to the influence of family dynamics in the practice of primary health care of children and adolescents. The course includes the application of the principles of growth and development, disease prevention, health promotion, and management of common acute and chronic health problems in children and adolescents. Clinical application of strategies to optimize health seeking behaviors is emphasized. Collaboration with other health care professionals to enhance patient care is reinforced. Prereq: NUNP 429.

NUNP 443. Acute Health Problems of Adults and Older Adults. 6 Units.
In this second of sequenced Adult-Gerontology Acute Care Nursing clinical courses, the emphasis is on the pathophysiology, assessment, and diagnostic approaches to adults and older adults with complex acute and chronic health disorders that manifest with physiologic instability. The clinical practicum focuses on further development of diagnostic reasoning, clinical judgment, caring practices, and collaboration in health care systems that deliver acute and critical advanced practice nursing. Certification in PALS is required. Prereq or Coreq: NURS 438 and NURS 459 and NURS 453 and NURS 430 or Requisites Not Met permission.

NUNP 444. Advanced Management of Acutely Ill Adults and Older Adults. 4 Units.
This third clinical course in the Adult-Gerontology Acute Care Nurse Practitioner sequence focuses on concepts specific to complex, multidimensional health problems of acute and critically ill adults and older adults. Clinical practice focuses on the management of patients with complex health problems and life-threatening conditions across the entire adult population. Prereq: NUNP 443.

NUNP 449. Advanced Practice Nursing Care of the Older Adult. 4 Units.
This course will integrate the principles of health promotion, disease prevention and rehabilitation in the care of older adults. The assessment of nutritional needs, functional status, mental status, social support systems, and caregiver stress will be addressed. These factors are analyzed in various environments of care. Cultural, ethnic, and developmental issues are addressed. The diagnosis, treatment and management of acute and chronic conditions associated with aging, but that can also occur in younger adults, are presented. Interventions appropriate to restore or maintain an optimal level of function will be included. Palliative and end-of-life care will be addressed. Prereq: NUNP 432.

NUNP 455. Management of Complex Acute Problems in Children and Adolescents I. 4 Units.
This course will apply knowledge, evidence, advanced skills, interventions, and pharmacotherapy in the management of children and adolescents with acute, chronic and critical conditions within the context of family-centered care. Assessment strategies and management principles will be addressed. (Minimum of one year nursing experience in a pediatric acute care setting. Certification in PALS is required.) Prereq or Coreq: NUNP 402.

NUNP 456. Management of Complex Acute Problems in Children and Adolescents II. 5 Units.
This course will integrate knowledge, research, advanced skills and interventions with children and adolescents with complex acute, critical and chronic health conditions. Advanced practice strategies and management principles will be addressed including knowledge and skills with technological assessment modalities and procedures associated with the care of acutely and critically ill children and adolescents within the context of family-centered care. Prereq: NUNP 455.

NUNP 464. Global Clinical Learning. 1 Unit.
This course will allow the MSN student to engage in clinical work in low and middle income medically under resourced communities providing direct patient care under clinical supervision of MSN faculty. Students will prepare for the experience by gaining knowledge of the history and culture of the region, common diseases prevalent in the area and orientation to the site operations. The student will focus on the 1) steps to diagnose, treat and implement a plan of care for area specific diseases; 2) culturally and resource appropriate treatments; 3) dental hygiene and nutrition as they impact the health of the local population. Students will prepare culturally appropriate presentations for local nurses and contribute to the preparation of non-medical members of the team for patient safety using current evidence based practices. Offered as NUNP 464 and NURS 464. Prereq: Enrollment in MSN, DNP or PhD in Nursing Program.

NURS Courses

NURS 115. Foundations of Nursing Practice I. 4 Units.
This course is designed to introduce the student to the practice, profession, and discipline of nursing. Critical historical influences on the development of the profession will be discussed. The relationship between evidence, theory, and nursing care will be explored. Contemporary nursing will be examined with a focus on patient safety, interdisciplinary care, and innovative strategies to attain optimum health. The basic components of the nursing process will be presented as a framework for beginning clinical practice.

NURS 122. Foundations of Nursing Practice II. 3 Units.
This course builds on the concepts essential to the foundations of nursing practice presented in previous nursing courses. It is designed to focus on strategies, skills, and techniques to obtain a comprehensive individual health history, family health history, and physical examination. Therapeutic interventions based on assessment and scientific knowledge will be performed. Prereq: (BIOL 114 with a grade of C or better or a score of 4 or higher on the Biology AP exam), BIOL 116 with a grade of C or better, NURS 115 with a grade of C or better.

NURS 160. Health Care in the Community. 1 Unit.
This course will integrate social disparities in healthcare outcomes with the delivery of culturally appropriate, community-based healthcare interventions. Students will engage in a community clinical experience in a community-based facility. Population health, public health nursing, and community assessment will be emphasized.

NURS 201. Applied Nutrition in Health and Disease. 2 Units.
This course builds upon the student’s knowledge of human physiology and metabolism. Nutrient requirements are highlighted as well as changes related to different stages in the lifespan. Contemporary nutritional issues will be addressed. Prereq: (BIOL 114 with a grade of C or better or a score of 4 or higher on the Biology AP exam) and BIOL 116 with a grade of C or better.

NURS 210. Teaching/Learning in the Community. 1 Unit.
This course will expand on foundational public health nursing concepts to develop student knowledge, skills, and attitudes in providing culturally appropriate health care education to diverse populations. This course will explore the syndemic relationships between learning needs, health literacy, teaching/learning interventions, and evaluation of learning. Students will engage in classroom and experiential teaching/learning encounters. Prereq: NURS 160.
NURS 211. Introduction to Pharmacology I. 1.5 Unit.
This is the first of two courses which will introduce the basic principles of pharmacology and pharmacotherapeutics, including a review of the characteristics and use of major drug classifications with an emphasis on nursing implications. The pharmacological content presented in this course will be coordinated with Nursing Care of the Adult 1 with emphasis focused on patients experiencing co-morbid conditions. Prereq: BIOL 117, CHEM 119, and NURS 122. Coreq: NURS 230.

NURS 212. Introduction to Pharmacology II. 1.5 Unit.
This is the second of two courses which will introduce the basic principles of pharmacology and pharmacotherapeutics, including a review of the characteristics and use of major drug classifications with an emphasis on nursing implications. The pharmacological content in this course will be coordinated with Nursing Care of the Adult 2 with emphasis focused on patients experiencing co-morbid conditions. Prereq: NURS 211 and NURS 230. Coreq: NURS 240 and NURS 317.

NURS 230. Nursing Care of the Adult I. 5 Units.
This is the first of two courses that will focus on the application of the nursing process to adults experiencing common acute and chronic health alterations. Special emphasis will be placed on patient assessment, diagnostic testing, and medication teaching and administration. The concept of transition from inpatient to primary care will be discussed. Prereq: BIOL 117, CHEM 119, and NURS 122. Coreq: NURS 211.

NURS 240. Nursing Care of the Adult II. 4.75 Units.
This course will build upon the knowledge and skills mastered in NURS 230. Students will collaborate with members of the health care team to plan, implement, and evaluate nursing interventions and provide comprehensive care. Primary and transitional care planning will be emphasized for the adult with chronic health issues and comorbid conditions. Prereq: CHEM 121, NURS 211, and NURS 230. Coreq: NURS 212.

NURS 250. Aging in Health and Illness. 2 Units.
This course will explore the concept of aging as a healthy developmental process with a particular focus on older adults as active, independent and contributing members of the community. Content will include the process of healthy aging, major health problems for which older adults are at risk, and policy issues. Prereq: BIOL 117, CHEM 119, NURS 122. Coreq: NURS 211.

NURS 260. Evidence Based Public Policy in the Community. 1 Unit.
This course expands on foundational public health nursing concepts to develop student knowledge, skills, and attitudes in providing culturally competent health care to diverse populations using the service learning model. Utilizing a balance between knowledge centered and skill centered approaches students will apply concepts of team work and collaboration to experiential learning outcomes. Prereq: NURS 210.

NURS 277. BCLS and First Aid for Health Care Providers. 0 Unit.
Designed for healthcare professional students, this course follows the American Heart Association Basic Life Support (BLS) for Healthcare Providers Course objectives. It provides a variety of healthcare professional students the ability to recognize several life-threatening emergencies, provide CPR, use an AED, and relieve choking in a safe, timely and effective manner. Basic first aid skills are also included in this course.

NURS 310. Leadership in the Community. 1 Unit.
This public health course is designed to develop student knowledge, skills and attitudes in providing culturally competent health care to diverse populations, using the service learning model. Students will explore nursing’s role as a community health advocate in the promotion of health and the elimination of health disparities. Utilizing a balance between knowledge-centered and skill centered approaches to delivering culturally competent care, students will apply leadership concepts in both traditional classroom and transcultural experiential learning encounters. Prereq: NURS 210 and NURS 260.

NURS 315. Parents and Neonates in Health and Illness. 4.5 Units.
This course focuses on the study of child bearing families and their health-seeking behaviors from a developmental perspective. Content includes nursing knowledge and skills related to assessment of health status of parents and neonates. Nursing strategies focusing on interventions to promote, restore, and maintain health are discussed. Prereq: NURS 212, NURS 240, NURS 317, NURS 342, and SOCI 203.

NURS 316. Child Health Nursing. 4.5 Units.
This course will build on knowledge and skills acquired in previous adult courses to tailor nursing care to infants, children, adolescents, and their families. Students will apply the nursing process within the context of the child/family’s culture and community and will examine acute and chronic conditions along with health promotion and maintenance. Growth and development, communication, evidence-based practice, interprofessional collaboration, quality, and safety will be emphasized. Prereq: NURS 212, NURS 240, NURS 317, NURS 342, and SOCI 203. Coreq: NURS 315.

NURS 317. Psychiatric-Mental Health Nursing. 3.75 Units.
The course is designed to address health-seeking behavior patterns within the context of psychiatric and mental health nursing concepts. The focus is on clients with psychiatric disorders and their mental health. Nursing strategies that are appropriate for assessment and intervention with individuals, families, and groups to facilitate optimal mental health will be discussed and practiced. Prereq: NURS 211 and NURS 230. Coreq: NURS 212.

NURS 320. Theoretical and Evidence Bases for Best Practice in Nursing. 3 Units.
This course explores the theoretical and evidence bases for best practices in nursing. The course begins with an overview of the theoretical and philosophical underpinnings of nursing practice and nursing science. The course includes an intensive focus on the concept of evidence based practice and the process of evaluation supporting practice. Additionally, the course introduces evaluation models used to determine the effectiveness and quality of existing practice and to recommend improvements. Counts as SAGES Departmental Seminar. Prereq: STAT 201 or STAT 201R.

NURS 338. Care of the Adult and Older Adult with Complex Health Alterations. 4.5 Units.
The purpose of this course is to provide the student with the knowledge and skills to care for one or more complex, acutely ill adult patients, who present with co-morbid conditions and may be dependent on technologies. This complexity encompasses the physical, psychological, social, spiritual, and ethical domains of care and includes both patient and the family. Prereq: NURS 212, NURS 240, NURS 342 and NURS 317. Coreq: NURS 339.
NURS 339. Care of the Perioperative Patient. 3.5 Units.
This course will provide the student with a dynamic learning experience in a perioperative interprofessional environment to enhance the knowledge, cognitive and psychomotor skills to care for patients undergoing operative or invasive procedures. Course didactic, lab, and clinical components will be guided by The Quality and Safety Education for Nurses (QSEN) competencies. The Perioperative Patient-Focused Model (Association of periOperative Registered Nurses) will be introduced. Communication skills, advocacy and leadership will be emphasized in the context of nursing care within and outside of the perioperative environment. Prereq: NURS 212, NURS 240, NURS 317 and NURS 342. Coreq: NURS 338.

NURS 341. Concepts of Leadership and Management in Nursing Practice. 3 Units.
This course will focus on basic concepts related to leadership and management in the provision of nursing care. Students will examine management processes, leadership theory, and related competencies for individual clinical practice. An emphasis will be placed on professionalism, professional identity, equity, inclusion in care, and emotional intelligence. Internal environmental factors and external influences that impact nursing management will be analyzed. Prereq: NURS 315, NURS 316, NURS 338, NURS 339.

NURS 342. Medical Microbiology, Immunity, and Infectious Disease. 4 Units.
This course will provide the foundation of general microbiology necessary for students who are enrolled in nursing. This course will introduce the core concepts and basic principles in microbiology, examining microorganisms and how they interact with humans and the environment. Information regarding classification of microorganisms, characteristics of different cell types and processes critical for cell survival will be presented. Topics such as bacterial metabolism, microbial nutrition, genetics, anti-microbial approaches and interaction of pathogenic bacteria with humans will be discussed. The course will include a laboratory component designed to complement lecture topics. Prereq: BIOL 117 and CHEM 121.

NURS 343. Issues and Ethics in Health Care. 2 Units.
This course is designed to introduce the student to the principles underlying ethical issues and methods of rational decision making. Fundamental theories will be reviewed and opportunity provided, using case analysis, to apply the theories in addressing ethical dilemmas common to modern health care. Prereq: NURS 315, NURS 316, NURS 338, and NURS 339.

NURS 345. Nursing Informatics 2. 2 Units.
This course builds on information learned in NURS 120, and focuses on the use of informatics in nursing practice, education, and research. The emphasis is on using informatics to solve clinical problems. The course addresses how nursing informatics has evolved as a discipline and explores career options in nursing informatics. Current policy and legislative influences on health care technology are also addressed. Prereq: NURS 120.

NURS 350. Process Change in the Community. 1 Unit.
This public health nursing course is designed to develop student knowledge, skills, and attitudes in providing culturally competent health care to diverse populations, using the service learning model, by analyzing key community components that influence health and wellness. Students will explore nursing's role as a community health advocate in the promotion of health and the elimination of health disparities. Utilizing a balance between knowledge-centered and skill-centered approaches to delivering culturally competent care, students will engage in both traditional classroom and transcultural experiential learning encounters. Prereq: NURS 210 and NURS 260.

NURS 370. Information Technologies in Health. 1 Unit.
The focus of this course is the application of advanced information technologies in the health care of communities and populations. Building on a base of pre-requisite informatics course knowledge and student clinical experiences, the course will explore contemporary issues in informatics and the ways in which a nurse can manage the information to support the delivery of care to clients, communities, and populations.

NURS 371. Population Health Nursing. 3 Units.
In this course, students will develop knowledge and competencies in applying key concepts of population-based health, including public health nursing, social determinants of health, and epidemiology to care for individuals, families, communities, and populations. Through classroom experiences, students will discover strategies to assess, plan, implement, and evaluate population-focused programs. Prereq: NURS 310 and NURS 360.

NURS 372. Health in the Global Community. 3 Units.
This course focuses on an analysis of the forces shaping community and global health patterns. Drawing on multidisciplinary sources, this course explores the impact of these global processes as they manifest in the health of our own and other societies. Emphasis is placed on analysis of the broad cultural, environmental, social-economic, and political systems that contribute to health status and outcomes, health policies, and health care delivery around the world. Prereq: NURS 310 and NURS 360.

NURS 373. Population Health Practicum. 5 Units.
This practicum will provide students with the opportunity to analyze the concepts of population health, healthcare quality, health policy, systems-based practice, culture, and ethics through a community-based immersion experience. Students will apply epidemiological methods, community assessment, leadership, teamwork, collaboration, partnership building, and evidence-based nursing practice to identify and analyze a population health concern leading to the development of an intervention. Counts as SAGES Senior Capstone. Prereq: NURS 315, NURS 316, NURS 338, NURS 339. Coreq: NURS 371 and NURS 372.

NURS 380. Transition to Practice. 8 Units.
This course will prepare students to transition to professional nursing practice by integrating principles of communication, collaboration, and clinical decision making necessary to provide safe, quality nursing care for patients and their families with complex issues of health and illness. Emphasis will be placed on clinical practice and nursing strategies designed to provide comprehensive, patient-centered care for select populations. Prereq: NURS 315, NURS 316, NURS 338 and NURS 339.

NURS 394. Global Health Seminar. 3 Units.
The focus of this course is the issues and trends in global health from both a nursing and a trans-disciplinary perspective. The course covers how international social, political, economic, environmental, and cultural issues affect health and health care. Particular emphasis is placed on nursing’s contribution to global health issues and outcomes. Offered as: NURS 394 and NURS 494.
NURS 395. Global Health and Culture in Diverse Populations. 3 Units.
This elective course will use didactic and experiential learning, including travel abroad, to expose students to health care and population health in other countries. The focus of the course will be on issues and trends in global health from a trans-disciplinary perspective. International historical, social, economic, environmental, and cultural issues affecting health and health care will be examined. (Junior or graduate status required). Offered as NURS 395 and NURS 495.

NURS 399. Independent Study. 1 - 12 Units.
Independent guided study for undergraduate students with special interests and/or curricular needs. The course may include didactic, lab and/or clinical experiences. Faculty consent required to register.

NURS 400. Guided Study in Nursing. 1 - 12 Units.
Independent guided study for students with special interests and/or curricular needs. May include didactic, lab, and/or clinical. Separate guided study plan form required. Faculty consent required to register.

NURS 401. Human Growth and Development through the Lifespan. 3 Units.
This course will provide an overview of major concepts, theories and research related to human growth and development from birth to death. An emphasis will be placed on providing culturally appropriate care to all, respecting the diversity and breadth of the human experience.

NURS 404. Emergent Care of the Child. 2 Units.
This course provides an introduction to the care of the child requiring critical care transport (CCT). This course examines pathophysiology, assessment, diagnostic approaches, and interventions specific to emergent care of infants, children and adolescents by advanced nursing practice in CCT. Prereq: NURS 406.

NURS 405. Inquiry I - Theoretical Foundations. 2 Units.
This course provides an introduction to conceptual and theoretical thinking. Students will examine knowledge development in nursing, conceptual structures, and their uses as a basis for nursing practice and research.

NURS 406. Flight Nursing Seminar I. 1 Unit.
This course introduces the knowledge and skill set for advanced nursing practice in critical care transport. The unique features of delivering care in the critical care transport environment are emphasized.

NURS 407. Critical Care Transport and Advanced Nursing Practice 2. 1 Unit.
This course further develops the knowledge and skill set of advanced nursing practice to deliver care to individuals and groups of patients with critical illness. Emphasis is placed on diagnostic reasoning and patient management in unstructured environments. Prereq: NURS 406.

NURS 412. Practice Change Implementation. 1 Unit.
The course focuses on evidence-based practice implementation and quality improvement methods to facilitate effective management of practice change. Students will define quality and safety problems in the healthcare system in which they work and then implement a change. The course covers issues related to evidence-based practice, teamwork, systems science, change management, and data analytics. Students will apply the concepts to practice through an implementation/quality improvement project.

NURS 415. Introduction to Childbirth. 1 Unit.
This course will provide an overview of the process of physiologic labor and birth and methods to facilitate normal processes and minimize interventions. Anatomical and physiologic factors of labor and birth will be explored in detail. The psychological, social, and cultural influences on labor will be examined. Preparation for childbirth by the woman and her family will be explored. The influences of family and health care providers during the labor and birth process will be analyzed.

NURS 416. Integrated Assessment of the Neonate for Midwives. 1 Unit.
This course will introduce concepts fundamental to the integrated assessment of the neonate. Skills in physical, behavioral, and gestational age assessment will be developed. The course will provide the basis for identification of deviations from normal and consultation and/or referral to appropriate health services as indicated. Coreq: NURS 457.

NURS 420. History of Advanced Practice Nursing. 1 Unit.
This course will provide an overview of the history of advanced practice nursing in the United States. The social, political, and economic factors driving the establishment of advanced practice nursing will be explored. Students will have an opportunity to thoroughly explore the history and evolution of a particular advanced practice nursing role.

NURS 425. Inquiry II - Research Process. 3 Units.
This course emphasizes scholarly inquiry, scientific integrity and scientific investigation. It includes study of the research process, particularly design, sampling, data collection and analysis, and interpretation and reporting of findings. Prereq: NURS 405.

NURS 430. Advanced Pharmacology. 3 Units.
This course focuses on the application of advanced pharmacology and pharmacotherapeutics for common conditions across the lifespan. Principles of pharmacokinetics, pharmacodynamics, and pharmacogenomics are applied. Pharmacotherapeutic decision points congruent with effective prescribing are emphasized, including integrating the ethical, legal and cost-benefits of pharmacological interventions. This course is designed to build on diagnostic reasoning and prior pharmacology study of actions and effects of drugs on the human system. RN licensure and practice recommended Prereq: Enrolled in MSN, DNP or PhD Nursing program.

NURS 431. Psychosocial and Spiritual Dimensions of Advanced Nursing Practice. 2 Units.
This course will focus on psychosocial and spiritual dimensions of care. Focused interviewing, counseling, and coaching skills will be examined. Skills in assessing spirituality depression, psychological distress, suicide risk, and substance use issues will be addressed.

NURS 444A. Ethical Issues in Advanced Nursing Practice. 1 Unit.
The focus of this course is ethical decision-making for advanced nursing practice. The interaction between the health care delivery system and ethical decision making is explored. The role of the nurse in identifying and addressing ethical dilemmas and applying communication strategies in assisting patients and families and the interdisciplinary team is emphasized.

NURS 444B. Health Care Delivery and Finance in Advanced Practice. 1 Unit.
The focus of this course is the study of the financial and business factors related to health care delivery and advanced practice nursing. Students will discuss strategies related to business practices, coding, billing, and reimbursement.
NURS 444C. Health Policy Legislation and Legal Issues in Advanced Practice. 1 Unit.
The focus of this course is the critical analysis of health policy and legal issues. Strategies for influencing health policy will be explored.

NURS 451. Leadership for Quality Healthcare within Organizations and Systems. 3 Units.
This course will prepare the student to take a leadership role within organizations and systems to improve the quality of health care. Theory-based strategies to promote change within organizations and systems will be examined. The influence of structural and contextual factors on health, current and emerging information technologies, and communication patterns influencing outcomes of care will be explored.

NURS 453. Advanced Pathophysiology. 4 Units.
This course focuses on the biologic alterations produced by injury or disease among individuals across the lifespan. Physiologic and pathophysiologic concepts that contribute to an individual's capacity for health and susceptibility to illness are examined. This will be the first of a two-course series focusing on advanced physiology and pathophysiology. This course will include an examination of cellular and tissue physiology, genetics, immunology, cancer biology, and neurologic systems. (Enrollment in MSN, DNP or PhD in Nursing Program)

NURS 453A. Advanced Physiology & Pathophysiology I. 2 Units.
This course will focus on physiologic function and pathophysiologic alterations produced by injury or disease among individuals across the lifespan. Physiologic and pathophysiologic concepts that contribute to an individual's capacity for health and susceptibility to illness will be examined. This will be the second of a two-course series focusing on advanced physiology and pathophysiology. This course will include an examination of cellular and tissue physiology, genetics, immunology, cancer biology, and neurologic systems. (Enrollment in MSN, DNP or PhD in Nursing Program)

NURS 453B. Advanced Physiology & Pathophysiology II. 3 Units.
This course will focus on the physiologic function and pathophysiologic alterations produced by injury or disease among individuals across the lifespan. Physiologic and pathophysiologic concepts that contribute to an individual's capacity for health and susceptibility to illness will be examined. This will be the second of a two-course series focusing on physiology and pathophysiology. This course will include an examination of cardiovascular, pulmonary, hemotologic, endocrine, renal, gastrointestinal, musculoskeletal, and reproductive systems. (Enrollment in MSN, DNP or PhD in Nursing Program)

NURS 454. Gynecologic, Reproductive, and Sexual Health Care. 3 Units.
In this course, students will learn to assess and manage common gynecologic, reproductive, and sexual health issues encountered by adolescents and adults in ambulatory settings. Comprehensive care for all available contraceptive methods will be addressed. Cultural safety will be integrated throughout the clinical experience. Supervised clinical experience will focus on achieving the foundation for beginning practice, anticipating and identifying complications and participating in consultations, referrals and collaborative management. This course does not address antepartum, intrapartum, or postpartum care. Prereq: NURS 459. Coreq: NURS 453.

NURS 455. The Childbearing Family. 4 Units.
The focus of this course will be the application of theory, practice and research by advanced practice nurses in the promotion of health and wellness of childbearing women using a family-centered approach. Emphasis will be on normal aspects of pregnancy, focusing on prevention of problems and promotion of health behaviors, as well as identification and management of deviations from normal. Supervised clinical experiences will include understanding normal pregnancy, anticipating and identifying complications, participating in consultations, referrals and collaborative management. Prereq: NURS 454. Coreq: NURS 430.

NURS 457. Labor and Birth. 5 Units.
In this course, students will learn to assess and manage common intrapartum and immediate postpartum issues encountered by a diverse population in inpatient settings. Facilitating the process of physiologic labor and birth and providing physical, psychological, emotional, spiritual, and social support will be emphasized. Cultural safety will be integrated throughout the clinical experience. Supervised clinical experience will include anticipating and identifying complications, including emergency situations, and participating in consultations, referrals, and collaborative management. Prereq: NURS 559.

NURS 459. Advanced Health Assessment. 3 Units.
This course focuses on advanced assessment of individuals across the lifespan. This course incorporates communication skills, interpretation of data, and diagnostic reasoning. Prereq: Enrolled in Master of Science in Nursing Program.

NURS 464. Global Clinical Learning. 1 Unit.
This course will allow the MSN student to engage in clinical work in low and middle income medically under resourced communities providing direct patient care under clinical supervision of MSN faculty. Students will prepare for the experience by gaining knowledge of the history and culture of the region, common diseases prevalent in the area and orientation to the site operations. The student will focus on the 1) steps to diagnose, treat and implement a plan of care for area specific diseases; 2) culturally and resource appropriate treatments; 3) dental hygiene and nutrition as they impact the health of the local population. Students will prepare culturally appropriate presentations for local nurses and contribute to the preparation of non-medical members of the team for patient safety using current evidence based practices. Offered as NURS 464 and NURS 466. Prereq: Enrollment in MSN, DNP or PhD in Nursing Program.

NURS 465. Psychopharmacology. 2 Units.
Course content will focus on drug categories commonly used to treat psychiatric disorders and clinical implications for the patient and family. Substance use disorder/Alcohol use disorder and application of detoxification protocols will be described. Pain management and current APRN practice in prescribing will be discussed.

NURS 466. Promoting Health Across Boundaries. 3 Units.
This course examines the concepts of health and boundary spanning and how the synergy of the two can produce new, effective approaches to promoting health. Students will explore and analyze examples of individuals and organizations boundary spanning for health to identify practice features affecting health, compare and contrast practices and approaches, and evaluate features and context that promote or inhibit boundary spanning and promoting health. Offered as MPH 466, PQHS 466, SOCI 466, NURS 466 and BETH 466. Prereq: Graduate student status or instructor consent.

NURS 468. The Continual Improvement of Healthcare: An Interdisciplinary Course. 3 Units.
This course prepares students to be members of interprofessional teams to engage in the continual improvement in health care. The focus is on working together for the benefit of patients and communities to enhance quality and safety. Offered as PQHS 468, MPH 468, and NURS 468.
NURS 473. Advanced Psychopathology Across the Lifespan: Part I (Infant through Young Adult). 2 Units.
The course will focus on the assessment and diagnosis of psychopathology in children of all ages, infants through young adults. Behavioral deviations from normal growth and development will be assessed while considering age, social, cultural, and economic differences. The responsibilities of family members to psychopathology, violence and substance use in this age group will be discussed.

NURS 474. Advanced Psychopathology Across the Lifespan Part II (Adult and Older Adult). 2 Units.
This course will focus on the assessment and diagnosis of psychopathology in adults and older adults. Behavioral /cognitive deviations from normal growth and development will be evaluated while considering socio-cultural differences and age-appropriate behavior. Responses of family members in relation to adults or older adults' psychopathology, violence and substance use will be discussed. Prereq: NURS 473.

NURS 475. General Systems Theory: Foundations for Practice. 2 Units.
This foundational seminar will introduce General Systems Theory as a framework for understanding complex entities comprised of component parts that are in constant and mutual interaction. The concepts covered will emphasize the openness and flexibility of a system by attending to its entirety as opposed to focusing on separate parts. The focus will be on the organizational structure and processes controlled through cybernetics that allow system adaptation and transformation. Students will apply General Systems Theory to address the mental health care needs of stigmatized, at risk and vulnerable populations informed by their disciplinary perspectives. Graduate standing in nursing or permission of Instructor.

NURS 476. Advanced Practice Seminar: Role of Psychiatric-Mental Health APRN. 1 Unit.
Students will explore the role of the Psychiatric Mental Health (PMH) Nurse Practitioner and Psychiatric Mental Health Clinical Nurse Specialist within the context of family and community. The course will focus on boundaries, professional development and the scope of practice within these roles. Students will examine ethical, legal, cultural and professional standards as they relate to micro and macro systems. (Admission to Family Systems Psychiatric Mental Health Nursing Program required.)

NURS 481. Family Systems Theoretical Foundations. 2 Units.
This course will focus on the major contemporary theoretical approaches and therapies for conceptualizing and working with families across the lifespan. Attention will be given to families challenged by situations such as stress, trauma, violence, psychiatric disorders, and substance use. Prereq: NURS 453 and NURS 473 and NURS 475 and NURS 476.

NURS 482. Family Systems Integration and Application. 1 Unit.
This practicum experience in the application of family theory will address the professional encounter between the advanced practice registered nurse (APRN) and the family system with attention to health promotion and psychiatric disorder management. Special consideration will be given to policy, legal, cultural, and ethical issues regarding family care and practice. Group supervision of the practicum experience is an expectation. (NOTE: Admission to the Family Systems Psychiatric Mental Health NP major is required.) Prereq: NURS 453 and NURS 473 and NURS 475 and NURS 476. Coreq: NURS 430 and NURS 474 and NURS 481.

NURS 477. Family Systems Integration and Application. 1 Unit.
This practicum experience in the application of family theory will address the professional encounter between the advanced practice registered nurse (APRN) and the family system with attention to health promotion and psychiatric disorder management. Special consideration will be given to policy, legal, cultural, and ethical issues regarding family care and practice. Group supervision of the practicum experience is an expectation. (NOTE: Admission to the Family Systems Psychiatric Mental Health NP major is required.) Prereq: NURS 453 and NURS 473 and NURS 475 and NURS 476. Coreq: NURS 430 and NURS 474 and NURS 481.

NURS 483. Individual and Group Modalities for Family Systems Practice Across the Lifespan. 3 Units.
This seminar will address therapeutic modalities as applied to families across the lifespan. Brief, individual, and group modalities will be studied in the context of Family Systems Theory with a focus on differences in family constellations and developmental stages. The selection of modalities for families will consider the implications of cultural and gender differences, vulnerable populations, and the stigma of psychiatric illness. Prereq: NURS 430 and NURS 481 and NURS 482.

NURS 485. Practicum and Supervision: Family Systems Practice Across the Lifespan. 2 Units.
This practicum experience will involve the professional encounter between the individual, group members, and psychiatric nurse practitioner students within the context of family systems theory. Nursing strategies and concepts from psychiatry, behavioral and social sciences related to the promotion of mental health and biopsychosocial treatment in individual and group members across the life span will be explored. Attention will be given to situations such as stress, loneliness, trauma, violence, and substance abuse. Group supervision of the practicum experience is an expectation. Prereq: NURS 430 and NURS 481 and NURS 482. Coreq: NURS 484.

NURS 486. Modalities for Family Systems Practice: Vulnerable Family Populations. 3 Units.
Students will explore the special needs of families who are currently at risk for or manifesting mental health and substance use disorders within the context of family and community in urban and rural settings. Vulnerable families including those who have been exposed to acute and chronic stress disasters, military-related and other forms of trauma will be studied. The needs of youth and adults who are incarcerated will be addressed. Students will encounter the diverse nature of family relationships, including blended, migrant, and immigrant families; relationships that are defined by choice; and families residing on reservations and in religious enclaves. A variety of treatment modalities will be discussed. Prereq: NURS 482 and NURS 485.

NURS 488. Theoretical Basis of Practicum and Supervision in Consult, Collaborate, and Mental Health Education. 3 Units.
This course will focus on the professional encounter among the psych mental health advanced practice registered nurse (APRN) and patient, families and communities within the context of an environment of care. The nurse consultant e applies general systems and family systems theory to enhance the capacity of patients and families to learn, adapt and develop through mutual interaction and cybernetic processes. The roles of the psychiatric mental health APRN, educator, researcher, administrator and therapist are explored. The theories and processes of consultation, collaboration and adult education are discussed relative to mental health and community education. Prereq: NURS 484 and NURS 485. Coreq: NURS 489.

NURS 489. Practicum and Supervision in the Role of Family Systems Psychiatric Mental Health Advanced Practice. 3 Units.
This practicum course will emphasize the professional encounter between the psychiatric mental health (PMH) advanced practice registered nurse (APRN), families, organizations, communities and agency personnel providing mental health services. Systems variables that influence the learning, adaptation and development of families, organizations and systems will be emphasized. Billing and coding for the PMH APRN will be integrated into the course. The PMH APRN student functions as a change agent in direct and indirect care through the role of practitioner, educator, consultant, planner, evaluator and researcher. Prereq: NURS 484 and NURS 485. Coreq: NURS 488.
NURS 494. Global Health Seminar. 3 Units.
The focus of this course is the issues and trends in global health from both a nursing and a trans-disciplinary perspective. The course covers how international social, political, economic, environmental, and cultural issues affect health and health care. Particular emphasis is placed on nursing's contribution to global health issues and outcomes. (Junior or graduate status required). Offered as NURS 394 and NURS 494.

NURS 495. Global Health and Culture in Diverse Populations. 3 Units.
This elective course will use didactic and experiential learning, including travel abroad, to expose students to health care and population health in other countries. The focus of the course will be on issues and trends in global health from a trans-disciplinary perspective. International historical, social, economic, environmental, and cultural issues affecting health and health care will be examined. (Junior or graduate status required). Offered as NURS 395 and NURS 495.

NURS 502. Inquiry III Evidence-Based Practice. 2 Units.
This course will focus on linking research evidence to practice. Processes for appraisal and implementation of evidence-based practice will be included. Prereq: NURS 425 or Requisites Not Met permission.

NURS 503. Inquiry Practicum. 1 - 2 Units.
This course focuses on the development of competencies in scientific inquiry. Such competencies are achieved through participation in a research study or evidence-based project related to nursing science with dissemination of the experience. Prereq or Coreq: NURS 502.

NURS 504. Nursing Knowledge Development. 3 Units.
This course involves two critical issues for knowledge development for the discipline of nursing. First, epistemology is the study of knowledge shared among members of the discipline, the patterns of knowing and knowledge development, and criteria for evaluating knowledge claims and philosophy of science. The epistemological focus is aimed at enabling students to become knowledgeable about approaches to the study of disciplines and scientific knowledge development. Forces affecting the development of knowledge, the origins of key terms and concepts, and identification of major themes in nursing will be explored.

NURS 506. Nursing Epistemology. 3 Units.
This course involves the study of knowledge shared among members of the discipline, the patterns of knowing and knowledge development, and criteria for evaluating knowledge claims and philosophy of science. The course is a search and discussion experience aimed at enabling graduate students to become knowledgeable about approaches to the study of disciplines and scientific knowledge development. Forces affecting the development of knowledge, the origins of key terms and concepts, and identification of major themes in nursing will be explored.

NURS 507. Clinical Knowledge. 3 Units.
This course is structured to allow students to develop clinical knowledge about their area of interest and to begin the process of identifying clinical research questions. Supervision for this experience will be twofold. Students will be placed with an expert clinician with a minimum of a master's degree (in nursing) to identify and arrange relevant clinical experiences. The student and the clinician will work with the course faculty to create opportunities for the student to experience the clinical phenomena of interest, which may include actual "hands-on" experience. Students will also meet regularly with the other students in the course and the course faculty for group supervision that focuses on linking clinical practice issues to research questions. Course requirements would include eight hours of practicum experiences per week.

NURS 508. Context of Care. 3 Units.
This course is designed to allow students to explore the social, political, economic, and health care issues that form the context for their clinical phenomena of interest. The intent of this course is for the student to become knowledgeable about the broader forces that affect their clinical problem. Topics might include current research in their field, as well as health policy related to their phenomena, political entities that affect funding, and the regulation of practice in their area of interest. The student will need a content expert to help them plan and coordinate their practicum experiences, which should be multiple and varied, and include exposure to both local and state level entities. Prereq: NURS 507 or equivalent.

NURS 510. Health Disparities. 3 Units.
This course aims to provide theoretical and application tools for students from many disciplinary backgrounds to conduct research and develop interventions to reduce health disparities. The course will be situated contextually within the historical record of the United States, reviewing social, political, economic, cultural, legal, and ethical theories related to disparities in general, with a central focus on health disparities. Several frameworks regarding health disparities will be used for investigating and discussing the empirical evidence on disparities among other subgroups (e.g., the poor, women, uninsured, disabled, and non-English speaking populations) will also be included and discussed. Students will be expected to develop a research proposal (observational, clinical, and/or intervention) rooted in their disciplinary background that will incorporate materials from the various perspectives presented throughout the course, with the objective of developing and reinforcing a more comprehensive approach to current practices within their fields. Offered as CRSP 510, PQHS 510, MPHP 510, NURS 510, and SASS 510.

NURS 511. Strategies for Theory Development. 3 Units.
This course examines the nature of theory and strategies for theory development in nursing. Students will explore a variety of strategies and select an approach for beginning theory development that addresses nursing phenomena in their area of interest. Prereq: Admission to PhD nursing program or requisites not met permission.

NURS 518. Qualitative Nursing Research. 3 Units.
This course examines research approaches directed towards the development of nursing knowledge. This course will include methods and issues in data collection, analysis, and critique of research findings. It will focus on the philosophical and epistemological foundations of qualitative research, present an overview of various methodological approaches, examine the criteria for rigor, and analyze ethical issues in qualitative methodologies. Prereq: Admission to PhD nursing program or requisites not met permission.
NURS 523. Advanced Practice Nursing in Critical Care Transport Practicum. 1 - 5 Units.
This practicum is designed to promote safe, effective care in critical care transport (CCT) by advanced practice (APN) nurses and APN nursing students. Experiential learning is individualized with a focus on the assessment and management of patients with life-threatening or time sensitive conditions. Precepted experiences address the knowledge, skills and attitudes for optimal CCT across the lifespan. Students will be required to have eligibility or certification in AGACNP or equivalent.

NURS 524. Molecular Genetics for the Nurse Scientist. 3 Units.
This Ph.D. course provides an in-depth forum for discussion of fundamental principles regarding molecular genetics and its relevance to medical genetics, genomics and nursing. The course will cover principles of molecular genetics including an overall discussion of the complexity of the human genome, the structure, function and regulations of genes (DNA, RNA, proteins), genetic variation, inheritance patterns and a brief overview of molecular laboratory techniques used in clinically based research. In addition the course will discuss genetic-based research approaches, and ethical challenges that accompany human genetics research. Admission to PhD nursing program required.

NURS 530. Advanced Nursing Research Methods I. 3 Units.
This course focuses on conceptualization of a research problem within a nursing perspective, systematic literature review of a substantive area of research, and the design component of a research study to address scientific gaps. Descriptive, quasi-experimental, experimental, and mixed methods designs will be examined. Threats to internal and external validity will be discussed. The emphasis is on the application of design strategies while encouraging flexibility in conceptualizing a study using different research methods. Coreq: NURS 532 or requisites not met permission.

NURS 531. Advanced Nursing Research Methods II. 3 Units.
This course focuses on sampling, measurement, instrumentation, data management, intervention development, and human subjects’ issues. These will be discussed and applied within the context of a scientific study in a substantive area that is consistent with theoretical and empirical knowledge and the nursing perspective. Prereq: NURS 530 and NURS 532 or consent of instructor.

NURS 532. Applied Statistics. 3 Units.
This course provides an advanced overview of the assumptions and applications necessary to analyze and interpret questions and research related to clinical practice. Emphasis will be on statistical interpretation of research. During the course, data management, statistical analysis, and data interpretation, as well as univariate, bivariate, and multivariate statistics such as ANOVA and ANCOVA will be examined. The data analysis process will be examined and deconstructed throughout the course. Offered as NUND 450 and NURS 532. Prereq: Admission to PhD nursing program or requisites not met permission.

NURS 533. Introduction to Data Science in Healthcare. 3 Units.
This course introduces students to key concepts in data science with a focus on applications in healthcare delivery and clinical research. The course will discuss common sources of structured and unstructured clinical healthcare data, and the theory and application of different methodologies including machine learning and artificial intelligence. Students will be introduced to the tools and processes used to clean data, perform analysis, and visualize data through experiential learning. The integration of data science research into clinical practice at the population level (e.g. disease surveillance), system level (e.g. learning health systems) and patient-level (e.g. precision health) will also be discussed. Prereq: NURS 530 and NURS 532.

NURS 533. Cultural Diversity Topics. 1 Unit.
This course will explore topics around cultural diversity in advanced nursing practice. Concepts related to cultural sensitivity in delivery of healthcare will be integrated.

NURS 557. Advanced Midwifery. 6 Units.
In consultation with faculty, students select a nurse-midwifery service where they will assume the responsibilities of beginning practitioner for a minimum of 10 weeks of intensive supervised clinical practice. Students will synthesize the nurse-midwifery management process while providing continuity of care and integrating all core competency areas. Students will explore the professional aspects of nurse-midwifery practice. Historical development of the profession will be emphasized as a framework for understanding current issues related to nurse-midwifery education and practice in the United States. Prereq: NURS 457.

NURS 559. Primary Care in Women's Health. 4 Units.
In this course, students will gain knowledge needed to assess and manage primary health care problems commonly encountered by diverse populations of women in ambulatory settings. This course will prepare the student to use the problem-solving approach to assist individuals with common acute and chronic health problems. Culturally appropriate health promotion and disease prevention will be integrated throughout. The synthesis and application of these principles, theories and concepts will be emphasized in clinical practicum. Prereq: NURS 454 and NURS 455.

NURS 601. Special Problems. 1 - 12 Units.
This course is offered, with permission, to Ph.D. students in Nursing undertaking reading in a field of special interest.

NURS 609. Health Care Policy and Planning. 3 Units.
The primary focus of this course is to explore the leadership role of nurses in health policy development and implementation as well as the role of research in health care policy formation and planning. Special emphasis is placed on selected national and international health policy issues that form the socio-political and economic context of nursing care and practice. Ethical dimensions of public policy formulations and implementation are highlighted. Offered as NUND 508 and NURS 609.

NURS 615. Topical Seminar in Health Science Research. 3 Units.
This PhD course is designed to provide an in-depth knowledge of research issues in a given area. Opportunities are provided to apply knowledge for further development of the student’s research interests and ideas. An in-depth examination of selected theoretical and methodological approaches to the development of research related to human science will be emphasized. Interrelationships among theory, research, and knowledge from nursing and related disciplines will be explored. Prereq: Admission to PhD nursing program or Requisites Not Met permission.

NURS 630. Advanced Statistics: Linear Models. 3 Units.
This course is focused on advanced procedures for data analysis and statistical inference in health research. The course is devoted to discussion and application of linear models, including simple and multiple regression and logistic regression to study design. The role of assumptions and theory in guiding the analysis plan is emphasized through lecture, readings, and critical evaluation of published research in the student’s area of interest. Prereq: NURS 532 or Requisites Not Met permission.
NURS 631. Advanced Statistics: Multivariate Analysis. 3 Units.
This course focuses on selected advanced multivariate topics and procedures in health research. Topics will be covered through lecture, readings, computer analysis as well as critical analysis of published research in the health sciences fields. Topics to be covered in this course include: survival analysis, factor analysis, path analysis, repeated measures ANOVA and advanced regression techniques (logistic, loglinear, mixed models). Prereq: NURS 630 or Requisites Not Met permission.

NURS 632. Advanced Statistics: Structural Equation Modeling. 3 Units.
This course focuses on advanced data analytic procedures using structural equation modelings (SEM) in health research. Content will be explored through lecture, computer analysis, and critical analysis of relevant research. Topics covered in this course include: SEM with latent variables, path analysis adjusting for measurement error, nested models, and advanced SEM techniques, e.g., exploratory SEM, autoregressive models, latent growth curves, and latent class analysis using mixture modeling. Prereq: NURS 630 or Instructor Consent

NURS 671. Proposal Development. 1 - 6 Units.
Provides an opportunity for guided development of a candidacy proposal through planned contact with a designated committee of faculty members. The aim is to assist the student in the development of a refined proposal with strong scientific merit. The course should be utilized only by those with a candidacy proposal statement. Minimum 3 hours required for progression in program.

NURS 701. Dissertation Ph.D.. 1 - 12 Units.
(Credit as arranged.) Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.
JACK, JOSEPH AND MORTON
MANDEL SCHOOL OF APPLIED
SOCIAL SCIENCES

The Jack, Joseph and Morton Mandel School of Applied Social Sciences (http://msass.case.edu/) offers curricula leading to the Master of Social Work (MSW) degree, Master of Nonprofit Organization (MNO) and to the Doctor of Philosophy (PhD) degree in social welfare.

Case Western Reserve University and the Ohio Department of Higher Education have authorized the Mandel School to offer the Master of Social Work (MSW) degree (https://community.case.edu/click/?linkid=5c443c05-9da6-4735-950b-caedff2e9c19) to all students who matriculate in August 2021 and thereafter. The school has great respect for the MSSA degree name and all it represents, so this decision was not made lightly. In making the transition to a new degree name, the Mandel School is recommitting to its mission of providing exceptional educational experiences for every student.

Mission and Vision

Our Mission
Advancing leadership in social work and nonprofit education, scholarship, and service to build a more just world.

Our Vision
Students are central to what we do, and they actively participate and contribute to a dynamic learning community that develops leaders of social change in direct practice, community practice and nonprofit management.

The Mandel School was founded by and for the Greater Cleveland community in the belief that a university-based school of social work would transform the work of people and organizations to achieve to their full potential. As the Mandel School celebrates its centennial, we reaffirm our historical commitment to the application of social science for improving social welfare, and seek to continue to broaden the national and international reach of our research, teaching, and service. Our graduates are prepared to be future leaders who turn knowledge into action that furthers health, well-being, and social justice.

A History of Innovation

Ranked among the nation's top ten graduate schools of social work by U.S. News and World Report, and ranked number one in Ohio, the Jack, Joseph and Morton Mandel School of Applied Social Sciences has always committed itself to learning from and fostering the best in social work practice and to building social work's knowledge base. Since its founding in 1915 as the nation's first university-affiliated professional graduate school of social work, the Mandel School has been an innovator in professional education, where educators, researchers and practitioners work side-by-side to investigate, study and disseminate knowledge to bridge the gap between the classroom and communities in which social workers practice.

The Mandel School provides students with a solid foundation designed to build core competencies with its innovative Ability-Based Learning Environment, which allows graduates a great degree of flexibility and portability. Social Work students choose concentrations in either Community Practice for Social Change or Direct Practice, which offers specializations in Aging; Substance Use Disorders and Recovery; Children, Youth and Families; Health; and Mental Health. Certificate programs include gerontology, global health, nonprofit management, trauma-informed practice, data science for social impact and school social work. Dual-degree programs enable Mandel School students to obtain their social work degree concurrently with a master's degree in bioethics, business, law, nonprofit management, public health as well as a dual degree in nonprofit management and law.

Founded 30 years ago as one of the first nonprofit management programs in the nation, the MNO program has been at the forefront of training future nonprofit leaders. It provides the essential tools needed to lead a nonprofit, carry out its mission ethically and effectively and contribute to society's betterment. The Master of Nonprofit Management (MNO) is a 39-hour degree program comprised of 27 hours of required coursework and 12 hours of electives.

The Mandel School believes that advanced practitioners are strategists of change, working in partnership with others to enhance the caring capacity of communities. The concentrations structure cross-trains Mandel School students, who build foundations in both areas that bring a breadth of knowledge to their work lives, allowing them the flexibility to pursue their interests even as they change over time. The school prepares advanced practitioners who become lifelong learners with the abilities needed to practice ethically and effectively with diverse populations and with systems of various sizes and types. Students learn to understand the dynamics of problematic social situations and to identify the strengths and resources in individuals, families and communities that offer the best solutions. The school is committed to a vision of social work practice as a force of social justice, empowerment, and the building of healthy communities. That commitment extends beyond our national borders with the Mandel School's award-winning program of international study options.

The Mandel School counts among its alumni many prominent educators, government officials, accomplished practitioners, researchers, advocates, public policy-makers, and chief executives of national and regional agencies. Faculty achievements in professional organizations, research, and agency consultation further extend the school's reputation as an active participant in the advancement of social work practice.

A Mandel School education is more than preparation. It is an opportunity to join a national network of scholars and practitioners who are shaping the course of social work in communities throughout the world. The Mandel School is ranked seventh in faculty productivity among social work schools by Academic Analytics.

For nearly one hundred years, the Jack, Joseph and Morton Mandel School of Applied Social Sciences has stood at the forefront of social work education, introducing innovations in teaching, research, and practice at every step of the way, with an approach that integrates theory and practice like no other.

Mandel students take their places alongside long-time professionals in a variety of social work and nonprofit management arenas understanding firsthand the challenges of social work and nonprofit management and sharing in its rewards. In a broad spectrum of local and regional organizations, students develop skills in direct practice, policy analysis and development, research, management and community development, and in leading nonprofit organizations.
Accreditation and Licensure
The Jack, Joseph and Morton Mandel School of Applied Social Sciences is accredited by the Council on Social Work Education (CSWE) and the Ohio Chemical Dependency Professionals Board of Ohio.

The Master of Social Work (MSW), the social work master’s degree program at the Jack, Joseph and Morton Mandel School of Applied Social Sciences is accredited by the Council on Social Work Education, a nationally recognized professional accrediting association for social work graduate and undergraduate programs.

The Jack, Joseph and Morton Mandel School of Applied Social Sciences’ Alcohol and Other Drug Abuse (AODA) curriculum is accredited by the Ohio Chemical Dependency Professionals Board of Ohio. The accreditation indicates that the AODA curriculum meets the formal master’s degree education requirements for the top level of licensed independent chemical dependency counselors in Ohio.


The Master of Social Work (MSW) degree fulfills part of the requirements of social work licensure in fifty (50) states in the United States. For further information about various licensing requirements by state, visit the website of the Association of Social Work Boards (ASWB) (https://www.aswb.org).

The Master of Nonprofit Organizations (MNO) Degree is accredited by Nonprofit Academic Centers Council (NACC).

Administration
Sharon E. Milligan, PhD
Interim Dean; Associate Director of the Center on Urban Poverty and Community Development

David B. Miller, PhD
Associate Dean, Academic Affairs and Student Services; Chair, MSW Degree Program

Nancy M. Rolock, PhD
Associate Dean for Research and Training

Craig M. Zullig
Associate Dean, Finance and Administration

Anne Marie Kollander
Associate Dean, Development and External Affairs

Ronald Davis, MSW
Assistant Dean, Field Education & External Relations

Adrienne Fletcher, PhD
Assistant Dean, Diversity and Inclusion

Scott Wilkes, PhD
Assistant Dean, Academic Affairs

Kimberly McFarlin, MSSA, MNO
Assistant Dean, Student Services

Victor Groza, PhD
Chair, Doctoral Program

Rachel Blake
Director, Finance

Mark Chupp, PhD
Director, Community Innovation Network

Matthew Colver
Assistant Director, Financial Aid

Eileen Connell
Director, Information Technology

Claudia J. Coulton, PhD
Co-Director, Center on Urban Poverty and Community Development

Nada Difranco
Director of Alumni Relations and Development

Robert L. Fischer, PhD
Co-Director, Center on Urban Poverty and Community Development, Chair, Management of Nonprofit Organizations Degree Program

Daniel J. Flannery, PhD
Director, Begun Center for Violence Prevention Research and Education

Megan Holmes, PhD
Co-Director, Center on Trauma and Adversity

David Hussey, PhD
Associate Director, Begun Center for Violence Prevention Research and Education, Director, Mandel Leadership Fellows Program

Mark L. Joseph, PhD
Director, National Initiative on Mixed Income Communities

Jennifer A. King, DSW
Co-Director, Center on Trauma and Adversity

Melanie Klass
Manager, Internal Communications

Jeffrey Kretschmar, PhD
Managing Director, Begun Center

Richard Kruszynski
Director, Implementation Services, Center on Evidence Based Practices

Cristina Nedelcu, PhD
Director, Online Social Work Program

Lori Longs Painter, MSSA
Director, Intensive Weekend Program

Valerie Rambin
Assistant Director, International Programs

Tatiana Riedel
Assistant Director, Research Administration

Richard Sigg
Director, Recruitment and Enrollment

Mark Singer, PhD
Deputy Director, Begun Center for Violence Prevention Research and Education, Co-Director, Center on Substance Abuse and Mental Illness
Master of Social Work (MSW) & Master of Nonprofit Organizations (MNO)

Master of Social Work (MSW)

The Master of Social Work has replaced the Master of Science in Social Administration.

The Master of Social Work (MSW) program prepares students for advanced social work practice in a variety of settings. The master’s curriculum is designed to address the wide range of skills and functions required of a professional social worker. Mandel School students are instructed on the various theories of individual and group behavior as well as community systems theory. The application of this knowledge, along with the appropriate use of practice principles and techniques, is a major educational objective.

The curriculum is divided into two levels: generalist and advanced. The generalist curriculum (27 credit hours) includes the knowledge, values, processes, and skills essential for the general practice of social work. It consists of generalist courses in social work methods, human development theory, social policy, research methods, and an introductory semester of field education. The advanced curriculum (33 credit hours) builds on the professional foundation and provides for advanced knowledge and practice skills in the concentration selected by the student. Concentrations (Direct Practice and Community Practice) include specializations in aging; substance use disorders and recovery; children, youth and families; health; mental health; and community practice for social change. School social work is available as a special emphasis.

Ability Based Learning Environment (ABLE)

The MSW program incorporates an ability-based learning environment that enables students to develop and demonstrate mastery of eight core social work abilities. Classroom courses and field education are designed to help students develop each ability and continuously assess their learning throughout the educational experience. Mastery of the abilities is demonstrated in the field practicum and documented in a cumulative learning portfolio.

- **Identify as a Reflective Professional Social Worker**: Students will demonstrate an awareness of the potential influence of their actions and words as a professional social worker upon individuals, families, groups, organizations and communities. Students will demonstrate the ability to reflect on practice decisions and activities, using self-correction to assure continual professional development.
- **Advocate for Social, Economic and Environmental Justice**: Graduates will advocate for human rights and social and economic justice as one of their primary responsibilities.
- **Apply Social Work Methods**: Graduates of the Mandel School’s master’s program are prepared to function as advanced practitioners in a changing arena of social work and social welfare. They are able to engage clients and client systems, assess client needs and strengths, provide or help arrange needed services and support, weigh intervention alternatives, implement change strategies, and evaluate results.

  - **Uphold Social Work Values and Ethics**: Students will integrate social work values and ethics into their learning and professional practice.
  - **Integrate Cultural, Economic and Global Diversity**: Students will integrate into their practice the knowledge, skills, and values needed for understanding and appreciation of a diverse world, and for ongoing development of competence in working with diverse populations and settings.
  - **Think Critically About Theory and Research Knowledge**: Graduating students will be able to think critically about their practice and its knowledge base, and about the social problems and situations they encounter. Critical thinking in social work includes selecting appropriate theoretical approaches and strategies to apply in practice, using research findings to improve practice, evaluating one’s own practice, and making contributions to knowledge in the field.
  - **Communicate Effectively**: Graduating students will have the oral, written, nonverbal, and information technology skills that will enable them to communicate effectively and appropriately in professional roles and settings.
  - **Develop as a Social Work Leader**: Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social work leaders are informed, resourceful, and proactive in responding to evolving organizational, community, societal and global contexts at all levels of practice in ways that improve quality of life.

Mandel School faculty place a high priority on the integration of theory with practice. To facilitate this integration, fieldwork is done concurrently with coursework. Through field education, students have the opportunity to acquire new skills and apply their classroom learning in their practice setting. The school is affiliated with over 350 agencies in the Greater Cleveland area, creating a vast network of field education as well as employment opportunities. Students are required to complete over 1000 clock hours of field education. The school and the affiliated agency or field setting agree on the content and conditions of field education, including the qualifications of social workers who serve as field instructors. Field placement decisions are based on educational criteria, with student interests and career objectives taken into consideration.

**Concentrations**

- Community Practice for Social Change
- Direct Practice

**Direct Practice Specializations**

- Aging*
- Substance Use Disorders and Recovery
- Children, Youth and Families
- Mental Health
- Health*

*Offered only in the full-time format.

**Program Options**

On-Campus Weekly Program

Approximately one-half of Mandel School students are enrolled in the Campus-Based Weekly Program. This program takes four semesters...
to complete. Students enroll for fall and spring semesters and are scheduled concurrently for classes and fieldwork on a full-time basis. This program is demanding in depth and scope of experience. It is not advisable for students to assume extensive employment during their semesters of enrollment.

Advanced Standing Program
Advanced standing may be granted to students who have earned a Bachelor's degree in Social Work (BSW) within the last seven years from an institution accredited by the Council on Social Work Education. Students must have earned a B or better in any social work course for which advanced standing is sought.

Intensive Weekend Program
The Intensive Weekend Program is designed to provide graduate-level education toward the MSW to employed professionals who are maintaining full-time employment. Classes meet one weekend per month throughout the calendar year. Students are required to attend all classes. Students complete five courses each year and all program requirements in three years. Those who have graduated from an accredited BSW program in the last seven (7) years can complete the Intensive Weekend Program in two years.

Online MSW Program
The Online MSW Program option is designed to provide online graduate social work education for employed professionals who plan to maintain full-time employment. Classes meet online to complete all program requirements in two years for advanced standing, and three years for non-advanced standing.

Senior Year in Professional Studies Program
Undergraduate students of superior ability and achievement may be admitted to the Mandel School at the end of their junior year. This program enables qualified college seniors who are majoring in social work related fields to begin their first year of graduate study during what would normally be their last year of undergraduate work. Exceptional undergraduate students who are firmly committed to social work as a profession can earn both their undergraduate and graduate degrees in five years.

A student in the Senior Year in Professional Studies Program is permitted to substitute the first year (31 semester hours) at the Mandel School for the last year of undergraduate work. The bachelor’s degree will be granted by the undergraduate college when the student has completed his or her first year at the Mandel School.

Students applying for this program must be interviewed by an admissions officer as part of the application process to explore the candidate's level of maturity, knowledge of social work, and readiness for professional education. Application for this program should be made prior to the second semester of the junior year.

To qualify for this program, students must demonstrate superior academic ability and achievement during their first three years of undergraduate study. All applicants must (a) have sufficient coursework in the social and behavioral sciences by the end of their junior year; (b) hold a cumulative grade point average of at least 3.25; and (c) have successfully completed three-quarters of the major and minor courses in their area of concentration. Acceptance into the Senior Year in Professional Studies Program is contingent upon receipt of a written statement from the dean of the applicant’s undergraduate college, outlining any remaining requirements.

Note: This program is available to students at Case Western Reserve University, Hiram College, College of Wooster, Baldwin Wallace University, John Carroll University, Fisk University, and Ohio Northern University by joint agreement with these institutions. Interested students from other institutions are encouraged to speak with the director of admissions.

Part-Time Degree Program
Students may opt to complete their degree work on a part-time basis during their first year. During the second, third, and fourth years students complete field education requirements and carry a full-time, or nearly full-time, load.

Part-time students select classes from the full-time weekday schedule. These classes meet once a week for two hours. Employed professionals may participate in this program if they can arrange a flexible work schedule.

The part-time program may be completed in three years. Students granted advanced standing may complete the program in fewer semesters. Part-time students are required to register for a minimum of six credit hours per semester. A student must complete all degree requirements in a maximum of five years.

Non-Degree Study
Some designated courses may be taken on a non-degree basis with the permission of the assistant dean of academic affairs and the course instructor. A maximum of 12 hours earned on a non-degree basis may be counted toward requirements for the master’s degree if the student is subsequently admitted as a degree seeking candidate. A bachelor’s degree is required for enrollment.

Undergraduate Social Work Minor
The Social Work minor offers interdisciplinary collaborative learning that includes service, community engagement, and an exploration of values. Students experience active learning that is practical and applied to real-world settings. The minor integrates social work theory and practice, social policy, socio-behavioral theory and research to understand and address complex social problems of our time, domestically and internationally. Some issues covered in the courses include oppression and privilege, poverty, violence, social justice, alcohol and other drug abuse, social welfare, community development, children, youth, and families. Courses can be taken on campus or through the Mandel School international study and travel courses.

Master of Nonprofit Organizations Degree Program (MNO)
The Master of Nonprofit Organizations (MNO) degree program prepares students interested in the nonprofit sector for management and leadership positions, by building their skills, competencies, knowledge and capacity. The MNO degree has five program educational objectives for its graduates: (1) to bring contextual understanding to managerial decision-making; (2) to develop, analyze and apply relevant data; (3) to inspire and engage volunteers and professionals in the creation and implementation of ethically-grounded strategies to advance organizational mission; (4) to develop and implement revenue generation strategies; and (5) to manage human and financial resources effectively, efficiently and ethically.

The full-time program consisting of thirty-nine (39) credit hours can be completed in twelve (12) months over three (3) consecutive semesters, with students beginning each year in the summer semester (June 1) and concluding at University graduation in the following May.
The curriculum will provide education that instills analytical skills, knowledge relevant to ethical and entrepreneurial decision-making, and expertise in acquiring and managing resources. Graduates will be trained to enhance organizational effectiveness, harness passion, dedication, and vision, make the best use of available resources and seek new resources. Graduates will gain hard and soft management skills and knowledge needed to address a wide range of issues confronting nonprofits and become professionals who work to influence political and social decisions, create stronger organizations, building the capacity, and advancing the mission.

Students accepted for the MNO degree program must possess a bachelor’s degree from an accredited college or university. They must have a record of excellent academic performance and potential evidenced by grade point average. Applicants with a GPA below 2.7 may be admitted conditionally. Students must also show evidence of a strong interest in the nonprofit sector through volunteer activities, internship experiences, or employment in a nonprofit organization.

**Advanced Standing Program**

The Advanced Standing Program leading to a Master of Social Work (MSW) is available to students who obtained a strong academic record in their Bachelor of Science (BSW) program.

A total of 21 credits hours of advanced standing may be granted toward the MSW degree and students can complete the MSW program in just 39 credit hours. Your BSW must have been earned within the last seven years from a Council on Social Work Education (CSWE) accredited institution with grades of B or better in all social-work-related courses.

Advanced standing students in any concentration may receive transfer credit for the 21 credit hours of foundation courses listed below:

### Foundation Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SASS 502</td>
<td>Change Agent Intensive</td>
<td>1</td>
</tr>
<tr>
<td>SASS 503</td>
<td>Foundations of Social Policy and Service Delivery</td>
<td>2</td>
</tr>
<tr>
<td>SASS 504</td>
<td>Theories of Human Development and Human Diversity</td>
<td>2</td>
</tr>
<tr>
<td>SASS 507</td>
<td>Community Theory and Practice</td>
<td>2</td>
</tr>
<tr>
<td>SASS 508</td>
<td>Individual Theory and Practice</td>
<td>2</td>
</tr>
<tr>
<td>SASS 509</td>
<td>Group Theory and Practice</td>
<td>2</td>
</tr>
<tr>
<td>SASS 515</td>
<td>Family Theory and Practice</td>
<td>2</td>
</tr>
<tr>
<td>SASS 528</td>
<td>Evidence Informed Practice</td>
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**Total Units: 21**

### Advanced Courses

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SASS 542</td>
<td>Evaluating Programs and Practice</td>
<td>3</td>
</tr>
<tr>
<td>SASS 547</td>
<td>Problem Identification, Screening and Assessment/Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>SASS 549</td>
<td>Theory/Practice Approaches in Direct Practice Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SASS 566</td>
<td>Assessing and Engaging Community for Community Change</td>
<td>3</td>
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</tbody>
</table>

**Total Units: 27**

### Field Education

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>SASS 495</td>
<td>Field Education: Organizational Theory and Practice Seminar</td>
<td>1</td>
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<tr>
<td>SASS 495A</td>
<td>Field Education: Organizational Theory and Practice Seminar II</td>
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</tr>
<tr>
<td>or SASS 496</td>
<td>Advanced Field Education: Organizational Theory and Practice Seminar</td>
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<tr>
<td>SASS 601</td>
<td>Field Education I</td>
<td>2</td>
</tr>
<tr>
<td>SASS 602</td>
<td>Field Education II</td>
<td>3</td>
</tr>
<tr>
<td>SASS 603</td>
<td>Field Education III</td>
<td>3</td>
</tr>
<tr>
<td>SASS 604</td>
<td>Field Education IV</td>
<td>3</td>
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</table>

**Total Units: 13**

### Concentration Requirements:

#### Aging

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SASS 513</td>
<td>Aging Policy and Service Delivery</td>
<td>3</td>
</tr>
<tr>
<td>SASS 581</td>
<td>Social Work Practice with Older Adults</td>
<td>3</td>
</tr>
<tr>
<td>SASS 518</td>
<td>Social Work with Death, Grief and Loss</td>
<td>3</td>
</tr>
<tr>
<td>or SASS 589</td>
<td>Advanced Social Work Practice In Integrated Healthcare</td>
<td></td>
</tr>
</tbody>
</table>

**Free Elective**: 12

**Total Units**: 21

### Children, Youth & Families

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SASS 517</td>
<td>Family System Interventions</td>
<td>3</td>
</tr>
<tr>
<td>SASS 529</td>
<td>Child and Family Policy and Service Delivery</td>
<td>3</td>
</tr>
<tr>
<td>SASS 550</td>
<td>Trauma Informed Social Work Practice with Children &amp; Families</td>
<td>3</td>
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</table>

**Total Units**: 21

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**On-Campus Weekly Program**

The On-Campus Weekly program takes four semesters to complete. Students are scheduled for classes and field education concurrently. In the first two semesters, students complete foundation courses which are prerequisites for concentration required courses. Advanced electives are completed in the last two semesters.
### Master of Social Work (MSW) & Master of Nonprofit Organizations (MNO)

#### Free Elective

<table>
<thead>
<tr>
<th>Units</th>
</tr>
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<tbody>
<tr>
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**Total Units:** 21

#### Children, Youth & Families: School Social Work

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SASS 517</td>
<td>Family System Interventions</td>
<td>3</td>
</tr>
<tr>
<td>SASS 519</td>
<td>Children and Families in the School Setting</td>
<td>3</td>
</tr>
<tr>
<td>SASS 529</td>
<td>Child and Family Policy and Service Delivery</td>
<td>3</td>
</tr>
<tr>
<td>SASS 550</td>
<td>Trauma Informed Social Work Practice with Children &amp; Families</td>
<td>3</td>
</tr>
<tr>
<td>SASS 564</td>
<td>Social Work Practice in Alcohol and Other Drug Abuse</td>
<td>3</td>
</tr>
<tr>
<td>SASS 585</td>
<td>Social Work with Groups</td>
<td>3</td>
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</table>

**Total Units:** 21

#### Baldwin Wallace University Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>EDU 510</td>
<td>Educational Studies</td>
<td>3</td>
</tr>
<tr>
<td>EDU 573</td>
<td>Children with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>EDU 584</td>
<td>Pupil Services and Community Resources</td>
<td>3</td>
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**Total Units:** 27

#### Community Practice for Social Change

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SASS 534</td>
<td>Theoretical Contexts Shaping Community Practice</td>
<td>3</td>
</tr>
<tr>
<td>SASS 561</td>
<td>Community Practice Policy: Analyzing and Changing Social Policy</td>
<td>3</td>
</tr>
<tr>
<td>SASS 567</td>
<td>Strategic Power Building with Communities</td>
<td>3</td>
</tr>
<tr>
<td>SASS 569</td>
<td>Planning &amp; Implementing Social Change</td>
<td>3</td>
</tr>
<tr>
<td>SASS 585</td>
<td>Social Work with Groups</td>
<td>3</td>
</tr>
</tbody>
</table>

**Free Elective**

<table>
<thead>
<tr>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
</tr>
</tbody>
</table>

**Total Units:** 27

#### Health

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SASS 511</td>
<td>Issues in Health Policy and Service Delivery</td>
<td>3</td>
</tr>
<tr>
<td>SASS 589</td>
<td>Advanced Social Work Practice in Integrated Healthcare</td>
<td>3</td>
</tr>
</tbody>
</table>

**Free Elective**

<table>
<thead>
<tr>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
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</table>

**Total Units:** 21

#### Mental Health with Children and Adolescents

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SASS 564</td>
<td>Social Work Practice in Alcohol and Other Drug Abuse</td>
<td>3</td>
</tr>
<tr>
<td>or SASS 582</td>
<td>Social Work in Child Abuse and Family Violence</td>
<td>3</td>
</tr>
<tr>
<td>SASS 514</td>
<td>Mental Health Policy and Service Delivery</td>
<td>3</td>
</tr>
<tr>
<td>SASS 580</td>
<td>Social Work Practice in Mental Health: Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>SASS 584</td>
<td>Integrative Seminar in Mental Health: Children and Adolescents</td>
<td>3</td>
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</table>

**Free Elective**

<table>
<thead>
<tr>
<th>Units</th>
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<tbody>
<tr>
<td>9</td>
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</tbody>
</table>

**Total Units:** 21

#### Mental Health with Adults

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SASS 514</td>
<td>Mental Health Policy and Service Delivery</td>
<td>3</td>
</tr>
<tr>
<td>SASS 583</td>
<td>Social Work Practice in Mental Health Adults</td>
<td>3</td>
</tr>
<tr>
<td>SASS 587</td>
<td>Integrative Seminar in Mental Health: Adults</td>
<td>3</td>
</tr>
</tbody>
</table>

**Free Elective**

<table>
<thead>
<tr>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>12</td>
</tr>
</tbody>
</table>

**Total Units:** 21

#### Substance Use Disorders & Recovery

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SASS 516</td>
<td>Alcohol and Other Drug Abuse Policy and Service Delivery</td>
<td>3</td>
</tr>
<tr>
<td>SASS 564</td>
<td>Social Work Practice in Alcohol and Other Drug Abuse</td>
<td>3</td>
</tr>
<tr>
<td>SASS 576</td>
<td>Integrative Seminar in Alcohol and Other Drug Abuse Treatment</td>
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</table>

**Free Elective**

<table>
<thead>
<tr>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>12</td>
</tr>
</tbody>
</table>

**Total Units:** 21

#### Intensive Weekend Program

The Intensive Weekend program offers human service professionals who are employed full-time to pursue a Master of Social Work (MSW). Classes meet one weekend per month through the calendar year and students are required to attend all classes. Students complete four courses each year (six during the first year), and complete all program requirements in three years.

Courses consist of three distinct components:

- A two-day weekend of classes once per month (Saturday and Sunday, 9:00 a.m. - 6:00 p.m.; may vary by course)
- A four-week study period, during which additional readings and written assignments are completed
- A final study period of approximately three weeks, during which the final course assignment is completed and materials for the next course are received.

#### Generalist Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SASS 502</td>
<td>Change Agent Intensive</td>
<td>1</td>
</tr>
<tr>
<td>SASS 504</td>
<td>Theories of Human Development and Human Diversity</td>
<td>2</td>
</tr>
<tr>
<td>SASS 507</td>
<td>Community Theory and Practice</td>
<td>2</td>
</tr>
<tr>
<td>SASS 508</td>
<td>Individual Theory and Practice</td>
<td>2</td>
</tr>
<tr>
<td>SASS 509</td>
<td>Group Theory and Practice</td>
<td>2</td>
</tr>
<tr>
<td>SASS 515</td>
<td>Family Theory and Practice</td>
<td>2</td>
</tr>
<tr>
<td>SASS 528</td>
<td>Evidence Informed Practice</td>
<td>2</td>
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</table>

#### Advanced Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SASS 542</td>
<td>Evaluating Programs and Practice</td>
<td>3</td>
</tr>
<tr>
<td>SASS 547</td>
<td>Problem Identification, Screening and Assessment/Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>SASS 549</td>
<td>Theory/Practice Approaches in Direct Practice Social Work</td>
<td>3</td>
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</table>
Generalist Courses

Foundation Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>SASS 502</td>
<td>Change Agent Intensive</td>
<td>1</td>
</tr>
<tr>
<td>SASS 503</td>
<td>Foundations of Social Policy and Service Delivery</td>
<td>2</td>
</tr>
<tr>
<td>SASS 504</td>
<td>Theories of Human Development and Human Diversity</td>
<td>2</td>
</tr>
<tr>
<td>SASS 507</td>
<td>Community Theory and Practice</td>
<td>2</td>
</tr>
<tr>
<td>SASS 508</td>
<td>Individual Theory and Practice</td>
<td>2</td>
</tr>
<tr>
<td>SASS 509</td>
<td>Group Theory and Practice</td>
<td>2</td>
</tr>
<tr>
<td>SASS 515</td>
<td>Family Theory and Practice</td>
<td>2</td>
</tr>
<tr>
<td>SASS 528</td>
<td>Evidence Informed Practice</td>
<td>2</td>
</tr>
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</table>

Advanced Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>SASS 542</td>
<td>Evaluating Programs and Practice</td>
<td>3</td>
</tr>
<tr>
<td>SASS 547</td>
<td>Problem Identification, Screening, and Assessment/ Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>SASS 549</td>
<td>Theory/Practice Approaches in Direct Practice Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SASS 566</td>
<td>Assessing and Engaging Community for Community Change</td>
<td>3</td>
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</table>

Total Units: 27

Field Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SASS 495V</td>
<td>Field Education Seminar: Organizational Theory &amp; Practice Seminar</td>
<td>1</td>
</tr>
<tr>
<td>SASS 496V</td>
<td>Advanced Field Education: Organizational Theory and Practice Seminar</td>
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</tr>
<tr>
<td>SASS 651</td>
<td>Field Education I</td>
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<tr>
<td>SASS 652A</td>
<td>Field Education II-A</td>
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</tr>
<tr>
<td>SASS 652B</td>
<td>Field Education II-B</td>
<td>1.5</td>
</tr>
<tr>
<td>SASS 653A</td>
<td>Field Education III-A</td>
<td>1.5</td>
</tr>
<tr>
<td>SASS 653B</td>
<td>Field Education III-B</td>
<td>1.5</td>
</tr>
<tr>
<td>SASS 654A</td>
<td>Field Education IV-A</td>
<td>1.5</td>
</tr>
<tr>
<td>SASS 654B</td>
<td>Field Education IV-B</td>
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</tbody>
</table>

Total Units: 13

Concentrations Requirements:

Community Practice & Social Change

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SASS 534</td>
<td>Theoretical Contexts Shaping Community Practice</td>
<td>3</td>
</tr>
<tr>
<td>SASS 561</td>
<td>Community Practice Policy</td>
<td>3</td>
</tr>
<tr>
<td>SASS 567</td>
<td>Strategic Power Building with Communities</td>
<td>3</td>
</tr>
<tr>
<td>SASS 569</td>
<td>Planning &amp; Implementing Social Change</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

Total Units: 21

Online Program

The online social work master's experience at the Mandel School includes weekly live classes, in-person field education and continuous student support. We designed our online social work master's program to fit seamlessly into a variety of lifestyles. The rigor of the program is the same as our on-campus and intensive weekend options—the only difference is that the program is delivered entirely online, with no campus visits required.
Dual Degree Programs

Dual and Interdisciplinary Degree Programs

Master of Social Work and Law (MSW/JD)
The dual-degree program established by the Jack, Joseph and Morton Mandel School of Applied Social Sciences and the university's School of Law makes it possible for selected full-time students to pursue an integrated program of studies to receive the Master of Social Work (MSW) and Juris Doctor (JD) degrees within four years rather than the normal five years. Applicants for the dual-degree program must apply to and meet the admission requirements of both professional schools and are encouraged to apply for admission to both programs simultaneously. Dual-degree students must receive the MSW and JD degrees simultaneously to be granted credit for specific courses taken in the other program.

Master of Social Work and Business (MSW/MBA)
The Jack, Joseph and Morton Mandel School of Applied Social Sciences and the Weatherhead School of Management offer a dual-degree program leading to the Master of Social Work (MSW) with the Master of Science in Business Administration (MBA). The program is designed for candidates who wish to prepare for advanced social work practice in a variety of direct practice and community and social development settings, while developing the skills to assume management responsibility within those settings. Candidates must apply separately to each program.

MSW/MBA students may begin the dual-degree in either Jack, Joseph and Morton Mandel School of Applied Social Sciences or Weatherhead School of Management. Students will continue to register in the school at which they began the program, regardless of the school they are attending. There are 102 credit hours in the dual MSW/MBA Program (51 credit hours at Mandel School, 51 credit hours at Weatherhead), compared with 124 credit hours if both degrees were completed separately. By integrating the course work, completing some course work over the summer, and reducing the elective requirements in each program, dual-degree students may complete the MSW/MBA in three years, instead of the four years required if both degrees were to be completed separately. Dual-degree students must receive the MSW and MBA degrees simultaneously to be granted credit for specific courses taken in the other program.
Master of Social Work and Bioethics (MSW/MA)
A dual degree established by the Jack, Joseph and Morton Mandel School of Applied Social Sciences and the Department of Bioethics (http://www.case.edu/med/bioethics/) in the university’s School of Medicine makes it possible for selected students to pursue an integrated program of studies to earn the Master of Social Work (MSW) and the Master of Arts (MA) in Bioethics. In a full-time format both degrees may be earned in two years plus one summer semester.

As the number and complexity of ethical dilemmas continue to increase, there is a growing need for social workers knowledgeable of the principles and practices fundamental to bioethics. Graduates of this program may help counsel clients and care providers as well as pursuing careers related to policy and practice.

Applicants must apply separately and meet the admission requirement of both professional programs and are encouraged to apply simultaneously to both schools. Dual-degree students must receive the MSW and MA degrees simultaneously to be granted credit for specific courses taken in the other program.

Master of Social Work and Public Health (MSW/MPH)
The "Side by Side" Dual Degree Program leads to both the Masters of Social Work (MSW) and the Masters in Public Health (MPH). The MSW/MPH program will prepare graduates with flexibility for professional leadership in a broad range of health and social services within communities and organizations. Areas of study will include prevention, program planning, development and evaluation.

The impetus for this dual program arises from a growing societal recognition that issues once thought to represent individual-level interventions, such as family violence, substance use, and mental illness, are multi-level problems demanding multi-level interventions for their amelioration. The MSW/MPH Degree Program will equip students with a broader set of skills and perspectives to address such issues.

This degree option is open to full-time students only due to the sequencing of courses. Applicants must apply separately and meet the admission requirement of both professional programs and are encouraged to apply simultaneously to both schools. This dual degree can be completed in 36 months. Dual-degree students must receive the MSW and MPH degrees simultaneously to be granted credit for specific courses taken in the other program.

Master of Social Work and Master of Nonprofit Organization (MSW/MNO)
The dual degree in social work and non-profit organization offered by the Jack, Joseph and Morton Mandel School of Applied Social Sciences prepares students for leadership and management positions in human service organizations. Students may pursue either the Community Practice in Social Change concentration or the Direct Practice concentration. Further, this dual degree will place graduates into nonprofit management, administration, leadership, and research positions, which promises a great potential to influence the well-being of vulnerable groups and improve lives on a greater scale. MSW/MNO dual degree students may apply for graduation in the term in which all requirements for the degree have been completed. It is not required that the MSW and MNO be awarded simultaneously.

Master of Nonprofit Organization and Law (MNO/JD)
Being part of a world-class research university means you can combine your nonprofit management education with a Juris Doctor (JD) from Case Western Reserve University’s School of Law (http://law.case.edu/). The MNO/JD program is 109 credit hours (JD 88 hours and MNO 39 hours, with 18 hours that double-count) and can be completed in four years. You must apply separately to and be admitted to each of the programs. Alumni with MNO/JD degrees are employed worldwide by leading organizations, including the Bill and Melinda Gates Foundation and the National Center for Transgender Equality.

Undergraduate Minor in Social Work
Undergraduate Social Work Minor
The Social Work Minor offers interdisciplinary collaborative learning that includes service, community engagement, and an exploration of values. Students experience active learning that is practical and applied to real-world settings. The minor integrates social work theory and practice, social policy, socio-behavioral theory and research to understand and address complex social problems of our time, domestically and internationally. Some issues covered in the courses include oppression and privilege, poverty, violence, social justice, alcohol and other drug abuse, social welfare, community development. Courses can be taken on campus or through the our short term international study and travel courses.

The Social Work minor requires 15 credit hours. Some of the courses include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SASS 284</td>
<td>Oppression and Privilege in a Multicultural Society</td>
<td>3</td>
</tr>
<tr>
<td>SASS 315</td>
<td>Adoption Practice and Policy</td>
<td>3</td>
</tr>
<tr>
<td>SASS 318</td>
<td>Death, Grief, and Loss</td>
<td>3</td>
</tr>
<tr>
<td>SASS 325</td>
<td>The Netherlands Social Justice: Health and Violence</td>
<td>3</td>
</tr>
<tr>
<td>SASS 355</td>
<td>Drugs and Youth</td>
<td>3</td>
</tr>
<tr>
<td>SASS 367</td>
<td>Poverty, Wealth Building, and Social Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>SASS 369</td>
<td>Social Networking and Community Organizing in the 21st Century</td>
<td>3</td>
</tr>
<tr>
<td>SASS 375A</td>
<td>International Travel &amp; Study Abroad: Health, Human and Social Development in Urban &amp; Rural Ecuador</td>
<td>3</td>
</tr>
<tr>
<td>SASS 375B</td>
<td>International Travel &amp; Study Abroad: Mental Health Issues &amp; Practice Netherlands</td>
<td>3</td>
</tr>
<tr>
<td>SASS 375C</td>
<td>International Travel &amp; Study Abroad: Invisible Groups in a New Poland</td>
<td>3</td>
</tr>
<tr>
<td>SASS 375D</td>
<td>International Travel &amp; Study Abroad: Child Welfare in Guatemala</td>
<td>3</td>
</tr>
<tr>
<td>SASS 385</td>
<td>Social Welfare Capstone Seminar</td>
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</tr>
<tr>
<td>SASS 390</td>
<td>Independent Study for Undergraduates</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Doctoral Program
Doctoral Program
Founded in 1952 as one of the first doctoral programs in social welfare in America, the PhD program at the Mandel School is designed to develop leaders in social work research, policy and teaching.
The PhD program is a cornerstone of the school, offering doctoral students the unrivaled opportunity to engage with world-renowned faculty, cutting edge research and a creative curriculum—all within a supportive environment committed to student success.

**Doctor of Philosophy in Social Welfare**

**Four Competencies**

A defining characteristic of our Doctoral Program is the identification of the competencies that we want our students to have when they graduate from our program.

- Research
- Social welfare theory
- Teaching
- Leadership

Our curriculum and professional development opportunities are focused on assisting students to meet these four competencies. Student performance on the competencies is assessed annually as part of our faculty’s review of students’ activities and accomplishments.

**Research**

Research involves the mastery of skills needed to design and conduct a systematic, empirical, objective, public and critical investigation of a social welfare problem or issue. Doctoral students graduate with the capacity to frame a question about a social welfare issue or problem that can be evaluated or examined by using social science research methods. Their dissertation research may be descriptive, designed to develop a theory, or intended to test a hypothesis. The typical doctoral student has a prospectus approved within two years of completing coursework and a dissertation defended within five years of completing coursework, although many complete all requirements sooner. Through the dissertation, students demonstrate the ability to conduct independent research and to make appropriate use of quantitative, qualitative, or mixed methods of analytical techniques. The majority of our doctoral students present research at professional conferences and author or co-author a publishable-quality article for a peer-reviewed journal during their time in the Doctoral Program. In the first three years of the full-time program, 20 hours each week are devoted to a paid individualized research fellowship matching a student’s interests with a faculty member's research projects. Specialized research mentorships are also available for both full-time and part-time students who wish to work with an individual faculty member on a specific research topic.

**Social Welfare Theory**

Students in the Mandel School Doctoral Program acquire the skills needed to use theory and conceptual frameworks in social science research. Upon completion of the program, students will be able to use theory to develop research questions and hypotheses for empirical testing and will possess an understanding of the conceptual nature of theory and the ways theory can be applied to the development of knowledge in social welfare. Through coursework, research fellowships and dissertation work, students apply a theoretical framework in research to a social welfare problem and are able to discuss implications of empirical research findings on theoretical relationships.

**Teaching**

We expect scholars and leaders be able to effectively communicate with others and to be able to teach. Students can take coursework related to teaching and engage in a teaching mentorship with a faculty member. During the mentorship, students practice didactic, interactive and experiential teaching strategies in classroom settings. They also learn approaches to other forms of knowledge dissemination such as presentations and writing papers for publications.

Teaching involves a conceptual understanding of how people learn and the ability to translate this understanding into constructing and delivering learning opportunities to diverse audiences. Formal coursework on social work education and funded teaching mentorships allow doctoral students the opportunity to develop knowledge of the history and current context of social work education and skills in educational program design, curriculum development, and outcome assessment of educational objectives. Students have an opportunity to participate in seminars on teaching offered by the University Center for Innovations in Teaching Excellence.

**Leadership**

Leadership is a process whereby an individual influences others to achieve a common goal. Leadership in academia is unique in that the organizational structure is more horizontal and shared, while in most organizations it is hierarchical. Students will achieve competency in academic leadership by understanding their and others’ style of leadership and participating in student and professional activities that enhance leadership skills. Students are encouraged to participate in professional social work organizations in their areas of expertise as well as to assume leadership roles in on Mandel School, CWRU and community committees.

**Program Credits**

A total of 37 credit hours of coursework is required, plus 18 credit hours of dissertation credit. A qualifying examination, given after completion of coursework, determines each student's eligibility for degree candidacy. The degree is awarded following successful completion of the dissertation.

The school reserves the right to require additional courses, which may not be credited toward the doctoral requirements if the faculty believes the student has insufficient knowledge in core areas of the curriculum, or to assist students in their intellectual and professional development.

In response to the different needs and interests of potential PhD students, the Mandel School offers two formats for meeting course and degree requirements. Program requirements under both formats include taking 55 credit hours (28 required, 9 electives, and 18 dissertation credit hours), passing a qualifying exam, and completing a dissertation. The Alternative Program Structures are:

- **Full-Time Program**

Under this format, full-time students can complete course requirements and individualized research fellowships over two academic years.

- **Part-Time Program**

Part time students are expected to complete the coursework requirements within three years.
Faculty Advisers
Each doctoral student is assigned a faculty adviser to assist in the planning of their educational experience. At the appropriate time, a dissertation advisor is selected by the student and in consultation with the Doctoral Program Chair.

Qualifying Examination
The qualifying examination for doctoral candidates is taken after completion of required coursework. The exam is intended to test the student’s ability to critically analyze and integrate knowledge.

Admission to Candidacy
Students are admitted to candidacy for the PhD degree after completing all coursework and upon the successful completion of the qualifying examination. To be admitted to candidacy, the candidate also must have maintained a grade point average of 3.0. The Doctoral Program follows the grading policy and GPA Guidelines of Graduate Studies.

Dissertation Requirements
Dissertation Formats
Students may choose one of two different formats for writing their dissertation. Each format should be carefully considered by the student in consultation with their dissertation committee chair.

Traditional Dissertation. The first format is the monograph or “book” format for a dissertation. In this format, the dissertation is organized as an integrated set of chapters written as a logical progression of ideas pertaining to a central topic. Monograph dissertations typically include chapters formatted much like a book, with an abstract, table of contents, introductory chapter(s) addressing literature and theory, a methods chapter, one or more results chapter, a discussion chapter, and reference list.

Three Paper Dissertation. The second dissertation format is a series of three research papers that may differ in a topic but are clearly reflective of a coherent program of research. Each paper is a stand-alone manuscript that is intended to be submitted to a high-quality peer review journal. Examples of acceptable paper formats may include: systematic literature review, theoretical or conceptual, or empirical which must contain its own literature review, background, motivation, theory, data, methodology, results, and conclusions. Other types of papers may be acceptable but must be approved by the dissertation committee. The three paper dissertations include the following components: abstract; an introductory chapter addressing the literature and theory of the program of research; three chapters that are the stand-alone manuscripts; a discussion chapter that discusses common implications across the program of research for social work, policy, practice and/or research; three paper dissertations include the following components: abstract; an introductory chapter addressing the literature and theory of the program of research; three chapters that are the stand-alone manuscripts; a discussion chapter that discusses common implications across the program of research for social work, policy, practice and/or research; a methods chapter, one or more results chapter, a discussion chapter, and reference list.

Admission and Financial Aid
Information about admission to the Doctoral Program can be found on the Jack, Joseph, and Morton Mandel School of Applied Social Sciences Doctoral Program Website (https://case.edu/socialwork/academics/phd-social-welfare/).


Academic Regulations
Non-Degree Study
Generalist courses may be taken on a non-degree basis with the permission of the assistant dean for academic affairs. A maximum of 12 hours earned on a non-degree basis may be counted toward requirements for the master’s degree if the student is subsequently admitted as a degree candidate.

Admissions and Application Information
Admission to the Master of Social Work (MSW) and the Master of Nonprofit Organizations (MNO) at the Jack, Joseph, and Morton Mandel School of Applied Social Sciences are granted on a selective basis determined by the quality of the overall application. The application requirements are the same for all program formats. This includes the On-Campus Weekly MSW, Intensive Weekend MSW, Online MSW and MNO program. An applicant for admission is expected to meet the following minimum requirements:

• A bachelor’s degree from an accredited college or university.
• Evidence of capacity to succeed in graduate level education based on undergraduate work and any previous graduate work. Previous course work must include courses strong enough to ensure the applicant’s ability to do creditable work at the graduate level.
• A minimum undergraduate grade-point average is 2.7 for general admission. Candidates with a cumulative g.p.a. below 2.7 may be considered for probationary admission.
• Evidence of a combination of personal qualities and values that are considered essential for the professional practice of social work or nonprofit management: strong moral character; strong analytical and verbal skills; a caring and compassionate nature; and a personal commitment to social justice, empowering individuals, and serving vulnerable and under-represented groups, communities and organizations.
• The school may request a personal interview or additional information about an applicant. For example, a member of the admissions office or Director of International Affairs may interview an applicant from a non-English speaking country to evaluate English
proficiency. The admissions review committee may also request an interview if an applicant discloses a felony or past criminal conviction to discuss the potential implication related to fieldwork and licensure.

- **MSW applicants**: Baccalaureate Social Work (BSW) degree graduates from a CSWE accredited program within the last seven years enter our MSW with advanced standing. Advanced Standing students have demonstrated mastery in the core competencies and will not repeat generalist courses.

The application for admission to the Master of Social Work (MSW) includes the following materials:

- Transcripts from a regionally accredited college or university, recognized by the Council for Higher Education Accreditation (CHEA), that demonstrates completion of a bachelor’s degree in any field of study. The Mandel School also requires transcripts from any school a student completed 6 or more credits.

A two-part essay that is a maximum of five (5) typed pages (double-spaced, 12 point font) and is exemplary of graduate-level writing.

- Part one: Discuss significant factors influencing your decision to pursue a Master of Social Work (MSW). Your essay should include information regarding your interest in the Social Work profession, your intended concentration/specialization and career goals. Please reflect on how any past school, community, volunteer, professional work or leadership experiences will contribute to your success as a graduate student. Describe how you see yourself contributing to the vibrancy of our student body and school community. Describe any strengths or limitations that might influence your being successful in your field placement. Finally, please include why the Mandel School is a good fit for their educational goals.

- Part two: Analyze a social justice problem of great concern to you. What do you think are the causes of this problem? Assuming you have power and resources at your disposal, in what ways do you think this problem could be addressed? Please include possible steps for implementation and challenges likely to surface in seeking a solution.

- A current resume highlighting past paid, volunteer, professional work, community service and leadership experiences.

- Three recommendation letters preferably from faculty members, direct supervisors, and/or volunteer coordinators.

- Additional documents that may be required as part of the application:
  - Advanced Standing Applicants: If you are Advanced Standing (baccalaureate degree in social work from a CSWE accredited program within seven years ), please include a description of your field education experience, your role and responsibilities, and key learning objectives. This requirement is in addition to the two-part page essay addressed above. (If you will not have field before applying, please let us know)
  - Academic Explanation: An academic explanation is required when an applicant has received an academic disciplinary action or academic dismissal in any previous college level course work. An academic explanation may also be utilized for students with a cumulative grade point average below 3.0 overall or a past failing grade.

The application for admission to the MSW On-Campus Weekly, Intensive Weekend, and Online programs are completed through a secure online portal. The web address for the application is https://applygrad.case.edu/ (https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantConnectLogin.asp?id=case-msass).

The application for admission to the Master of Nonprofit Organizations (MNO) includes the following materials:

- Transcripts from a regionally accredited college or university, recognized by the Council for Higher Education Accreditation (CHEA), that demonstrates completion of a bachelor’s degree in any field of study. The Mandel School also requires transcripts from any school a student completed 6 or more credits.

A two-part essay that is a maximum of five (5) typed pages (double-spaced, 12 point font) and is exemplary of graduate-level writing.

- Part one: Discuss significant factors influencing your decision to pursue a Master of Nonprofit Organizations (MNO). Your essay should include information regarding your interest in nonprofit management and your career goals in the field of nonprofit management. Please also reflect on how any past school, community, volunteer, professional work or leadership experiences will contribute to your success as a graduate student. Describe how you see yourself contributing to the vibrancy of our student body and school community. Finally, please include why the Mandel School is a good fit for their educational goals.

- Part two: Discuss some of the forces impacting nonprofit organizations today. Imagine you are a nonprofit executive. Identify three things you would do to ensure the success and effectiveness of the programs your organization delivers. Who would you seek to collaborate with to achieve these objectives?

- A current resume highlighting past paid, volunteer, professional work, community service and leadership experiences.

- Three recommendation letters preferably from faculty members, direct supervisors, and/or volunteer coordinators.

- Additional documents that may be required as part of the application:
  - Academic Explanation: An academic explanation is required when an applicant has received an academic disciplinary action or academic dismissal in any previous college level course work. An academic explanation may also be utilized for applicants with a cumulative grade point average below 3.0 overall or a past failing grade.

The application for admission to the Master on Nonprofit Organizations (MNO) program is completed through a secure online portal. The web address for the application is https://applygrad.case.edu/ (https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantConnectLogin.asp?id=case-msass)

**Admission Procedures**

Applicants to the Master of Social Work (MSW) program and the Master of Nonprofit Organization (MNO) apply online through a secure online portal on our website. On-Campus MSW, Intensive Weekend MSW and MNO programs apply through the link: https://applygrad.case.edu/ (https://applygrad.case.edu/) The Online MSW program applicants apply through the link: https://apply.madelonline.case.edu/signup (https://apply.madelonline.case.edu/signup/).

Instructions on how to apply can also be found at:


Below are the enrollment options and application deadlines for each program and format.
Social work: On-campus, including all dual degrees (https://case.edu/socialwork/academics/master-of-social-work/on-campus-social-work-masters-degree/)

All on-campus and dual degree students begin the program in the fall semester.

- Early decision application and scholarship deadline: Dec. 15
- Priority application and scholarship deadline: Feb. 1
- General application and scholarship deadline: April 15


All intensive weekend students begin the program in the fall semester.

- Priority application and scholarship deadline: February 1
- General application and scholarship deadline: April 15

Social work: Online (https://case.edu/socialwork/academics/master-of-social-work/online-social-work-masters-degree/)

Online students may begin the program in the fall, spring or summer semester.

- Application deadlines for the online program vary based on enrollment semester.

Master of Nonprofit Organizations (https://case.edu/socialwork/academics/master-of-nonprofit-organizations/)

MNO students may begin the program in the fall, spring or summer semester.

- Fall deadline: July 6
- Spring deadline: Dec. 15
- Summer deadline: April 1

Advanced Standing (Social Work Students Only)

Applicants with a Bachelor’s of Social Work (BSW) from a Council on Social Work Education (CSWE) accredited institution are automatically eligible for Advanced Standing. The Mandel School will also award advanced standing credit to international students that have received official notification from the International Social Work Degree Recognition and Evaluation Service (ISWDRES) that the BSW they earned is equivalent to a CSWE accredited program and recognized by ISWDRES. The advanced standing policy is administered the same for all three MSW program formats: On-Campus Weekly, On-Campus Intensive Weekend and Online.

The BSW must have been earned within the last seven years, from the date of admission, to receive advanced standing. Eligible students will receive 21 advanced standing credits (listed below). Advanced standing students will be required to complete 39 credits to earn the MSW.

Advanced Standing Course Credit

Students who have completed graduate-level social work, nonprofit management or graduate level courses in a related field other than social work or nonprofit management may request an evaluation of coursework for approval of eligible/comparable courses with a grade of B or better (3.0 on a 4.0 scale) earned within the last 7 years. Students who are transferring to the Mandel School from another accredited graduate school of nonprofit management may apply for transfer credit for up to twelve (12) credit hours of academic work and field education. Transfer students from social work programs must submit fieldwork evaluations, final official transcripts, course syllabi and the Request for Evaluation of Transfer Credit form.

Transfer credit (6 hour limit) may be given for related, but non-social work, coursework completed within the past seven years. Credit hours must not have been applied toward a previous graduate degree. Students must have received a grade of B or better in any course for which transfer credit is sought. Course syllabi, Request for Transfer Credit Evaluation form and official transcript must be submitted to the Mandel School Office of Admissions.

Students who are transferring to the Mandel School from another accredited graduate school of nonprofit management may apply for transfer credit up to twelve (12) academic credit hours. Final official transcripts, course syllabi for each course transfer credit is requested and Request for Transfer Credit Evaluation form must be submitted to the Mandel School Office of Admissions.

Courses approved for transfer credit are not used in computing the student’s GPA. Quarter hours will be converted to semester hours. Credit hours may not have been applied toward a previous graduate degree.

International Students

In addition to our standard application requirements, international students must also provide the following information:

World Education Service (WES) Report

All international and domestic applicants with a bachelor’s degree earned from a country outside of the United States Educational System are
required to submit a World Education Services (WES) Report for course-by-course credential evaluation upon applying to our program.

If you are an international student with an earned 4-year bachelor's degree awarded from a U.S. based institution, you do not need to provide a WES Report. If your degree was earned at an institution outside of the United States educational system, you must submit a WES Report.

Students may submit the Mandel School's online applications for admission before the WES Report is received by our office, but student materials will not be reviewed until a WES Report is received.

Demonstration of English Proficiency

If English is not recognized as your country's official language, you will be required to submit a Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) test score. The Mandel School code for TOEFL is 1105.

- The minimum TOEFL required scores are 577 (paper-based) or 90 (internet-based)
- The minimum score for the International English Language Testing System (IELTS) is 7.0

Official results of this test must be forwarded to the Mandel School Office of Admissions.

You are exempt from proficiency testing if you meet any of the following criteria:

- English is recognized as your country of birth’s official language according to the CIA World Factbook.
- You have completed work at an international university where English is the language of instruction
- You have studied at or graduated from an American institution

Proof of Financial Support

If admitted to the program, international students must provide proof of financial support. Once admitted, you will be asked to provide original bank documents as evidence of support to cover educational and living expenses for one academic year. This supporting documentation will be required to confirm enrollment and initiate the appropriate immigration and visa process. The proof of financial support can include all scholarship awards from the Mandel School.

Advanced Standing Options for Students that Complete a BSW Outside of the US

Students holding a BSW from their country of origin may be eligible for advanced standing. Applicants should contact International Social Work Degree Recognition and Evaluation Service directly and ask to have their degree reviewed.

An international applicant who holds a Master of Social Work (MSW) degree for his or her country may request a credit review for transfer credit. The Mandel School may award up to twelve (12) academic transfer credit hours (including field education).

Please note that materials submitted for application cannot be returned to the applicant.

Financial Information

Tuition

Tuition for the 2021-2022 academic year is calculated at $1,590 per credit hour for enrollment between 1 and 11 credit hours. Tuition is charged a flat rate of $23,850 per semester for enrollment between 12 to 18 credits. Students enrolled in 19 or more hours during a semester will pay the semester rate of $23,850 and an additional $1,590 per credit hour beyond 18 credits.

Required Fees

- On-Campus Graduate Student Fees:
  - Student Activity Fee: $40.00 per semester
  - Graduate Student Council Fee: $15 per semester
  - RTA Pass fee: $60 per semester
- Online Student Fees (online students only)
  - $20 per credit

Optional fees

- Health Insurance: $1,582* per semester
- One to One Fitness Membership: $136.08 fall semester; $169.56 spring and summer semesters

Social Work Traditional Track: 60 credit hours
Social Work Full Advanced Standing Track: 39 credit hours
Master of Nonprofit Organizations: 39 credit hours

The Mandel School has a dedicated financial aid adviser on staff to answer your scholarship questions, provide one-on-one guidance, and match you with the best financial aid opportunities available. Please contact mandelschool@case.edu.

*All insurance coverage is subject to applicable state form and rate filing approval and once approved, to the terms of the Master Policy. We have not yet received approval from the state insurance department for the benefits, features and rates described in this document. As part of the approval process, the State may require us to make changes to the benefits, features and/or rates. We will notify you if that happens."

Confirmation Tuition Deposit

A non-refundable tuition deposit of $100 is required of all master’s degree candidates at the time of acceptance. This deposit will be applied toward tuition for the degree program. Complete information about academic policies, procedures, and financial aid is available by contacting the Office of Admissions, Jack, Joseph, and Morton Mandel School of Applied Social Sciences at 216-368-1655.

Academic Standing and Academic Difficulty

PROBATION AND DISMISSAL POLICIES

Probation Based on Academic Performance

A student who receives a grade point average below 3.0 in any semester or cumulative will be placed on probation. A student on probation must obtain at least a 3.0 average in the subsequent semester in order to be removed from probation. Since probationary status may have financial aid implications, students on probation are directed to contact the financial aid office upon determination of probationary status.

Dismissal Based on Academic Performance

A student will not be permitted to continue in the program if he, she or they receives:
INCOMPLETE IN ACADEMIC COURSES

1. A second grade of F in the program, or two semesters of No Pass (NP) in field education or No Pass (NP) in any course;
2. A grade point average (GPA) of 2.0 or below in any one semester or cumulative;
3. A grade point average (GPA) less than 2.8 entering the final semester;
4. If a student admitted on academic probation does not earn a 3.0 GPA in the first semester; If a student admitted on academic probation earns NP in field at any time, the student will be academically dismissed.
5. For part-time, Intensive Weekend, and online students, these policies apply in two semester blocks of time.

A NO PASS (NP) counts as F for purposes of determining academic standing.

Dismissal Based on Non-Academic Performance

Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice, inappropriate or disruptive behavior toward colleagues, faculty or staff (at school or in field sites) will be the basis for nonacademic termination.

STUDENTS COMPLETING WORK BEYOND THE END OF A SEMESTER may be subject to academic actions at any point within the next semester. Students will be academically withdrawn from their courses and their records updated based on academic decision.

Students will be fully responsible for all financial obligations up to the date of academic action.

University Registrar requires letters of academic standing indicating probation or dismissal be sent to the student at the address on file in the Student Information System (SIS). Letters of dismissal are sent by priority mail and/or electronically by confidential E-LETTER. Letters of probation are sent regular first-class mail delivery and/or electronically by confidential E-LETTER.

INCOMPLETE IN ACADEMIC COURSES

1. A grade of Incomplete is given at the end of the semester only when a student has discussed the matter with his/her/instructor and there are extenuating circumstances that clearly justify an extension beyond the requirements established for the other students in the class.
2. The student and the instructor must agree on a due date for fulfilling the requirements for the Incomplete. A signed Request for an Incomplete Grade (by both the instructor and student) must then be submitted to the Mandel School Registrar by the instructor. This form can also be printed from the Mandel School Academic Resources (https://case.edu/socialwork/resources-students/academic-resources/#Incomplete%20grades) website. The extension may not go beyond the end of the subsequent term (fall, spring, summer). The form must be specific in what assignment(s) are due and the date(s) by which assignment(s) must be submitted. For administrative purposes, instructors must submit final grades for Incomplete as soon as coursework is submitted and graded.
3. If a student fails to remove the Incomplete within the specified time, he/she/he/she forfeit the privilege of completing the course for credit and the instructor must assign a grade of F. For exceptional situations in which there are extenuating circumstances, the student and advisor may request, in writing, an extension beyond one semester from the Associate Dean for Academic Affairs, with the instructor's approval.
4. If a student accumulates three or more grades of "Incomplete," he/she may not enroll in the subsequent course or term and will be considered to be "on probationary suspension/probationary leave" from the program. This policy includes grades of "Incomplete" in Field Education. These students will be required to clear all but one grade of "Incomplete" on their records before they will be allowed to re-enroll in school.

INCOMPLETE IN FIELD EDUCATION

An Incomplete for fieldwork should be treated in the same manner as an Incomplete in academic courses. An Incomplete is only appropriate when insufficient hours were spent in placement, or assignments were not finished for reasons of illness or other excused absences. An Incomplete also used for field education when the student is assessed to be performing at the marginal level and a remediation plan is required to be completed prior to a determination being made as to whether the student receives a P or an NP for the field period. A grade of Incomplete must be removed before entering the subsequent semester of fieldwork.

LATE ASSIGNMENTS

Assignments are due on the date assigned. Exceptions must be cleared in advance with the instructor. In the absence of a mutual agreement by the student and instructor, the instructor is not obligated to accept papers and a grade of "F" can be entered for the assignment. If the instructor determines justifiable circumstances, additional time may be granted.

COURSE REPEAT OPTION

Mandel School students may petition the Associate Dean of Academic Affairs to repeat a maximum of two courses during their degree program in order to improve their performance. When a course is repeated, the first grade will remain visible on the transcript but will be removed from the calculation of the cumulative grade point average and the grade point average for the semester in which the course was first taken. The new grade will then be used for calculation of the cumulative grade point average and the grade point average for the semester in which it was earned, regardless of whether the new grade is higher or lower than the first grade. The student's transcript will show the comment "Repeated: No credit awarded" directly below the original grade. However, if the first attempt of the course resulted in a passing grade, but the second attempt results in a failing grade, then the original grade will remain. Similarly, if a student withdraws from a course that is being repeated, the Course Repeat Option will not be applied and the original grade will stand.

This option may be exercised according to the following criteria:

• The course repeat option can only be used on course in which a grade of C or lower was earned; Courses with a grading basis of P/NP are not eligible under this policy;
• A student may not use the Pass/No Pass Option on a course that is being repeated;
• A student may only use the repeat option on the same course;
• The course repeat option may not be exercised after a degree has been awarded;
• Approval from Associate Dean of Academic Affairs is required;
• The tuition and associated fees for a repeated course will be the responsibility of the student.
READMISSION TO CANDIDACY

A student who leaves the Mandel School in good standing without completing requirements for the degree may re-enter within a three-year period and receive credit for previous work. Any former student who wishes to complete degree requirements and who has been out of school for two years or more must reapply for admission. All information regularly required for an admission application must be updated. The application will be reviewed in light of current admission policies.

Upon acceptance for readmission, the specific courses and fieldwork required for completion of the student’s program will be determined in accordance with current degree requirements. Credit hours will not be granted for work completed more than five years before readmission.

If a student is terminated due to inadequate academic performance or a violation of the professional code of conduct, he/she/they may request reinstatement although this will not be considered until two semesters after termination. A written petition and supporting documentation (if applicable) must be forwarded by the student to the attention of the Chair of the Committee on Students (mandelschoolcos@case.edu) who will present the petition for possible review by the full Committee at the next scheduled meeting. The Committee meets monthly except in May, June, July, and August. In all cases, the student must remain separated from the School for a minimum of two semesters (fall, spring, and summer are considered semesters).

The petition must include the following: a) the student’s reason for requesting the reinstatement, b) an identification of the circumstances that led to the termination, and evidence of personal, educational, or professional activities or accomplishments that would demonstrate the student’s readiness to return to school and successfully complete the degree program. The Committee will meet with the student (in-person, zoom conference call) if desired, and thereafter recommend to the Associate Dean of Academic Affairs one of three possible responses: 1) readmit, 2) readmit with condition, or 3) do not readmit.

Special Focus and Certificate Programs

Certificate Programs

Global Health

The Certificate in Global Health focuses on the broadest concept of public health, including international aspects of disease transmission, diagnosis, treatment, policy, and prevention. The overall objective of this interdisciplinary certificate is to support Mandel School students with interests in health problems, issues, and concerns that (a) transcend national boundaries, (b) may be influenced by circumstances or experiences in other countries, and (c) are best addressed by cooperative actions and solutions. Current participating departments and schools at Case Western Reserve University include Mathematics, Medicine, Public Health, Anthropology, Nursing, Bioethics, Epidemiology, Bio-statistics, Biology, and Engineering.

The requirements to receive the certificate differ by discipline and emphasize discipline-specific and interdisciplinary coursework. For Mandel School students, this includes completion of two required interdisciplinary courses and an additional Mandel School elective. The certificate is most appropriate for students who choose to complete the Community Practice for Social Change concentration or Health or Aging specializations in the Direct Practice program.

Gerontology

Students with an interest in serving the needs of the aging population may pursue the multidisciplinary graduate certificate program offered through the Case Western Reserve University Center on Aging and Health. This program is designed for gerontological researchers, educators, and practitioners. Participating faculty are from the Mandel School and the Case Western Reserve University Schools of Medicine, Dental Medicine, Nursing, and Arts and Sciences. Students must be enrolled in the Aging specialization at the Mandel School.

School Social Work

The School Social Work program is designed to train school social workers and provide them with the competencies to practice in a variety of traditional and non-traditional primary and secondary education settings. Such competencies include assessing children’s needs; designing and implementing interventions; and making referrals to other professionals and agencies, as needed. School social workers function collaboratively with educators and other professionals to assist the schools and the communities in mobilizing resources on behalf of children and adolescents in order to help ensure academic success.

The program is consistent with the Ohio Department of Education, State of Ohio, regulations and professional standards developed by the National Association of Social Workers, and is jointly offered by the Mandel School of Applied Social Sciences at Case Western Reserve University and the Division of Education at Baldwin Wallace University. Students in the program complete the Master of Social Work (MSW) degree at the Mandel School with a specialization in Children, Youth and Families. As part of the MSW degree, students complete three required education courses at Baldwin Wallace University, SASS 519 Children and Families in the School Setting, and a field practicum in an approved school social work setting. After the completion of all required coursework and field education, a student can apply to the State of Ohio Department of Education to receive a certificate in school social work.

This program can be completed only by two-year and eighteen-month students (not twelve-month students). Intensive weekend students can also complete this program if they are able to enroll in some full-time program courses.

Nonprofit Management

This certificate is offered as a credential requiring 15 academic credit hours. The certificate may be done concurrently with the MNO degree, MSW degree or may be taken as a stand-alone credential. The requirements are four 3-hour courses from the approved listing for the Master of Nonprofit Organization and a 3-hour nonprofit dialogues course.

Trauma-Informed Practice

The Graduate Certificate in Trauma-Informed Practice allows for focused and integrated training in evidence-based models designed to address differential responses to trauma alongside the course and fieldwork necessary for a student’s chosen concentration and specialization areas. A total of 15 credit hours is required for this certificate (includes 9 credit hours of required course work and 6 credit hours of elective courses selected from a list of approved electives).

Certificate in Data Sciences for Social Impact (Digitally Credentialed).

Offered by the Jack, Joseph and Morton Mandel School of Applied Social Sciences, CWRU in collaboration with the Case School of Engineering.
Through this 12-credit certificate program students will develop an understanding and fluency in data analytics for social policy and social impact, covering a wide range of current applications of predictive and causal modeling in the areas of health and human services, criminal justice and others.

Certificate earners will be able to navigate and influence this new era of technology and data-driven solutions in social welfare and policy, ensuring that proper ethical guidelines are developed and followed.

The program is offered to degree-seeking students in graduate programs at CWRU and non-degree students from other degree programs in other institutions.

**Special Focus Programs**

**Louis B. Stokes Fellowship in Community and Social Development**
The Louis Stokes Fellows Program in Community and Social Development provides a full-tuition scholarship to African American and Hispanic/Latino students with an interest in Community Practice for Social Change. The goal of the Louis Stokes Fellows program is to:

- Support the graduate professional education of outstanding students from universities with Hispanic students and students from traditionally Black colleges and universities.
- Attract a greater number of African American and Hispanic students to advanced social work education to help meet the need for diversity in the social work profession.
- Foster future leadership in community building, community development, and housing.

**Leadership Fellows Program**
The Leadership Fellows Program focuses on exceptional students who want to assume leadership in clinical practice within an agency context. It is a two-year program of study for direct practice students in aging, substance use disorders and recovery, children, youth and families, health or mental health.

**Paul D. Coverdell Fellowship Program for Returning Peace Corps Volunteers**
The Paul D. Coverdell Fellowship Program for Returning Peace Corps Volunteers provides the option for students selecting concentrations in Community Practice for Social Change or Direct Practice. The Direct Practice concentration will allow students to select specializations in aging; substance use disorders and recovery; children, youth and families; health; and mental health with children, adolescents and adults. Fellows will be able to integrate professional social work education, research and service to promote social justice and community empowerment domestically and around the world. Students also have the option of pursuing certificates and dual degrees in several interest areas.

**Global Practice Opportunities**
At the Mandel School, students have numerous opportunities to explore beyond our own borders. The Mandel School faculty includes experts in international social work and social policy research. The Mandel School also hosts numerous international full-time students, exchange students, visiting scholars and researchers.

Qualified students may choose to participate in a number of multi-disciplinary study abroad opportunities. Many trips occur during winter and spring break and the beginning of summer semester. Students are able to familiarize themselves with a variety of social policies of other countries, which have included the Netherlands, Guatemala, Ecuador, India, Poland, Ghana, and Israel, among others.

**Jack, Joseph, and Morton Mandel School of Applied Social Sciences Faculty**

**Department Faculty**
Mark P. Aulisio, PhD
(Bowling Green State University)
*Associate Professor, Bioethics and Social Work; Director, MA Program in Bioethics; Director, Center for Biomedical Ethics, MetroHealth*

Intersection of political philosophy and bioethics, consultation

Mark G. Chupp, PhD
(Case Western Reserve University)
*Assistant Professor, Social Work*

Inter-group dialogue and conflict transformation, citizen participation, community building, community organizing, appreciative inquiry, service learning

Claudia J. Coulton, PhD
(Case Western Reserve University)
*Lillian F. Harris Professor of Urban Research and Social Change*

Research in urban poverty, neighborhoods, community development

David Crampton, PhD
(University of Michigan)
*Associate Professor, Social Work*

Child welfare, community and social development, program evaluation

Ronald Davis, MSW
(University of Akron)
*Clinical Instructor, Social Work*

Medical social work, hospice & palliative care, trauma, diversity and inclusion

Marjorie Edguer, PhD
(Bowling Green State University)
*Assistant Professor, Social Work*

Clinic social worker, trauma, diversity

Kathleen J. Farkas, PhD
(Case Western Reserve University)
*Associate Professor, Social Work*

Co-occurring substance abuse and mental disorders, jail/prison-based treatment, women/elderly substance abuse assessment and treatment

Robert L. Fischer, PhD
(Vanderbilt University)
*Associate Professor of Research, Social Work*

Program evaluation, social/behavioral intervention research, child/family interventions, nonprofit programming, policy studies

Daniel J. Flannery, PhD
(The Ohio State University)
*Semi J. and Ruth Begun Professor in Violence Research Prevention and Education*

Violence prevention, mental health, program evaluation
Mark S. Fleisher, PhD  
(Washington State University)  
Research Professor, Social Work  
Gangs, prisoner violence, cultural resilience

Adrienne Fletcher, PhD  
(Loyola University)  
Assistant Professor, Social Work  
Disproportionality in child welfare system and across social institutions, implicit association/bias, issues of diversity, social welfare policy, social justice and advocacy, child welfare and Indian child welfare

Darcy A. Freedman, PhD  
(Vanderbilt University)  
Associate Professor, Epidemiology and Biostatistics  
Food access interventions, health equity, public health literacy, qualitative methods, primary prevention of chronic disease

Kathi I. Overmier Gant, MSSA  
(Case Western Reserve University)  
Clinical Instructor, Social Work; Field Advisor  
Direct practice, adult and adolescent mental health, assessment and diagnosis, criminal justice

Brian K. Gran, PhD  
(Northwestern University)  
Associate Professor, Sociology  
Children’s rights and social policy

Victor K. Groza, PhD  
(University of Oklahoma)  
Grace G. Brody Professor of Parent-Child Studies  
Child welfare workforce and systems, older child and sibling group adoptions, intercountry adoption, international child welfare

Megan Holmes, PhD  
(University of California, Los Angeles)  
Associate Professor, Social Work  
Domestic violence, alcohol use and child maltreatment, research

Peter Hovmand, PhD, MSW  
(Michigan State University)  
Professor, School of Medicine  
Center for Community Health Integration

David Hussey, PhD  
(Case Western Reserve University)  
Associate Professor, Social Work  
Substance abuse, violence, social and behavioral science, psychopathology

Jeffrey Janata, PhD  
(Case Western Reserve University)  
Associate Professor, Psychiatry UH  
Behavioral medicine, health psychology, obsessive-compulsive spectrum disorders, pain disorders, outcomes measurement

Mark L. Joseph, PhD  
(University of Chicago)  
Associate Professor, Social Work  
Urban poverty, community development, mixed-income development, comprehensive community initiatives

Eva Kahana, PhD  
(University of Chicago)  
Pierce T. & Elizabeth D. Robson Professor of Humanities; Professor, Social Work; Director, Elderly Care Research Center  
Sociology of aging, medical sociology, social factors in stress and coping

Jennifer King, DSW  
(University of Pennsylvania)  
Assistant Professor, Social Work  
Clinical social work, trauma-informed care, childhood trauma

Jill E. Korbin, PhD  
(University of California, Los Angeles)  
Professor, Anthropology and Social Work; Director, Schubert Center for Child Studies; Co-Director, Childhood Studies Interdisciplinary Program; Associate Dean, College of Arts and Sciences  
Culture and human development, child well-being and child maltreatment, cultural, medical and psychological anthropology

Siran M. Koroukian, PhD  
(Case Western Reserve University)  
Associate Professor, Social Work; Associate Professor, Epidemiology and Biostatistics  
Methodological issues in the use of large databases in health services research, Medicare and Medicaid programs, cancer-related and other health disparities

Amy Korsch-Williams, MSSA  
(Case Western Reserve University)  
Senior Instructor, Social Work  
Trauma informed care, Field education

Jeff M. Kretschmar, PhD  
(Miami University of Florida)  
Assistant Professor of Research, Social Work  
Violence and aggression, suicide, victimization, mental health and substance abuse

Sana Loue, PhD  
(University of Southern California at Los Angeles and Case Western Reserve University)  
Professor, Department of Epidemiology and Biostatistics; Director for Minority Public Health, School of Medicine  
Immigration law and health, impact of HIV on the family, HIV in underserved populations, ethics in research, public health and law

Kimberly McFarlin, MSSA, MNO  
(Case Western Reserve University)  
Clinical Instructor, Social Work  
Field education, international social work

David B. Miller, PhD  
(University of Pittsburgh)  
Associate Professor, Social Work  
African American fatherhood, violence as a public health problem, child maltreatment, adolescent resiliency factors, treatment of individuals exposed to violence

Sharon E. Milligan, PhD  
(University of Pittsburgh)  
Associate Professor, Social Work;  
Evaluation of community-based initiatives, community and social development practice and urban poverty research
Sonia Minnes, PhD  
(Case Western Reserve University)  
**Associate Professor, Social Work**  
Behavioral and mental health outcomes of prenatally drug-exposed children

Diana Morris, PhD  
(Case Western Reserve University)  
**Florence Cellar Associate Professor of Gerontological Nursing; Executive Director, Case Western Reserve University Center on Aging and Health**  
Geriatric mental health, aging and quality of life, family care giving, science of unitary human beings

Cristina Nedelcu, PhD  
(Case Western Reserve University)  
**Lecturer, Social Work**  
Child welfare, immigration & adoption, child and adolescent development, trauma survivors, child and adolescent mental health

Ann Nguyen, PhD  
(University of Michigan)  
**Assistant Professor, Social Work**  
Gerontology, mental health disparities, informal social support, social networks, subjective wellbeing, African American, Afro-Carribean, religion

Lori Longs Painter, MSSA  
(Case Western Reserve University)  
**Clinical Instructor, Social Work; Field Advisor**  
Social work practice

Nicole Parker, MSW  
(Cleveland State University)  
**Clinical Instructor, Social Work; Field Advisor**  
Field education, global culture, clinical & community practice

Dana Prince, PhD  
(University of Washington)  
**Assistant Professor, Social Work**  
Impact of cumulative disadvantage on youth development trajectories, risk behavior and health outcomes, intersectionality of race, class, gender and youth health disparities, youth transitions, school and community-based prevention, program development and evaluation

Francisca Richter, PhD  
(Oklahoma State University)  
**Research Assistant Professor, Social Work**  
Economic behavior

Maureen Riley-Behringer, PhD  
(Case Western Reserve University)  
**Lecturer, Social Work**  
Global child welfare & well being, human behavior, social policy

Nancy M. Rolock, PhD  
(University of Illinois-Chicago)  
**Henry L. Zucker Professor of Social Work Practice**  
Child welfare, post permanency and intervention research

J. Richard Romaniuk, PhD  
(Polish Academy of Sciences, Warsaw Poland)  
**Lecturer, Social Work**  
Neuroscience, immigration, clinical social work

Robert J. Ronis, MD  
(Case Western Reserve University)  
**Douglas Danford Bond Professor and Chair, Psychiatry; Professor, Social Work**  
Addiction psychiatry, public health, community mental health, co-occurring disorders

Mark I. Singer, PhD  
(Case Western Reserve University)  
**Leonard W. Mayo Professor in Family and Child Welfare;**  
Adolescent mental health, adolescent substance abuse, youth-related violence

Susan Snyder, MSW  
(New York University)  
**Clinical Instructor, Social Work; Field Advisor**  
Field education, clinical social work practice

Jody Timko, MSW  
(Cleveland State University)  
**Clinical Instructor, Social Work; Field Advisor**  
Medical, residential and community services to children, families, and adults

Laura A. Voith, PhD  
(University of Wisconsin-Milwaukee)  
**Assistant Professor, Social Work**  
Intimate partner violence, violence prevention

Chenobia Webster-Hill, DSW  
(University of Tennessee -Knoxville)  
**Clinical Instructor, Social Work ; Field Advisor**  
Anxiety, depression, chronic mental health, Acceptance and Commitment Therapy (ACT), Motivational Interviewing (MI)

James J. Werner, PhD  
(Case Western Reserve University)  
**Assistant Professor of Family Medicine, School of Medicine**  
Health behavior change, methods for mental health service delivery and direct practice in primary care, practice-based research networks, clinician education

Angela Whidden, EdD  
(Argosy University)  
**Clinical Instructor, Social Work; Field Advisor**  
Field education, early childhood & family therapy

Scott A. Wilkes, PhD  
(Case Western Reserve University)  
**Assistant Professor, Social Work**  
Child welfare, mental health, nonprofit management, social work ethics
through field trips and classroom discussions.

Students are expected to participate fully in class discussions. Content is covered via lectures and classroom discussions, as well as appropriate guest speakers. 

Jack, Joseph and Morton Mandel School of Applied Social Sciences Courses

Courses

SASS 284. Oppression and Privilege in a Multicultural Society. 3 Units.
Privilege flings open the doors of opportunity in a multicultural society. Oppression jams those doors tightly shut. This course provides students with understandings of how oppression and privilege operate in a multicultural society to restrict the life chances of minority and disenfranchised group members. Increasing knowledge about the nature and dynamics of oppression and privilege are fundamental dimensions of the ability to value a diverse world. This undertaking requires self-assessment and reflection on discrimination, oppression, and privilege as components of individual awareness. Such insight will help students to live, work, study, and play well with "others" who are culturally different from themselves with respect to race/ethnicity, religion, class, gender, sexual orientation/gender identity, ability, and age. Beyond increasing respectful social interaction, it is hoped that students will be motivated to work towards dismantling systems that perpetuate de-valuing, exploitation, marginalization, and violence against members of subordinate groups. Major consideration will be given to structures of oppression and privilege related to racism, classism, religious bigotry, sexism, heterosexism/transgenderism, ableism, and ageism. Note: A student cannot receive degree credit for both SASS 284 and SOCI 349.

SASS 315. Adoption Practice and Policy. 3 Units.
This course covers the concepts, knowledge, skills, and policies associated with contemporary adoption practice. The practice method reflects a constellation perspective, meaning that adoption is examined from the viewpoints of birth families, adoptees, and adoptive families. Exemplars and case studies are presented for illustration purposes. Consideration of constellation members' needs at different life cycle stages are presented. Ethical issues and dilemmas related to adoption are emphasized throughout the course in each content area. Course content is covered via lectures and classroom discussions, as well as appropriate guest speakers. Students are expected to participate fully through field trips and classroom discussions.

SASS 318. Death, Grief, and Loss. 3 Units.
This course provides students the opportunity to become informed, aware citizens understanding human issues related to end-of-life decision making, dying, and experiencing grief and loss. Topics focus on death and grief across the lifespan; the role of death in American culture; understanding individual and family challenges with decision making at the end of life; and the experience of grieving across life stages, cultures, gender, and spiritual difference. The course provides exposure to the experience of death as it relates to the self of the student; the terminally ill person, and the bereaved. Students will gain insight into their own values and beliefs in this area, as well as understanding the needs of terminally ill people, those who need support in their grief and mourning, and persons dealing with challenging life and death decisions regarding self or loved ones. Creation of a personal learning objective is an additional focus. Course content is implemented via lectures, class discussion, individual and small group work, audio-visuals, and guest speakers.

SASS 325. The Netherlands Social Justice: Health and Violence. 3 Units.
Social justice issues including violence prevention and health care services/policies will be explored via agency visits, lectures, and discussion with Dutch experts. The pervasive use of a harm reduction policy in the Netherlands will be examined. The course will help students develop the analytical skills necessary for evaluating social policy and practice issues related to a range of health care services as well as social justice issues that pertain to health care, prostitution and substance use. Students will familiarize themselves with the United States and Dutch social policies and practices related to issues such as: right to die, euthanasia for terminally ill, those in chronic pain or severely ill newborns; access to healthcare and health disparities; addictions; and prostitution. The manner in which a society treats its citizens least capable of taking care of themselves reveals many of the core values of its cultural system of social justice and approaches to health care. Counts for CAS Global & Cultural Diversity Requirement.

SASS 350. Seminars in Applied Social Sciences. 1 - 3 Units.
Survey of special subject areas. Topics vary in response to faculty and student interests. Small group discussion. Prerequisite depends on content.

SASS 355. Drugs and Youth. 3 Units.
Drug abuse is a more acute problem and more widespread than in any previous era of our country. Just as technology continues to evolve, drug use follows similar paths of evolution. Today, there are thousands of new drugs available that are used for medicinal purposes, recreational purposes, and other uses that affect the health of our citizens. The impact of drug use and/or abuse on the lives of ordinary people will be explored both through academic readings as well as biographies of young people who have dealt with the problem of drug abuse. Material will be presented from a wide range of disciplines and theoretical perspectives highlighting the bio-psycho-social nature of the problem--both the etiology as well as the effects of addiction. The impact of both macro (society) and micro (family and friends) on drug use of both licit (alcohol, over the counter drugs, and prescription) and illicit (marijuana, hallucinogens, and cocaine) on various subcultures such as sports/athletics, college students, women, adolescents, etc. will be explored. Course content will be covered via lectures, classroom discussions as well as appropriate guest speakers.
SASS 365. Victimology. 3 Units.
This course introduces the study of victimology, which is the study of the causes and consequences of victimization, and how victims and the criminal justice system interact. The focus will be on understanding the extent of crime victimization, theories of victimization, and the criminal justice system as it relates to the study of victimology. We will cover topics such as homicide, intimate partner violence, violence exposure, victims' rights, and sexual violence. This course will help students to understand crime victimization from a variety of perspectives with a particular emphasis on the intersection of social work and criminal justice and the role of social workers in the criminal justice system.

SASS 367. Poverty, Wealth Building, and Social Entrepreneurship. 3 Units.
With poor communities and individuals across the world aspiring for higher standards of living and quality of life, monolithic development strategies are proving to be insufficient. Microenterprise and social entrepreneurship are among the latest strategies for poverty alleviation. New strategies that are grass-roots, multi-dimensional, entrepreneurial, and engage stakeholders as partners are gaining ground. They seek to fundamentally transform the roles and relationships of the stakeholders in the economy. While social entrepreneurship is revolutionizing the practice of development work, the micro-enterprise sector plays an important role for some of the poorest sectors of society who gain employment, connection to the market, and opportunities for innovation through it. In this course, we will examine social entrepreneurship, the change it brought about in how development is viewed, conceived, and implemented. Some of the examples that will provide core content include economic development strategies that promote asset building among the poor; Mandragon in Spain (and other similar institutions from across the world), Greyston Bakery (and other similar examples from around the United States) and Evergreen Cooperative (and other relevant local examples).

SASS 368. Whatever it Takes: Creating Paths Out of Poverty for Children. 3 Units.
This course will examine current community based strategies for providing young people living in high poverty, multiple needs, urban areas with the educational, social and economic support they need for a stronger future. The course will begin with a review of the debated root causes of poverty in the United States and an exploration of the short and long term effects of poverty on children. Students will understand how poverty differentially affects different populations and geographic areas across the United States and globally. Special attention will be given to the complexity of urban poverty issues and the corresponding need for holistic interventions. The course will further explore the concepts and strategies underlying innovative community-based initiatives being implemented across the country including the theories, programming content, inclusion criteria and outcomes of these efforts. Students will have to critically think through the cost/benefits of this programming considering economic, political and social justice issues. Special attention will be given to the Harlem Children Zone's (HCZ) model. The HCZ has achieved successes in boosting college attendance and closing the racial and socioeconomic achievement gap among youth in a high-poverty target area in New York City. The HCZ is the model for the Obama Administration's Promise Neighborhoods Initiative to support comprehensive neighborhood development programs for children and youth. It includes efforts for social, educational and medical support designed sequentially to keep up with youth's developmental needs. Students will critically analyze this model and its applicability across other geographic areas and populations. Students will also learn from local best practice initiatives in education attempting to provide a path out of poverty for Cleveland's children through site visits at local schools. This will include experiential opportunities for firsthand contact with program staff and youth.

SASS 369. Social Networking and Community Organizing in the 21st Century. 3 Units.
This course will examine the changing nature of place, given increased mobility and diversity in communities within the United States and the emergence of a truly global economy and communication network due to the revolution in information technology. Community itself is being redefined as many members of society consider their most important relationships are primarily virtual in nature. The forms of engaging citizens are also changing as old models of community organizing give way to new approaches that focus on connectivity through social networks. This course will examine various new approaches to engagement, from political or campaign organizing to social networking around mutual interest to mobilizing people for a cause. We will examine the Obama presidential campaign as an example of a new mobilization strategy that emphasizes choice, flexibility, value, and the ability to influence through organic informal networks. The course will also explore case studies, such as network centric organizing as developed by Bill Traynor and Lawrence (MA) Community Works. Special attention will be given to controversial efforts criticized by the right or the left, such as the ACORN voter registration initiative. Students will also explore the changing nature of community in Northeast Ohio and how this new approach might lead to social change and economic development for greater Cleveland.
SASS 375A. International Travel & Study Abroad: Health, Human and Social Development in Urban & Rural Ecuador. 3 Units.
The study abroad program to Quito, Ecuador and surrounding rural areas will acquaint students with the history and culture of Ecuador, its social, political and economic development, and the impact it has on the delivery of social services. Ecuador’s historical and current relationship with the United States will also be explored. This course is designed for students and professionals who are interested in developing an international perspective for the study of social work and related health services. It will expose students to helping modalities within a cultural context and provide opportunities for cross-cultural comparison. The course will be taught using both lecture and experiential modalities. Along with interaction with a variety of social service agencies, students will visit historical sites and attend cultural events. They will be introduced to the art and culture of the area and explore the region’s economic development. Lectures by guest speakers on topics regarding family systems, culture, and history, social and political issues will provide students with learning opportunities. Counts for CAS Global & Cultural Diversity Requirement.

SASS 375B. International Travel & Study Abroad: Mental Health Issues & Practice Netherlands. 3 Units.
This 3-credit course will be at least 42 hours of contact time, and include a trip to the Netherlands over Spring Break. The course will acquaint the participant (undergraduate and graduate) with the socio-political factors that influence policy development and the delivery of mental health care and services to the citizens of the Netherlands. The role of the social work profession in mental health care and service delivery will be explored via agency visits, lectures, and discussion with Dutch consumers and experts in the area of mental healthcare. This course will help students develop the analytical skills necessary for evaluating social policy and practice issues related to mental health. Students will familiarize themselves with the United States and Dutch social policies and practices related to specific mental health issues such as: treatment of severe mental illness, community mental health systems and community reintegration of the those with mental illness, psychosocial rehabilitation, the treatment of people with dual diagnoses of substance dependence and abuse and mental illness, homelessness and the mentally ill, psychiatric hospitalization, employment, education and issues of quality of life for people living with mental illness. Prior to the trip, students will attend a pre-trip session, will be expected to become familiar with the literature on concepts in social policy and practices relevant to mental health issues in both countries, and following the trip, meet for a post-trip session. Counts for CAS Global & Cultural Diversity Requirement.

SASS 375C. International Travel & Study Abroad: Invisible Groups in a New Poland. 3 Units.
This 3 hour Spring Break for the undergraduate and graduate students introduces students and faculty to Polish culture and Polish social policies and practices concerning those social groups that are disenfranchised, stigmatized, and disempowered, including the poor, the unemployed, the homeless, the elderly, victims of domestic violence, and people affected by substance abuse and mental health problems. In cooperation with the Institute of Sociology at the University of Poznan, students and faculty will examine the issues of multiculturalism, social integration, feminism studies, and determinants of social exclusion in the context of the economic and social forces that are shaping a new Poland. The trip includes guided tours of neighborhoods and social institutions and daily lectures and workshops with government officials, practicing social workers, and many of Poland’s most prominent scholars in residence at the University of Poznan. The experience will challenge students to recognize how the recent political and economic transformation of the country has affected the entire society and how certain groups have paid a higher price. Students and faculty will also participate in cultural events to gain a greater understanding of Polish society. Prior to the trip, students will attend two pre-trip sessions, will be expected to become familiar with the literature on concepts in social policy and practices relevant to social welfare issues in both countries, and following the trip, meet for a post trip session. Counts for CAS Global & Cultural Diversity Requirement.

SASS 375D. International Travel & Study Abroad: Child Welfare in Guatemala. 3 Units.
This program is designed to familiarize participants with child welfare issues, social services, and indigenous community development, particularly women cooperatives. The plan is for participants to learn Spanish each morning, followed by guided tours of various programs. The experience challenges participants to compare Guatemala with the United States, and to understand the strengths and weaknesses of social policies and human services in both countries. This course acquaints participants with the socio-political factors that influence the development of child welfare programs in the nongovernmental sector (private, nonprofit) and governmental sector in Guatemala. The role of the helping professions in child welfare are explored via agency visits, lectures, and collaboration with Guatemalan professionals. The program is an intense small group experience in living, learning, traveling, and studying. Counts for CAS Global & Cultural Diversity Requirement.
SASS 375E. International Travel & Study Abroad: Microcredit, Microfinance, and Social Development in Bangladesh. 3 Units.

This international travel/study course to Bangladesh is taught by SUIC School of Social Work, Case Western Reserve’s Mandel School of Applied Social Sciences (MSASS), and Independent University, Bangladesh. Many international scholars and leaders will be involved, including 2006 Nobel Peace Prize winner Muhammad Yunus, as well as other officials in Bangladesh. The program will provide an intensive learning experience that will take students to Bangladesh for 12 days. The course to Bangladesh will be focusing on the role of Micro-credit and Microfinance and Social Developments to alleviate poverty and nurture social entrepreneurship. Students will spend 8 days in Dhaka, the Bangladesh capital, and 4 days in the villages visiting field projects. The program will provide lectures and field trips involving social, political, economic and developmental aspects of Micro-Credit and Micro-Finance. The trip will explore the basic ideas behind the Microcredit revolution in Bangladesh, its historical precedence, and will study it’s relation to health, finance, management, politics, social entrepreneurship and development. Student will learn about the mechanisms of micro-credit in social development and execute the knowledge in their own practice. Counts for CAS Global & Cultural Diversity Requirement.

SASS 375G. Global Health and Social Development in India. 3 Units.

The study abroad program explores the innovative approaches to health and social development in India and draws parallel to that of the United States. The purpose of the trip is to familiarize students with Indian social development and social policy issues in regards to multicultural aspects of healthcare, poverty alleviation, non-formal education, and application of information communication technologies in addressing social problems. The trip will include guided tours to neighborhoods, field-action project sites, health, social and educational institutions and government establishments. Daily lectures by practicing social workers, healthcare professionals, policy advocates, field workers, government officials and eminent Indian scholars and researchers will further enhance students’ understanding. This study abroad course will also acquaint students with history and culture of India, its social, political and economic development and the impact it has on the delivery of social services The course will be taught using both lecture and experiential modalities. Along with visiting a variety of governmental and non-governmental institutions, health care facilities, organizations and projects, students will visit historical sites and attend cultural events. Counts for CAS Global & Cultural Diversity Requirement.

SASS 375H. 21st Century Ghana: Culture, Institutions & Development in West Africa. 3 Units.

This two-week study abroad program to Ghana, West Africa will introduce students to the history and culture of Ghana, its social, political and economic development, and current social issues and institutional responses. Among the specific social issues to be examined in the course are health, education and community development. We will pay particular attention to understanding how the role of culture, faith and religion is shaping institutional, community and individual responses to the challenges and opportunities of globalization and development. The course will be taught using a combination of lectures, individual and group exercises and experiential learning, including a community service project, a brief home-stay for each student with a Ghanaian family and a day of work shadowing with a Ghanaian professional. Along with lectures from local academics and interaction with a variety of institutions and agencies, students will visit historical sites and attend cultural events. Counts for CAS Global & Cultural Diversity Requirement.

SASS 375I. Global Issues, Health, & Sustainability in India. 3 Units.

Global Issues, Health, & Sustainability in India is an interdisciplinary social work and engineering collaboration that includes a short-term cross-cultural immersion. This course brings together social work (knowledge, values, and skills) and health care (promotion, education, and community) perspectives to the understanding of technical project assessment, selection, planning and implementation in India. The course is also designed to help students understand culturally relevant community engagement strategies to ensure project acceptance in underserved and developing communities. Many field sites will be visited in order to observe first-hand the community assessment and development of projects that engineers implement. An example of these projects could include infrastructure to support green energy and water (resource planning, development, conservation, and sanitation). This study abroad course will acquaint students with history and culture of India, its social, political and economic development and the impact it has on health and the delivery of social services. Participants will learn about factors affecting the abilities to reach, treat, educate, and equip communities to improve health outcomes. Engineering students will learn the quantitative aspects using a paradigm of hierarchical systems, mathematical modeling, and scenario analysis using a ‘reasoning support’ system. Together the engineering, social work, and health sciences students in disciplinary-balanced teams will jointly work on real and meaningful projects marrying the descriptive scenarios (that is the ‘subjective’ aspect) with the numerical scenario analysis based on mathematical modeling (or ‘objective’ aspect) to form a coherent view of the future. The course will be taught using both lecture and experiential modalities. Engineering students will conduct computer modeling work. Along with visiting a variety of governmental and non-governmental institutions, organizations and projects, students will visit historical sites and attend cultural events. Offered as ECSE 342I and SASS 375I. Counts for CAS Global & Cultural Diversity Requirement.

SASS 375J. International Travel & Study Abroad: Child Development/Child Welfare Nicaragua. 3 Units.

This four-week study abroad program to Nicaragua, Central America will introduce students to the history and culture of Nicaragua, its social, political and economic development, and current child development/health/child welfare issues. The program will focus on Spanish language acquisition or mastery along with substantive study in either child development & health or child welfare, depending on student interest. Counts for CAS Global & Cultural Diversity Requirement.

SASS 375K. International Learning through Community Immersion & Internship. 3 Units.

This three-credit course will be conducted in partnership with Educo Africa in Cape Town, South Africa. The course will provide experiential and service learning social work experiences in a nation still experiencing the lingering effects of decades of apartheid rule as well as the co-existence of developed and developing worlds within the boundaries of the country. Course activities will encourage cross cultural learning experiences to increase knowledge pertinent to South Africa’s social, cultural, environmental, political and historical reality. It will expose students to community development challenges as well as environmental and social justice issues in a South African context. The goal of the course is to increase personal, community and global leadership potential of social work and social development professionals. This course in partnership to Educo Africa will use a community-based context to increase the effectiveness and expertise of students and will support student’s engagement in program development and building international networks and partnerships. Counts for CAS Global & Cultural Diversity Requirement.
SASS 385. Social Welfare Capstone Seminar. 3 Units.
This seminar course will revolve around the identification and critical investigation of current social problems. Insights gained from social welfare research will be applied to better understand these problems. Successful completion of the course will require critical analysis of published research, integration of information from social work and different disciplines, an oral presentation and a final written research report including a literature review. Counts as SAGES Senior Capstone.

SASS 390. Independent Study for Undergraduates. 1 - 3 Units.
Individual study in Applied Social Sciences involving specific programs of reading, research, and special projects. Requires prior approval of faculty member directing the project. Recommended preparation: 12 hours of social science courses; approval of MSASS Associate Dean.

SASS 405. Nonprofit Ethics and Professionalism. 3 Units.
This course is an application of ethical frameworks and analysis to nonprofit organizations. Using cases and essays, the course will help nonprofit managers become better equipped to address ethical problems and dilemmas in their work in the following areas: ethics of boards, ethics and leadership, ethics and organizational culture, professional ethics, and ethics and fundraising.

SASS 407. Nonprofit Revenue Planning and Development. 3 Units.
Revenue strategy and development are critical in advancing the mission and core work of a nonprofit organization, and are among the most strategic responsibilities held by an executive director and his/her board. Nonprofits face a myriad of revenue options which could be pursued but each of these has implications for how the organization advances its mission and its sustainability. The course will examine how to assess these revenue sources and evaluate how they can contribute to an organization’s overall financial vitality.

SASS 408. Nonprofit Philanthropic Fundraising. 3 Units.
This course will provide current and future nonprofit leaders with a detailed survey of the practices, principles, and process of fundraising, enabling them to effectively create, participate in, and manage fund development programs and staff. Successful fundraising is shown to be communication-based and built upon solid relationships with defined constituencies of donors and potential donors.

SASS 409. Nonprofit Strategic Planning. 3 Units.
This is an integrated practicum designed to provide “hands-on” experience in planning for, designing, and conducting strategic planning in nonprofit organizations. Students will learn to assess organizational readiness, facilitate the design of strategic planning processes, create a variety of approaches involving key stakeholders, and finalize a planning design suited to organizational culture.

SASS 410. Nonprofit Databased Decision-Making. 3 Units.
Nonprofit leaders face a wide range of data needs and opportunities to use data to inform strategy and practice. This course is designed to give students a working knowledge of data analysis, statistical concepts, research designs for program planning and evaluation, and techniques for problem solving. By exploring a continuum of decision making opportunities in the nonprofit sector, the course will present methods and frameworks for collecting and interpreting data to inform organizational action.

SASS 411. Nonprofit Leadership Dialogs. 3 Units.
This course is intended to enable students to learn about major nonprofit leadership issues and trends through interaction and dialog with successful nonprofit leaders. It is also designed to provide outside nonprofit leaders with the opportunity to learn about the quality of the Mandel Center’s student body.

SASS 420. Nonprofit Organization and Management. 3 Units.
This course will focus on theories of organizations and general concepts and principles of management, governance, and leadership. Organizational design, behavior, performance, and effectiveness will be studied, and the special character and management problems of nonprofit organizations will be highlighted and analyzed.

SASS 425. Nonprofit Financial Management. 3 Units.
This course focuses on techniques and principles of financial management including budgeting, finance and investment decision making. Topics include budget formulation, analysis and planning, present value analysis, cost-effectiveness, cash flow analysis, portfolio management, and venture planning. Special emphasis will be given to the unique problems of nonprofits in capital formation, generating earned income, managing endowments, gifts and grants, and tax planning.

SASS 426. Research Methods in Social Work. 3 Units.
This course provides an overview of the basic concepts used in the conduct of scientific inquiry and the tools of research methodology. It introduces students to the issues involved in the design, implementation, analysis and utilization of social research. Students are encouraged to focus on a practice-related research problem in their individual or group research projects, as well as to focus on research issues relevant to their specialization, field of practice, or field of practicum setting. Students are alerted to the risks of cultural bias in research throughout the course through examples and scientific readings.

SASS 427. International Non-Governmental Organizations. 3 Units.
This course examines the role of voluntary associations in the international arena and, in particular, the multiple roles of international non-governmental organizations in affecting international political and economic outcomes. The course also examines the theoretical issues surrounding NGOs and international relations, particularly the relationship between global civil society and international political outcomes.

SASS 428. Nonprofit Board Governance. 3 Units.
This elective course deals with the definition, history and concept of trusteeship, the areas of responsibilities of Boards of Trustees, the authority of Boards and the limits on its exercise, the organization of Boards and their committees, and the Board’s relationships with the Executive Director, the staff and the organization’s constituencies.

SASS 430. Nonprofit Human Resources and Volunteer Management. 3 Units.
Theories and principles of managing people in organizations are addressed in this course, including motivation theory and human resource development strategies. Particular attention is devoted to issues critical to nonprofit organizations, such as the management of volunteers, management of professionals, working with trustees, and staff/board relationships.

SASS 432. Nonprofit Marketing. 3 Units.
This course provides students with a comprehensive overview of the principles and techniques of nonprofit marketing and with an understanding of the multiple contexts in which they are applicable—marketing of products and services, marketing to potential funders, marketing of ideas and behaviors (social marketing and advocacy). The focus of the course is on managerial decision-making to achieve organizational objectives and enhance organizational viability.
SASS 495. Field Education: Organizational Theory and Practice Seminar. 1 Unit.
This course is designed to be taken by social work students in the first semester of their master’s program. Students enrolled in SASS 495 take SASS 601 Field Education I concurrently. The course provides the support and guidance necessary to assist students to begin to integrate professional experiences as developing social work practitioners and to continue to learn how the human service organization influences the delivery of social work services. Students will be introduced to organizational theory and practice through development of an understanding of their field site. Students will also be introduced to their role as a social work intern, the effective use of supervision, and mechanisms to identify and evaluate their learning goals throughout the course.

SASS 495A. Field Education: Organizational Theory and Practice Seminar II. 1 Unit.
This one credit course is designed to be taken by social work students during the second half of their generalist field education experience. Students enrolled in SASS 495A take SASS 602 Field Education concurrently. The course builds on the first seminar and provides additional support and guidance necessary for students to integrate professional experiences as developing social work practitioners. It also continues the focus on how the human service organization influences the delivery of social work services. Students will continue to learn about social work practice with organizations through continued learning about their field site, and will design a brief intervention to be used at the site. Finally, students will develop a more advanced understanding of the learning agreement, the realities of ethical dilemmas and decision making, self-care and self-advocacy, and prepare for furthering their learning in a specialized field placement. Prereq: SASS 495 and SASS 601. Coreq: SASS 602.

SASS 495V. Field Education Seminar: Organizational Theory & Practice Seminar. 1 Unit.
This course is designed to be taken by social work students in the first semester of their master’s program. Students enrolled in SASS 495V take SASS 601 Field Education I concurrently. The course provides the support and guidance necessary to assist students to begin to integrate professional experiences as developing social work practitioners and to learn how the human service organization influences the delivery of social work services. Students will be introduced to organizational theory and practice through development of an understanding of their field site. Students will also be introduced to their role as a social work intern, the effective use of supervision, and mechanisms to identify and evaluate their learning goals throughout the course.

SASS 496. Advanced Field Education: Organizational Theory and Practice Seminar. 1 Unit.
The course provides the support and guidance necessary to assist advanced standing students to integrate professional experiences as developing social work practitioners and to continue to learn how the human service organization influences the delivery of social work services. Students’ learning about organizational theory and practice will be strengthened through applying their understanding to their field site. Students will also be introduced to the specific and unique ways in which the Mandel School approaches social work education including its emphasis on social justice, integration of micro and macro levels of practice, and development of social work leadership skills. The effective use of supervision, and mechanisms to identify and evaluate their learning goals will also be addressed throughout the course.

SASS 496V. Advanced Field Education: Organizational Theory and Practice Seminar. 1 Unit.
This course is designed to be taken by Advanced Standing students in the first semester of Field Education. Students enrolled in this course take SASS 653A concurrently. The course provides the support and guidance necessary to assist students in integrating professional experiences as developing social work practitioners. Students will be introduced to organizational theory and practice in the context of their field sites, conduct an organizational assessment, and propose an organizational intervention. Students will also explore their role as a social work intern and develop an understanding of the learning processes associated with field education. Prereq SASS 400-TR.

SASS 500. Special Topics in Applied Social Sciences. 1 - 6 Units.
SASS 501. Nonprofit Practicum. 0 - 6 Units.
The overall goal of this course is to provide MNO students the opportunity to develop a practicum experience in a non-profit organizational setting. The course is designed to enhance knowledge acquired in the classroom by allowing students the flexibility to develop an individualized plan that will integrate professional practice skill development. The students will work closely with their Academic Advisor to determine whether a practicum meets the student’s learning needs. The student will also be assigned a Practicum Instructor, who is based at the non-profit setting and provides the direct instruction of the student. Finally, the student will work with the Faculty Advisor, who is based at the School and serves as a link between all parties, oversees the requirements and standards of the School, and participates and consults in the design of the student’s learning experience. The Student, Practicum Instructor, and Faculty Advisor all participate in various ways in the evaluation of student’s practicum; the Faculty Advisor is responsible for assigning the grade.
SASS 502. Change Agent Intensive. 1 Unit.
This course provides an intensive introduction to the practice and profession of social work. It is styled as an immersive experience for students to work with faculty and their peers to begin to understand the origins of the profession, the social issues and social problems that are central to social work, the values and ethics that guide our work, and the dilemmas faced by practitioners at all levels of practice. By centering learning within the context of greater Cleveland, students will begin to value the importance of community as a means of understanding practice at all levels - individual, family, group, organization, and community. As a foundational course for developing the ability to value a diverse world, this course provides students with an opportunity to enhance self-awareness and critical thinking through a systematic reflection of their own experiences with oppression and privilege. Students also will be challenged to understand and value the worldviews of persons different from themselves and develop the ability to take different perspectives in their work.

SASS 503. Foundations of Social Policy and Service Delivery. 2 Units.
The course focuses on ethical dilemmas inherent in social policy issues, the political and organizational processes used to influence policy, the process of policy formulation, advocacy, and the use of ethical reasoning in frameworks for examining social policies in light of principles of social, economic, and environmental justice. It examines the philosophical, historical, and socioeconomic foundations of social welfare and the evolution of social policy and the social work profession in the United States. Students are taught to consider current social policy within the context of historical and contemporary factors that shape policy.

SASS 504. Theories of Human Development and Human Diversity. 2 Units.
This generalist course examines theories and research on human development and human diversity. The course explores theories and research on biological, social, cultural, and spiritual development over the lifespan, as well as how oppression and privilege manifest at the individual, institutional, and social/cultural levels and how oppression impacts the life opportunities of members of minority and disenfranchised groups. The course stresses interactions between an individual and their environment.

SASS 505. Adoption: Practice and Policy. 3 Units.
This course covers the concepts, knowledge, skills, and policies associated with contemporary adoption practice. The practice method reflects a triad perspective, meaning that adoption is examined from the viewpoints of birth parents, adoptees, and adoptive parents. For each topic area, social work roles, activities, tasks, and skills are explored along with policy issues. Exemplars and case studies are presented for illustration purposes. Consideration of triad needs at different life cycle stages are presented. The issues of ethnically competent adoption practice are emphasized throughout the course in each content area.

SASS 506. Perspectives on Management and Leadership. 0 Unit.
This course is designed to explore management and leadership capabilities. The class explores personal and organizational aspects of leadership and management examining theoretical perspectives and models, governance, communication, advocacy, ethics and accountability. In addition, the course examines key tools for effective management and leadership to manage risk, challenges, building consensus and collaboration. The course also guides students through a personal leadership development journey. The classroom will serve as an interactive learning environment. Students will learn management and leadership abilities from readings, lecture, group discussion, reflection, assessment, planning and application. The content of the course integrates research across social work, business, the nonprofit sector, and literature to inform a solid perspective to enhance management and leadership capabilities. This course includes activities and feedback for students to facilitate growth and development, and is appropriate for students who want to become effective managers and leaders, growing related abilities and knowledge.

SASS 507. Community Theory and Practice. 2 Units.
This theory and practice course introduces community (or macro) practice social work. This course advances multiple theories (critical social theory, community capitals theory, conflict theory) and methods of community practice for social workers as agents of social change. Students learn to design and implement a participatory assessment process at a community level and provides foundational theories and assessment methods. Students learn to conduct quantitative research for assessing community needs and assets. Course work focuses on the development and application of practice skills in work with communities and organizations, particularly models and skills in community building. Focusing on real world situations, the course includes both didactic and experiential teaching and learning. The course integrates and applies foundation learning in the areas of social policy, diversity, discrimination with theories of power and empowerment, human capabilities and asset based community development.

SASS 508. Individual Theory and Practice. 2 Units.
This course focuses on theory and practice with individuals. The overarching goal of ITP is to develop culturally competent social work generalist practitioners who are armed with the knowledge and skills necessary to practice ethically with individuals in diverse social work practice settings. This course is structured to include pre-recorded lecture to be viewed before class, and discussion and experiential laboratory learning in a 1.5 hour face-to-face session. In addition to watching the pre-recorded lectures, there is also considerable preparation time required before each class session. The lab portion provides the opportunity for students to practice skills and receive constructive feedback from the instructor and peers.
SASS 509. Group Theory and Practice. 2 Units.
This course focuses on theory and practice with groups, with a particular emphasis on task groups, psychoeducational groups, skill development and remediation groups, and growth groups. The overarching goal of group theory practice is to develop culturally competent social work generalist practitioners who are armed with the knowledge and skills necessary to practice ethically with groups in diverse social work practice settings. This course is structured to include pre-recorded lecture to be viewed before class, and discussion and experiential laboratory learning in a 1.5 hour face-to-face session. In addition to watching the pre-recorded lectures, there is also considerable preparation time required before each class session. The lab portion will consist of student participation in a live support group regarding their experiences in the social work program and provides the opportunity for students to practice skills and receive constructive feedback from the instructor and peers.

SASS 510. Health Disparities. 3 Units.
This course aims to provide theoretical and application tools for students from many disciplinary backgrounds to conduct research and develop interventions to reduce health disparities. The course will be situated contextually within the historical record of the United States, reviewing social, political, economic, cultural, legal, and ethical theories related to disparities in general, with a central focus on health disparities. Several frameworks regarding health disparities will be used for investigating and discussing the empirical evidence on disparities among other subgroups (e.g., the poor, women, uninsured, disabled, and non-English speaking populations) will also be included and discussed. Students will be expected to develop a research proposal (observational, clinical, and/or intervention) rooted in their disciplinary background that will incorporate materials from the various perspectives presented throughout the course, with the objective of developing and reinforcing a more comprehensive approach to current practices within their fields. Offered as CRSP 510, PQHS 510, MPHP 510, NURS 510, and SASS 510.

SASS 511. Issues in Health Policy and Service Delivery. 3 Units.
This course examines health care policy issues and options, and highlights the development of health care policy in the U.S., the influence of health policy development, and the role of social work. It also examines the problems, policy, and program issues in the subsidy, financing, reorganization, and regulatory capacity of health policy. National, state, and local issues will be stressed. The course is for students in the health concentration but also welcomes students from other areas. Prereq: SASS 400-TR or SASS 470 or SASS 503.

SASS 512. Legislative and Political Process. 3 Units.
This course focuses on how to deal effectively with legislators, their staff, and legislative systems. The roles of money and information in legislative and political systems are examined. The process through which a bill moves to become law is explored, including critical points of intervention in that process. Lobbying legislators, including presentation of testimony and use of coalitions, is featured. Prereq: SASS 400-TR or SASS 470 or SASS 503.

SASS 513. Aging Policy and Service Delivery. 3 Units.
This course reviews current income, health, and social service policies for older Americans. It also investigates patterns and levels of care for the elderly. Trends and issues in policies and programs for seniors are analyzed in the context of the dimensions and differential characteristics of the aging population in the country. Some cross-national comparisons of services for the elderly are included in this analysis. Prereq: SASS 400-TR or SASS 470 or SASS 503.

SASS 514. Mental Health Policy and Service Delivery. 3 Units.
This course is designed for students preparing for careers as social workers in the mental health field with an understanding of mental health policy and service delivery at the federal, state, and local levels. Through readings, lectures, discussion, and written assignments, the course will aid students in developing a macro-level perspective of mental health policies and programs. Prereq: SASS 400-TR or SASS 470 or SASS 503.

SASS 515. Family Theory and Practice. 2 Units.
This course focuses on theory and practice with families. The overarching goal is to develop culturally competent social work generalist practitioners who are armed with the knowledge and skills necessary to practice ethically with families in diverse social work practice settings. This course is structured to include pre-recorded lecture to be viewed before class, and discussion and experiential laboratory learning in a 1.5 hour face-to-face session. In addition to watching the pre-recorded lectures, there is also considerable preparation time required before each class session. The lab portion provides the opportunity for students to practice skills and receive constructive feedback from the instructor and peers.

SASS 516. Alcohol and Other Drug Abuse Policy and Service Delivery. 3 Units.
This course explores selected current alcohol and other drug abuse (AODA) problems using a problem analysis framework. Emphasis is placed on current and past AODA problem definitions as they affect policy and program development. Conceptualization of the problems resulting from AODA patterns of use and abuse, causation theories, the impact of cultural and social diversity as well as discrimination upon all client systems, and the role of local and national institutions which advocate for this population group are reviewed. Prereq: SASS 400-TR or SASS 470 or SASS 503.

SASS 517. Family System Interventions. 3 Units.
This course covers the knowledge, concepts, and skills associated with working families. The practice method will reflect a family systems approach, integrating theories and approaches within a systemic perspective. It will build practice skills in assessing, interviewing, and intervening with families and emphasize a strength-based perspective on intervention with families. Considerations of family issues at different developmental stages will be presented. The issue of ethically competent and community-based social work practice with families will be stressed throughout the course for each content area. Prereq: SASS 400-TR or SASS 477 or (SASS 504 and SASS 508 and SASS 515).

SASS 518. Social Work with Death, Grief and Loss. 3 Units.
This course focuses on the concept of death and related topics from a social work perspective. Such topics include the role of death in American culture; the dying process and its institutions; assessment and intervention strategies; life span and family life considerations; and end-of-life decisions. The course provides both theoretical and experiential exposure to the dying process as it relates to self, the dying person, and the bereaved. Students will gain insight into serving the terminally ill, those who need assistance with mourning and grief, and clients dealing with difficult life-and-death decisions regarding loved ones. Prereq: SASS 400-TR or SASS 477 or (SASS 504 and SASS 508 and SASS 509 and SASS 515).
SASS 519. Children and Families in the School Setting. 3 Units.
This course prepares students to be certified school social workers. The course addresses major issues in American schools; a theoretical framework for school social work services; design, delivery, and evaluation of school social work services; legal and ethical issues; and the roles and intervention strategies of school social workers. It covers student and family problems and areas of need such as disability, truancy, divorce, teen pregnancy, youth depression and suicide, substance abuse, violence, and dropping out of school. This course is required for those participating in a planned program of study leading to state certification as a school social worker. If space permits, other students may enroll if they have or have had school social work experience. Prereq: SASS 400-TR or SASS 477 or (SASS 504 and SASS 508 and SASS 509 and SASS 515).

SASS 520. Homelessness Policy and Service Delivery. 3 Units.
This course provides an understanding of homelessness and its incidence and prevalence, its origins, both historical and social, its consequences, and policy-based strategies for its prevention. The course investigates the impact of homelessness on single individuals, families with children, minorities, and vulnerable populations such as the mentally ill and alcoholics. Students, organized into a task force, examine a range of professional and community-based responses to the problem. The task force method enables students to assess the effects of public policy on homeless people, critique the effectiveness and adequacy of local shelter and service programs, and propose community-based strategies to prevent, stop, and better homelessness. Prereq: SASS 400-TR or SASS 470 or (SASS 504 and SASS 508 and SASS 509).

SASS 521. Supervision. 3 Units.
The course focuses on the role of strength-based supervision in improving outcomes clients served in the various social service and nonprofit systems, and on developing the skills necessary for effective supervision and leadership. The course examines the context of contemporary supervision, and presents models of supervision grounded in systems theory, developmental theory, and social justice theory. This course is also designed to build practical skills for organizational leadership, focusing on adaptive leadership.

SASS 522. Motivational Interviewing. 3 Units.
This advanced methods course provides a basic orientation to the concepts in Motivational Interviewing, which is a collaborative, person-centered form of eliciting and strengthening motivation for change. It is a way of working with persons to assist them in accessing their intrinsic motivation to change behaviors that contradict their essential values and interfere with the achievement of their life goals. Motivational Interviewing is both a philosophy and a set of strategic techniques. It is an evidence-based treatment with a broad range of applications. The course will place an emphasis on individuals with severe and persistent mental illness and/or substance use disorders. Specific techniques to recognize, elicit and strengthen change talk, as well as responding to resistance and consolidating a person’s commitment to change will be explored. Exercises and examples specific to the unique practice setting of participants will be incorporated. Students will have an opportunity to practice these techniques in role/real-play and other group exercises as well as measure skill application and provide meaningful feedback to their peers. Prereq: SASS 400-TR or SASS 477 or (SASS 504 and SASS 508 and SASS 515).

SASS 523. Introduction to Neuroscience in Social Work Practice. 1 Unit.
This course is a one-credit course and provides an introduction to Cognitive Neuroscience principles useful in social work practice. The goal of the course is to explain the biological basis of human behavior in the social environment. Students will learn to recognize mechanisms of perception and cognitive processes and will learn to identify pathways of signal processing, from the body of a single neuron to specialized neuronal structures of the brain. Class discussion will focus on how events of the physical world may affect an individual’s behavior, as an individual and as a member of the community. Information gained in this course will help students to understand the complexity of the human adult nervous system in health and disability including trauma and addiction as well as the role of neural processing in cognitive interventions.

SASS 524. Social Work with Military Veterans and their Families. 3 Units.
Military Social Work is an advanced direct practice concentration course designed to educate social workers in the needs of military service members on active duty and during transition to civilian life. SASS 477, SASS 547 and SASS 549 are pre-requisites for this course. The course is based on the guidelines released in 2010 by the Council on Social Work Education (CSWE) and on the NASW educational program for social workers developed as part of the Joining Forces initiative. The course takes the perspective that uniformed forces have a specific culture, rules of conduct, and identifiable bio-psycho-social concerns related to military service. This specificity requires social worker to learn about evidence-based military practice behaviors and core competencies working with members of any branch of the Department of Defense (DoD) and Veterans Affairs (VA). This course will help students to understand military culture, to recognize stressors related to military service and to address mental health problems affecting military personnel and their families. The course will use case materials to illustrate similarities and differences among various populations including minority/ethnic identity groups. Students will have opportunities to work on the following abilities: The Revised MSASS Abilities: 1. Identify as a Reflective Professional Social Worker 2. Advocate for Social, Economic and Environmental Justice 3. Apply Social Work Methods 4. Uphold Social Work Values and Ethics 5. Integrate Cultural, Economic, and Global Diversity 6. Think Critically about Theory and Research Knowledge 7. Communicate Effectively 8. Develop as a Social Work Leader Prereq: SASS 547 and SASS 549.

SASS 525. The Theory and Practice of Leadership. 3 Units.
This course assists students preparing for management and leadership roles in social service organizations to understand theories of leadership and translate them into effective leadership practices. The class explores leadership definitions, tasks and responsibilities, and the development of leadership capabilities. Students also examine their personal values, beliefs, skills, and understanding of ethical principles underlying leadership. Prereq: SASS 440 or SASS 400-TR.

SASS 528. Evidence Informed Practice. 2 Units.
This course is an introduction to the research methods and tools used in social work. Premised on CSWE competencies #4 and 9 this course provides the foundational skills needed to evaluate evidence-based/evidence-informed practice interventions. It includes qualitative and quantitative research content that provides understanding of scientific, analytic, and ethical approaches to building knowledge for practice. Social workers employ research in the provision of high-quality services; to initiate change; to improve practice, policy and social service delivery; and to evaluate their own practice.
SASS 529. Child and Family Policy and Service Delivery. 3 Units.
This course focuses on major federal legislation impacting children, youth, and families, examined in the context of community based social work policy/practice. It builds upon the foundation course in social welfare policy and enables students to use an advocacy approach to provide policy-informed services and to participate in policy and implementation and change. Prereq: SASS 400-TR or SASS 470 or SASS 503.

SASS 531. Collaboration & Strategic Partnerships. 3 Units.
The development of strategic alliances is being used increasingly as a key for nonprofit organizations to carry out their missions. This course is designed to provide students with the conceptual and practical resources necessary for leadership in the formation and maintenance of such alliances. Various models and strategies for creating and sustaining local, community-based, and national relationships are explored. The course is based on "practical theory," builds on current knowledge about creating multi-organizational partnerships, and expands capabilities to participate in these efforts. The overarching goals of this course are that students, as members of this "learning community," will (a) develop a deeper understanding of the core knowledge required for successful collaboration, (b) deepen their appreciation of the values and ethics involved in creating strategic alliances, and (c) enhance their ability to apply acquired skills in the area of inter-organizational relations. Prereq: SASS 400-TR or (SASS 504 and SASS 507 and SASS 508 and SASS 509 and SASS 515).

SASS 532. Needs Assessment and Program Evaluation. 3 Units.
This course covers research methods and analytic tools that are used in communities and organizations to plan, monitor and evaluate programs, projects and initiatives. It builds upon the research methods course in the foundation curriculum and deepens and expands this content at the advanced level. The content prepares students to use quantitative and qualitative research methods to plan and evaluate programs, policies and practices. The class covers the conceptual and technical aspects of conducting needs assessment in and applying the tools and findings to the community, program and organizational development process. The course employs a circle perspective with the goal that students will be able to judge the strengths and weaknesses of various tools and approaches and the degree to which ethical standards have been met. Students are introduced to a variety of methods for community and needs assessment, demographic, statistical and geographic analysis, qualitative and quantitative data gathering methods, and program and policy evaluation designs. The importance of conducting research in ways that respect cultural diversity and is valid across diverse populations is emphasized. The practical aspects of using data to drive decision making, quality improvement, outcomes management and the engagement of partners and stakeholders are also covered in the course. This course is structured to have a strong emphasis on skill development in data gathering, analysis and application. Prereq: SASS 426 or SRCH 426 or SASS 400-TR.

SASS 533. Violence: Social Work and Public Health Perspectives. 3 Units.
This course focuses on violence as a public health issue that is important for social workers to address and understand. Violence is a complex social problem that requires a multi-disciplinary approach to prevention and intervention. This class will address violence at multiple levels (individual, family, community) and as it occurs across multiple systems (e.g., mental health, substance use, criminal justice, and education). A public health model examines a particular behavior with respect to prevention and intervention at multiple levels. A public health approach requires an understanding of etiology, developmental course, and outcomes related to risk and protective factors. This course will utilize up to date research on various forms of violent behavior and comorbidities as they occur at the individual, family, and community levels (e.g. gun violence, human trafficking, mental health, substance use). Local, national and international perspectives on violence and violent behavior will be addressed. Because violence perpetration and victimization are most problematic for children, youth and young adults, the focus of the course will be on those age groups, although we will also discuss problems of violence among adults (e.g. sexual violence, offender reentry). Attention will be given to new areas of research such as the neurobiology of violent behavior. Individual differences, culture, and vulnerabilities related to violence perpetration and victimization will be explored. The course will discuss ways that violence affects individuals, families, systems, cultures, and society as a whole and the role of social work and public health in addressing violence of various types.

SASS 534. Theoretical Contexts Shaping Community Practice. 3 Units.
The aim of the course is to provide students in the Community Practice for Social Change concentration with a thorough overview and analysis of the range of individual, group, organizational and community-level theories that inform our practice with organizations, neighborhoods, communities, social institutions and policies. The course seeks to help students: (1) develop an appreciation of the main traditions, theoretical debates, experiences and research findings in community practice both as a change process and as an interdisciplinary field; (2) identify the key ideological assumptions underlying these theories with attention to the broader historical, economic, social, demographic, institutional and political influences that affect these assumptions as well as resultant practice both in the United States and internationally; (3) identify, articulate and apply theories of change through the practice of theorizing; and (4) understand and apply logic models for community problem solving. The course emphasizes application of theory to practice settings and developing skills and competencies for community work in diverse settings.

SASS 535. Human Sexuality. 3 Units.
The course addresses sexuality as an integral part of human functioning and human relationships throughout the life cycle. The formation of sexual identity is addressed, including gender identity, sexual orientation, and sexual intention. The physiological and psychological aspects of sexual behavior are covered, including the effects of aging, chronic illness, and sexually transmitted diseases. The course concludes with practical applications for social work, including an overview of assessment and treatment of sexual dysfunction. Prereq: SASS 440 or SASS 400-TR.

SASS 536. Individual Research Practicum. 3 Units.
With instructor and research sequence chair approval, an individual program of supervised research experience may be undertaken. This course allows the student to tailor a program of applied research to a specific practice issue or program. Prereq: SASS 426 or SASS 400-TR.
SASS 538. Evidence-Based Practice: Selection, Implementation, and Practice Issues. 3 Units.
This course prepares students to critically assess and reflect on evidence-based practice theory, principles, and practice issues as they relate to social work. Students will integrate knowledge of assessment and clinical treatment theories with the growing research and science base of evidence-based practice. The course will focus on multiple levels of evidence-based practice promotion including the individual level, the programmatic and agency level, and the broader market place contexts. In the beginning of the course, students will be introduced to the history and background of the evidence-based practice movement, including definitions and terms. Students will also examine how to incorporate strategies optimizing client needs and circumstances into the EBP decision-making process, and to think critically about how to ensure that their practice adheres to social work values and ethics. Students will learn issues and strategies for locating, selecting, and evaluating EBP practice research, including the selection of EBPs tailored to a specific client or population. On the programmatic and agency levels, students will examine core implementation components and challenges (e.g., planning, educating, financing, restructuring, managing quality, attending to policy) commonly faced in agency practice by clinicians, supervisors, and administrators. As students are exposed to the implementation science literature and research, they will appreciate how key multilevel implementation approaches can be designed and applied to promote health and behavioral health innovation on both the prevention and intervention levels. Finally, students will review that EBP landscape from a broader perspectives including prevention science, and the diffusion of innovations, examining important controversies and market trends that influence and impact contemporary evidence-based practice in social work. Prereq: SASS 400-TR or (SASS 477 and SASS 478) or (SASS 504 and SASS 507 and SASS 508 and SASS 509 and SASS 515).

SASS 539. Early Intervention: Theories and Practice. 1 - 3 Units.
This course both describes the characteristics of young children with disabilities and examines the intervention models and practices that are used to address the developmental and social-emotional needs of these children. The course describes the legislative and philosophical foundations for contemporary early intervention practice. It discusses the meaning of evidence based practice and examines contemporary early intervention practices from this perspective. The readings and assignments for this course have been designed to reflect the course objectives.

SASS 542. Evaluating Programs and Practice. 3 Units.
This course prepares social work students in all specializations to critically evaluate the practice and programs that they are involved in. It builds upon the evidence informed practice course in the generalist curriculum and deepens and expands this content as applicable at the advanced practice level. Students learn to use evidence-based research methodology and findings to inform their social work practice. Students will learn to evaluate their practice within their field setting. Students will learn to use single system design methods to evaluate social work interventions with individuals, families, and groups, learning about specifying the intended outcome of worker intervention, systematically collecting and analyzing client system outcome data throughout service delivery, and using this information to guide clinical and ethical decision making. Prereq: SASS 400-TR or SASS 426 or (SASS 503 and SASS 504 and SASS 507 and SASS 508 and SASS 509 and SASS 515 and SASS 528).

SASS 545. Program Design. 3 Units.
Program design and development are of critical importance in nonprofit organizations. In this course students will gain a practical, hands-on understanding of strategies for designing programs. The course focuses on program development approaches that attempt to maximize a program’s relevance to the need being addressed and increase the likelihood that the program will attain its identified outcomes. Emphasis is placed on learning to understand a community’s need/problem, reviewing evidence on potential strategies and identifying promising practices, anticipating potential implementation challenges and addressing them, and identifying potential funders. The link between program design and the development of effective program proposals is stressed. Through this course students will have the opportunity to design a program using a specific analytic framework. Students will learn: (1) to address the demands of multiple constituencies and competing values in program development process, (2) skills for developing and implementing programs in the nonprofit sector, and (3) to examine issues of diversity as they affect organizations and community efforts and explore personal values and ethics as these influence programs and interventions.

SASS 546. Poverty Strategies for Social Workers. 3 Units.
This course provides an understanding of poverty. It examines poverty through an exploration of its causes, theory, policy strategies for its amelioration and practice implications. The course investigates the impact of poverty on single individuals, families with children, minorities, and vulnerable populations. The course will examine welfare reform and its impact in bringing people out of poverty. Students, in teams, will examine one facet of poverty–its theories, policies, impacts on individuals and families, potential solutions, and our approaches to the issues as social workers. In addition to assigned texts and readings, the course will be supplemented by practitioners, organizers, and low-income persons addressing the issues of poverty. Prereq: SASS 400-TR or SASS 440 or (SASS 503 and SASS 504 and SASS 507).

SASS 547. Problem Identification, Screening and Assessment/Diagnosis. 3 Units.
This course will provide a bio-psycho-social approach to identification, screening, assessment and diagnoses of common psychosocial problems/dysfunctions experienced clients. This course introduces the student to the etiology, recognition and diagnoses of these problems in the context of social work practice. Through use of a competency-based model, students will be introduced to techniques used to screen, assess and diagnose problems such as serious mental illness, suicidality, depression and anxiety, substance abuse, child abuse, elder abuse, and exposure trauma. Students will also become familiar with the use of the DSM IV TR in providing axis I diagnostic formulations. A skills-based approach will be used in presenting students with specific screening, assessment and diagnostic protocols. This course is designed to incorporate a range of issues associated with stages across the lifespan from childhood to late life. Prereq: SASS 400-TR or SASS 477 or (SASS 502 and SASS 504 and SASS 508 and SASS 509 and SASS 515).

SASS 548. International Social Work. 3 Units.
This is an advanced seminar designed for students interested in the international dimensions of the social work profession and social work practice. The seminar focuses on commonalities and differences in the roles and functions of social workers in different nations. It also gives attention to social work as a global profession and social work practice on an international level. Prereq: SASS 400-TR or SASS 477 or (SASS 502 and SASS 504 and SASS 508 and SASS 509 and SASS 515).
SASS 549. Theory/Practice Approaches in Direct Practice Social Work. 3 Units.
This required, three credit course introduces selected theories and practice approaches commonly used in social work with individuals, families and groups. The course is designed to provide students with knowledge of theoretical explanations and practice frameworks commonly used in direct social work practice. The course also encourages students to apply critical thinking skills to theory and its practical applications. Case presentations, class discussions and assignments will require students to apply various theoretical perspectives to common problems and issues in social work practice. The course will highlight the use of professional social work values and attention to human development issues, diversity and cultural perspectives as they apply in each theory or framework. Prereq: SASS 400-TR or SASS 477 or (SASS 502 and SASS 504 and SASS 508 and SASS 509 and SASS 515).

SASS 550. Trauma Informed Social Work Practice with Children & Families. 3 Units.
This course builds on foundation direct practice courses and focuses specifically on children, adolescents and families affected by trauma. It uses both a developmental and an ecological systems perspective recognizing that in order to successfully treat trauma, it is important to not only focus on the individual but also on the family and the larger community environment of which the child or adolescent is a part. It is designed to foster an understanding of the neurobiology of trauma as well as to develop specific skills in interviewing children, child assessment including case formulation, selection of appropriate interventions, and using specific intervention strategies at different levels of the trauma system. Rather than teaching one specific intervention model, students will develop an understanding the importance of using the empirical literature, critical thinking skills, and clinical judgment to determine how to best intervene. The issues of ethically and culturally competent practice are emphasized throughout the course in each content area. Finally, the impact of secondary trauma on the practitioner is acknowledged and students develop plans for self-care. Prereq: 400-TR or (SASS 502 and SASS 504 and SASS 508 and SASS 509 and SASS 515).

SASS 554. Trauma Informed Social Work Practice with Adults. 3 Units.
The purpose of this course is to provide students with an in-depth understanding of both trauma theory and the neurobiology of trauma, expanding practice knowledge to include the assessment and treatment of adult survivors of multiple forms of trauma. Different types of traumatic exposure will be explored to understand the impact of trauma symptoms and disorders, providing appropriate trauma informed evidence-based and evidence-supported intervention strategies. An emphasis will be placed on the emotional/behavioral manifestations of trauma as well as the physiological effects of trauma within the body. The course will begin with an overview of different types of trauma and will make a distinction between posttraumatic reactions and the development of posttraumatic stress disorders, with a focus on complex traumatic stress as opposed to "classic" PTSD. Prereq: SASS 400-TR or SASS 477 or (SASS 502 and SASS 504 and SASS 508 and SASS 509 and SASS 515).

SASS 555. Women's Issues. 3 Units.
This course examines theories that are relevant to the development and socialization of women, and discusses issues that are relevant to women's lives within the context of oppression based on sexism, racism, ageism, homophobia, and other forms of discrimination. Emphasis is placed on assisting students in becoming more aware of the issues that are specifically relevant to their own development and socialization, and preparing for effective and sensitive professional practice by increasing knowledge about the issues facing women. Prereq: SASS 440 or SASS 400-TR.

SASS 561. Community Practice Policy: Analyzing and Changing Social Policy. 3 Units.
This course teaches knowledge, values and skills for analyzing and changing social policy. The course uses a policy practice framework to examine the development and implementation of community and social policy and to prepare students to participate in policy change. A Policy Practice Project provides an opportunity for students to develop skills in planning, advocacy, and policy development. Students work in groups to develop and implement a change strategy targeted at the agency or community level. Course content includes policy analysis, logic models, and advocacy methods. The course will also cover essential social policies relevant to community practice including place based and population based policies for improving communities such as community development, employment and housing policies.

SASS 562. Social Work Intervent in Co-occurring Mental and Substance Abuse Disor. 3 Units.
This advanced methods course provides a basic orientation to substance use disorders in persons with mental illness (SAMI). A biopsychosocial framework will be used to explore the etiology, the maintenance and the recovery of both mental and substance use disorders. The historical background of practitioner, programmatic, and institutional barriers that impede the development and application of clinical skills to dually diagnosed individuals will be explored. Emphasis will be placed on strategies for the implementation of services to deal with individuals with co-occurring problems and their families using the evidence-based New Hampshire-Dartmouth Psychiatric Research Center Integrated Treatment (IT) Model. Current assessment techniques and treatment of special populations including, but not limited to: women, minorities, and adolescents will be discussed. Prereq: SASS 400-TR or SASS 477 or (SASS 502 and SASS 504 and SASS 508 and SASS 509 and SASS 515).
SASS 564. Social Work Practice in Alcohol and Other Drug Abuse. 3 Units.
SASS 564 is an advanced direct practice concentration course focused upon knowledge, skills and values important for social work practice with people who abuse and/or are dependent on alcohol and other drugs. The content of SASS 564 directly builds upon the foundation direct practice course (SASS 477) and the required advanced course in screening and assessment (SASS 576). SASS 564 takes a bio-psycho-social approach to prevention, assessment and treatment of alcohol and other drug abuse and dependency (AODA) problems. This course introduces the student to the etiology and treatment of alcohol and other drug abuse in the context of social work practice. The historical background and the development of the evidence base of alcohol and other drug treatment interventions, self-help groups, and conceptual models of addiction will be presented. Students will explore their own attitudes and values toward AODA problems and how these affect treatment outcome as well as commonly used prevention and treatment approaches in social work with people who abuse and/or are dependent upon alcohol and other drugs. The course will use case materials to illustrate similarities and differences among various populations including minority/ethnic identity groups. Prereq: SASS 400-TR or SASS 477 or (SASS 502 and SASS 504 and SASS 508 and SASS 515).

SASS 566. Assessing and Engaging Community for Community Change. 3 Units.
This course enables the student to become a change agent in their organization and community. This course advances multiple theories (critical social theory, community capitals theory, conflict theory) and methods of community practice for social workers as agents of social change. This course builds on foundational theories and research methods, instructing students on applied community facilitation, planning, and organizing models and skills. We will examine strategies of community building and organizing, focusing on communities and organizations as a means of fostering social change and improving the quality of life for individuals and families, especially in historically marginalized communities. Students will learn frameworks and models of community building and community organizing, focusing on the role of the change agent and the change process in the context of structural racism, privilege, and inequity. Prereq: SASS 400-TR or (SASS 502 and SASS 503 and SASS 504 and SASS 507 and SASS 509).

SASS 567. Strategic Power Building with Communities. 3 Units.
This course will prepare students to design an organizing campaign to build grassroots power among those who have been historically marginalized and among constituents within a community and to effectively use that power to leverage social change. Students will explore and share learnings from several traditions of organizing including those for civil rights, labor, neighborhood work, anti-colonial struggles, and consciousness raising. The course will explore a variety of different approaches including organizing institutions, social movements, and organizing campaigns around specific issues or in conjunction with other approaches for social change. It will also examine the opportunities and ethical considerations of organizing within a variety of important contexts including various community geographies, online/offline, and working with social service participants and agencies.

SASS 569. Planning & Implementing Social Change. 3 Units.
This course builds skills for the design, planning and implementation of social change. The focus of this course is on promoting social change through more strategic and impactful planning, positioning and partnerships. The premise of this course is that the impact and sustainability of programs, initiatives and other change efforts can be strengthened through more effective planning, better strategic positioning and organizational adaptation to external circumstances and trends, and stronger collaborations and partnerships. Students will strengthen their ability to work effectively within organizations, in collaborations and coalitions, and within communities and systems. Course content includes the development of theories of change and action, logic, models, strategic planning, organizational assessment, strategic positioning, collaboration and coalition building, systems reform, and effective working relationships with funders and local intermediaries. A service learning assignment with a community partner.

SASS 575. Travel and Study Seminar. 3 Units.
This course acquaints the student with the socio-political factors that influence the development of social welfare systems in a selected country and the impact of these systems on the development and functioning of individuals, families, groups, or communities. The role of the emerging social work profession in social change is explored via the social welfare system. Topics focus on the health care, mental health, aging, child, and/or educational systems and are oriented towards direct practice, management, or community development.

SASS 576. Integrative Seminar in Alcohol and Other Drug Abuse Treatment. 3 Units.
This course is an advanced level course in the Alcohol and Other Drug Abuse Specialization that provides opportunities for students to increase their knowledge of topics in the areas of assessment, diagnosis and treatment of alcohol and other drug disorders. The seminar builds upon course material in Foundation Methods (477) and in the advanced methods course (SASS 549 and SASS 564). The seminar is intended to help students understand the evidence base for the treatment of substance use disorders and to explore selected areas of social work practice in intervention in the context of that evidence. Community applications of theory and techniques are stressed. The integrative Seminar in AODA Treatment uses a seminar format and provides students the opportunity to interact with treatment professionals from various treatment and practice settings. The seminar formal also facilitates individual learning: each student selects his or her own topic to pursue in depth. Each student is responsible for leading a minimum of one seminar presentation. Each student will select the topic for the seminar in consultation with the instructor. Prereq: SASS 516 and SASS 562 and SASS 564.

SASS 579. Cognitive Behavioral Interventions. 3 Units.
This course acquaints students with the theoretical, conceptual, and skill bases of several cognitive-behavioral approaches to practice. Topics include assessment, use of tasks and homework, coping skills, cognitive restructuring, and problem solving approaches to practice. The course draws upon students' field and work experiences to illustrate the application of the concepts and skills under discussion. Prereq: SASS 400-TR or SASS 477 or (SASS 502 and SASS 504 and SASS 508 and SASS 509 and SASS 515).
SASS 477) or (SASS 502 and SASS 504 and SASS 508 and SASS 515).

in instances of family violence. Prereq: SASS 400-TR or (SASS 440 and

children and adults who have experienced abuse, and to interventions

mental health agencies. Particular attention is given to direct work with

This course addresses the etiology, investigation, and treatment of child

dependency, and destructive communication patterns. Prereq: SASS 477

problems, policy and human development courses including Direct Practice Methods and Skills, Mental Health Policy and Service Delivery. This course complements the content of advanced methods courses including Social Work with People Who Have Chronic Mental Illness, Social Work in Child Abuse and Family Violence, and Interventions in Alcohol and Other Drug Abuse. This course develops biopsychosocial knowledge and intervention techniques related to professional settings specializing in child and adolescent mental health: hospitals, child guidance agencies, family service agencies, mental health centers, and residential treatment centers. Students learn to use development and clinical theory to guide interventions while, maximizing individual strengths, social work treatment centers. Students learn to use development and clinical theory to guide interventions while, maximizing individual strengths, social work values and ethics, and empowerment. Social and economic risk factors, such as poverty, discrimination, and oppression, are considered in the intervention process and the utilization of mental health services. In addition, students learn to think critically about the myriad ways cultural diversity influences parenting, child and adolescent norms and expectations. Students utilize assessment skills, coupled with knowledge of development and clinical theory to explore clinical case studies. Prereq: SASS 400-TR or (SASS 440 and SASS 477) or (SASS 502 and SASS 504 and SASS 508 and SASS 509 and SASS 515).

SASS 581. Social Work Practice with Older Adults. 3 Units.

This course is an advanced methods course that builds on the knowledge gained in Foundation Methods. The content of SASS 581 directly builds upon the foundation direct practice course (SASS 477) and the required advanced course in screening and assessment (SASS 547). It is also a required course in the Aging Specialization for the MSSA. The course will focus on the persistent principles and emerging emphases in direct practice with older adults and their families. Students will be asked to develop a model of practice based on knowledge of this unique population, social work values, and practice concepts. The course includes special issues in assessment, strengths-base case management, and intervention approaches known to be effective with emotional disorders in older adults. Prereq: SASS 400-TR or SASS 477 or (SASS 502 and SASS 504 and SASS 508 and SASS 509 and SASS 515).

SASS 582. Social Work in Child Abuse and Family Violence. 3 Units.

This course addresses the etiology, investigation, and treatment of child abuse including sexual abuse and the roles of child welfare, health, and mental health agencies. Particular attention is given to direct work with children and adults who have experienced abuse, and to interventions in instances of family violence. Prereq: SASS 400-TR or (SASS 440 and SASS 477) or (SASS 502 and SASS 504 and SASS 508 and SASS 515).

SASS 583. Social Work Practice in Mental Health Adults. 3 Units.

This advanced methods course builds on the content from required foundation social work methods, policy, and advanced sociobehavioral theory courses including Direct Practice Methods and Skills, Mental Health Policy and Service Delivery, Advanced Child and Adolescent Development and Dysfunction, and Adult Psychopathology. This course complements the content of advanced methods courses including Social Work with People Who Have Chronic Mental Illness, Social Work in Child Abuse and Family Violence, and Interventions in Alcohol and Other Drug Abuse. This course develops biopsychosocial knowledge and intervention techniques related to professional settings specializing in child and adolescent mental health: hospitals, child guidance agencies, family service agencies, mental health centers, and residential treatment centers. Students learn to use development and clinical theory to guide interventions while, maximizing individual strengths, social work values and ethics, and empowerment. Social and economic risk factors, such as poverty, discrimination, and oppression, are considered in the intervention process and in the utilization of mental health services. In addition, students learn to think critically about the myriad ways cultural diversity influences parenting, child and adolescent norms and expectations. Students utilize assessment skills, coupled with knowledge of development and clinical theory to explore clinical case studies. Prereq: SASS 400-TR or SASS 477 or (SASS 502 and SASS 504 and SASS 508 and SASS 509 and SASS 515).

SASS 584. Integrative Seminar in Mental Health: Children and Adolescents. 3 Units.

Integrative Seminar in Mental Health: Children and Adolescents is an advanced level course, a capstone course in the Mental Health Child and Adolescent Specialization, that provides opportunities for students to increase their knowledge of assessment, diagnosis and treatment. This course builds on the course material in SASS 580, SASS 477, SASS 549, and SASS 576. The seminar is intended to help students integrate theory and practice, especially in the context of public mental health and community-based, social service practice. The integrative Seminar in Social Work Practice with Children and Adolescents uses a seminar format facilitates individual learning and promotes a learning-to-practice, reflective approach. The seminar assumes there are numerous evidenced-based models and practices and focuses student learning on the role of the professional use of self in the implementation of theory, technique, model, or intervention.

SASS 585. Social Work with Groups. 3 Units.

A theoretical formulation of the social group work method as a problem solving process is addressed. Exercises are presented in the use of diagnostic skills to determine individual needs and problems for which groups may be helpful, the worker's role in facilitating group functioning through his/her use of various program media. Attention is given to the significance of goals, agency environment, and policy for direct work with groups. Prereq: SASS 400-TR or SASS 477 or (SASS 502 and SASS 504 and SASS 508 and SASS 509 and SASS 515).

SASS 586. Social Work with Couples. 3 Units.

This course provides an overview of assessment and intervention methods for working with couples around issues of marriage, divorce, and remarriage. Alternate couple forms are discussed. The course emphasizes systems and social learning approaches, communication and negotiation in problem solving and its relevance to assessment, treatment structure, and techniques. Special attention will be given to problem areas such as commitment, sexual dysfunction, chemical dependency, and destructive communication patterns. Prereq: SASS 477 or SASS 400-TR.
SASS 587. Integrative Seminar in Mental Health: Adults. 3 Units.
The Integrative Seminar in Social Work Practice with Adults is an advanced level course, a capstone course in the Mental Health Adult Specialization, that provides opportunities for students to increase their knowledge of assessment, diagnosis and treatment. This course builds on course material in SASS 583, SASS 477, and SASS 576. The seminar is intended to help students integrate theory and practice, especially in the context of public mental health and community-based, social service practice. The Integrative Seminar in Social Work Practice with Adults uses a seminar format and provides students the opportunity to interact with professionals, from various treatment and practice settings. The seminar format facilitates individual learning and promotes a learning to practice, reflective approach. The seminar assumes there are numerous evidenced-based models and practices and focuses student learning on the role of the professional use of self in the implementation of theory, technique, model, or intervention. Prereq: SASS 583 or SASS 400-TR.

SASS 589. Advanced Social Work Practice in Integrated Healthcare. 3 Units.
The objective of this course is to introduce social work students to the direct practice of integrated behavioral health in primary care settings. Students will become knowledgeable of the roles of behavioral health providers working in healthcare settings, theories and models of care, and cross-cultural issues. They will develop skills in engagement, assessment, intervention, planning and implementation, and practice evaluation. Because the populations served in primary care settings span the continuum of severity in both the physical and behavioral health dimensions, students will develop competencies in engaging and supporting diverse patients across a range of health conditions. Prereq: SASS 400-TR or SASS 477 or (SASS 502 and SASS 504 and SASS 508 and SASS 515).

SASS 590. Field Practice. 1 - 12 Units.
SASS 594. Independent Study Abroad. 0 - 12 Units.
(Credit as arranged.)

SASS 598. Individual Reading. 1 - 12 Units.
Special written permission needed. See MSASS registrar.

SASS 601. Field Education I. 2 Units.
The overall goal of this course is to provide graduate level social work students with field related opportunities to develop foundation level competencies in the eight abilities by helping students apply knowledge of social work theory, skills, values and ethics acquired in the classroom in an agency setting. These collective experiences provide students with a forum to develop social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent developing practitioners. The field instructor is based at the social service setting and provides the direct instruction of the student. The faculty advisor, who is based at the School, serves as a link between all parties, interprets the requirements and standards of the School, and participates and consults in the design of the student’s learning experience. The field instructor assigns tasks to the student according to the requirements of the School and the educational and experiential level of the student. Student, field instructor, and faculty field advisor all participate in various ways in the evaluation of the student’s work; the faculty advisor is responsible for assigning the grade.

SASS 602. Field Education II. 3 Units.
This course is designed to be taken by entering Advanced Standing students in the first semester of their master’s program and by Foundation level social work students in the second semester of their master’s program. It consists of a field practicum and participation in professional development opportunities. For students entering the program with advanced standing, there is an additional requirement of four logs and an integrative assignment, and periodic meetings with a field faculty advisor in addition to the field conference. The overall goal of this course is to provide graduate level social work students with field related opportunities to continue to develop foundation level competencies in the eight abilities by helping students apply knowledge of social work theory, skills, values, and ethics acquired in the classroom in an agency setting. The periodic meetings with the field faculty advisor are designed to provide students with an opportunity to integrate classroom and field learning. These collective experiences provide students with a forum to develop social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent, developing practitioners. Students spend 300 hours in field and professional development in SASS 602. Prereq: SASS 495 and SASS 601.

SASS 603. Field Education III. 3 Units.
The overall goal of this course is to provide graduate level social work students with field related opportunities to continue to develop advanced level competencies in their area of concentration in the eight abilities by helping students apply knowledge of social work theory, skills, values and ethics acquired in the classroom in an agency setting. The periodic meetings with the field faculty advisor are designed to provide students with an opportunity to integrate classroom and field learning. These collective experiences provide students with a forum to develop social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent, developing practitioners. Students spend 300 hours in field and professional development in SASS 603. Prereq: SASS 602 or equivalent.

SASS 603A. Field Education III. 3 Units.
This course is designed to be taken by students with Advanced Standing entering Field Education in their first semester of their master’s program. The overall goal of this course is to provide graduate level social work students with field related opportunities to develop the required specialized level competencies by helping students apply knowledge of social work theory, skills, values, ethics and cognitive & effective processes acquired in the classroom in an agency setting. These collective experiences provide students with a forum to develop and refine social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent developing practitioners. Prereq: SASS 400-TR.
SASS 604. Field Education IV. 3 Units.
This course is designed to be taken by students in their advanced course of study. It consists of a field practicum and participation in professional development opportunities. The overall goal of this course is to provide graduate level social work students with field related opportunities to continue to develop advanced level competencies in their area of concentration in the eight abilities by helping students apply knowledge of social work theory, skills, values and ethics acquired in the classroom in an agency setting. The periodic meetings with the field faculty advisor are designed to provide students with an opportunity to integrate classroom and field learning. These collective experiences provide students with a forum to develop social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent, developing practitioners. Student, field instructor, and field faculty advisor all participate in the evaluation of the student’s work; the faculty advisor is responsible for assigning the grade. Students spend 300 hours in field and professional development in SASS 604. Prereq: (SASS 495A and SASS 603) or (SASS 496 and SASS 603A).

SASS 604A. Field Education IV. 3 Units.
This course is designed to be taken by specialized level advanced standing social work students, generally in the third or fourth semester of their master's program. The overall goal of this course is to provide graduate level social work students with field related opportunities to develop the required specialized level competencies by helping students apply knowledge of social work theory, skills, values, ethics and cognitive & affective processes acquired in the classroom in an agency setting. These collective experiences provide students with a forum to develop and refine social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent developing practitioners. Prereq: SASS 603A.

SASS 608. Philosophy of Science and Theory Building. 3 Units.
This is a required foundation course. The nature of theory is examined. Inductive and deductive methods for knowledge building are reviewed. Course content draws from philosophy of science as well as empirical and phenomenological research.

SASS 609. Theories of Social Welfare and Social Justice. 3 Units.
This is a foundation course required for all students. Theories of social welfare and social justice are examined. Course content draws from moral philosophy, economics, political science, cultural anthropology, sociology, history, psychology, and social welfare theory and provides students with a broad orientation to the field of theoretical social welfare.

SASS 610. Theories of Human Behavior: Macro and Micro Dimensions. 3 Units.
This is a required, foundation course and is designed to help students acquire a critical and reflective approach to theory in social work research and practice. The course provides a broad overview of theoretical perspectives at the individual, group, community, organizational and/or societal levels and addresses major theoretical perspectives used in social work and social welfare research.

SASS 612. Evaluative Research. 3 Units.
This is an advanced research methods course focusing on the techniques and principles of evaluation research. Emphasis will be on methods of evaluation and research design, instrument development, and data collection techniques within a public/applied setting. Additionally, students will become familiar with the policy implications and consequences of evaluation research. Focus will be placed on using evaluative research to build students' scholarship/research careers.

SASS 613. Advanced Research Design. 3 Units.
This foundation course in research methods is required of all students. It is a prerequisite to the quantitative and qualitative courses. Topics covered include operationalization of variables, threats to validity, and experimental, quasi-experimental and non-experimental research design.

SASS 614. Models of Qualitative Research. 3 Units.
This required course introduces students to the principles, approaches, methods, and analytical techniques utilized when conducting qualitative research in the social sciences. Five models of qualitative research design and methodology are studied, including narrative analysis, case study, ethnography, and grounded theory and phenomenology. This course is designed to provide students with the tools to critically evaluate as well as to enhance the academic rigor or “quality” of qualitative data. Prereq: SASS 608 and SASS 613.

SASS 615. Social Statistics and Data Analysis. 3 Units.
This foundation course (or its equivalent) is required of all students. Content includes univariate, bivariate and inferential statistics, and the use of electronic data processing technology to manage and analyze data.

SASS 616. Applied Regression and the Linear Model. 3 Units.
This is a required course in the research methods sequence for MSASS doctoral students. At the end of this course, students will be able to apply ordinary least squares regression and logistic regression in the analysis of social science data. They will learn to formulate research questions and hypotheses, specify statistical models, carry out the appropriate analyses, interpret their findings, and communicate their results clearly and effectively. Prereq: SASS 613 and SASS 615.

SASS 618. Measurement Issues in Quantitative Research. 3 Units.
This required course covers the operationalization of social science concepts and development of methods for their measurement. Issues covered include index and scale construction, validity, reliability, questionnaire design, factor analysis, measurement error, and missing data. Prereq: SASS 613 and SASS 615.

SASS 619. Structural Equation Modeling. 3 Units.
This advanced-level, elective statistics course focuses on the family of analytical techniques referred to as structural equation modeling (SEM). SEM covers both measurement models (e.g., confirmatory factor analysis) and structural models. The course covers theoretical and methodological considerations and preliminary data screening necessary to ascertain whether SEM would be an appropriate technique; terminology and notation specific to SEM; statistical assumptions and strategies for assessing and remedying possible violations; use of SEM to conduct confirmatory factor analysis; use of SEM to test structural models, including mediation models; advanced models (e.g., multiple-group, longitudinal, dyadic, to be determined by student interests); how to critique SEM analyses and identify common problems; statistical power; and best practices for reporting SEM analyses and results. AMOS will be used to conduct the SEM analyses and SPSS to conduct preliminary analyses. The course uses a combination of readings, class discussion, lecture, written assignments, and hands-on computer labs. Prereq: SASS 613, SASS 615, SASS 616 and SASS 618.
SASS 623. Research Synthesis & Systematic Review Methodology. 3 Units.
This course will provide advanced skill development of systematic review methodology and will combine didactic sessions with in-class laboratory sessions where students will be taught how to perform each step in a review. Students will conduct their own systematic review resulting in a final product of a systematic literature review manuscript that is ready for submission to a peer-reviewed journal. The purpose of this course is to (1) develop student’s methodological skills in how to conduct a systematic literature review and (2) train students on how to analyze, integrate, and synthesize a body of literature. By the end of the course, students should have achieved the following objectives: - Identify a suitable research topic for the preparation of a systematic review - Systematically search and identify literature - Code and collect data from identified studies - Analyze and interpret patterns of evidence across studies - Write about the body of literature in an integrated and synthesized manner - Present systematic literature review findings in a manuscript format ready for submission to a peer-reviewed journal. Students who wish to take this course as a Fellowship Course must follow the School of Graduate Studies policy and submit an application (http://case.edu/gradstudies/currentstudents/forms/). This application requires permission of the instructor, the student’s faculty advisor, and the School of Graduate Studies. Students taking the course as a Fellowship Course are expected to meet all course requirements and prerequisites. Prereq: SASS 613.

SASS 630. Seminar on Social Work Education. 3 Units.
This required seminar examines the structure and content of social work education within the context of higher education in American society. Emphasis is placed on curriculum design and course development. The course also is designed to help students develop a strategic approach to teaching based on learning theory. Finally, attention is given to current issues and future directions for social work education.

SASS 631. Job Seekers Seminar. 3 Units.
This dynamically datied seminar is designed to prepare doctoral students for a successful academic job search. The course objectives include: Obtaining knowledge about where to find academic job postings and how to determine appropriate fit; understanding the job search process; developing application materials; practicing mock interviews and mock job talks; and, developing a strategy for a successful first year as a professor. Prereq: Advanced to Candidacy.

SASS 632. Research Project. 3 Units.
This elective course provides students with the opportunity to work with specific faculty engaged in research studies either on an individual or group basis. Prereq: 614 and SASS 615.

SASS 637. Individual Reading. 1 - 9 Units.
This is an elective individual reading course permitting students to select areas of interest and pursue these interests with specific faculty.

SASS 638. Integrative Seminar: Research Development for Social Welfare Scholars. 1 Unit.
Social work is, historically, an inclusive and diverse discipline that draws from multiple traditions to focus scholarship and research to address social justice and social change. The field of social work is in a period of critical self-reflection, strategy-setting (e.g. the Grand Challenges), and transformation. Developing scholars of social welfare will enter into an increasingly transdisciplinary research landscape that requires training opportunities that align with trends in the field, including capacity and readiness to engage in team science, interdisciplinary and transdisciplinary teams, translations of research evidence to policy, and partnerships with multiple stakeholders. The purpose of this year-long integrative seminar is to provide a forum for developing social welfare scholars to engage in an active learning community across cohorts. The community is designed to actively engage in developing dimensions of social welfare researchers that are common to all of us, although we have varied research aims, populations, change goals, and disciplinary and/or system/community partners. The seminar uses a range of formats (e.g. invited speakers, discussion panels, and student working sessions) and is designed to offer flexible responsiveness to challenges that doctoral students are experiencing, and beyond the normative bounds of standing courses or project activities. This course is purposefully cross-cohort, from first year students through dissertation active students. The aim is to foster a sense of collegiality, peer mentorship, and doctoral student community.

SASS 639. Independent Study for Early Teaching Support. 1 Unit.
Doctoral candidates are required to complete SASS 630: Seminar on Social Work Education in Fall semester of the second year, and during that semester or immediately following, to complete a non-credit teaching mentorship with a full time faculty. Following the mentorship and with judged readiness to teach independently, the student will request that the Associate Dean for Academic Affairs of the MSSA and MNO Programs, assign the student an undergraduate or graduate course to teach independently. SASS 639: Independent Study for Early Teaching Support is required concurrent with the candidate’s first independent teaching experience. The course is offered in fall and spring and does not count toward the 54 credits required for graduation. The course may be repeated during the candidate’s first three teaching experiences and is required for each of the first three teaching experiences for students entering Fall, 2016, or later.
SASS 644. Critical Theories in Social Welfare. 3 Units.
This doctoral seminar focuses on the nature and role of theory in contemporary social welfare research and policy, informed by a central commitment to social justice and multiculturalism. It provides foundations in the socially constructed nature of theory and social ‘problems’ and in historical changes in conceptual and theoretical perspectives on human society, interactions, and policy in the social realm. Domains of interest encompass a range of theoretical perspectives and provide the opportunity for exploring the theoretical and meta-theoretical assumptions and models that frame social welfare and social science scholarship, research, and policy. Reviewing, critique, refining, and integrating theories is central to this process and thus we will devote much of the course to these tasks. Also central to this process is the linking of ‘levels of theory’ (i.e. metatheoretical assumptions; grand theory; mid-level ‘explanatory’ theories) to the applied, i.e. contemporary social work practice and social welfare policy. This course is designed to provide students with an opportunity for in-depth study of theoretical developments in a social welfare research domain of personal interest. Throughout the course, emphasis is placed on critical thinking, collegial engagement, and the conventions of formal scholarly practice.

SASS 651. Field Education I. 2 Units.
This course is designed to be taken by generalist level social work students without Advanced Standing in the second semester of their master’s program. Students enrolled in SASS 651 take SASS 495V, Field Education Seminar concurrently. The overall goal of this course is to provide graduate level social work students with field related opportunities to develop the required generalist level competencies by helping students apply and integrate knowledge of social work theory, skills, knowledge, values, ethics and cognitive & affective processes acquired in the classroom within an agency setting. These collective experiences provide students with a forum to develop social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent developing practitioners. The Field Instructor is based at the social service setting and provides the direct instruction of the student. The faculty advisor, who is based at the School, serves as a link between all parties, interprets the requirements and standards of the School, and participates and consults in the design of the student’s learning experience. The field instructor assigns tasks to the student according to the requirements of the School and the educational and experiential level of the student. Student, field instructor, and faculty field advisor all participate in various ways in the evaluation if student’s work; the faculty advisor is responsible for assigning the grade. Students spend 75 hours in field and professional development in SASS 651 AV. Prereq: SASS 495V.

SASS 651AV. Field Education I-AV. 1 Unit.
This course is designed to be taken by entering Non-Advanced Standing social work students in the second semester of their master’s program. The SASS 651AV course is 8 weeks in duration. The overall goal of this course is to provide graduate level social work students with field related opportunities to develop foundation level competencies in the eight abilities by helping students apply knowledge of social work theory, skills, values and ethics acquired in the classroom in an agency setting. These collective experiences provide students with a forum to develop social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent, developing practitioners. The field instructor is based at the Social Service Setting and provides the direct instruction of the student. The faculty advisor, who is based at the School, serves as a link between all parties, interprets the requirements and standards of the School, and participates and consults in the design of the student’s learning experiences. The field instructor assigns tasks to the student according to the requirements of the School and the educational and experiential level of the student. Student, field instructor, and faculty field advisor all participate in various ways in the evaluation of student’s work; the faculty advisor is responsible for assigning the grade. Students spend 75 hours in field and professional development in SASS 651BV. Prereq: SASS 651AV.

SASS 651BV. Field Education I-BV. 1 Unit.
This course is designed to be taken by entering Non-Advanced Standing social work students in the second semester of their master’s program. The SASS 651BV course is 8 weeks in duration. The overall goal of this course is to provide graduate level social work students with field related opportunities to develop foundation level competencies in the eight abilities by helping students apply knowledge of social work theory, skills, values and ethics acquired in the classroom in an agency setting. These collective experiences provide students with a forum to develop social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent, developing practitioners. The field instructor is based at the Social Service Setting and provides the direct instruction of the student. The faculty advisor, who is based at the School, serves as a link between all parties, interprets the requirements and standards of the School, and participates and consults in the design of the student’s learning experiences. The field instructor assigns tasks to the student according to the requirements of the School and the educational and experiential level of the student. Student, field instructor, and faculty field advisor all participate in various ways in the evaluation of student’s work; the faculty advisor is responsible for assigning the grade. Students spend 75 hours in field and professional development in SASS 651BV. Prereq: SASS 495V.
SASS 652A. Field Education II-A. 1.5 Unit.
This course is designed to be taken by entering Advanced Standing students in the first semester of their master’s program and by Non-Advanced Standing social work students in the third semester of their master’s program. The SASS 652A course is 16 weeks in duration. It consists of a field practicum and participation in professional development opportunities. For students entering the program with advanced standing, there is an additional requirement of four logs and an integrative assignment, and periodic meetings with a field faculty advisor in addition to the field conference. The overall goal of this course is to provide graduate level social work students with field related opportunities to continue to develop foundation level competencies in the eight abilities by helping students apply knowledge of social work theory, skills, values, and ethics acquired in the classroom in an agency setting. The periodic meetings with the field faculty advisor are designed to provide students with an opportunity to integrate classroom and field learning. These collective experiences provide students with a forum to develop social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent, developing practitioners. Students spend 150 hours in field and professional development in SASS 652A. Prereq: SASS 495V and SASS 651.

SASS 652B. Field Education II-B. 1.5 Unit.
This course is designed to be taken by entering Advanced Standing students in the second semesters of their master’s program and by Non-Advanced Standing social work students in the fourth semester of their master’s program. The SASS 652B course is 16 weeks in duration. It consists of a field practicum and participation in professional development opportunities. For students entering the program with advanced standing, there is an additional requirement of four logs and an integrative assignment, and periodic meetings with a field faculty advisor in addition to the field conference. The overall goal of this course is to provide graduate level social work students with field related opportunities to continue to develop foundation level competencies in the eight abilities by helping students apply knowledge of social work theory, skills, values, and ethics acquired in the classroom in an agency setting. The periodic meetings with the field faculty advisor are designed to provide students with an opportunity to integrate classroom and field learning. These collective experiences provide students with a forum to develop social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent, developing practitioners. Students spend 150 hours in field and professional development in SASS 652B. Prereq: SASS 652A.

SASS 653A. Field Education III-A. 1.5 Unit.
This course is designed to be taken by students in their advanced course of study. Advanced Standing social work students take this course in the third semester of their master’s program. Non-Advanced Standing social work students take it in the fifth semester of their master’s program. The SASS 653A course is 16 weeks in duration. It consists of a field practicum and participation in professional development opportunities. The overall goal of this course is to provide graduate level social work students with field related opportunities to continue to develop advanced level competencies in their area of concentration in the eight abilities by helping students apply knowledge of social work theory, skills, values and ethics acquired in the classroom in an agency setting. The periodic meetings with the field faculty advisor are designed to provide students with a forum to develop social work skills, opportunity to integrate classroom and field learning. These collective experiences provide students with a forum to develop social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent, developing practitioners. Student spend 150 hours in field and professional development in SASS 653A. Prereq: SASS 652A and SASS 652B.

SASS 653B. Field Education III-B. 1.5 Unit.
This course is designed to be taken by students in their advanced course of study. Advanced Standing social work students take this course in the fourth semester of their master’s program. Non-Advanced Standing social work students take it in the sixth semester of their master’s program. The SASS 653B course is 16 weeks in duration. It consists of a field practicum and participation in professional development opportunities. The overall goal of this course is to provide graduate level social work students with field related opportunities to continue to develop advanced level competencies in their area of concentration in the eight abilities by helping students apply knowledge of social work theory, skills, values and ethics acquired in the classroom in an agency setting. The periodic meetings with the field faculty advisor are designed to provide students with a forum to develop social work skills, opportunity to integrate classroom and field learning. These collective experiences provide students with a forum to develop social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent, developing practitioners. Students spend 150 hours in field and professional development in SASS 653B. Prereq: SASS 653A.
SASS 654A. Field Education IV-A. 1.5 Unit.
This course is designed to be taken by students in their advanced course of study. Advanced Standing social work students take this course in the fifth semester of their master’s program. Non-Advanced Standing social work students take it in the seventh semester of their master’s program. The SASS 654A course is 16 weeks in duration. It consists of a field practicum and participation in professional development opportunities. The overall goal of this course is to provide graduate level social work students with field related opportunities to continue to develop their advanced level competencies in their area of concentration in the eight abilities by helping students apply ethic acquired in the classroom in an agency setting. The periodic meetings with the field faculty advisor are designed to provide students with an opportunity to integrate classroom and field learning. These collective experiences provide students with a forum to develop social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent, developing practitioners. Student, field instructor, and field faculty advisor all participate in the evaluation of the student’s work; the faculty advisor is responsible for assigning the grade. Students spend 150 hours in field and professional development in SASS 654A. Prereq: SASS 653A and SASS 653B.

SASS 654B. Field Education IV-B. 1.5 Unit.
This course is designed to be taken by students in their advanced course of study. Advanced Standing social work students take this course in the sixth semester of their master’s program. Non-Advanced Standing social work students take it in the eight semester of their master’s program. The SASS 654B course is 16 weeks in duration. It consists of a field practicum and participation in professional development opportunities. The overall goal of this course is to provide graduate level social work students with field related opportunities to continue to develop their advanced level competencies in their area of concentration in the eight abilities by helping students apply ethic acquired in the classroom in an agency setting. The periodic meetings with the field faculty advisor are designed to provide students with an opportunity to integrate classroom and field learning. These collective experiences provide students with a forum to develop social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent, developing practitioners. Student, field instructor, and field faculty advisor all participate in the evaluation of the student’s work; the faculty advisor is responsible for assigning the grade. Students spend 150 hours in field and professional development in SASS 654B. Prereq: SASS 654A.

SASS 655. Dual Degree Field Practicum II. 3 Units.
This course is designed to be taken by MSSA/MPH joint degree students as the second field period of their master’s program. It consists of a field practicum and participation in professional development opportunities. The Field Practicum is an integral component of the MSASS and MPH curriculums, allowing students to apply, develop, and refine their conceptual knowledge and skills as part of a planned, supervised, and evaluated community-based experience. The Practicum is designed to move students beyond the walls of academia, to understand the political, economic, social, and organizational contexts within which social work and public health activities are conducted. These collective experiences provide students with a forum to develop skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent developing practitioners. (EPAS Program Objective M6 and EPAS Content Area 4.7) The overall goal of this course is to provide graduate level MSSA/MPH joint degree students with field related opportunities to continue to develop foundation level competencies in the eight MSSAS abilities by helping students apply knowledge of social work and public health theory, skills, values and ethics acquired in the classroom in an agency setting. Offered as MPHP 655 and SASS 655. Prereq: SASS 601.

SASS 656. Dual Degree Field Capstone III. 3 Units.
The Public Health Capstone Project is an integral component of the MPH curriculum, allowing students to apply, develop, and refine their conceptual knowledge and skills as part of a planned, mentored, and evaluated public health scholarly project. This course is designed to be taken by advanced level students. It consists of a 288 hour field based Capstone experience and participation in 12 hours of professional development opportunities. The overall goal of this course is designed to move students beyond the walls and constraints of the classroom, to understand the political, economic, social, and organizational contexts within which public health and social work activities are conducted. It is also designed to provide graduate level dual degree students with field related opportunities to begin to develop advanced level competencies in the eight abilities by helping students apply knowledge of social work theory, skills, values and ethics acquired in the classroom in an agency setting. These collective experiences provide students with a forum to continue to develop and hone social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent developing practitioners. (EPAS Program Objective M6 and EPAS Content Area 4.7) The overall goal of this course is to provide graduate level MSSA/MPH joint degree students with field related opportunities to continue to develop advanced level competencies in the eight abilities by helping students apply knowledge of social work and public health theory, skills, values and ethics acquired in the classroom in an agency setting. Offered as SASS 656 and MPHP 656. Prereq: SASS 655.

SASS 657. Dual Degree Field Capstone IV. 3 Units.
The Public Health Capstone Project is an integral component of the MPH curriculum, allowing students to apply, develop, and refine their conceptual knowledge and skills as part of a planned, supervised, and evaluated public health scholarly project. This course is designed to be taken by advanced level students. It consists of a 288 hour field based Capstone experience and participation in 12 hours of professional development opportunities. The overall goal of this course is designed to move students beyond the walls and constraints of the classroom, to understand the political, economic, social, and organizational contexts within which public health and social work activities are conducted. It is also designed to provide graduate level dual degree students with field related opportunities to begin to develop advanced level competencies in the eight abilities by helping students apply knowledge of social work theory, skills, values and ethics acquired in the classroom in an agency setting. Offered as MPHP 657 and SASS 657. Prereq: SASS 656 or MPHP656.
SASS 701. Dissertation Ph.D. 1 - 9 Units.
This course is intended for students who have passed the qualifying examination and are actively working on their dissertation. Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.
SCHOOL OF DENTAL MEDICINE

The Case Western Reserve University School of Dental Medicine (https://case.edu/dental/) is a professional school offering a curriculum leading to the Doctor of Dental Medicine degree (DMD). Advanced education programs in the dental specialties are also available.

The School of Dental Medicine was organized June 21, 1892, as the Dental Department of Western Reserve University. For the first 25 years of its existence, the school was located in downtown Cleveland. In 1917, the School of Dental Medicine became an integral part of the university, with a building on Adelbert Road. In 2003, the name of the school officially changed from the School of Dental Surgery to the School of Dental Medicine, and the degree offered changed from Doctor of Dental Surgery to Doctor of Dental Medicine.

In 2019, the School moved to the Sheila and Eric Samson Pavilion and the Dental Clinic Building at the Health Education Campus of Case Western Reserve University and Cleveland Clinic. The 477,000-square-foot Samson Pavilion is home to dental, nursing, medical, and physician assistant students. Being under one roof, and having some classes that they'll all take together, encourages the communication and collaboration that's required in the fast-paced field of health care.

The Profession of Dentistry

The mission of dentistry is the protection and improvement of the health of individuals and society with a concentration on oral health. Professional activities encompass a wide variety of endeavors including the clinical care of individuals, the prevention of disease, the discovery of new knowledge, and the development of procedures and policies that protect and improve health, especially for those populations at risk for disease.

Because oral health is an important concern of society, the role of the dentist continues to be essential and rewarding. Men and women who are interested in scientific studies directly related to the welfare of people should find a strong appeal in dentistry as a life work. It offers an unusual opportunity for public service, community respect, and the use of originality, compassion, and substantial skill and independent judgment on a daily basis.

Mission Statement

The mission of the Case Western Reserve University School of Dental Medicine is to provide outstanding programs in oral health education, patient care, focused research and scholarship, and service that are of value to our constituents. We will accomplish this in an environment which fosters collegiality and professionalism, and that enables a diverse group of students to become competent oral health care providers and contribute to the health and well-being of individuals and communities.

The School of Dental Medicine’s core values are: collegiality, a culture of inquiry, diversity, innovation, integrity, and responsible stewardship.

Dental Education Program

The students who enter the School of Dental Medicine are very carefully selected and have already had many opportunities for intellectual and social development. The years in dental school should permit the continued maturation of the individual and should emphasis the basic knowledge and skills which are common to all dentists. Graduates should continue their dental education during their professional careers and add to the basic concepts taught in dental school by studying the scientific literature and by attending continuing education courses. While in dental school, the student develops an attitude of professionalism and a sense of responsibility toward the patient's welfare, which will provide optimal dental care.

License to Practice Dentistry in Ohio

Specific information about licensure in Ohio and other states should be obtained from the individual state boards of dentistry.

Accreditation

The School of Dental Medicine is accredited by the Commission on Dental Accreditation (CODA) on a seven year cycle. The School's most recent site visit was November 1-3, 2016.

Administration

Kenneth B. Chance Sr., DDS  
Dean of the School of Dental Medicine

Dale A. Baur, DDS  
Vice Dean; Professor and Chair of Oral and Maxillofacial Surgery

Nabil F. Bissada, DDS, MSD, BDS  
Associate Dean for Global Relations; Professor of Periodontics

Gerald Ferretti, DDS, MS, MPH  
Professor and Chair of Pediatric Dentistry

Mark G. Hans, DDS, MS  
Professor and Chair of Orthodontics

Carrie Lovelace, JD, MBA  
Associate Dean for Development and Alumni Relations

André K. Mickel, DDS, MSD  
Professor and Chair of Endodontics

Suchitra S. Nelson, PhD  
Assistant Dean, Clinical and Translational Research; Professor and Interim Chair of Community Dentistry

Ronald L. Occhionero, DDS  
Associate Dean for Administration; Professor of Comprehensive Care

Andres Pinto, DDS, DMS, MPH  
Assistant Dean of Graduate Studies; Professor and Chair of Oral and Maxillofacial Medicine and Diagnostic Sciences

Patricia Mehosky Ribeiro, BA, MBA, CRA  
Assistant Dean for Research Administration

David D. Rolf II, DMD, MS  
Associate Dean for Academic Affairs; Professor of Periodontics

Renato Roperto, DDS, PhD, MSc  
Associate Professor and Interim Chair of Comprehensive Care

Gian Pietro Schincaglia, DDS, PhD  
Professor and Chair of Periodontics
Louis Stokes Cleveland VA Medical Center. Students have the opportunity to function as dentists and observe hospital routine and operating room techniques in these hospitals. Many members of the faculty hold staff appointments in these extramural health facilities.

Community Health Clinics
Dental students participate in clinical care at several community health clinics in and around the greater Cleveland area. As part of the curriculum, dental students spend two weeks at one of the community clinics and additionally may volunteer their services in their free time.

Doctor of Dental Medicine (DMD)
The program will accomplish its goals through academic work in four themes and two threads, which are woven throughout the four years of the program. The program includes a variety of educational formats to deliver the curricula, including problem-based learning sessions, team-based learning, independent study, seminars, experiential learning opportunities, traditional lectures, laboratories, standardized patient experiences, and patient-based comprehensive care. An important goal of the curriculum is to help students become better prepared in independent learning, interprofessional practice, critical thinking skills, and the use of evidence. The curriculum includes the following themes and threads:

Themes
Health and Well-Being
This theme contains all curricula -- both didactic and clinical -- that apply to health and the normal structure and functioning of the body and of the oral complex. The traditional content areas of physiology, biochemistry, anatomy, histology, among other dental science classes, are integrated through cases to form a better bridge between the basic sciences and the clinical sciences.

Disease Processes
The Disease Processes theme includes content related to general and oral diseases. These topics are often melded with healthy structure and function content to provide students with a global perspective of the implications of disease on usual functioning.

Restoration of Health
This theme contains content related to therapies necessary for treatment of medical disease and dental disease. A focus on restoring oral health is accomplished through virtual reality clinical skills training, training on models and progression to comprehensive dental care in conjunction with didactic knowledge.

Maintenance of Health
The Maintenance of Health theme focuses on a curriculum which explores strategies for preserving health through general and oral health therapies, patient education, disease risk assessment, and disease prevention. This theme provides a viewpoint from which students can develop life-long care plans for their patients.

Threads
Inquiry
This thread that runs throughout the four-year program supports student growth in skills in clinical decision making. Students develop an understanding of what scientific evidence is, how to make clinical decisions and to value scientific discovery in all aspects of dentistry.

Leadership
This thread contains curriculum for the development of students as ethical, sensitive, caring practitioners who are stewards of oral health of
the individual patient, the community, and society. An important focus in Leadership curriculum is content that helps students advance in their role as a professional. It also supports the integration of all students into the practice management curriculum centered within their clinical preceptor groups.

**Years**

**Year 1**
This year includes curriculum describing normal healthy functioning and disease processes. Basic science content is taught in the context of clinical cases. Foundational work in understanding human structure and function is paired with learning about disease. Dental clinical sciences study the foundational elements of oral health.

**Year 2**
This year continues with an integrated approach to curricula in health and disease with an emphasis on the development of dental clinical skills. Further development of students as clinicians proceeds with their involvement in the clinical preceptor groups. Students will make a transition to increasing patient-centered clinical care as they demonstrate competency in clinical skills and didactic knowledge.

**Year 3**
This year includes didactic work related to advancing levels of knowledge and clinical experience. Students spend time in didactic classes that are directly related to clinical practice and in rotations to specialty clinical areas while accomplishing comprehensive patient care.

**Year 4**
Students gain clinical experience in the Comprehensive Care Clinics and finish didactic work which may include enrichment courses. They participate in practice management activities of their preceptor group, developing critical skills for general practice dentistry.

**Doctor of Dental Medicine (DMD)**

**First Year Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DSPR 136</td>
<td>Cariology</td>
<td>1</td>
</tr>
<tr>
<td>DSPR 139</td>
<td>Neoplasia and Genetics</td>
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</tr>
<tr>
<td>HEWB 121</td>
<td>Foundations of Life Science</td>
<td>4.5</td>
</tr>
<tr>
<td>HEWB 130</td>
<td>Oral Histology</td>
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</tr>
<tr>
<td>HWDP 131</td>
<td>Heart and Lungs in Health and Disease</td>
<td>4.5</td>
</tr>
<tr>
<td>LDRS 101</td>
<td>Collaborative Practice I A</td>
<td>1.5</td>
</tr>
<tr>
<td>LDRS 111</td>
<td>Epidemiology for Public Health and Clinical Practice</td>
<td>2.5</td>
</tr>
<tr>
<td>MAHE 141</td>
<td>Preventive Periodontics</td>
<td>1</td>
</tr>
<tr>
<td>MAHE 144</td>
<td>Preventive Periodontics Clinic (graded in the spring)</td>
<td>1</td>
</tr>
<tr>
<td>MAHE 145</td>
<td>ACE: Outreach Preventive Dentistry</td>
<td>2</td>
</tr>
<tr>
<td>REHE 151</td>
<td>Dental Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>REHE 153</td>
<td>Dental Anatomy Laboratory</td>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>HEWB 123</td>
<td>Facial Growth</td>
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</tr>
<tr>
<td>HEWB 124</td>
<td>Masticatory Dynamics</td>
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<td>HEWB 126</td>
<td>Masticatory Dynamics Lab</td>
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<tr>
<td>HEWB 128</td>
<td>Body as Host</td>
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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>HEWB 134</td>
<td>Head and Neck Structure and Function</td>
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<tr>
<td>HWDP 142</td>
<td>Gastrointestinal System in Health and Disease</td>
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<tr>
<td>LDRS 102</td>
<td>Collaborative Practice I B</td>
<td>1.5</td>
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<tr>
<td>LDRS 118</td>
<td>Ergonomics</td>
<td>.5</td>
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<tr>
<td>MAHE 144</td>
<td>Preventive Periodontics</td>
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<tr>
<td>MAHE 147</td>
<td>ACE Clinical Outreach Preventive Dentistry</td>
<td>2</td>
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<tr>
<td>REHE 120</td>
<td>Introduction to Radiography</td>
<td>1.5</td>
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<tr>
<td>REHE 152</td>
<td>Basic Procedures in Fixed Prosthodontics</td>
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<tr>
<td>REHE 154</td>
<td>Basic Procedures in Fixed Prosthodontics Lab</td>
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<tr>
<td>REHE 158</td>
<td>Dental Materials I</td>
<td>.5</td>
</tr>
<tr>
<td>REHE 162</td>
<td>Basic Procedures in Restorative Dentistry I</td>
<td>.5</td>
</tr>
<tr>
<td>REHE 172</td>
<td>Basic Procedures in Restorative Dentistry I Lab</td>
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**Second Year Courses**

**First Term**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>HWDP 232</td>
<td>Renal and Hematologic Systems in Health and Disease</td>
<td>2</td>
</tr>
<tr>
<td>HWDP 243</td>
<td>Endocrine and Reproductive Systems in Health and Disease</td>
<td>1.5</td>
</tr>
<tr>
<td>HWDP 245</td>
<td>Musculoskeletal System in Health and Disease</td>
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</tr>
<tr>
<td>HWDP 246</td>
<td>Neuroscience in Health and Disease</td>
<td>2</td>
</tr>
<tr>
<td>MAHE 242</td>
<td>Periodontics (graded in the spring)</td>
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<tr>
<td>REHE 257</td>
<td>Prosthodontic Technology</td>
<td>2</td>
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<tr>
<td>REHE 267</td>
<td>Prosthodontic Technology Lab</td>
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</tr>
<tr>
<td>REHE 259</td>
<td>Basic Procedures in Fixed Prosthodontics II</td>
<td>1</td>
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<tr>
<td>REHE 269</td>
<td>Basic Procedure Fixed Prosthodontics II Lab</td>
<td>1.5</td>
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<tr>
<td>REHE 262</td>
<td>Basic Procedures in Restorative Dentistry II</td>
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<tr>
<td>REHE 272</td>
<td>Basic Procedures in Restorative Dentistry II Lab</td>
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<tr>
<td>REHE 264</td>
<td>Endodontics</td>
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<tr>
<td>REHE 274</td>
<td>Endodontics Lab</td>
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<tr>
<td>REMA 261</td>
<td>Preclinical Orthodontics</td>
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<th>Course Title</th>
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<tbody>
<tr>
<td>DSPR 232</td>
<td>Periodontics</td>
<td>1</td>
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<tr>
<td>DSPR 234</td>
<td>Oral and Maxillofacial Pathology</td>
<td>3</td>
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<tr>
<td>INQU 202</td>
<td>Introduction to Medicine: Patient Assessment</td>
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<tr>
<td>MAHE 214</td>
<td>ACE: Family First</td>
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<tr>
<td>MAHE 242</td>
<td>Periodontics</td>
<td>1</td>
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<tr>
<td>REHE 252</td>
<td>Pain Control</td>
<td>1</td>
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<td>REHE 253</td>
<td>Basic Procedures in Esthetics</td>
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<td>REHE 263</td>
<td>Basic Procedure in Esthetics Lab</td>
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<tr>
<td>REHE 254</td>
<td>Pharmacology</td>
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<tr>
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<tbody>
<tr>
<td>REHE 256</td>
<td>Radiologic Interpretation</td>
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### Third Year Courses

**Summer Term**

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<thead>
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<th>Course Code</th>
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<tbody>
<tr>
<td>DSPR 333</td>
<td>Management of Medical Emergencies</td>
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</tr>
<tr>
<td>DSRE 335</td>
<td>Clinical Pharmacology</td>
<td>1.5</td>
</tr>
<tr>
<td>DSRE 395</td>
<td>Introduction to Oral and Maxillofacial Surgery</td>
<td>.5</td>
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<tr>
<td>HEWB 349</td>
<td>Dentofacial Morphology</td>
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</tr>
<tr>
<td>LDRS 313</td>
<td>Dental Patient Management/Risk Management</td>
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</tr>
<tr>
<td>REHE 358</td>
<td>Dental Materials II</td>
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**First Term**

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>COMP 387</td>
<td>General Practice Dentistry A</td>
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</tr>
<tr>
<td>COMP 389</td>
<td>General Practice Dentistry B</td>
<td>2.5</td>
</tr>
<tr>
<td>DSPR 341</td>
<td>Oral Diagnosis and Radiology</td>
<td>2</td>
</tr>
<tr>
<td>DSPR 344</td>
<td>Principles of Medicine</td>
<td>.5</td>
</tr>
<tr>
<td>DSRE 391</td>
<td>Endodontics</td>
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<tr>
<td>DSRE 393</td>
<td>Principles of Oral and Maxillofacial Surgery I</td>
<td>1</td>
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<tr>
<td>LDRS 317</td>
<td>Dental Auxiliary Management</td>
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<tr>
<td>REHE 351</td>
<td>Surgical Periodontics</td>
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<td>REHE 353</td>
<td>Principles of Treatment Planning II</td>
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<tr>
<td>REHE 355</td>
<td>Esthetic Dentistry</td>
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<tr>
<td>REHE 360</td>
<td>Implant Dentistry</td>
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**Second Term**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>COMP 378</td>
<td>Pediatric Dentistry Clinic</td>
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</tr>
<tr>
<td>COMP 390</td>
<td>General Practice Dentistry A</td>
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</tr>
<tr>
<td>COMP 394</td>
<td>General Practice Dentistry B</td>
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</tr>
<tr>
<td>DSPR 342</td>
<td>Oral Cancer Diagnosis</td>
<td>1</td>
</tr>
<tr>
<td>DSRE 370</td>
<td>Principles of Oral and Maxillofacial Surgery II</td>
<td>1</td>
</tr>
<tr>
<td>DSRE 374</td>
<td>Fixed Prosthodontics</td>
<td>1</td>
</tr>
<tr>
<td>DSRE 392</td>
<td>Nitrous Oxide and Conscious Sedation</td>
<td>.5</td>
</tr>
<tr>
<td>DSRE 396</td>
<td>Temporomandibular Disorders and Occlusion</td>
<td>2</td>
</tr>
<tr>
<td>LDRS 310</td>
<td>Professional Development</td>
<td>1</td>
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<tr>
<td>LDRS 316</td>
<td>Practice Management I</td>
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<tr>
<td>MAHE 340</td>
<td>Nutrition for Dentistry</td>
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<tr>
<td>REHE 362</td>
<td>Clinical Application of CAD/CAM Technologies</td>
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<tr>
<td>REMA 380</td>
<td>Introduction to Geriatric Dentistry</td>
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### Fourth Year Courses

**Summer Term**

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<th>Course Code</th>
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<tr>
<td>COMP 322</td>
<td>Surgical Periodontics</td>
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</tr>
<tr>
<td>COMP 358</td>
<td>Clinical Oral Surgery I</td>
<td>1</td>
</tr>
<tr>
<td>COMP 384</td>
<td>General Dentistry Clinical Qualifying</td>
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<tr>
<td>COMP 386</td>
<td>Quality Assurance</td>
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</tr>
<tr>
<td>LDRS 415</td>
<td>Practice Management II</td>
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</tr>
<tr>
<td>REHE 413</td>
<td>Advanced Implant Dentistry I</td>
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**First Term**

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>COMP 417</td>
<td>Community Oral Health Capstone Experience</td>
<td>1.5</td>
</tr>
<tr>
<td>COMP 422</td>
<td>Periodontics</td>
<td>.5</td>
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<tr>
<td>COMP 427</td>
<td>Oral Diagnosis and Treatment Planning</td>
<td>1</td>
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<tr>
<td>COMP 428</td>
<td>Oral Diagnosis and Radiology (graded in the spring)</td>
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</tr>
<tr>
<td>COMP 448</td>
<td>Endodontics (graded in the spring)</td>
<td>2</td>
</tr>
<tr>
<td>COMP 458</td>
<td>Clinical Oral Surgery II (graded in the spring)</td>
<td>1</td>
</tr>
<tr>
<td>COMP 464</td>
<td>Operative Dentistry (graded in the spring)</td>
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<tr>
<td>COMP 468</td>
<td>Removable Prosthodontics (graded in the spring)</td>
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</tr>
<tr>
<td>COMP 474</td>
<td>Fixed Prosthodontics (graded in the spring)</td>
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<tr>
<td>COMP 478</td>
<td>Clinical Orthodontics (graded in the spring)</td>
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<tr>
<td>COMP 480</td>
<td>Clinical Geriatric Dentistry (graded in the spring)</td>
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<tr>
<td>COMP 482</td>
<td>Clinical Orthodontics (graded in the spring)</td>
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<tr>
<td>COMP 487</td>
<td>General Practice Dentistry A</td>
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<td>COMP 489</td>
<td>General Practice Dentistry B</td>
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<td>COMP 492</td>
<td>General Dentistry Clinical Competency (Graded in Spring)</td>
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<td>LDRS 416</td>
<td>Practice Management III</td>
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<td>LDRS 420</td>
<td>Jurisprudence and Professional Ethical Responsibility</td>
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<td>REHE 400</td>
<td>Regional Board Preparation</td>
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<td>REHE 421</td>
<td>Periodontal Medicine and Cases</td>
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<tr>
<td>REHE 455</td>
<td>General Anesthesia, Oral Surgery</td>
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<td>REHE 482</td>
<td>Orthodontics</td>
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</tr>
<tr>
<td>REHE 488</td>
<td>Case Presentations I</td>
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**Second Term**

<table>
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<tr>
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<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>COMP 417</td>
<td>Community Oral Health Capstone Experience</td>
<td>1.5</td>
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<tr>
<td>COMP 422</td>
<td>Periodontics</td>
<td>.5</td>
</tr>
<tr>
<td>COMP 428</td>
<td>Oral Diagnosis and Radiology</td>
<td>.5</td>
</tr>
<tr>
<td>COMP 448</td>
<td>Endodontics</td>
<td>2</td>
</tr>
<tr>
<td>COMP 458</td>
<td>Clinical Oral Surgery II</td>
<td>1</td>
</tr>
<tr>
<td>COMP 464</td>
<td>Operative Dentistry</td>
<td>2.5</td>
</tr>
<tr>
<td>COMP 468</td>
<td>Removable Prosthodontics</td>
<td>1.5</td>
</tr>
<tr>
<td>COMP 474</td>
<td>Fixed Prosthodontics</td>
<td>2.5</td>
</tr>
<tr>
<td>COMP 478</td>
<td>Pediatric Dentistry</td>
<td>1.5</td>
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</table>
Under Construction

DMD/MPH DMD and Master of Public Health

Purpose

One of the primary goals of the American Dental Association (ADA) is to, "promote the oral health of the public." Dental public health is one of the nine recognized specialties of the ADA, and is defined as, "the art and science of preventing oral diseases and promoting oral health through organized community efforts". The DMD/MPH program seeks to impart knowledge and skills necessary to expand the practice of dentistry into the community in a proactive way that fosters positive oral health, and as a direct result, yields improved overall health of the populations involved. It is necessary to address populations to improve the health of individuals and to work with individuals to improve the health of populations. Thus, dentistry and public health are interdependent and reliant on each other in order to achieve their mutual goals.

Description of the Curriculum

The length of the DMD/MPH dual degree curriculum is five years, one of which is dedicated to MPH courses. This year can be completed:

- before the 1st DMD year
- between the 1st and 2nd DMD years
- between the 2nd and 3rd DMD years

Other requests/options will be considered on a case-by-case basis.

DMD Curriculum: The DMD degree includes 141.5 credit hours of didactic, laboratory, and clinical work. The DMD curriculum will not entail/incur any change because of enrollment in this dual degree program. A total of up to 9 credits from the DMD curriculum (Epidemiology for Clinical Practice, ACE Preventive Dentistry, and Interprofessional Collaborative Practice I) will be counted as electives towards the MPH degree.

MPH Curriculum: The MPH degree requires 42 credit hours:

- 18 hours of Core Courses
- 15 hours of Electives, of which 9 are covered by DMD courses
- 9 hours of Culminating Project (3 credit Practicum & 6 credit Capstone)
- Participation in a seminar series

Students must successfully complete both the DMD curriculum and the MPH curriculum to complete the dual degree. Students must complete the Capstone project and are also expected to present their project at a national meeting, the School of Dental Medicine Professionals Day, and the CWRU MPH Population Health Innovations Conference.

The Culminating Experience is the centerpiece of the CWRU MPH Program. A Public Health field practicum and capstone project required of all MPH students, this two course sequence places students in health-related settings to work on projects of mutual interest to the agency or organization and the student. The experience gives students the opportunity to apply the knowledge and skills they have acquired through their academic coursework to a problem involving the health of the community. Students learn to communicate with target groups in an effective manner, to order priorities for major projects according to definable criteria, to use computers for specific applications relevant to public health, to identify ethical, social, and cultural issues relating to public health policies, research, and interventions, to identify the process by which decisions are made within the organization or agency, and to identify and coordinate the use of resources at the site.

Admissions to the Program

Students interested in the DMD/MPH program, please contact Dr. Sena Narendran, director of the program, by phone at 216.368.1311 or by email at DentalPH@case.edu.

Sample Template for Course Schedule for DMD/MPH (with MPH-dedicated year prior to DMD Year 1)

First Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP 480</td>
<td>Clinical Geriatric Dentistry</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>COMP 482</td>
<td>Clinical Orthodontics</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>COMP 490</td>
<td>General Practice Dentistry A</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>COMP 492</td>
<td>General Dentistry Clinical</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>COMP 494</td>
<td>General Practice Dentistry B</td>
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<tr>
<td>COMP 498</td>
<td>Quality Assurance</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>REHE 414</td>
<td>Advanced Implant Dentistry II</td>
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</tr>
<tr>
<td>REHE 489</td>
<td>Case Presentations II</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Total Units in Sequence: 30

* Denotes core courses

DMD Special Programs for Undergraduates

The School of Dental Medicine offers a pre-dental track for outstanding high school seniors who plan to pursue careers in dentistry.

Pre-Professional Scholars in Dentistry

The Pre-Professional Scholars Program in Dentistry offers exceptionally well-qualified high school students a seven-year program where students join the CWRU School of Dental Medicine after completing...
three years of undergraduate coursework. For more information about the program, see Pre-Professional Scholars Program (p. 1299) in the Office of Undergraduate Studies section of this bulletin. For more information about admission to the Pre-Professional Scholars Program, see the Office of Undergraduate Admission website (http://case.edu/admissions/).

Senior Year in Professional Studies
The Senior Year in Professional Studies offers Case Western Reserve undergraduate students, who are candidates for the Bachelor of Arts (BA) degree and who are admitted to Case Western Reserve University School of Dental Medicine by the end of the junior year, the opportunity to shorten their entire course of studies by one year. For more information about the program and admission, see Acceleration Toward Professional Degrees (p. 1297) in the Office of Undergraduate Studies section of this bulletin.

Graduate Studies at the School of Dental Medicine

Academic Regulations

Registration
Graduate study programs operate on a twelve-month basis, from July 1 to June 30. The year is divided into two six-month semesters. The fall semester is from July 1 to December 31; the spring semester is from January 1 to June 30. Successful registration includes submitting a course schedule approved by the student’s home department, payment of semester tuition, and the dental school registrar registering the student. Each semester registration must be completed as scheduled. Students enrolled in fall and spring semesters may arrange to pay bills for tuition and fees in two installments. At least half of the total bill must be paid at registration; the remainder must be paid per University policy. Fees may be charged for late registration or late payment. Students who fail to be registered within 30 days after the published dates will be considered withdrawn from the program. In the School of Dental Medicine, students who are not registered are not considered students of record, lose the protection of the University in matters of liability, and therefore, may not treat patients. They can no longer attend class or receive grades and will have to reestablish their matriculation formally. In any circumstance, all lost course and/or clinical time will be added to the end of the program’s original completion date.

Under unusual circumstances, special arrangements for registration may be made with the permission of the department chair and the associate dean for graduate studies. Social security numbers are used for all records and documents and must be provided at the time of registration. International students will be issued a number for this purpose if they have not obtained a social security number before registration. New students and new residents who are not registered as specified and who fail to provide satisfactory reasons for the delay in advance will forfeit their right to admission. Vacancies that arise from such circumstances are filled from a list of alternate candidates at the department’s discretion.

Grading
The responsibility for assigning grades rests exclusively with the course director, who must announce the general grading method at the beginning of the course. Course grades are reported to the School of Dental Medicine registrar at the end of the course or when a final grade has been determined, if before the scheduled completion time for the course. Incomplete or conditional grades can be changed only by the course director as described in the University Registrar (p. 1344) section of this bulletin. Grading in the School of Dental Medicine Graduate Programs is A, B, C, or F, pass/no pass, and Satisfactory/Unsatisfactory.

Transfer Credit
Transfer of credit from another university is limited to six semester hours of graduate-level courses. Such transfer requires approval from the student’s advisor, the department chair, and the Office of Graduate Studies. Courses must have been taken within five years before or after matriculation in the graduate program at Case Western Reserve University. Only those with grades of “B” or better are transferable. No credit for a thesis may be transferred from another university.

Graduate credit is not awarded for 100- or 200-level courses or their equivalents.

Thesis Advisory Committee
Each master’s degree candidate is advised to consult with their Program Director as to when and how to form a thesis committee. The Graduate department chair, in consultation with the Program Director, chooses a faculty member to serve as the primary thesis advisor. The primary thesis advisor will help identify other faculty members (at least two) to serve as secondary advisors and as members of the thesis committee. At least two thesis committee members must be from the department in which the student is enrolled, and one must be from another department. Additional membership is not restricted and may include persons outside the University who have qualifications acceptable to the department chair. Members of the thesis committee continue in their capacity until the student graduates or leaves the study program. The thesis committee will be responsible for guiding the student in the development of a thesis protocol. Once a protocol is acceptable, the thesis committee members advise the student on the conduct of the research and writing of the thesis document. Ultimately, the committee members will evaluate the student’s oral defense and final thesis document.

Research Project
For master’s degree programs, each student must carry out an original and meaningful research project acceptable to the department chair and the advisory committee. A written thesis, similarly acceptable, must be prepared and must conform to the standard format determined by the Office of Graduate Studies of the School of Dental Medicine. The thesis must be submitted before the prescribed deadline. An oral examination (defense) of the thesis is required. The student’s advisory committee administers this examination before a standard date set by the Office of Graduate Studies of the School of Dental Medicine. The Advisor and all committee members must be present for the defense. A unanimous agreement of the committee is required to pass the thesis examination. A student must be registered for thesis credit or continuing graduate work during the semester in which the thesis examination is conducted. The thesis defense is ordinarily open to all members of the University faculty, student body, and guests.

Extra Courses
Individual students enrolled in an advanced education program, whether or not a master’s degree is involved, may be required to take courses beyond the general requirements set forth by the department to complete the program. In such instances, the student must be notified in writing by the department chair, with a copy filed in the Office of Graduate Studies of the School of Dental Medicine.
Time Limits
Each student is expected to maintain continuous registration, and all requirements must be completed within five consecutive calendar years immediately following matriculation as an advanced education student, including approved periods of leave of absence. A student who fails to complete the requirements within five years must be formally readmitted with full standing to continue the study, subject to terms of readmission, future time limits, and revised requirements for the degree award. Prior status in the program is no guarantee of readmission and should not be assumed.

Leave of Absence
A student may request a leave of absence for personal reasons or health reasons when anticipated, or the actual absence is over three weeks. A written request for a leave of absence must include the reason for the request and the length of time requested. A leave of absence cannot exceed one calendar year. It must be submitted to the program director and the associate dean of graduate studies of the School of Dental Medicine. The program director will forward the request with their response to the Committee on Graduate Studies. In order to be eligible for such requests, the student must be currently enrolled and in regular attendance prior to the time or circumstances that necessitated the request. At the expiration of the leave, the student must resume registration unless formally granted an extension. A leave of absence does not extend the maximum time permitted for the completion of degree requirements. A student who fails to obtain an approved leave or who fails to resume registration at the time expected may be separated from the program. During the period of leave, it is expected that the student will not avail themselves of the teaching and research resources of the School of Dental Medicine or the University. At the end of an approved leave, the program director reviews reentry into the program in concert with the Committee on Graduate Studies and may not be at the same level attained when the leave was granted. Programs with a high patient case component may require that the clinical portion of the program be repeated in its entirety. Finally, the committee also reserves the right to place a student on leave of absence where it has been determined that the circumstances warrant, even in the absence of a formal request.

Maintenance of Good Standing
A minimum cumulative grade point average of 2.75 is required for good standing in a graduate program for all courses taken for graduate credit (excluding those graded Satisfactory/Unsatisfactory or Pass/No Pass).

The associate dean for graduate studies reviews student performance and may recommend a course of action to the Committee on Graduate Studies. The committee may require remedial work, place a student on academic review or probation, set conditions for continuation in the student’s course of study or program, and may require withdrawal for failure to meet the academic standards set by the department or school. A student who receives a grade deemed unsatisfactory in any course is placed on probation and must remove themselves from probation within a time period specified by the committee. It is expected that removal from probation will ordinarily require repetition of the course with an acceptable grade or the successful completion of work deemed equivalent by the student’s advisory committee and the departmental chair.

In this regard, a student may be separated from the University for any one of the following reasons:

1. Failure to correct probationary status within the specified time period.
2. Failure to achieve a minimum grade point average of 2.50 or above upon completion of 12 semester hours or a grade point average of 2.75 or higher upon completion of 21 semester hours of graduate study.
3. Failure to complete all requirements for the master’s degree within five consecutive calendar years from the term of matriculation, unless granted an extension of a maximum of one year upon recommendation of the advisor and chair and approved by the associate dean for graduate studies.

In calculating the grade point average, all courses for which quality points are given are counted, including courses required to be repeated. In addition, on the recommendation of the student’s department, and with due process, the School of Dental Medicine may suspend or separate a student from the university for failure to maintain appropriate standards of conduct and integrity in discharging their responsibilities. Academic failure, moral delinquency, gross misconduct, or failure to meet the specific conditions of probation or academic review is sufficient reason for requiring withdrawal from the school.

Graduation
The minimum requirements for the master’s degree in the School of Dental Medicine are 36 semester hours of course work, including six or more semester hours of thesis/ equivalent registration, and the submission of an acceptable thesis. Individual departments may require additional semester hours of specific course work and/or thesis. Not less than 24 semester hours may be at the 500 level or higher.

A candidate for a Master of Science in Dentistry degree must make an application for the degree to the Office of Graduate Studies of the School of Dental Medicine no later than three months before the commencement at which the degree is expected.

The awarding of the degree is dependent upon the satisfactory completion of all requirements, and the recommendations of the department chair, Committee on Graduate Studies, and faculty of the School of Dental Medicine. The student must complete all requirements for both the master’s degree and certificate to receive either.

Degrees will not be awarded to candidates with delinquent financial accounts that include, but are not limited to, tuition payments, fees, and library fines.

Delayed Graduation
A candidate who has successfully defended their thesis but who fails to meet the deadline for thesis submission for graduation in one semester will be permitted to receive their degree at the next scheduled graduation, without further registration or payment of tuition if the completed thesis is submitted within fourteen days of the date originally scheduled for graduation. If all requirements are not met within this grace period, the candidate must register for the subsequent semester.

Advanced Education in General Dentistry (AEGD)

The AEGD program is a one-year experience with a major emphasis in clinical general dentistry designed to provide the resident with training beyond that received in the pre-doctoral curriculum.
Formal courses, seminars, and literature review, as well as one week of "on call" per month, enhance the resident's ability to handle dental and medical emergencies encountered in everyday practice.

The AEGD program provides the resident the opportunity to deliver the highest quality of comprehensive dental care to the broadest range of the population with knowledge, comfort, and ease in treating the high-risk patient and underserved segment of the population including: HIV/AIDS, medically compromised, physically handicapped and geriatric populations with considerable experience in implantology and full mouth rehabilitation.

The AEGD program enables the resident to become proficient in diagnosis and treatment planning for the more challenging and complex cases to identify and treat many medical and/or dental emergencies encountered in everyday dental practice. The AEGD program introduces the resident to the basic concepts of hospital dentistry and helps them interact with their medical colleagues and other health care providers.

**Goals and Objectives**

- To provide the residents with the didactic knowledge and clinical experience to deliver multidisciplinary comprehensive oral health care to a wide range of the population beyond the level of predoctoral education. (This includes providing community services through the management of the medically and/or immunocompromised patient, the physically handicapped patient, as well as the geriatric and the underserved segment of the population.)
- Enable the residents to identify and treat the most common medical and/or dental emergencies encountered in everyday dental practice.
- To develop in the residents the values of professional ethics, and acceptance of cultural diversity in the practice of dentistry.
- To develop the skills of self-evaluation and critical thinking.
- To provide the residents with experience to improve their ability to interact, function and communicate effectively with other healthcare professionals in the delivery of comprehensive treatment.
- To encourage the resident to continue the process of lifelong learning through continuing education, professional meetings, and review of literature.
- To provide the residents with training in inpatient care, practice and risk management in order to manage a private dental practice.

**Admission**

Information about the program can be found on the School of Dental Medicine website (https://case.edu/dental/departments-programs/advanced-education-in-general-dentistry-aegd/aegd-residency-program/).

The didactic component of the AEGD program is conducted in both the formal courses as well as the departmental seminars.

**Formal Courses**

- Management of Medical Emergencies
- Pharmacology
- Orthodontic
- Interdisciplinary Seminars
- Occlusion
- Correlative Medical Sciences

**Seminars**

- Literature review
- Case Presentation

- Endodontics
- Periodontics
- Oral Surgery
- Implantology
- Oral Diagnosis and Treatment Planning
- Preventive Dentistry
- Pain and Anxiety Control in the Conscious Patient
- Special Care Patients including the Medically Compromised
- Asepsis and Infection Control
- Pediatric Dentistry
- Operative Dentistry
- Fixed and Removable Prosthodontics
- Oral Medicine
- Practice Management

**Pediatric Rotation**

- Length of Rotation or Experience (in weeks): 2
- Number of Hours per week: 10

**Objectives:**

1. To provide residents with both clinical and didactic training in pediatric dentistry beyond that received in the pre-doctoral curriculum.
2. To improve the resident's ability in diagnosis, treatment planning, oral examination, and physical evaluation of the pediatric patient.
3. To improve the resident's ability to use non-pharmacologic management techniques to appropriately manage and guide the behavior of the child patient to accept needed treatment and to provide advice or guidance to the parent to enhance the child's acceptance.
4. To assist the resident in developing a working knowledge of preventive and corrective dental procedures relating to the growth and development of the stomatognathic system.
5. To increase both the confidence and competence of residents in meeting the general oral health needs of the pediatric patient.

**Plan of Study**

**First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Multidisciplinary Seminar (DENT 698)</td>
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<td>Clinical Pharmacology (DENT 550)</td>
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<tr>
<td>Management of Medical Emergencies (DENT 555)</td>
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<td>AEGD Residency Training (DENT 699)</td>
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<td>Correlative Medical Science (DENT 502)</td>
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<td>Multidisciplinary Seminar (DENT 698)</td>
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<td>AEGD Residency Training (DENT 699)</td>
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<td><strong>Year Total:</strong></td>
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<td>1-10.5</td>
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</table>

**Total Units in Sequence:** 2-21
Craniofacial, Surgical, and Special Care Orthodontics Fellowship Program

Phone: 216.368.0673
Manish Valiathan, DDS, MSD, Program Director
manish.valiathan@case.edu

Fellows accepted into the Craniofacial, Surgical and Special Care Orthodontics Fellowship Program will be provided with advanced clinical, didactic, and research training during the 1-year program of study in the management of children with facial differences. We anticipate most fellows to go through a 1-year program of study. However, individuals who intend to devote the majority of their careers in this area may be provided with the opportunity to enroll in a second year of study.

Graduates of the program will be exposed to the diagnoses, treatment planning, and clinical execution of orthodontic and dentofacial orthopedic services to a large clinical volume of pediatric, adolescent, and adult patients who have congenital and acquired craniofacial abnormalities. The goal of the Fellowship Program is to train the fellow to attain a level of competency that enables him or her to recognize, diagnose and treat patients with craniofacial anomalies and special needs in a hospital-based, team care setting.

Fellows participate in the craniofacial and cleft conferences, review treatment plans and progress notes, and provide clinical care to the patients under direct supervision. All complex treatments are discussed with the attending on a case-by-case basis. New patient exams are done on a regular basis and the fellows work up cases (clinical exam, study models analysis, CBCT evaluations) and review the treatment plans with the faculty. The fellows will perform all the surgical treatment plans, cephalometric prediction tracings, model surgery, and splint construction. The fellow will also scrub in and participate in the OR activities/surgical procedures.

Rotations with other services will form an integral part of the Fellowship Program. The principal rotations will be with the departments of plastic surgery, oral and maxillofacial surgery, and pediatric dentistry. In addition, the fellow will be exposed to speech pathology, pediatric otolaryngology, genetics, and occupational therapy.

The format of the program allows for constant one-on-one supervision that will allow for subjective assessments of the fellow's understanding of the subject matter, clinical skills, and patient management skills. This will be supplemented by weekly sessions with the faculty, where the fellow's understanding will be further tested. At the end of each semester, a written examination will form part of the assessment of the fellow's progress.

Admission

More information about admission to the program can be obtained by contacting the following:

Manish Valiathan (manish.valiathan@case.edu), DDS, MSD, Program Director, at 216.368.0673; Deb Tom sick (debra.tom sick@case.edu), Craniofacial Clinic Assistant, at 216.368.4331; or Colleen Friday (colleen.friday@case.edu), Graduate Studies Administrator, at 216.368.1168

https://case.edu/dental/departments-programs/craniofacial-orthodontics/craniofacial-fellowship-program

Residency Program in Dental Public Health

The advanced education program in Dental Public Health is fully accredited by the Commission on Dental Accreditation and offers three tracks: 1) one-year full-time for dentists with a master's degree in public health or equivalent; 2) two-year part-time for dentists with a master's degree in public health or equivalent; or 3) two-year full-time for dentists WITHOUT a master's in public health. While residents in the first two tracks earn a certificate, residents in the third track will earn a residency certificate from the School of Dental Medicine as well as an accredited MPH degree through Case Western Reserve University (CWRU) School of Medicine.

The primary training site is the CWRU School of Dental Medicine, with extramural sites in other parts of Ohio. The didactic instruction for the residency program encompasses the new competencies of the American Board for Dental Public Health and concepts such as population health, cultural competency, epidemiology, social determinants, health literacy, among others. Residents in the first two tracks should complete at least one research project and those in the third track are required to complete two projects. The field experience sites have been carefully chosen to increase residents’ cultural sensitivity and understanding, particularly about underserved groups. Trainees have opportunities to work with vulnerable populations.

Additional program information about the residency program can be found at:


Applications to the program must be submitted through:

http://www.adea.org/PASSapp/applicants/ (http://www.adea.org/PASSapp/applicants/)

Endodontics

The graduate endodontics program is a continuous 24-month master's degree (Master of Science in Dentistry) and certificate program commencing the beginning of July each year. It has two full-time faculty (one full-time director) and 5 part-time clinical faculty members. The program is concerned with developing competent, skilled clinicians with teaching and research abilities.

To achieve these objectives, the program provides an extensive background in both scientific and clinical knowledge. The curriculum is designed to fulfill the requirements of the American Board of Endodontics and promote Diplomates.

The program prepares specialists in the fields of diagnosis, all phases of treatment, and prevention of pulpal and periapical dental disease. It provides training in research design and methodology as it relates to pulpal, dentinal, periodontal, and related clinical areas, preparing the resident for teaching responsibilities in undergraduate, postgraduate, and graduate levels.

A top of the line surgical microscope is required by the program for teaching a variety of microscopic surgery techniques.
The curriculum includes bone grafting, guided tissue regeneration, and IV sedation.

The presentation of multiple table clinics is required.

**Admission**

Information about admission to the Endodontic program can be found on the School of Dental Medicine website.

https://case.edu/dental/departments-programs/endodontics/endodontic-residency-program/

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**Oral and Maxillofacial Surgery**

The residency program at Case Western Reserve University in Oral and Maxillofacial Surgery is a joint program with the School of Medicine leading to an MD degree and certificate in oral and maxillofacial surgery. Case Western Reserve University is the only program in the country that enables residents to obtain their medical degree and certificate in five years.

Residents rotate through several institutions: the Department of Oral & Maxillofacial Surgery at University Hospitals of Cleveland, Cleveland’s Veterans Administration Hospital, the School of Dental Medicine at Case Western Reserve University, the section of Oral and Maxillofacial Surgery at the Cleveland Clinic and the Cleveland Clinic Hospital and other affiliated facilities. This diversity of institutions ensures that residents gain experience in the essential areas of clinical surgery in preparation for all types of practices.

**Admission**

More information about application and the Oral and Maxillofacial Surgery program can be found on the School of Dental Medicine website.


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**Total Units in Sequence:** 39-82

**PGY1**

- University Hospitals/OMFS - 7 months
- Veteran’s Admin/OMFS - 3 months
- University Hospitals/Anesthesia - 2 months

**PGY 2**

- CWRU School of Medicine - 12 months
- Surgery/Internal Medicine - 4 months
- Pediatrics/Family Medicine/OB GYN - 4 months
- Psychiatry/Neurology - 2 months
- Emergency Medicine/Geriatrics - 2 months
PGY 3
- University Hospitals/OMFS - 5 months
- The Cleveland Clinic/OMFS - 1 month
- Veteran's Admin/OMFS -1 months
- University Hospitals/Anesthesia - 3 months

PGY 4
General Surgery Internship:
- University Hospitals/OMFS - 2 months
- The Cleveland Clinic/OMFS - 1 month
- University Hospitals and MetroHealth/Surgery Rotations - 9 months
  - Plastic Surgery - 3 months
  - ENT - 2 months
  - Neurosurgery - 1 month
  - SICU/Trauma - 2 months
  - General Surgery/Pediatric Surgery - 1 month

PGY 5
- University Hospitals/OMFS Chief Resident - 6 months
- University Hospitals/OMFS - 6 months

Orthodontics
The graduate program in orthodontics is a master’s (Master of Science in Dentistry) and certificate program dedicated to advancing the art and science of orthodontics through research, teaching, and service.

The clinical training of orthodontic residents encompasses all aspects of current orthodontic practice including, full treatment cases with fixed appliances and clear thermoplastic aligners, early treatment, adult treatment, craniofacial anomalies, orthognathic surgery, oral appliances for sleep apnea, the use of temporary anchorage devices (TADS) soft tissue lasers, and electrosurgery. The length of the orthodontic program is 30 months. Given this time frame, the clinical teaching of orthodontics will be divided according to the importance of the above topics to the private practice of orthodontics. In a program of 30 months it is not possible to produce a seasoned and skilled orthodontist, therefore our program strives to produce a competent beginner. Accordingly, the clinical load of patients is chosen to match the teaching goals of the department.

There is an option to extend the program to 36 months to satisfy European specialty training standards (ERASMUS).

Admission
More information about the admission process can be found at https://case.edu/dental/departments-programs/orthodontics/graduate-programs/how-to-apply-to-graduate-programs/https://case.edu/dental/departments-programs/orthodontics/graduate-programs/how-to-apply-to-graduate-programs/
the American Board of Pediatric Dentistry. It is fully accredited by the Commission on Dental Accreditation. Successful completion results in a certificate of specialty education in pediatric dentistry which qualifies the resident for examination by the American Board of Pediatric Dentistry.

Students who elect to complete the master's program pay full tuition. The MSD program is open to non-US citizens and foreign-trained dentists. Foreign-trained dentists must complete a US GPR or AEGD before applying to the program.

Our purpose is to train the specialist as a qualified practitioner, consultant, and advocate for complete dental treatment of healthy and special needs children.

The acquired skills prepare the pediatric dental resident to prevent, diagnose and treat common and unusual oral problems that might arise during the physical, psychological and emotional development of the child and adolescent. In addition to the oral aspects of child care, the resident becomes cognizant of the general health problems related to children.

Our program offers a balanced clinical and didactic curriculum in advanced infant, child, and adolescent dental care.

The pediatric dentistry curriculum is designed to have the resident play an integral role in the health care of children, side by side with his/her medical colleagues, and to prepare the resident for successful entry into the contemporary practice setting while providing the foundation for future growth in the field.

**Admission**

More information about admission can be found at the School of Dental Medicine website.

https://case.edu/dental/departments-programs/pediatric-dentistry/pediatric-dentistry-residency-program/how-to-apply-to-pediatric-programs/

The following courses are required for the postdoctoral student:
- Behavioral Management
- Anatomy
- Epidemiology & Biostatistics
- Microbiology
- Facial Growth and Development
- Craniofacial Anomalies
- Hospital Dentistry
- Conscious Sedation
- Conferences
- Pediatric Dentistry Literature Review
- Preventive and Interceptive Orthodontics
- Genetics
- Pharmacology
- Hospital Rotations in the departments of Anesthesia, Pediatric, and Emergency Medicine

A research requirement must be fulfilled for certification in pediatric dentistry. Students enrolled in the MSD program must complete a formal thesis.

**First Year**

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Total Units in Sequence: 0-62

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**Periodontics**

The graduate program in periodontics is a thirty-six month, continuous course of study, leading to both a certificate in Periodontics and a Master of Science in Dentistry degree. It is a fully accredited program by the Commission on Dental Accreditation and meets all the clinical and didactic requirements of the American Board of Periodontology.
The general goals of the program are to train expert clinicians in this specialty, and/or to prepare individuals for an academic (research-teaching) career in Periodontics.

This postdoctoral program offers broad clinical experience and research training.
Completion and defense of a research thesis is one of the requirements of this program. Limited teaching experience is offered to the graduate student so that his/her exposure to clinical, research and teaching facets of periodontics is complete. All of the faculty of the Department of Periodontics involved in teaching graduate students in this program are educationally or board certified periodontists. Additional instruction within this program is by faculty members of the School of Dental Medicine and the School of Medicine. Because of the multiplicity of training programs our professors have completed, the student is exposed to diverse views on diagnosis, prevention, and treatment of periodontal diseases. A brief initial review of basic aspects of periodontology introduces the new graduate student to specialty training during the summer session. Extensive contact with practicing periodontists, sufficient exposure to hospital periodontal practice, and clinical training in dental implants and conscious sedation are additional features of this program.

Admission

More information about admission to the periodontics program (http://dental.case.edu/periodontics/residency/howtoapply/) can be found on the School of Dental Medicine website.

The following courses are required for the postdoctoral student:

- Advanced Periodontal Seminar - ongoing for 3 years
- Literature Review in Periodontology - ongoing for 3 years
- Periodontal Conferences - ongoing for 3 years
- Clinical Periodontics - ongoing for 3 year
- Advanced Principles of Occlusion - 1 semester
- Conscious Sedation - 1 semester (didactic, 2nd year), ongoing for 2 years (clinical)
- Implant Dentistry - 1 semester (didactic, 2nd year), ongoing for 2 years (clinical)
- Research Thesis - ongoing for 2 year
- Periodontal Prosthesis - one semester
- Microbiology, Immunology and the Immune Response - 1 semester
- Management of Medical Emergencies - 1 summer session
- Anatomy of the Head and Neck - 1 summer session
- Limited Tooth Movement - 1 summer session
- Biological Aspects of the Stomatological System - 1 semester
- Correlative Medical Science - 1 semester
- Introduction to Research Methods - one semester
- Advanced Oral Pathology - one semester
- Epidemiology and Biostatistics - 1 semester
- Interdisciplinary Seminar - one semester
- Clinical Pharmacology - one semester
- Creative Thinking in Research Development - 1 semester
- 2-week hospital rotation

First Year

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<td>Correlative Medical Science (DENT 502)</td>
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<td>Research Methods: Preparation (DENT 514)</td>
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<td>Microbiology, Immunology, and Immune Systems (DENT 516)</td>
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<td>Behavioral Considerations in Oral Health Care (DENT 518)</td>
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<td>Clinical Pharmacology (DENT 550)</td>
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<td>Periodontal Conference (DPER 557)</td>
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<td>Clinical Periodontics (DPER 577)</td>
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<tr>
<td>Literature Review in Periodontics (DPER 685)</td>
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Year Total: 7-28

Second Year

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<td>Advanced Principles of Occlusion (DENT 564) (summer/fall - alternate years)</td>
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Year Total: 7-28
Expanded Function Dental Auxiliary (EFDA)

The School of Dental Medicine offers a non-degree certificate course in expanded dental functions to dental auxiliaries with requisite training and experience. This continuing education program prepares the student to take an examination administered by the Ohio Commission on Dental Testing or the Commission on Dental Competency Assessments, for Expanded Function Dental Auxiliaries.

The Expanded Function Dental Auxiliary course is less than a part-time program and includes didactic, pre-clinical laboratory, and clinical training. It is affiliated with several hospitals and health agencies in the Cleveland metropolitan area, where a portion of the clinical training takes place. The majority of clinical experience occurs in the student’s place of employment. Students are selected for admission on the basis of their performance on an entrance examination administered by the program faculty.

Upon successful completion of this accredited program, an auxiliary is eligible to sit for the state certifying examination provided by the Commission on Dental Testing in Ohio or the Commission on Dental Competency Assessments.

Admission

Information about admission to the EFDA program (http://dental.case.edu/efda/) can be found on the School of Dental Medicine website.

Students begin the program by learning tooth anatomy, contour, and contact using wax. Then students gradually advance through one, two, three, and complex surface restorations of amalgam and composite on the typodont. Rubber dam placement, gingival retraction cord placement, and sealant placement are also learned.

Part of the responsibility for being in the program will be for the employer dentist to allow the EFDA trainee to perform intra-oral procedures (restorations) in the office once the student has successfully passed semester one amalgam, composite, and sealant competencies.

Clinical/patient experience occurs during the second semester in the office in which the student is employed. Limited availability at MetroHealth Hospital/clinics, or St. Elizabeth Hospital Dental Clinic in Youngstown, Ohio, for students who cannot complete clinical hours in their place of employment.

Mock board exams are given during the second semester, simulating the testing atmosphere of the actual state examination.

After successful completion of the course, the student will be eligible to sit for the state board examination administered by the Commission on Dental Testing in Ohio (http://codtinohio.org/) or by the Commission on Dental Competency Assessments (http://www.cdcaexams.org/). Examination candidates will be expected to bring their own instruments and materials (not school-owned) for the exam.

According to various sections of the Ohio Law and Regulations for Certification and Licensure Boards, persons convicted of any felony or misdemeanor may not be able to take the licensure or certification examinations; may be refused acceptance of placement by the clinical/practicum sites; or may have restrictions placed on their ability to practice. For more information, contact the Dean of Student Services and the applicable licensure/certification board.

Lectures and labs

- Lecture and lab during the first semester
- All day lab/clinic second semester
- An optional state board review course is offered at the end of the second semester, after completion of the EFDA Program in May for an additional fee

First Year

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<td>Tooth Morphology for the EFDA (EFDA 111)</td>
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<td>Total Units in Sequence:</td>
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School of Dental Medicine Faculty

Full-time Faculty

Mario Alemagno, DDS
Senior Instructor of Comprehensive Care

Moshin Ali, MSc, BDS, PhD
Associate Professor of Comprehensive Care
Anita Aminoshariae, DDS, MS  
Professor of Endodontics

Nancy Arndt, DDS  
Visiting Senior Instructor of Community Dentistry

Hussein M. Assaf, DDS  
Professor of Comprehensive Care

Dale A. Baur, DDS  
Professor of Oral and Maxillofacial Surgery, Chair and Vice Dean

Nabil F. Bissada,DDS, MSD, BDS  
Professor of Periodontics, Associate Dean of Global Relations

Kenneth B. Chance, Sr., DDS  
Dean of the School of Dental Medicine

Milda Chmieliauskaite, DMD, MPH  
Assistant Professor of Oral and Maxillofacial Medicine and Diagnostic Sciences

Edward D'Alessandro, DDS  
Associate Professor of Comprehensive Care

Danius Degesys, DDS  
Visiting Instructor of Comprehensive Care

Catherine Demko, PhD  
Associate Professor of Community Dentistry

Amy Dubaniewicz, DDS  
Instructor of Comprehensive Care

Tarek Elshebiny, DDS, MSD  
Visiting Assistant Professor of Orthodontics

Cara Fawcett, DDS  
Instructor of Comprehensive Care

Gerald A. Ferretti, DDS, MS, MPH  
Professor of Pediatric Dentistry and Chair

Margaret Ferretti, DMD  
Assistant Professor of Pediatric Dentistry

Palma Freydinger, DDS  
Assistant Professor of Comprehensive Care

Elana Furman, DDS  
Assistant Professor of Periodontics

Santosh Gosh, PhD  
Instructor of Biological Sciences

Jerold S. Goldberg, DDS  
Professor of Oral and Maxillofacial Surgery

Angela R. Graves, DDS, MS  
Assistant Professor of Comprehensive Care

Mark G. Hans, DDS, MS  
Professor of Orthodontics and Chair

Joseph Helman, DMD  
Visiting Professor of Oral and Maxillofacial Surgery

Jean M. Iannadrea, DDS  
Assistant Professor of Comprehensive Care

T. Roma Jasinevicius, DDS, MEd  
Associate Professor of Comprehensive Care

Denver Jenkins, DDS  
Instructor of Comprehensive Care

Ge Jin, PhD  
Professor of Biological Sciences

Jay Joseph, DDS  
Associate Professor of Comprehensive Care

Jerry Kolosionek, DDS  
Senior Instructor of Comprehensive Care

Michael A. Landers, DDS, MA  
Associate Professor of Oral and Maxillofacial Medicine and Diagnostic Sciences

Suparna Mahalaha, DDS  
Assistant Professor of Community Dentistry

Tania Markarian, DDS  
Assistant Professor of Comprehensive Care

Pamela Martin, DDS  
Visiting Instructor of Pediatric Dentistry

André K. Mickel, DDS, MSD  
Professor of Endodontics and Chair

Sena Narendran, BDS, MS  
Associate Professor of Community Dentistry

Suchitra S. Nelson, PhD  
Professor of Community Dentistry and Interim Chair; Assistant Dean, Clinical and Translational Research

Ronald L. Occhionero, DDS  
Professor of Comprehensive Care; Associate Dean for Administration

Andre Paes B. da Silva, DDS, MSc, PhD  
Assistant Professor of Periodontics

Juan Martin Palomo, DDS, MSc  
Professor of Orthodontics

Leena Palomo, DDS, MSD  
Professor of Periodontics

Pushpa Pandiyan, PhD, MSc  
Associate Professor of Biological Sciences

Andres Pinto, DMD, MPH, MSCE, MBA  
Professor of Oral and Maxillofacial Medicine and Diagnostic Sciences, Chair and Assistant Dean of Graduate Studies

Faisal A. Quereshy, DDS, MD  
Professor of Oral and Maxillofacial Surgery

Jay Resnick, DDS  
Associate Professor of Comprehensive Care
School of Dental Medicine Courses

COMP Courses

COMP 200. Directed Clinical Experience. .5 - 6 Units.
Directed clinical experience under faculty supervision and with special permission of the Associate Dean for Education.

COMP 300. Directed Clinical Studies. .5 - 8 Units.
Independent study during the period prior to daily clinic sessions, with emphasis on clinical didactic material and review of clinical procedures to support student’s clinical learning and progress. Meeting with clinical preceptors to review progress, to be initiated by the student as needed.

COMP 310. Summer Clinic. .5 - 6 Units.
Attendance is mandatory in the summer dental clinic of the third year. Students become acquainted with all aspects of clinical practice and begin providing clinical care for patients.

COMP 322. Surgical Periodontics. 1 Unit.
The course consists of didactic and clinical instruction that provides the student with knowledge of the various types of surgical therapy performed for periodontitis & peri-implantitis. Includes discussion on types of surgery, points of periodontal intervention and when to refer patients to periodontal surgery.

COMP 358. Clinical Oral Surgery I. 1 Unit.
This clinical course introduces the student to patient management in clinical oral surgery, which includes infection control, patient evaluation, diagnosis, treatment planning, informed consent, local anesthetic procedures, and routine oral surgery procedures employed in a general dental practice.

COMP 378. Pediatric Dentistry Clinic. 1.5 Unit.
This clinical experience in dental care for children and adolescents provides the predoctoral student with patient-parent contact and the opportunity to perform comprehensive pediatric dental care such as preventive dentistry, restorative dentistry, pulp therapy, primary teeth extractions and space maintenance with pharmacological and non-pharmacological behavior management methods, for the pediatric dental patient.

COMP 384. General Dentistry Clinical Qualifying. 1 Unit.
This is a clinic course where the students are given the opportunity to demonstrate knowledge in comprehensive treatment planning, health promotion and disease prevention, and the management of a recall system.

COMP 386. Quality Assurance. 1 Unit.
This course requires student dentists to evaluate their dental records against widely accepted written standards for dental record keeping. This is known as a comprehensive record audit. Records are broken down to their component parts, including but not limited to medical history, progress notes, treatment plans, and chartings. Emphasis is placed on making sure the required components are present, and adequate information is filled in for each component. Because records are partially electronic and partially written, it is essential that all entries that appear in both records are identical.
COMP 387. General Practice Dentistry A. 2.5 Units.
This course provides each third year student with basic clinical training and experience in the following disciplines of dentistry: Oral Diagnosis, Oral and Maxillofacial Surgery, Endodontics, Periodontics, Operative Dentistry, Fixed Prosthodontics, Removable Prosthodontics, Pediatrics, Orthodontics, Geriatrics, Hospital Dentistry. Each third year student is assigned to a preceptor group which is managed by two master clinician dentists. These preceptors provide their students with training in diagnosis, treatment planning, sequencing, and the actual treatment of their assigned patients. Consultations in the various specialties of dentistry occur as required. The preceptors direct and coordinate the total dental health care of the patients of each of their students. Monthly seminars are provided by the preceptors of each group to discuss student cases, to review dental techniques and journal articles. Individual student meetings are scheduled to discuss clinical performance.

COMP 389. General Practice Dentistry B. 2.5 Units.
This course provides each third year student with basic clinical training and experience in the following disciplines of dentistry: Oral Diagnosis, Oral and Maxillofacial Surgery, Endodontics, Periodontics, Operative Dentistry, Fixed Prosthodontics, Removable Prosthodontics, Pediatrics, Orthodontics, Geriatrics, Hospital Dentistry. Each third year student is assigned to a preceptor group which is managed by two master clinician dentists. These preceptors provide their students with training in diagnosis, treatment planning, sequencing, and the actual treatment of their assigned patients. Consultations in the various specialties of dentistry occur as required. The preceptors direct and coordinate the total dental health care of the patients of each of their students. Monthly seminars are provided by the preceptors of each group to discuss student cases, to review dental techniques and journal articles. Individual student meetings are scheduled to discuss clinical performance.

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COMP 394. General Practice Dentistry B. 2.5 Units.
This course provides each third year student with basic clinical training and experience in the following disciplines of dentistry: Oral Diagnosis, Oral and Maxillofacial Surgery, Endodontics, Periodontics, Operative Dentistry, Fixed Prosthodontics, Removable Prosthodontics, Pediatrics, Orthodontics, Geriatrics, Hospital Dentistry. Each third year student is assigned to a preceptor group which is managed by two master clinician dentists. These preceptors provide their students with training in diagnosis, treatment planning, sequencing, and the actual treatment of their assigned patients. Consultations in the various specialties of dentistry occur as required. The preceptors direct and coordinate the total dental health care of the patients of each of their students. Monthly seminars are provided by the preceptors of each group to discuss student cases, to review dental techniques and journal articles. Individual student meetings are scheduled to discuss clinical performance.

COMP 417. Community Oral Health Capstone Experience. 1.5 Unit.
The course exposes students to a healthcare facility different from the dental school clinic with a different patient population and work force.

COMP 422. Periodontics. .5 Unit.
Lecture and clinic together in this course enable the student to further apply the knowledge and skills learned in prior periodontal courses while incorporating the impact of systemic conditions and multidisciplinary interactions on periodontic endpoints. It focuses on how selective periodontal treatment can be integrated into a treatment plan considering the parameters presented by a special situation and introduces students to case specific consideration. Some examples are treatment related to specific medical problems, pharmacologic interactions, endodontics, prosthodontics, geriatrics, esthetics, orthodontics and implantology.

COMP 427. Oral Diagnosis and Treatment Planning. 1 Unit.
Diagnosis and treatment planning based on the correlation of the fundamentals taught in oral diagnosis, oral radiology, physical evaluation, preventive dentistry, and restorative dentistry. Clinical experience in the application of didactic training consists of the following components: 1. assignment in the admitting and radiology clinic where students carry out examinations of newly admitted patients and evaluate their problems and needs; 2. radiology, oral medicine, and medicine interpretation findings by the students is discussed with a faculty member.

COMP 428. Oral Diagnosis and Radiology. .5 Unit.
The primary goals of this course are to enable the student to become competent in the collection and interpretation of clinical data, enable the student to become competent in determining the differential and/or definitive diagnosis of oral disease based upon the interpretation of the clinical/laboratory data acquired and enable the student to interact with other health care providers in the medical risk assessment of patients admitted to the School of Dental Medicine.

COMP 448. Endodontics. 2 Units.
The clinical curriculum provides the major endodontic treatment information for this program. Specific subjects covered are diagnosis, pulp and periapical pathosis, radiology, pharmacology, anesthesia, pain management, emergency treatment, pulp treatment, trauma, mechanical innovations, apexification, bleaching, endodontic-periodontic complexities, preparation of endodontically treated teeth, and endodontic surgery. The above information is designed to provide the student with a basic understanding of the field of endodontics.

COMP 458. Clinical Oral Surgery II. 1 Unit.
This clinical course involves the hands on application of oral surgery principles including evaluation of the patient's medical status, clinical examination, local anesthesia delivery, extractions, pre-prosthetic procedures, patient management, and infection control.

COMP 464. Operative Dentistry. 2.5 Units.
Basic and advanced principles of operative dentistry are used to perform dental restorations on patients diagnosed for dental procedures related to operative dentistry.

COMP 468. Removable Prosthodontics. 1.5 Unit.
The Removable Prosthodontics course is a third - fourth year clinical course which applies principles of removable Prosthodontics.

COMP 474. Fixed Prosthodontics. 2.5 Units.
The principles of fixed prosthodontics are applied to patient situations that require a fixed restoration to develop function and esthetics that will satisfy the criteria for an acceptable end result for restoring a tooth or for replacing a missing tooth with a fixed restoration.
COMP 478. Pediatric Dentistry. 1.5 Unit.
This clinical experience in dental care for children and adolescents provides the predoctoral student with patient-parent contact and the opportunity to perform comprehensive pediatric dental care such as preventive dentistry, restorative dentistry, pulp therapy, primary tooth extractions and space maintenance with non-pharmacological behavior management methods, for the pediatric dental patient.

COMP 480. Clinical Geriatric Dentistry. .5 Unit.
The course exposes students to providing comprehensive care to a broad range of older adults in a variety of settings. Senior students will attend interdisciplinary team meetings to present dental findings, recommendations and to gain exposure to the impact of physiological aging, systemic conditions, functional disabilities, and pharmacological interactions on delivering comprehensive care to this vulnerable population.

COMP 482. Clinical Orthodontics. 1 Unit.
Clinical orthodontics provides the student with the opportunity to apply the knowledge that he/she has obtained in facial growth, dentofacial morphology, sophomore orthodontics, and senior orthodontics to assist in and sometimes treat comprehensive, preventive, interceptive and limited corrective tooth movement patients.

COMP 487. General Practice Dentistry A. 2.5 Units.
Comprehensive dental care. Each student is assigned for clinical training to a preceptor group led by a practicing general dentist. The preceptor guides the students in diagnosis, treatment planning, and actual patient treatment with consultation in various specialties as required. Experiences in the provision of emergency dental care. The preceptor directs the total dental health care of the patients of each of his students. Biweekly seminars are provided for each preceptor group. Special topics, students cases, techniques, and journal articles are discussed. Recommended preparation: Concurrent enrollment in COMP 489.

COMP 489. General Practice Dentistry B. 2.5 Units.
Comprehensive dental care. Each student is assigned for clinical training to a preceptor group led by a practicing general dentist. The preceptor guides the students in diagnosis, treatment planning, and actual patient treatment with consultation in various specialties as required. Experiences in the provision of emergency dental care. The preceptor directs the total dental health care of the patients of each of his students. Biweekly seminars are provided for each preceptor group. Special topics, students cases, techniques, and journal articles are discussed. Recommended preparation: Concurrent enrollment in COMP 487.

COMP 490. General Practice Dentistry A. 2.5 Units.
Clinical application of the principles of general practice dentistry. Recommended preparation: Concurrent enrollment in COMP 494.

COMP 492. General Dentistry Clinical Competency. .5 Unit.
This course consists of the successful completion of the recall, emergency, diagnosis and treatment planning, and patient outcomes clinical competencies. It is also necessary for the student to successfully fulfill the recall needs of their assigned clinic patients in order to pass this course. Recommended preparation: Completion of Basic Core Program.

COMP 494. General Practice Dentistry B. 2.5 Units.
Clinical application of the principles of general practice dentistry. Recommended preparation: Concurrent enrollment in COMP 490.

COMP 495. Directed Clinical Studies. .5 - 8 Units.
This course is intended to provide students with the opportunity to advance their dental clinical patient skills in the comprehensive care clinics of the School while also providing advanced opportunity for students who are so inclined to focus in individual areas of clinical skills development.

COMP 498. Quality Assurance. 1 Unit.
This course reinforces quality assurance skills and knowledge provided in the prerequisite course including, but not limited to: providing students with the working knowledge of dental record keeping, as it relates to diagnosis and treatment of pathology; recognition and management of medical illness and disabilities; treatment planning; documentation of pre-existing conditions, current and past treatment; established laboratory protocols; evaluation of reasons for remakes and re-dos; post-treatment evaluation of care. Recommended preparation: COMP 394.

DENF Courses
DENF 422. Comprehensive Periodontics. 3 Units.
This course is available only to dental school faculty who have earned dental degrees from foreign institutions and who have approval of their Chairperson and the Dean to register. Successful completion of the course is accomplished by fulfilling the unit requirements, competency exams and any other written or practical requirements set forward by the Dental Education Committee and approved by the general faculty of the School of Dental Medicine in order to assure competency in the periodontic procedures associated with general dentistry.

DENF 428. Comprehensive Oral Medicine. 3 Units.
This course is available only to dental school faculty who have earned dental degrees from foreign institutions and who have the approval of their Chairperson and the Dean to register. Successful completion of the course is accomplished by fulfilling the unit requirements, competency exams and any other written or practical requirements set forward by the Dental Education Committee and approved by the general faculty of the School of Dental Medicine in order to assure competency in the radiologic and oral diagnostic procedures associated with general dentistry.

DENF 448. Comprehensive Endodontics. 3 Units.
This course is available only to dental school faculty who have earned dental degrees from foreign institutions and who have the approval of their Chairperson and the Dean to register. Successful completion of the course is accomplished by fulfilling the unit requirements, competency exams and any other written or practical requirements set forward by the Dental Education Committee and approved by the general faculty of the School of Dental Medicine in order to assure competency in the endodontic procedures associated with general dentistry.

DENF 455. Comprehensive Oral Surgery. 3 Units.
This course is available only to dental school faculty who have earned dental degrees from foreign institutions and who have the approval of their Chairperson and the Dean to register. Successful completion of the course is accomplished by fulfilling the unit requirements, competency exams and any other written or practical requirements set forward by the Dental Education Committee and approved by the general faculty of the School of Dental Medicine in order to assure competency in the oral surgery procedures associated with general dentistry.
DENF 464. Comprehensive Operative Dentistry. 3 Units.
This course is available only to dental school faculty who have earned dental degrees from foreign institutions and who have the approval of their Chairperson and the Dean to register. Successful completion of the course is accomplished by fulfilling the unit requirements, competency exams and any other written or practical requirements set forward by the Dental Education Committee and approved by the general faculty of the School of Dental Medicine in order to assure competency in the operative procedures associated with general dentistry.

DENF 474. Comprehensive Fixed Prosthodontics. 3 Units.
This course is available only to dental school faculty who have earned dental degrees from foreign institutions and who have the approval of their Chairperson and the Dean to register. Successful completion of the course is accomplished by fulfilling the unit requirements, competency exams and any other written or practical requirements set forward by the Dental Education Committee and approved by the general faculty of the School of Dental Medicine in order to assure competency in the fixed prosthodontic procedures associated with general dentistry.

DENT Courses

DENT 501. Biological Aspects of the Stomatological System. 0 - 2 Units.
This course is a review of biochemistry, molecular and cellular biology, histology, and oral anatomy and an expansion of oral biological topics that underlie the disciplines of endodontics, orthodontics, periodontics, and pediatric dentistry.

DENT 502. Correlative Medical Science. 0 - 2 Units.
Case-based discussion of selected systemic disease commonly encountered by the dentist.

DENT 503. Facial Growth and Development. 0 - 1 Units.
Emphasis on the qualitative, quantitative, and integrative changes during postnatal craniofacial growth and development.

DENT 504. Advanced Facial Growth. 1 Unit.
Student participation in seminar evaluation series dealing with problems and controversies apparent in the literature in regard to theories of growth, development, and aging. Emphasis on the craniofacial literature, but not exclusively.

DENT 505. Dentofacial Anomalies. 0 - 1 Units.
This course is designed to provide the student with the practical experience regarding the multidisciplinary aspects of diagnosis and treatment of patients with craniofacial anomalies. Observation of team sessions and active participation in patient examinations, diagnosis, and treatment planning.

DENT 507. Dental Ethics for the Graduate. 0 - 1 Units.
This 8 week course is given in group discussion format. Topics of ethical dilemmas, informed consent, professional (both national and local) codes of ethics, IRB introduction, patient autonomy, contractual obligations and purrery are discussed using case scenarios and student presentations.

DENT 509. Temporomandibular Disorders, Orofacial Pain and Sleep Disorders. 0 - 3 Units.
This course will enable first year dental residents to learn the principles of pain mechanisms, types of OFP and Sleep Disorders, differential diagnosis and management of these conditions in adults and children. By the end of this course the residents should be able to identify the most common types of OFP and sleep disorders, be able to make the differential diagnosis, and manage simple OFP case and / or refer the most complex OFP cases. Recommended preparation: DMD, DDS or equivalent degree.

DENT 510. Epidemiology and Biostatistics. 0 - 3 Units.
A detailed presentation of epidemiological and biostatistical techniques designed to acquaint the student with a broad spectrum of scientific approaches and to prepare for a research project. Topics include design of observational and experimental studies, common biostatistical techniques encountered in the dental literature such as t-test, ANOVA, chi-square, correlation and regression, and assessing the validity of diagnostic tests. Instruction includes lectures, critique of selected literature and computer analysis of data.

DENT 512. Advanced Oral Pathology. 0 - 3 Units.
Lectures and seminars on the clinical and histopathologic characteristics of many of the common oral diseases. Special emphasis on developing a logical approach to clinical and histopathologic diagnosis. Participation is expected for in-class discussion of the clinical and histopathologic material presented.

DENT 513. Anatomy of the Head and Neck. 0 - 3 Units.
This course deals with the structural, functional, and clinical relationships of the many organs and organ systems which comprise the head, neck, and pharyngeal regions of the human body.

DENT 514. Research Methods: Preparation. 0 - 1 Units.
The goal of this course is to facilitate a formal statement of the student's research idea as preparation for working with a thesis committee or undertaking independent research.

DENT 516. Microbiology, Immunology, and Immune Systems. 0 - 3 Units.
This course reviews bacterial structure and classification, provides insight into oral bacterial pathogenesis. Principles of antibiotic use and mechanisms of resistance are reviewed. Microbial diagnostic methodologies are discussed. Integration of periodontics, endodontics, and pediatric dentistry is stressed as it relates to the inflammatory process in the human host.

DENT 518. Behavioral Considerations in Oral Health Care. 0 - 1 Units.
This course focuses on the behavioral knowledge and skills the oral health practitioner must possess in order to deliver effective, patient-centered care. Specifically, the course is designed to enhance graduate students' existing knowledge and skills in relation to dentist-patient communication, management of diverse patient populations, and patient education and facilitation of health behavior change.

DENT 520. Skeletal Anchorage. .5 Unit.
This course provides 1st year orthodontic residents with the theoretical knowledge and practical skills necessary to successfully treat orthodontic patients in need of absolute anchorage with orthodontic mini-implants. In addition, the most current articles in the orthodontic literature pertaining to this topic are read and discussed. The theory will be supplemented by practical exercises as necessary.
DENT 521. Manot Cave Dig, Israel. 0 - 1 Units.
This project is an ongoing collaboration between the CWRU School of Dental Medicine and Tel Aviv University. The newly discovered excavations have produced thousands of butchered deer bones, hundreds of stone tools, an one partial human skull. Traditionally CWRU faculty and students will be going in July to continue their work. Interested students are given the opportunity to learn basic archeological techniques while working in a newly discovered cave in Northern Israel. The Manot cave was discovered in 2008 and after 6 field seasons has yielded thousands of artifacts shedding light on what life was like for our early ancestors. Each participant will rotate through several stations including wet and dry sieving, excavation, and how to pick through the processed remains. They will learn how to identify stone and bone tools, faunal and floral remains. In addition to the hands-on experience they also get to attend field lectures by some of the world's most famous researchers in human prehistory. Lodging is in comfortable cabins within easy walking distance from the cave site. This two-week field and lab experience is not only educational but also presents the opportunity to travel around the beautiful country of Israel.

DENT 522. Orthodontic Biomechanics. 1 Unit.
This course provides first year orthodontic residents with the theoretical biomechanical knowledge necessary to successfully treat a wide range of orthodontic malocclusions using the preadjusted straight wire appliance, the segmented arch technique, treatment auxiliaries, and orthodontic mini-implants. In addition, the most current articles in the orthodontic literature pertaining to this topic are read and discussed. The theory will be supplemented by practical exercises as necessary.

DENT 550. Clinical Pharmacology. 0 - 1 Units.
This course is designed to enable residents to obtain an understanding of the pharmacology of the most commonly prescribed medications; pharmacotherapeutic concepts in relationship to disease pathophysiology; rational drug therapy in the treatment of disease; drug-drug interactions and drug-disease interactions; adverse drug events. Residents will be expected to apply information on disease pathophysiology and pharmacotherapy to clinical cases. The ultimate goal is to provide relevant information to assist clinicians in practice.

DENT 555. Management of Medical Emergencies. 0 - 1 Units.
This course covers the diagnosis and management of common medical emergencies, with special emphasis on patient evaluation and history taking to prevent such emergencies in the dental office. Venipuncture technique and the use of emergency equipment are demonstrated. Also included is a basic course in cardiopulmonary resuscitation, with practical demonstrations and examinations that lead to certification in basic CPR.

DENT 561. Orthodontics for Pediatric Dentists I. 0 - 3 Units.
The course is designed to familiarize the pediatric dentistry residents with (1) the clinical evaluation of patients to determine appropriateness of orthodontic intervention, (2) record taking, (3) diagnosis, (4) treatment planning of cases in the mixed and permanent dentition, (5) treatment administration and (6) retention strategies. The primary focus will be on interceptive orthodontics including growth modification and corrective orthodontics in the permanent dentition. First in a series of four courses.

DENT 564. Advanced Principles of Occlusion. 1 Unit.
This course is designed to provide in-depth knowledge of the structure and function of all anatomic components involved in occlusion, biomechanics of articulation and mastication; recording of mastication patterns; diagnosis of occlusal dysfunction; relationship to neuromuscular and temporomandibular joint anatomy and pathology; evidence based therapy used in the management of occlusal and temporomandibular disorders and its significance to inflammatory periodontal disease.

DENT 565. Practice Management I (Ortho). 0 - 1 Units.
Seminar and demonstration course designed to prepare the student for all phases of the "business" of orthodontics as well as the responsibility of being a "professional." Management of the department clinic, private practice management, office visitations, and the business community, and ethics through the use of guest speakers on jurisprudence, personal and professional insurance, accounting, estate planning, risk management, informed consent, banking, office design, organized dentistry and investments. First in a series of four courses.

DENT 569. Orthodontic Literature Review I. 1 Unit.
The course will focus on contemporary and classic literature selected to cover a wide range of orthodontic topics. The selected literature includes the reading list suggested by the American Board of Orthodontics in preparation for the Part II of the ABO examination. Students will be required to discuss the articles and answer questions pertaining to the reviewed material.

DENT 572. Pre-Clinical Principles in Orthodontics. 0 - 1 Units.
This course is comprised of a series of seminars presented by orthodontic faculty covering topics that will prepare the first orthodontic resident for the initial phases of clinical training.

DENT 573. Advanced Specialty Principles: Clinical I. 2 Units.
Full fixed orthodontic appliance treatment of patients in an educational setting. First in a series of four courses.

DENT 580. Orthodontics-Oral Surgery Conference. 0 - 1 Units.
A seminar series involving a multidisciplinary approach to the treatment of patients with severe craniofacial deformities. Begins in the fall of each year (continuing for four semesters) with a series of lectures, followed by assignment of patients supervised jointly by the departments of orthodontics and oral surgery. Meetings held bimonthly to review patient progress, plan treatment, and present cases for discussion. Each student involved in all phases of treatment: presurgical orthodontics, the surgical procedure, finishing orthodontics, and retention.

DENT 583. Orthodontic Diagnostic Seminar I. 1 Unit.
Series of lectures and seminars covering the science of orthodontic diagnosis. Course consists of lectures on techniques of diagnosis, treatment planning, and critique of cases from the department or from faculty private practices. Content also includes long-term follow-up of post retention cases. First in a series of three courses.

DENT 585. Orthodontic Diagnostic Seminar III. 1 Unit.
Third in a series of three courses. (See DENT 583.)

DENT 586. Limited Tooth Movement for the Dental Specialist. 0 - 1 Units.
A review of the rationale for orthodontic treatment in periodontally diseased patients and in pre-restorative dentitions. Lectures, audio-visual programs, and technique sessions. Diagnosis, treatment planning, and various methods of tooth movement.
DENT 587. Periodontal Prosthesis. 1 Unit.
This course examines and defines the periodontal prosthetic interrelationships beginning with treatment planning and continuing with discussing the utilization of the combined treatment modalities. It focuses on provisionalization, furcation treatment, occlusion, aesthetics, removable appliances, and special advanced treatment problems.

DENT 589. Orthodontic Diagnostic Seminar IV. 1 Unit.
The fourth course in a series which consists of weekly lectures and seminars covering the science of orthodontic diagnosis. Consists of lectures on the techniques of diagnosis, various diagnostic aids, and case planning. Also consists of seminars where the students perform diagnosis, plan treatment and critique cases from the department. This course is used for long-term follow-up clinic.

DENT 651. Thesis M.S.D.. 1 - 9 Units.
Subsections for each program area of study: endodontics, orthodontics, periodontics, or pediatric dentistry.

DENT 661. Conscious IV Sedation I. 2 Units.
Didactic portion covers physical evaluation, physiology, pharmacology, emergencies, and techniques. Cardiac monitoring, basic life support, and advanced cardiac life support.

DENT 662. Conscious IV Sedation II. 1 Unit.
(See DENT 661.) Supervised clinical experience in conscious IV sedation.

DENT 663. Implant Dentistry I Periodontics. 1 Unit.
Designed to enhance the understanding of current concepts and their role in the multidisciplinary treatment of the patient.

DENT 664. Implant Dentistry II Periodontics. 0 - 6 Units.
(See DENT 663.) Clinical demonstration, participation, and case presentation in implant dentistry.

DENT 682. Cephalometrics. 0 - 1 Units.
A lecture and laboratory course in cephalometric roentgenography leading to a thorough understanding of craniofacial radiographic techniques. Use of x-rays and radiation hygiene, and technical and interpretive proficiency.

DENT 683. Imaging and IT. 1 Unit.
This course is designed to give some basic computer knowledge and prepare the resident for the use of computers in the orthodontic office.

DENT 684. Radiology and Cephalometrics. 1 Unit.
Fundamentally related to cephalometric radiography, skeletal morphology, and cephalogram interpretations of historic analyses via the Kroghman-Sassouni Syllabus. Also, clinical evaluations of hard and soft tissue relationships of the airway and skeletal maturation are presented. The use of Bolton Standards in craniofacial analysis is stressed.

DENT 693. Fellowship of Advanced Clinical Education - Advanced Dental Studies. 1 - 9 Units.
Fellowship of Advanced Clinical Education (or F.A.C.E.) - Advanced Dental Studies is a special course per agreement in collaboration with Qassim University in Saudi Arabia.

DENT 696. Advanced Dental Training. 0 - 6 Units.
This course is a one year advanced training in dental medicine at Case Western Reserve University School of Dental Medicine. Responsibilities may include clinical and didactic responsibilities. The course is designed to give students clinical experience in a defined focus area.

DENT 697. Advanced Dental Training II. 1 Unit.
Continuation of Advanced Dental Training I. Prereq: D.D.S. or equivalent.

DENT 698. Multidisciplinary Seminar. 0 - .5 Units.
This seminar meets monthly to discuss multidisciplinary cases to develop treatment recommendations for the patients presented. Each graduate department selects a clinical case that requires the services of at least three dental specialties. Ideally, patients should be in the beginning stage of treatment planning so the input from the various specialties can be used to develop a comprehensive plan to establish a healthy oral environment. It is expected that several alternative treatments will be discussed and the relative merits of each approach evaluated. To maximize the benefit of this seminar to the student learning process, an attending faculty member should be present from each of the dental specialty programs. In addition, all seminars have a Prosthodontist to provide input on the restorative treatment options.

DENT 699. AEGD Residency Training. 1 - 8 Units.
This is a multidisciplinary course that encompasses didactic and clinical training in general dentistry.

DND 509. Endodontontology. 3 Units.
Scientific rationale for endodontic practice. Endodontic anatomy, physiology, pathology, and microbiology. All treatments and techniques studied and substantiated by current and classical research.

DND 539. Endodontic Literature Review. 3 Units.
Provides scientific basis for present and future treatment. Instructs students in critically evaluating literature. Provides format for lifelong self-education. Specific journal assignments summarized, evaluated, and presented for group discussion weekly.

DND 551. Clinical Endodontic Specialty. 3 Units.
Students present case histories as they encounter them in clinic. Cases discussed in detail and critically evaluated by colleagues and graduate endodontic faculty. Past endodontic literature discussed in detail as each student presents a topic assigned by faculty. Problems in clinic discussed. Several guest endodontists present various techniques and perform them.

DND 651. Sedation in Endodontic Practice. 1 - 3 Units.
5 modules designed to provide in-depth knowledge of minimal and moderate sedation to graduate endodontic students with the goal of becoming proficient in providing safe and effective minimal or moderate sedation to patients undergoing endodontic therapies. Recommended preparation: Current American Heart Association certification in BLS or Red Cross certification in Professional rescuer CPR.

DORL 502. Oral Diagnosis / Med Seminar. 1 Unit.
Principles of diagnosis of oral mucosal disorders, clinical pathology and systemic pathology will be discussed in an interactive, case based format.

DORL 531. Clinical Oral Diagnosis and Oral Medicine. 1 Unit.
Clinical rotation in oral medicine and orofacial pain service.

DORL 532. Medical Specialty Services. 1 - 3 Units.
This course provides exposure to the graduate student to medical primary and specialty services and applications to the practice of oral medicine.

DORL 533. Supervised Teaching Radiology. 0 - 3 Units.
Active supervision of freshmen students during pre clinical and didactic instruction in dental radiography. Instruct and guide DMD students accurately exposing, processing and evaluating patient complete mouth radiographic surveys in clinical and demonstrate basic acquisition and interpretation of CBCT scans.
DORL 534. Panoramic Imaging. 0 - 3 Units.
Knowledge regarding principles of panoramic radiology and image formation, details of rotation center, image layer formation, image layer thickness, magnification, sharpness and sensor design movement and speed. Anatomic landmarks key landmarks used for troubleshooting errors, description of correct projection of anatomic landmarks on a properly exposed panoramic film and relative positioning of anatomic structures is also covered.

DORL 541. Clinical Oral and Maxillofacial Radiology. 1 Unit.
Learn the principles of CBCT, MRI, and other advanced imaging Assist in oral and maxillofacial reading service Recognize radiologic appearance of abnormal findings in the maxillofacial complex

DORL 542. Advanced Oral Radiology. 1 Unit.
Seminar format review of advanced imaging techniques and interpretation on a one to one basis with faculty.

DORL 554. Current Concepts in Medicine. 1 Unit.
Students will review contemporary internal medicine topics of relevance to the oral medicine clinician.

DPED Courses

DPED 533. Pediatric Dentistry Literature Review. 0 - 2 Units.
Review of the literature in preparation for the specialty board examination in pediatric dentistry. Includes articles on various topics including growth and development, special needs patients, oral pathology and oral medicine, and clinical and hospital practice.

DPED 535. Fundamentals in Pediatric Dentistry. 0 - 3 Units.
Students present selected chapters from major pediatric dentistry review books for critique and discussion. Major strengths and weaknesses are emphasized. The course director then presents the most current information on the subject.

DPED 537. Advanced Clinical Pediatric Dentistry. 0 - 3 Units.
Students develop skills in diagnosis, radiographic technique, treatment planning, preventive and restorative dentistry, space management, trauma management, and nonpharmacologic behavior management. There is an opportunity to attend hospital grand rounds and physician conferences.

DPED 639. Advanced Seminar in Pediatric Dentistry. 0 - 3 Units.
Students present patient cases for in-depth discussion of specific clinical problems.

DPED 690. Pediatric Dental Residency. 0 - 10 Units.
Allows registration for non-degree-seeking students in graduate level courses at the direction of the department.

DPER Courses

DPER 519. Introduction to the Graduate Periodontology Program. 0 - 1 Units.
Introduction to the Graduate Periodontology Program. Introduce first year residents to the Graduate Periodontal Clinic and Program, the course consists of a series of seminars to discuss a variety of topics regarding patient care in the Graduate Periodontics clinic.

DPER 557. Periodontal Conference. 0 - 3 Units.
Presentation of treated patients with advanced periodontal disease. Discussion of the clinical findings, etiology, diagnosis, and treatment plan. Critical review of the different surgical procedures used in therapy and evaluation of postoperative results. First in a series of four courses.

DPER 577. Clinical Periodontics. 0 - 6 Units.
Clinical practice of periodontics supplemented by case evaluation and treatment planning. A comprehensive study of normal and diseased periodontal tissues including etiology and diagnosis. Current modes of therapy-rationale technique, and prognosis. First in a series of four courses.

DPER 595. Advanced Periodontal Seminar. 1 - 3 Units.
Series of seminars covering clinical, histological, and physiological aspects of the periodontium in health and disease, etiology, diagnosis, prognosis, prevention, and treatment of periodontal disease, as well as the relationship of periodontics to other phases of dentistry.

DPER 665. Implant Literature Review 1. 1 Unit.
This course will consist of presentation/discussion of pertinent topics related to the practice of implantology. Discussion of most relevant articles of each topic.

DPER 666. Implant Literature Review 2. 1 Unit.
This course will consist of presentation/discussion of pertinent topics related to practice of implantology and the most relevant articles of each topic.

DPER 667. Implant Literature Review 3. 0 Unit.
This course will consist of presentation/discussion of pertinent topics related to practice of implantology and relevant articles on each topic.

DPER 685. Literature Review in Periodontics. 0 - 3 Units.
Comprehensive discussion of selected articles related to clinical periodontology and basic sciences of significance to periodontal research and therapy.

DPHC Courses

DPHC 501. Principals of Oral Epidemiology and Research Methods. 2 Units.
This course will address the distribution and determinants of oral and dental diseases at the local, state, national and international levels. Students will be instructed on the application of various dental indexes. Survey research methodology including questionnaire, development, and different forms of validity are also some of the topics taught. The course will enable residents to identify and formulate a research question that will be developed into a research proposal, to fulfill their residency requirement.

DPHC 505. Communication Methods in Dental Public Health. 2 Units.
This course will prepare students to be adept in searching scientific literature and gain/augment their skills in communicating as public health professionals. This skill set includes preparing literature reviews, manuscripts, developing research proposal and for this purpose students will gain proficiency in relevant software such as Reference Manager/EndNote/Adobe Connect. Students will be familiar with the different elements of a research proposal and gain skills in writing these components.

DPHC 507. Data Analysis and Reporting. 2 Units.
Data Analysis and report writing will prepare residents to be proficient in analyzing public health/epidemiological by instructing them on the appropriate use of univariate, bivariate, and multivariate statistical test. Students will use either primary or secondary data sets for such applications. Bases on their previously approved research proposal and the results of the data analysis residents will write a scientific report to fulfill one of the requirements of the residency program.
DPHC 508. Dental Public Health Administration. 2 Units.
This course describes the history of dental public health, its principles, and the discipline as a recognized dental specialty. Understanding the discipline/profession and administration at local, state, national, and international levels will enable the graduates to be effective public health administrators.

DPHC 530. Graduate Preventive Dentistry. 2 Units.
This course will address primary, secondary, and tertiary prevention methods to prevent oral and dental diseases with the particular focus on groups of people rather than individual patients. Instruction on cost-effectiveness of different preventive modalities will enable students to choose the applicable program for specific populations.

DPHC 532. Oral Health Care Systems. 2 Units.
The course on oral health care systems will provide an insight into the dental care systems in the U.S. including different forms of financing, private, public, etc. Knowledge of the system will enable future dental public health professionals to recognize the oral health workforce models and their appropriateness to public health settings to provide dental care to various groups.

DPHC 551. Research in Dental Public Health I. 1.5 Unit.
One of the core aspects of dental public health training at CWRU is to augment residents' research skills; each resident will be required to develop, implement, and complete at least one research project during the training. The project may involve primary data collection or the use of secondary data for analysis. The program director, members of the residency committee, and experts working in the area of each resident's interest will assist with the selection of an appropriate research topic and getting IRB approval. Following the data analysis, each resident will submit and defend a written report of the project. Acquisition of research skills will be facilitated by didactic courses and periodical meetings with the residency director and members of the residency committee.

DPHC 552. Research in Dental Public Health II. 1.5 Unit.
One of the core aspects of dental public health training at CWRU is to augment residents' research skills; each resident will be required to develop, implement, and complete at least one research project during the training. The project may involve primary data collection or the use of secondary data for analysis. The program director, members of the residency committee, and experts working in the area of each resident's interest will assist with the selection of an appropriate research topic and getting IRB approval. Following the data analysis, each resident will submit and defend a written report of the project. Acquisition of research skills will be facilitated by didactic courses and periodical meetings with the residency director and members of the residency committee.

DPHC 555. Dental Public Health Practicum I. 1.5 Unit.
Supervised field experience is an integral part of the advanced education program in dental public health at CWRU; the numerous field experiences are designed to augment residents' requisite public health skills as well as community-oriented primary care. The sites for field experience include Medina County Health Department, Akron Health Resources Inc., Free Medical Clinic of Greater Cleveland, etc. These sites have been carefully chosen for DPH residents to improve public health skills, which would enable them to succeed as a dental public health professional.

DPHC 556. Dental Public Health Practicum II. 1.5 Unit.
Supervised field experience is an integral part of the advanced education program in dental public health at CWRU; the numerous field experiences are designed to augment residents’ requisite public health skills as well as community-oriented primary care. The sites for field experience include Medina County Health Department, Akron Health Resources Inc., Free Medical Clinic of Greater Cleveland, etc. These sites have been carefully chosen for DPH residents to improve public health skills, which would enable them to succeed as a dental public health professional.

DPHC 599. Independent Study in Dental Public Health. 1 - 9 Units.
The aim of this course is for dental public health residents to gain an indepth understanding of selected topics in public health and/or augment their skills in epidemiological research methodology. Students will choose their topic(s) of interest in consultation with the course director and attain the requisite skill levels through assigned readings and written assignments. Students opting to augmenting their research skills will be required to complete a research project by developing and implementing the project followed by data analysis and writing a report.

DRTH Courses
DRTH 510. Humans: An Evolutionary Biology. 0 - 2 Units.

DRTH 523. Clinical Specialty Seminar. 2 Units.
This course is a companion to clinical training in orthodontics and involves faculty and student evaluation of past and present literature. Sessions are used to evaluate current timely literature, and lectures and seminars complement the clinical experiences with topics including patient management, treatment of various aged populations and malocclusions, orthopedic appliances, treatment of patients with special needs, and various aspects of fixed and removable mechanotherapy.

DSPR Courses
DSPR 136. Cariology. 1 Unit.
This course in cariology includes development, distribution and determinants, role of fluorides, clinical features, risk assessment, and prevention of caries. The course will enable students to understand the etiology, patho-physiology, and clinical aspects of caries, which will complement the Problem-Based-Learning module, Epidemiology for Clinical Dentistry. In addition, this course will prepare the first-year students for their sealant rotation where they will be observing clinical features of caries in children before placing sealants on appropriate teeth.

DSPR 139. Neoplasia and Genetics. 1 Unit.
Neoplasia and its sequela are a major healthcare problem in the United States and across the world. I would like dental practitioners and students to have a thorough understanding of and to be articulate in describing the aspects of neoplastic disease, ranging from theory to clinical impact. This understanding rests on familiarity with basic principles of genetics which increasingly is recognized to be implicated in the pathophysiology, diagnosis, prognosis, and treatment of a variety of diseases not limited to neoplasia. Such knowledge is essential in being able to: confidently and compassionately manage patients; speak comfortably with colleagues in other medical specialties; entertain the possibility of neoplastic disease in the appropriate clinical scenario.

DSPR 232. Periodontics. 1 Unit.
The second-year course in periodontology focuses on the application of basic principles of periodontology in diagnosis and treatment of periodontal disease. Emphasis is placed on development of clinical skills and diagnosis of periodontal disease in the first half of the course, ending with informal discussion of actual cases. Pre-surgical treatment planning is introduced in the second half of the course to prepare for the third year.
DSPR 234. Oral and Maxillofacial Pathology. 3 Units.
The practice of dentistry includes a routine 90-second head and neck exam on all new patients as well as the proper identification and management any and all abnormalities of the oral cavity, salivary glands and jaw bones. In order to confidently and compassionately provide comprehensive care to the dental patient, the dentist must be aware of and qualified in managing diseases native to the oral and maxillofacial regions and systemic or dermatologic diseases with oral and maxillofacial manifestations. Many systemic conditions with oral and maxillofacial manifestations have been taught in your general pathology lectures and will at most be mentioned in passing due to time constraints. You will be introduced to approximately 300 diseases in this course. I want all of you to succeed in this challenging course. Success entails recognizing that oral and maxillofacial pathology is best thought of as a foreign language, and must be learned, practiced and rehearsed as such to achieve mastery and confidence.

DSPR 239. Neoplasia. 1 Unit.
Topics covered in this educational module include tumor nomenclature, features of benign versus malignant tumors, cytologic characteristics of cancer cells, pathogenesis and prognosis

DSPR 333. Management of Medical Emergencies. .5 Unit.
The purpose of this course is to comprehensively review the recognition and management of common medical emergency situations that a dentist is likely to encounter in the dental office.

DSPR 341. Oral Diagnosis and Radiology. 2 Units.
The didactic curriculum is aimed at helping the beginning clinician (student) to develop and understand the diagnostic process. It is designed to present to the student a method, a process, by which the common oral problems facing the dental practitioner can be recognized, diagnosed, evaluated and managed.

DSPR 342. Oral Cancer Diagnosis. 1 Unit.
Cancer is a major health problem in the United States and accounts for a significant utilization of health care and research resources. Dentists have professional, ethical and legal responsibilities to recognize the signs and symptoms of oral cancer and render a prompt and accurate diagnosis. Patients with oral cancer have complex treatment needs and the dentist can have a positive impact on the quality of life of such patients. Students of dental medicine should understand the many facets of oral cancer so that they might be able to make a positive contribution to the well being of their patients, especially for those who will develop oral cancer.

DSPR 344. Principles of Medicine. .5 Unit.
The didactic curriculum provides a general background and discussion of the risk assessment of medical conditions in an ever-increasing aging population. Within the setting of out-patient care, as well as those that are hospitalized, patients often present for dental procedures with co-existing medical systemic illness that provide an added challenge to the dental provider. Management of these medical problems within the context of dentistry and medicine will be covered.

DSRE Courses

DSRE 335. Clinical Pharmacology. 1.5 Unit.
This course is designed to review general principles of pharmacology, provide evidence-based information on the therapeutic application of agents prescribed by oral healthcare providers and discuss the rationale for and clinical implications of other therapeutic agents prescribed to patients by other healthcare providers. Emphasis is placed on critical thinking in discussing the reciprocal influences of drug, patient, and procedure-related variable.

This course is structured to help the student acquire a basic understanding of the advanced aspects of the specialty of oral and maxillofacial surgery and includes the process of diagnosis, surgical and adjunctive management of diseases, deformities and malformations of the oral cavity, jaws and associated structures.

DSRE 374. Fixed Prosthodontics. 1 Unit.
The didactic portion of the course describes further development of principles and clinical applications introduced in REHE 259/260, Basic Procedures in Fixed Prosthodontics, with emphasis on diagnosis, treatment planning, clinical and laboratory procedures in fixed prosthodontics. Discussion and comprehensive overview of fundamentals and advanced methods of restoring function and esthetics for partially edentulous patients with fixed prostheses.

DSRE 391. Endodontics. 1 Unit.
The didactic curriculum provides the major endodontic treatment information for this program. Specific subjects covered are diagnosis, pulp and periapical pathosis, radiology, pharmacology, anesthesia, pain management, emergency treatment, pulp treatment, trauma, mechanical innovations, apexification, bleaching, endodontic-periodontalcomplexities, preparation of endodontically treated teeth, and endodontic surgery, tooth-difficulty assessment and evidence based endodontics. The above information is designed to provide the student with a basic understanding of the field of endodontics.

DSRE 392. Nitrous Oxide and Conscious Sedation. .5 Unit.
This course consists of lectures and inter-student nitrous oxide administration for the undergraduate dental student to become informed and trained in the safe and effective use of nitrous oxide-oxygen inhalation light conscious sedation. The student will also learn the pharmacology and clinical application of agents used for intravenous light and moderate conscious sedation in the control of pain and anxiety in dentistry.

DSRE 393. Principles of Oral and Maxillofacial Surgery I. 1 Unit.
This didactic curriculum introduces the basic concepts of minor oral surgery relevant to the general dentist and also provides discussion on the following topics: medications used in oral surgery, management of the hospitalized patient, management of simple and complex odontogenic infections, management of complications in oral surgery, principles of diagnosis and treatment of facial trauma, and biopsy techniques in oral surgery.

DSRE 395. Introduction to Oral and Maxillofacial Surgery. .5 Unit.
This didactic course is designed to prepare the student for oral surgery clinical rotations and is comprised of the following topics, review of local anesthesia, review of applied anatomy, infection control, patient assessment and case presentation, informed consent, oral surgical armamentarium, and principles of exodontia.

DSRE 396. Temporomandibular Disorders and Occlusion. 2 Units.
The didactic portion of the course describes anatomy, biomechanics, and the maintenance of, the pathology associated with and the restoration of the masticatory or stomatognathic system. It includes Temporomandibular Disorder and other types of Orofacial Pains such as Primary Headache Disorders, Neuropathic Orofacial Pain, Psychogenic Pain, and Dental Sleep Medicine.
EFDA Courses

EFDA 111. Tooth Morphology for the EFDA. 1 Unit.
Instructional laboratory sessions provide experience with viewing models of teeth as well as reproducing teeth in wax. Mastery of terminology and basic facts of dental anatomy and tooth positions of permanent and primary teeth. Introduction of proper instrumentation begins.

EFDA 113. Dental Materials for the EFDA. 1 Unit.
Instructional laboratory sessions cover the physical and chemical properties and uses and manipulation of materials used in protection of the pulp and intracoronal temporization. Composition, properties and manipulation of dental amalgam, composite and pit and fissure sealant materials are also introduced. Isolation techniques and rubber dam placement lab.

EFDA 115. Restorative Dentistry for the EFDA I. 3 Units.
Skill development in the placement and carving of Class I, II, V and complex amalgam restorations on the typodont. Skill development in the placement and finishing and polishing of Class I, II, III, IV, and V composite restoration and amalgam restoration finishing and polishing on the typodont. Continued skill development in instrumentation, body positioning and ergonomics. Skill development in the use of low and high speed handpieces for rotary instrument use in finishing and polishing restorations. Skill development in self-evaluation using specific criteria. Pit and fissure sealant applications. **Student must show competency of skills acquired to be able to progress in Clinical Practicum for the EFDA**

EFDA 116. Restorative Dentistry for the EFDA II. 2 Units.
Students begin preparation for the state board examination by demonstrating successful completion of amalgam and composite restorations with increasingly difficult grading evaluation, mastery of self evaluation skills, decreasing restoration placement time and by completing 3 mock board examinations. Students must pass a final clinical and didactic examination to pass the course. Emphasis on understanding Ohio EFDA Registration protocol.

EFDA 120. Clinical Practicum for the EFDA. 2 Units.
Students fulfill the Ohio State Dental Board requirement of having clinical experience on patients in CWRU approved dental clinics. Clinic sessions include a variety of restorative experiences on many patients. One 8 hour session is required for 4 weeks. Students will restore patients’ teeth under the supervision of a licensed dentist and a clinical supervisor in clinics affiliated with CWRU. Emphasis is placed on restoring metallic and non-metallic restorations.

EFDA 122. Clinical Board Review. .5 Unit.
Review of Restorative Expanded Functions for the Dental Auxiliary. This two day course is designed to prepare the Registered Dental Hygienist or Certified Dental Assistant for the EFDA certification examination administered by the Commission on Dental Testing in Ohio. Successful completion of an approved EFDA course is a prerequisite for attendance. This course meets the requirements as remediation for auxiliaries who have not passed the certifying examination after two attempts. The course will involve both laboratory reviews and practice, preparing the participant for the clinical examination.

HEWB Courses

HEWB 121. Foundations of Life Science. 4.5 Units.
This course includes an introduction to basic elements of cell structure and function. This includes the characteristics and role of different types of cells, the cell cycle, mechanisms for cell damage, repair and death, cell signaling, differentiation and gene expression. This course serves as a foundation for the modules in Health and Wellbeing and Disease Processes.

HEWB 123. Facial Growth. 1.5 Unit.
Introduction to the normal growth and development of the human face from embryology to adult.

HEWB 124. Masticatory Dynamics. 2 Units.
The didactic portion of the course describes the function of the masticatory structures with an emphasis on the path of teeth and temporomandibular joint structures during function.

HEWB 126. Masticatory Dynamics Lab. 1.5 Unit.
In the laboratory, students will continue developing the psychomotor skills necessary to reproduce the functional morphology of permanent teeth, and perform basic laboratory procedures.

HEWB 128. Body as Host. 4 Units.
This educational module focuses on the role of immune function in preserving and maintaining health; the role of bacteria, viruses, and fungi in health and infectious disease; and the host changes that occur during oral and systemic disease processes.

HEWB 130. Oral Histology. 1.5 Unit.
This course provides students with a basic understanding of the biological and histological processes involved in the development of the human oral region, particularly the calcified tissues.

HEWB 134. Head and Neck Structure and Function. 4.5 Units.
Head and neck anatomy is one of the core courses of dental education. It provides the foundation for dental education and the practice of dentistry. This course uses a mix of lecture, prospection laboratory and problem-based learning to provide the student with the anatomical content necessary for them to carry into their practices.

HEWB 200. Directed Studies. 1 - 6 Units.
Directed study under faculty supervision and with special permission of the Associate Dean for Education.

HEWB 349. Dentofacial Morphology. 1 Unit.
This course provides the dental student with an introduction to the assessment of dynamic faces and the relatively static dentition. The course details the etiologies and characteristics of various malocclusions including developmental disharmonies observed during the growth and development of a child. Primary emphasis is laid on empowering the student in the diagnoses of malocclusions employing study casts, intra and extra-oral photographs and, CBCTs or cephalograms and panoramic radiographs.

HWDP Courses

HWDP 131. Heart and Lungs in Health and Disease. 4.5 Units.
Dentists need to have a general understanding of their patients overall systemic health. Health issues involving the cardiovascular organs and the respiratory organs affect many of the patients they see, and can effect treatment and treatment outcomes. A comprehensive understanding of the anatomy (developmental, histologic and gross anatomical), physiology and pathology of the Thorax & Cardiorespiratory System is essential for this purpose.
HWDP 142. Gastrointestinal System in Health and Disease. 2 Units.
The practice of dentistry focuses on the mouth, the beginning of the
gastrointestinal tract. Therefore, an understanding of processes like
swallowing and salivation are central to the practice of dentistry, while a
basic understanding of digestive function is central to the continued well-
being of the patient because it is the portal for entry of nutrients to the
body. Disorders associated with the digestive tract, or which impact the
function of the digestive tract (for instance, bulimia) can have profound
effects on oral health, while some pharmacological agents used in the
treatment of those disorders have potential adverse effects on oral
health. Therefore, a firm understanding of the gastrointestinal tract in
health and disease is a necessity for modern dental care.

HWDP 232. Renal and Hematologic Systems in Health and Disease. 2
Units.
One of the major connective tissues of the human body is blood. The
kidneys play a role in the filtration of the plasma and assist in the
maintenance of blood pressure and acid-base balance. The cellular
entities of the blood (red cells, white cells and platelets) are needed
to provide flow of oxygen and other metabolic substrates to and from
all the tissues of the body and play a significant role in the defense of
the body and repair of these tissues. It is therefore necessary for the
dental practitioner to understand the histology, anatomy, physiology and
pathologic processes that affect these systems.

HWDP 243. Endocrine and Reproductive Systems in Health and Disease.
1.5 Unit.
Dentists need to have a general understanding of their patients overall
systemic health. Health issues involving the endocrine and reproductive
tracts can affect treatment and treatment outcomes. A comprehensive
understanding of the anatomy (developmental, histologic and gross
anatomical) physiology and pathology of these systems is essential for
this purpose.

HWDP 245. Musculoskeletal System in Health and Disease. 1.5 Unit.
The musculoskeletal system is an intrinsic part of the practice of
dentistry, where an understanding of how muscles work and the normal
physiology of bone serve as a background to the understanding of
mastication and occlusion. A variety of musculoskeletal disorders also
impact directly or indirectly on the ability of the dentist to care for their
patient, while some pharmacological agents used in the treatment of
those disorders have potential adverse effects on oral health. Therefore, a
firm understanding of the musculoskeletal system in health and disease
is a necessity for a well-trained clinician.

HWDP 246. Neuroscience in Health and Disease. 2 Units.
Dentists need to have a general understanding of their patients overall
systemic health. Health issues involving the nervous system can
affect treatment and treatment outcomes. In addition, dentists will
regularly be affecting normal neural function through the use of local
anesthetics and anxiolytics. A comprehensive understanding of the
anatomy (developmental, histologic and gross anatomical) physiology
and pathology of these systems is essential for this purpose.

INQU Course

INQU 202. Introduction to Medicine: Patient Assessment. 1.5 Unit.
This course introduces the student to professional patient interaction
and evaluation in a simulated environment. Students will develop
interview techniques, learn patient appraisal skills, and techniques
for communicating effectively in a health care environment. Students
will experience patient interviews and assessment in a simulated
environment with live patients.

LDRS Courses

LDRS 101. Collaborative Practice I A. 1.5 Unit.
Interprofessional Education (IPE) occurs "when students or members of
two or more professions learn with, from and about each other to
improve collaboration and the quality of care" (CAIPE 1997, revised
2013). Through IPE, students develop the knowledge, skills and attitudes
needed to prepare them for interprofessional collaboration, defined by
the WHO as "when multiple health workers from different professional
backgrounds work together with patients, families, carers (caregivers),
and communities to deliver the highest quality of care." Over the last
decade there has been a growing emphasis on developing the ability of
all professionals to more effectively communicate and collaborate in the
care of individuals, families, communities and populations in order
to achieve the triple aim: enhancement of the patient or client experience,
improvement in population health outcomes, and delivering more cost-
effective care. With the triple aim in mind, Collaborative Practice I
focuses on the domain of interprofessional collaboration. In addition to
serving individuals, in this domain healthcare and partner professionals
collaborate using population health and community engagement
approaches in order to improve the health and well-being of individuals,
families, communities, and populations. Therefore, students in this
interprofessional service learning experience will learn teamwork skills
through active participation in an authentic and meaningful community-
based project that is focused on health and well-being for individuals,
families, communities, or populations. Collaborative Practice I serves as
an introductory IPE experience for dental, genetic counseling, medical,
nursing, nutrition, physician assistant, psychology, social work and
speech-language pathology students at CWRU. Depending on the School
and program, the Collaborative Practice I experience is a free-standing
course or integrated into one or more courses, blocks, rotations, etc. By
the end of the experience, students will have acquired basic readiness to
participate in subsequent interprofessional collaborative experiences.
LDRS 102. Collaborative Practice I B. 1.5 Unit.
Interprofessional Education (IPE) occurs “when students or members of two or more professions learn with, from and about each other to improve collaboration and the quality of care” (CAIPE 1997, revised 2013). Through IPE, students develop the knowledge, skills and attitudes needed to prepare them for interprofessional collaboration, defined by the WHO as “when multiple health workers from different professional backgrounds work together with patients, families, care providers, and communities to deliver the highest quality of care.” Over the last decade there has been a growing emphasis on developing the ability of all professionals to more effectively communicate and collaborate in the care of individuals, families, communities and populations in order to achieve the triple aim: enhancement of the patient or client experience, improvement in population health outcomes, and delivering more cost-effective care. With the triple aim in mind, Collaborative Practice I focuses on the domain of interprofessional collaboration. In addition to serving individuals, in this domain healthcare and partner professionals collaborate using population health and community engagement approaches in order to improve the health and well-being of individuals, families, communities, and populations. Therefore, students in this interprofessional service learning experience will learn teamwork skills through active participation in an authentic and meaningful community-based project that is focused on health and well-being for individuals, families, communities, or populations. Collaborative Practice I serves as an introductory IPE experience for dental, genetic counseling, medical, nursing, nutrition, physician assistant, psychology, social work and speech-language pathology students at CWRU. Depending on the School and program, the Collaborative Practice I experience is a free-standing course or integrated into one or more courses, blocks, rotations, etc. By the end of the experience, students will have acquired basic readiness to participate in subsequent interprofessional collaborative experiences.

LDRS 111. Epidemiology for Public Health and Clinical Practice. 2.5 Units.
This 3-week intensive sequence provides the first experience with the problem-based learning format and focuses on foundational knowledge in epidemiology for evidence-based practice in dentistry. Problem-based cases will use oral health topics to demonstrate the skills for critical appraisal of the health literature. Large-group lectures will present the foundational knowledge; small-group settings will permit students to gain experience in applying these skills to relevant dental literature.

LDRS 116. Promoting Evidence-based Dentistry I . .5 Unit.
The course will present advanced topics in oral health epidemiology and research to enhance skills for critical appraisal of the oral health literature and facilitate the use of evidence-based decision making skills and critical thinking during D1 in preparation for use in clinical training. The course will build on topics in LDRS 111. Using diverse formats, students will enhance their skills to be efficient and effective in acquiring, appraising and applying scientific evidence. The course topics will address concomitant coursework to enhance relevance. A large-group lecture will present the foundational knowledge; faculty facilitated small-group discussions will permit students to gain experience in applying these skills to relevant dental literature. Student assignments can be included in a portfolio to demonstrate progress towards competency.

LDRS 118. Ergonomics . .5 Unit.
This course introduces students to the principles and implementation of ergonomics in dentistry.

LDRS 310. Professional Development. 1 Unit.
This course focuses on behavioral knowledge, skills, and attitudes the student-dentist will require to be effective in the delivery of patient-centered oral health care. Concepts introduced in the course INQU 102: Knowing the Patient are extended and built upon in the areas of communication skills, health promotion and health behavior change, ethics, and management of a diverse patient population. Instruction in the assessment and management of dental fear and anxiety is also included. This course will utilize a blended learning format, with a combination of on-line instructional videos and readings, in-class sessions, assignments and a simulated patient exercise.

LDRS 313. Dental Patient Management/Risk Management. 1 Unit.
Principles of patient management and risk management are reviewed. The primary focus is directed toward the skills associated with communication. A variety of examples of malpractice are reviewed and discussed. Other areas of risk are discussed such as infection and occupational hazards related to EPA and OSHA standards.

LDRS 316. Practice Management I. 1 Unit.
This course is designed to develop practical knowledge and skills in dental practice management. As the student prepares for clinical practice, topics surrounding negotiation of working contracts, insurance contract evaluation, policies, compliance, and marketing are among some of the most important issues to be familiar with. The course will take a third year dental through the starting process of running a dental office and preparing them to write a business plan.

LDRS 317. Dental Auxiliary Management. .5 Unit.
This course introduces students to each type of auxiliary personnel in the dental office and describes their training, testing, duties delegated legally and how their utilization in the office setting can be optimized. Basic management considerations and theories of leadership are presented and various leadership styles are recommended for situations presented. This course provides an understanding of interacting with auxiliary and the process of delegation. The course defines state dental board rules and regulations that guide dentists in the utilization of auxiliary personnel. Such items as overhead costs are explored in relation to each auxiliary category. Information is presented on the implementation of the resultant delivery systems including ergonomics and scheduling initiatives.

LDRS 415. Practice Management II. 1.5 Unit.
Practice Management II is entirely focused on each student producing his or her business plan by researching a potential area where they intend to practice. The business plan is constructed from the results of research done to complete homework for each session. Student findings serve as the basis for discussion and sharing of ideas to aid each student in improving their business plan.

LDRS 416. Practice Management III. 1.5 Unit.
This course is designed to develop practical knowledge and skills in dental practice management. As the student prepares for clinical practice, topics surrounding negotiation of working contracts, insurance contract evaluation, policies, compliance, and marketing are among some of the most important issues to be familiar with. The course will take a fourth year dental student from start to finish of owning and running a successful dental practice.

LDRS 420. Jurisprudence and Professional Ethical Responsibility . .5 Unit.
The didactic curriculum provides historical background as well as current tools needed to be able to make sound ethical and legal decisions for clinical practice.
MAHE Courses

MAHE 141. Preventive Periodontics. 1 Unit.
This course enables the student to recognize periodontal health and the changes that occur in the transition from health to disease. The didactic component focuses on the scientific basis for prevention of inflammatory periodontal diseases presented in lecture format. The clinical component consists of laboratory and clinical exercises in preventive Periodontics. The course provides practical instruction in how to implement preventive periodontal therapy under direct supervision by faculty.

MAHE 144. Preventive Periodontics Clinic. 1 Unit.
This course enables the student to recognize periodontal health and the changes that occur in the transition from health to disease. The didactic component focuses on the scientific basis for prevention of inflammatory periodontal diseases presented in lecture format. The clinical component consists of laboratory and clinical exercises in preventive Periodontics. The course provides practical instruction in how to implement preventive periodontal therapy under direct supervision by faculty.

MAHE 145. ACE: Outreach Preventive Dentistry. 2 Units.
The didactic portion of the course provides generalized background of dental sealant placement and other preventive procedures. In addition the student will develop the knowledge of ethical dental practice and cultural awareness in preparing to provide care for an underserved population. The lab and clinical portion of the course will establish the student's ability to provide dental sealants with the culminating experience of providing care for children in the Cleveland Metropolitan School District (CMSD) as part of the MAHE 147 clinical course.

MAHE 147. ACE Clinical Outreach Preventive Dentistry. 2 Units.
The student will have the opportunity to practice their knowledge of ethical dental practice and cultural awareness while providing care for an under-served population by providing screening and dental sealants for children in the Cleveland Metropolitan School District (CMSD).

MAHE 214. ACE: Family First. 1 Unit.
The overarching goal of the clinical experience (ACE) is to incorporate the concepts of risk assessment and the importance of the family unit to oral health. The Family First ACE will allow students to explore the interaction between genetic and environmental factors in oral diseases and certain systemic conditions (diabetes, hypertension, and asthma). At the end of the "Family First" rotation the students would have achieved certain didactic and clinical objectives and the experience is linked to the second year didactic courses: Cariology, Periodontology, and Oral Pathology. This experiential learning includes clinical experience, didactic lectures, and small group discussions. Risk assessment for common oral diseases such as caries and periodontal diseases as well as for oral cancer is part of the clinical activities. Students will review the risk assessment and systemic health to delineate genetic and environmental factors through small group discussions.

MAHE 242. Periodontics. 1 Unit.
The course consists of clinical instruction that provides the student with knowledge of clinical data collection and therapy performed in the management of healthy patients who may have risks for periodontal diseases. Includes discussion on types of risks for progressing periodontal diseases, disease etiology and points of periodontal intervention and diagnosis.

MAHE 340. Nutrition for Dentistry. 1 Unit.
This course offers instruction in nutrition concepts relevant to the dental professional. Content includes the function of nutrients, their digestion and absorption, and intake recommendations; nutritional status assessment; role of nutrition in the growth and development of oral structures; nutrition and the periodontium; nutrition in immune-compromising conditions and oral lesions; nutrition concerns for the dentally compromised patient; nutrition needs throughout the life cycle; and the role of the dental professional in the nutrition care of patients.

OMFS Courses

OMFS 694. Program Year 1. 1 - 3 Units.
Interns are expected to take calls at UH and, where applicable, the Veteran's Administration (VA). After the initial two months at UH, one of the interns will begin a three-month rotation at the VA as the principal OMFS resident. Both rotations will give the intern experience in diagnosis, information-gathering, dentoalveolar surgery, and major surgery within the scope of OMFS. The last two months of the first year are spent on the UH Anesthesia service. The resident will be paired with an anesthesiology resident or attending, improving upon and learning procedures involving management of the medically-compromised patient, airway management, pharmacologic management, intravenous sedation and general anesthesia. Formal conferences are held to advance the residents in oral and maxillofacial pathology, contemporary issues in OMFS, orthognathics, implantology and aesthetic principles, case presentation, and OMFS knowledge updates. As well, interns are second year medical students and take part in a full-year course in physical diagnosis.

OMFS 695. Program Year 2. 1 - 3 Units.
Students must complete 40 weeks of basic core clerkships through the academic year: Family Medicine, Internal medicine, Aging, OB-GYN, Pediatrics, Neuroscience, Psychiatry, surgery, and emergency medicine. They must complete 8 additional weeks of clinical electives, this may include a OMFS rotation.

OMFS 696. Program Year 3. 1 - 3 Units.
Interns are expected to take calls at UH and, where applicable, the Veteran's Administration (VA). After the initial two months at UH, one of the interns will begin a three-month rotation at the VA as the principal OMFS resident. Both rotations will give the intern experience in diagnosis, information-gathering, dentoalveolar surgery, and major surgery within the scope of OMFS. The last two months of the first year are spent on the UH Anesthesia service. The resident will be paired with an anesthesiology resident or attending, improving upon and learning procedures involving management of the medically-compromised patient, airway management, pharmacologic management, intravenous sedation and general anesthesia. Formal conferences are held to advance the residents in oral and maxillofacial pathology, contemporary issues in OMFS, orthognathics, implantology and aesthetic principles, case presentation, and OMFS knowledge updates. As well, interns are second year medical students and take part in a full-year course in physical diagnosis.

OMFS 697. Program Year 4. 1 - 3 Units.
Fourth-year residents are primarily off-service as general surgery interns. Residents rotate through plastic surgery, ENT surgery, general surgery, dermatological surgery, and trauma surgery at UH and MetroHealth hospital.
OMFS 698. Program Year 5. 1 - 3 Units.
During this senior year, the resident returns to the OMFS service as chief for six months. The chief resident is responsible for the resident service, working-up surgical cases and is typically the first assistant in major surgical cases. During this time, the chief works closely with the AEGD residents to plan and perform surgery on simple and advanced implant cases.

REHE Courses
REHE 120. Introduction to Radiography. 1.5 Unit.
Foundation course consisting of lectures and laboratory covering basic principles of radiography. Included are: instructions on taking intraoral radiographs, radiation physics involved in x-ray generation and the parts and function of the x-ray unit, radiation biology of x-ray interaction with tissue, head and neck anatomy and pathology with regards to radiographic interpretation. Each student will have clinic rotations.

REHE 151. Dental Anatomy. 3 Units.
The didactic portion of the course describes the anatomy of the masticatory structures with an emphasis on teeth, deciduous and permanent.

REHE 152. Basic Procedures in Fixed Prosthodontics. 1 Unit.
This course will develop and build core elements vital to Fixed Prosthodontics, specifically related to single unit restoration. The course will place an emphasis on the following topics: clinical indications and application of the single unit restoration, principles of engineering of abutment preparations, preparation designs, soft tissue management, provisional and definitive restorative materials, clinical progression and treatment sequence for the cementation of provisional and definitive fixed partial denture.

REHE 153. Dental Anatomy Laboratory. 1 Unit.
In the laboratory, students will develop the psychomotor skills necessary to reproduce the functional morphology of permanent teeth.

REHE 154. Basic Procedures in Fixed Prosthodontics Lab. 1 Unit.
Laboratory component of REHE 152.

REHE 156. DentSim Laboratory. 1 Unit.
This course covers the criteria, techniques and practice of preparing 'ideal/standard' operative preparations. The restorative procedures will be performed on typodont teeth mounted in a computer assisted simulator (DentSim).

REHE 158. Dental Materials I. .5 Unit.
This is a didactic course that defines and describes properties, composition, indications and contraindications of used of different dental materials.

REHE 162. Basic Procedures in Restorative Dentistry I. .5 Unit.
This course introduces students to the criteria, the techniques for, and practice of preparing 'ideal/standard' Class I and V (and possibly Class II) operative preparations. In this course, the emphasis will be on the more traditional posterior amalgam Class I and V preparations. Students will be introduced to basic concepts of preparation design and amalgam restorations. In addition, the composition and properties of amalgam will be mentioned (however, the Dental Materials I Course will provide the basic information regard this material.) The restorative procedures will be performed on typodont teeth mounted in a simulator. The emphasis will be on traditional preparation design and execution.

REHE 172. Basic Procedures in Restorative Dentistry I Lab. 1 Unit.
Laboratory component of REHE 162.

REHE 250. Restoration of Endodontically Involved Teeth. 1 Unit.
This course will build upon those core elements covered in REHE 152/154. Emphasis on principles of engineering for fixed partial dentures, preparation and design of fixed partial dentures, considerations for the restoration of endodontically involved teeth, and definitive and provisional fixed partial denture restorations. Introduces dental material topics related to fabrication of a fixed partial denture restoration, including: chemomechanical soft tissue retraction, die spacers, investments, casting and casting alloys, ceramics, soldering, provisional materials, prefabricated and custom post and core systems. Emphasis on principles of engineering for fixed partial dentures, preparation and design of fixed partial dentures, considerations for the restoration of endodontically involved teeth, and definitive and provisional fixed partial denture restorations. Introduces dental material topics related to fabrication of a fixed partial denture restoration, including: chemomechanical soft tissue retraction, die spacers, investments, casting and casting alloys, ceramics, soldering, provisional materials, prefabricated and custom post and core systems.

REHE 252. Pain Control. 1 Unit.
This course consists of lectures, demonstrations and clinical participation for the undergraduate dental student to become informed and trained in the safe and effective use of local anesthetics in dentistry. The students will also learn the pharmacology and clinical application of these agents in the control of pain and anxiety.

REHE 253. Basic Procedures in Esthetics. 1 Unit.
This course provides formal lecture presentations and laboratory exercises to introduce the students to basic operative procedures for direct composite resin restorations.

REHE 254. Pharmacology. 4 Units.
This course is a basic introduction to the principles of pharmacology and to drug classes of particular relevance to dentistry. Drugs used in other medical areas will also be reviewed. Information concerning drug doses is NOT included. Information concerning calculations used in determining doses WILL BE included.

REHE 256. Radiologic Interpretation. 1 Unit.
Follow-up course to Introduction to Radiography, with a primary focus on Radiographic Interpretation, consisting of lecture and laboratory covering basic principles of radiography, interpretation and diagnosis. Each student will have a clinic rotation.

REHE 257. Prosthodontic Technology. 2 Units.
The didactic portion of the course relates not only the theory of complete denture construction, but also the human elements that are involved. This includes the physical dental examination, evaluation of the patient's needs and descriptions of the various procedures needed to successfully rehabilitate an edentulous patient.

REHE 258. Principles of Treatment Planning I. 1 Unit.
This course provides an advanced teaching concept called Flipped Classroom. The flipped classroom is a teaching module model in which the typical lecture and homework elements of a course are reversed. Short video lectures are viewed by students at home before class sessions, while in-class time is devoted to exercises, projects, or discussions (we refer to these as LEARNING MODULES). The video lecture is often seen as the key ingredient in the flipped approach. Such lectures are created by the instructor and posted online.

REHE 259. Basic Procedures in Fixed Prosthodontics II. 1 Unit.
This course builds upon those core elements covered in REHE 152. Emphasis on principles of engineering for fixed partial dentures, preparation and design of fixed partial dentures, considerations for the restoration of endodontically involved teeth, and definitive and provisional fixed partial denture restorations. Introduces dental material topics related to fabrication of a fixed partial denture restoration, including: chemomechanical soft tissue retraction, die spacers, investments, casting and casting alloys, ceramics, soldering, provisional materials, prefabricated and custom post and core systems. Emphasis on principles of engineering for fixed partial dentures, preparation and design of fixed partial dentures, considerations for the restoration of endodontically involved teeth, and definitive and provisional fixed partial denture restorations. Introduces dental material topics related to fabrication of a fixed partial denture restoration, including: chemomechanical soft tissue retraction, die spacers, investments, casting and casting alloys, ceramics, soldering, provisional materials, prefabricated and custom post and core systems.
REHE 260. Basic Procedures in Fixed Prosthodontics III. .5 Unit.
This course builds upon those core elements covered in REHE 152/154 and REHE 259/269. Emphasis on principles of engineering for fixed partial dentures, preparation and design of fixed partial dentures, considerations for the restoration of endodontically involved teeth, and definitive and provisional fixed partial denture restorations. Introduces dental material topics related to fabrication of a fixed partial denture restoration, including: chemomechanical soft tissue retraction, die spacers, investments, casting and casting alloys, ceramics, soldering, provisional materials, prefabricated and custom post and core systems. Emphasis on principles of engineering for fixed partial dentures, preparation and design of fixed partial dentures, considerations for the restoration of endodontically involved teeth, and definitive and provisional fixed partial denture restorations. Introduces dental material topics related to fabrication of a fixed partial denture restoration, including: chemomechanical soft tissue retraction, die spacers, investments, casting and casting alloys, ceramics, soldering, provisional materials, prefabricated and custom post and core systems.

REHE 262. Basic Procedures in Restorative Dentistry II. 1 Unit.
This course, together with the first year Intro to BP Operative Dentistry and the BP Esthetic Dentistry Course covers the criteria, the techniques for, and practice of preparing 'ideal/standard' operative preparations and placement of operative restorations. In this portion of the course, the emphasis will be on posterior Class II amalgam preparations and restorations, as well as an introduction to cast gold inlay and onlays, and an introduction to CEREC (CEramic REConstruction) Onlays. Students will be introduced to basic cariology and radiology as it relates to operative dentistry. In addition, the composition and properties of the following materials will be reviewed: amalgam, liners and bases, and gold. The Dental Materials Course will provide the basic information regarding these materials. The restorative procedures will be performed primarily on typodont teeth mounted in a simulator. Extracted teeth with caries will also help students appreciate the different tactile responses of caries, dentin and enamel. There will be an emphasis on the following: the rationale for types of preparations and materials, indications and contraindications for different materials and types of restorations, and clinical problem solving related to operative dentistry in total treatment care.

REHE 263. Basic Procedure in Esthetics Lab. .5 Unit.

REHE 264. Endodontics . 5 Unit.
The didactic and preclinical curriculum covered in endodontics in REHE 264 and followed in DSRE 391 provides the major endodontic treatment information for this program. Specific subjects covered are anesthesia, pulp and periapical pathosis, radiology, pharmacology, trauma, mechanical innovations, apexification, bleaching, endodontics-periodontal complexities, preparation of endodontically treated teeth, and endodontic surgery. The above information is designed to provide the student with a basic understanding of the field of endodontics.

REHE 266. Partial Denture Design. 3 Units.
This course covers the second subcategory of removable dentures with the Complete Dentures course REHE 257/267. The title "Removable Partial Denture Technology" in fact covers a very vast field of skills and knowledge required for the fabrication of a removable partial denture in collaboration with the dental laboratory and the dentist. Its preliminary assessment and diagnostic requirements make it very close to oral diagnostic sciences; preprosthetic radiographic, surgical, periodontal and endodontic considerations make it very close to these disciplines as much as it is a restorative/rehabilitative procedure. As the design and construction of a metal framework is quite a hard topic to fully understand and master, while a must for being a successful general dentist, the course will mainly emphasize removable partial denture design. The skills and competencies obtained from the previous removable dentures course will help students to understand some of the components of removable partial dentures so that the course will be focused on other components peculiar to removable partial dentures.

REHE 267. Prosthetic Technology Lab. 2 Units.
The laboratory phase is the hands-on course where the student will go through the technique of construction of a complete maxillary and mandibular denture. This will include both a traditional and implant supported overdenture project.

REHE 268. Basic Procedures Competency. 2 Units.
This course will build on the basic techniques learned in the previous basic procedure courses and aims to prepare the students for their clinical experience.

REHE 269. Basic Procedure Fixed Prosthodontics II Lab. 1.5 Unit.
Laboratory component of REHE 259-1.

REHE 270. Basic Procedure Fixed Prosthodontics III Lab. 1 Unit.
Laboratory component of REHE 259.

REHE 272. Basic Procedures in Restorative Dentistry II Lab. 1 Unit.
Laboratory component of REHE 262.

REHE 274. Endodontics Lab. 1 Unit.
Laboratory component of REHE 264

REHE 276. Partial Denture Design Lab. 2 Units.
Laboratory component of REHE 266.

REHE 351. Surgical Periodontics. 1 Unit.
The course consists of didactic and clinical instruction that provides the student with knowledge of the various types of surgical therapy performed by periodontitis in the management of patients with various periodontal disease conditions. Includes discussion on types of surgery, points of periodontal intervention and when to refer patients to periodontal surgery.

REHE 353. Principles of Treatment Planning II. 1 Unit.
This course provides lecture presentations to help prepare the student to deal with their patients from the standpoint of patient management and treatment planning. The lectures will guide the students through the thought processes necessary in the development of workable treatment plans. The emphasis will be on exposing the students to principles of treatment planning, integrating evidence based dentistry. The lectures will emphasize the steps and sequencing approach to treatment planning and will include the concept of decisional analysis. This course utilizes knowledge the students have acquired from previous classes.

REHE 355. Esthetic Dentistry. 1 Unit.
This course provides formal lecture presentations and laboratory exercises to familiarize the students to various esthetic dental materials and techniques to achieve optimal esthetic results.
REHE 358. Dental Materials II. .5 Unit.
This is a didactic course that defines and describes properties, composition, indications and contraindications of uses of different dental materials

REHE 360. Implant Dentistry. 1 Unit.
The course is designed to introduce the third year dental students to the concepts of dental implantology. Students will be introduced to computer guided dental implant treatment planning program Nobel Clinician. This course will provide didactic and laboratory instructions for the students to be able diagnose, treatment plan and restore a patient who needs a single implant.

REHE 362. Clinical Application of CAD/CAM Technologies. .5 Unit.
This course covers the criteria, techniques and practice of using CAD/CAM technologies in the clinical environment. In this course, emphasis will be on ceramic restorations made by Cerac (Sirona), as well as an introduction to different options of CAD/CAM machines available in the market. Students will be introduced to an advanced level of expertise in using the latest Cerac software in a variety of clinical applications. There will be also emphasis on the rationale for types of preparations and material selection based on the correct clinical indication.

REHE 400. Regional Board Preparation. .5 Unit.
The purpose of this course is to prepare the dental student to challenge a clinical licensing board examination. The students will be examined on the appropriate licensing board materials, and patient clinical activities. Students will be given formative feedback on typodont exercises as needed for their licensing examination.

REHE 413. Advanced Implant Dentistry I. 1 Unit.
This course is designed to expose the student to advance implant therapies for the dentate and edentulous patient. Through lectures and discussions the students will be demonstrated the multitude of variations of care available for these patients and the restorative processes necessary to delivery that care. Limitations of each of these modalities will be thought. Guidelines of dental implant therapy allowing them to provide most appropriate treatments will be given.

REHE 414. Advanced Implant Dentistry II. 1 Unit.
This course is designed to expose students to advanced implant treatment options that are available for the partially and fully edentulous patients. Through lecture, discussions and treatment planning sessions students will be exposed to the multitude of treatment options available for the patients and the restorative processes necessary to successful treatment completion. They also will understand the limitations of each of these modalities within the scope of dental implant therapy allowing them to provide the most appropriate treatment direction for their patients.

REHE 421. Periodontal Medicine and Cases. 1 Unit.
The 4th year course in periodontology focuses on the application of evidence and principles to complex and multidisciplinary cases. A second component of this course is synthesizing 4 years of content using sample board exam questions as a guide.

REHE 453. Principles of Treatment Planning III. 1 Unit.
Treatment Planning III is designed to permit participation by the student-doctor in the steps in developing a treatment plan. The initial sessions will review data gathering, data interpretation, creating diagnoses and developing both a definitive and alternate treatment plans. Students will be provided with case studies which will be the basis for discussion. Utilizing the preceptor groups, we will stress the analysis of data and the use of the results to develop both diagnoses and treatment plans.

REHE 455. General Anesthesia, Oral Surgery. .5 Unit.
The didactic curriculum provides a general background in the pharmacologic, physiologic and clinical aspects of moderate and deep conscious sedation and general anesthesia as may be applicable for oral and general surgery.

REHE 482. Orthodontics. 1 Unit.
Senior orthodontics provide instruction enabling the dental student to gain judgment, knowledge and skills to select and treat uncomplicated tooth irregularities in children and adults. The student is also versed in the technique of intra-professional communication and referral. In addition, advanced topics in comprehensive orthodontics, e.g. ortho-surgical problems, orthodontic management, and orthopedic treatment, mixed dentition treatment and functional appliance therapy are discussed.

REHE 488. Case Presentations I. 1 Unit.
First Semester of Case Presentation is dedicated to the review example of comprehensive treatment planning material in preparation for the written Western Regional Board, Northeast Regional Board Dental Simulated Clinical Examination and the Case Based Examination (CBE) and case based questions from the National Boards Part II, by discipline. Selected case studies will be presented by the faculty that demonstrates comprehensive care and evidence based dentistry. These cases will be presented in lecture format utilizing Online questions relating to the case will be asked during each presentation. Clinical techniques germane to the various case reports will be presented as needed.

REHE 489. Case Presentations II. 1 Unit.
First Semester of Case Presentation is dedicated to the review example of comprehensive treatment planning material in preparation for the written Western Regional Board, Northeast Regional Board Dental Simulated Clinical Examination and the Case Based Examination (CBE) and case based questions from the National Boards Part II, by discipline. Selected case studies will be presented by the faculty that demonstrates comprehensive care and evidence based dentistry. These cases will be presented in lecture format utilizing Online questions relating to the case will be asked during each presentation. Clinical techniques germane to the various case reports will be presented as needed.

REMA Courses

REMA 261. Preclinical Orthodontics. 1 Unit.
Sophomore orthodontics includes relevant areas of applied growth and development, diagnostic methods and treatment planning. Topics included are: Histology and Physiology of Tooth movement and Laboratory Techniques related to the fabrication and use of suitable orthodontic appliances including material and biologic background necessary for proper clinical management of these appliances.

REMA 270. Introduction to Pediatrics. 1 Unit.
Students will learn principles and practices of modern dental care for children including diagnostic, preventive, and treatment procedures applied to dental caries, periodontal disease, malocclusion, growth and development in children. In caring for the child patient, this course emphasizes current concepts of behavior guidance of children in the dental treatment setting.
REMA 380. Introduction to Geriatric Dentistry. 1 Unit.
This course focuses on the study of aging in the population and its
effects on treatment planning and actual dental treatment of geriatric
patients from well to frail. Didactic instruction and case presentations
would cover a wide variety of medically compromising conditions,
physical disabilities and sensory impairments. The effects of these
conditions as they pertain to dentistry will be discussed together with
economic, social and community variables that need to be addressed to
achieve rational dental care.
The Judge Ben C. Green Law Library

The law library's holdings include more than 410,000 books and volume-equivalents, complete collections of federal and state law, law reviews, current law services, an extensive British and Commonwealth collection, and special collections in taxation, labor law, foreign investments, international law, and environmental law. The law library is building strong collections in law and medicine, intellectual property, and law of the European Union. It is a selective depository for both U.S. and Canadian government documents. There are computer facilities on every floor of the library, providing access to more than 700 electronic services and library catalogs, and a wide range of software services. The university boasts a fast and powerful computing network and wireless access, and the university network links the law school to the vast resources of the Internet. The law library is a member of OhioLINK, which is a consortium of Ohio's college and university libraries and the State Library of Ohio. OhioLINK offers access to more than 31 million library items from 79 institutions. These materials include items from law, medical, and special collections.

The library offers its users access to an ever-expanding list of electronic research databases as well as e-books. Electronic resources are accessible through the library catalog and the Law Library Services page on our website. Web-based databases offered include Lexis/Nexis and Westlaw as well as over 100 OhioLINK databases (including Index to Legal Periodicals and Medline). Many of these OhioLINK databases contain the full text of journal articles. Housed within the law library are a computer laboratory and a computer training classroom.

Special Programs

Litigation Program

Since the mid-1970s, the School of Law has invested heavily in its litigation program. Students practice the basic skills of trial advocacy in such courses as LAWS 6110 Trial Tactics, LAWS 6111 Appellate Practice, and in the co-curricular moot court and mock trial programs.

Study Abroad

The JD program in the School of Law offers a number of opportunities for students to engage in comparative legal study. The law school has cooperative agreements with over 20 schools in Africa, Asia, Europe, Latin America, and North America, allowing students to study at the host school for a semester and transfer the completed credits to the CWRU JD program. In addition to traditional semester-long exchange programs, the law school offers concurrent degree programs with prestigious universities in England, France, and Spain. Through these programs, students can earn two degrees - a JD from our law school and an LLM from the partner school - in just three years, for the same price as those earning just the JD. Students spend their 1L and 2L years at our law school, and then their third year at the foreign partner school. The law school also offers the Case Abroad at Home program, which brings foreign scholars to campus to offer special one-week intensive courses immediately prior to the start of the fall term each year.

Student Activities

Publications

The School of Law publishes three scholarly journals, all student-edited. The oldest is the Case Western Reserve Law Review. The Journal of International Law is an academic journal specializing in research in the areas of international and comparative law. Health Matrix: Journal of Law-Medicine began as a joint undertaking of all six of the university's professional schools but since 1990, has been sponsored solely by the law school and its Law-Medicine Center.

Competitions

Moot Court

A student board administers the Dean Dunmore Moot Court Competition, a year long program in which second-year students participate after completing the Appellate Practice course. It culminates in a round-robin tournament involving 16 finalists. From those finalists, the executive board and faculty advisors select teams that will compete the following year in external moot-court competitions (currently the National Moot Court Competition and the ABA's National Appellate Advocacy Competition.) Case Western Reserve also enters the Jessup International Competition, the International Criminal Court Competition, and the Vis International Arbitration Competition; those teams are selected by the faculty coaches in a joint intramural try-out competition in the fall.

Mock Trial

The Jonathan M. Ault Mock Trial Board sponsors the Case Classic, an invitational competition involving law schools from places as diverse as Ohio, Kentucky, West Virginia, Michigan, Indiana, and Alabama. The Case Classic provides a competitive and collegial environment for multiple teams to tune up for the Spring competition season. Currently, the law school sends a team to the National Trial Competition, the National Student Trial Competition of the Association of Trial Lawyers of America, and a competition sponsored by the Academy of Trial Lawyers of Allegheny County, Pennsylvania.

Regulations and Rules of Conduct

The Academic Regulations of the School of Law are provided to each student upon matriculation through the law school's website.

In addition to the university's rules of conduct, law students are expected to comply with the American Bar Association's Model Code of Professional Responsibility and Model Rules of Professional Conduct, to the extent that these are applicable, and with the law school's own Code of Conduct. The Model Code and Model Rules are available in the law library. The school's Code of Conduct, like the Academic Regulations, is provided to each student upon matriculation through the law school's Intranet website.
Regular class attendance, a high degree of preparation for class, a high
degree of participation in class discussions, and diligent execution of
class exercises or assignments are required of every student. At the
option of the instructor and after notification to the student, one who
violates this regulation shall be withdrawn from the course, and the grade
WF shall be entered on the student’s transcript.

Administration
Jessica Willen Berg, JD (Cornell University), MPH (Case Western Reserve
University)
Co-Dean
Michael P. Scharf, JD
(Duke University)
Co-Dean
Bryan L. Adamson, JD (Case Western Reserve University), MA (Purdue
University)
Associate Dean for Diversity and Inclusion
Alyson Suter Alber, JD
(University of Virginia)
Associate Dean for Enrollment Planning and Strategic Initiatives
Juscelino F. Colares, JD (Cornell University), PhD (University of
Tennessee)
Associate Dean for Global Legal Studies
Avidan Y. Cover, JD
(Cornell University)
Associate Dean for Academic Affairs
Kelli C. Curtis, JD
(Ohio State University)
Associate Dean for Admissions
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(Harvard University)
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(Syracuse University)
Associate Dean for Experiential Education
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(Washington and Lee University)
Assistant Dean for Student Services
Mary Beth Moore, JD
(Cleveland State University)
Assistant Dean for Career Development
Melanie Walker, MBA
(Cleveland State University)
Assistant Dean for Finance and Administration

Academic Centers
Coleman P. Burke Center for Environmental Law
Nearly a decade after endowing a professorship in honor of his law
school mentor Leon Gabinet, alumnus Coleman P. Burke (LAW ’70) has
committed $10 million to establish a center at the Case Western Reserve
University School of Law that combines two of the driving passions of his
life: the environment and the law.

The gift — the largest in the law school’s 126-year history — creates the
Coleman P. Burke Center for Environmental Law. The Burke Center will
dramatically expand students’ learning opportunities in environmental
law, while also establishing the school as a leading intellectual hub of
interdisciplinary research and thought leadership in this rapidly growing
field.

Milton A. Kramer Law Clinic Center
The Supreme Court of Ohio authorizes student practice under attorney
supervision in the final year of law school. Through the clinic, students
provide legal representation to indigent clients and community groups and
receive academic credit. The supervising attorneys are full-time
members of the law faculty. The clinical program is the capstone of the
skills curriculum and offers specialized practice experiences in Criminal
Justice, Community Development, Civil Litigation Practice, focused on
consumer matters, predatory lending, social security disability, and other
public benefit issues, Immigration, Health Law, and Family Law.

Center for Business Law and Regulation
To better prepare its students and future leaders with a thorough
understanding of the business issues facing entrepreneurs, entities, and
other clients, the School of Law created the Center for Business Law and
Regulation. The center focuses on expanding curricular offerings and
programs as well as engaging in opportunities for legal, empirical, and
interdisciplinary research, assessing the role and impact of government
in the regulation of business. The center will also host special lectures and
symposia to highlight topics in business law and foster public debate and
inquiry regarding business regulation.

Spangenberg Center for Law, Technology and the Arts
The Spangenberg Center for Law, Technology, and the Arts
was established as an internationally recognized forum for the
interdisciplinary study of law, technology, and the arts. The Center
focuses on teaching, research, and programs pertaining to intellectual
property, technological innovation and technology transfer, the
intersection of science, economics, philosophy, and the law, legal issues
concerning biotechnology and computer technologies, and laws and
cultural issues relating to the creative arts. Through the Center, the law
school is able to offer students opportunities to address important,
topical issues relating to law and technology and law and the arts
through a variety of courses, lectures, events, and symposia.

Frederick K. Cox International Law Center
The Cox International Law Center serves as the stimulus for enhancing
programs in international, comparative, and transnational law at the
law school. It supports visiting scholars and visiting faculty at the law
school to enrich the curriculum and research capacity of the resident
faculty. It also supports the development of international information
resources. Through a series of sister law school relationships, it seeks to
attract foreign students to the law school and provide opportunities for
Case Western Reserve law students to study abroad; it also provides
opportunities for faculty to study and teach abroad.

Institute for Global Security Law and Policy
The events and aftermath of 9/11 have made security and counter-
terrorism fundamental, if not defining, concerns for the world community,
nations, companies, the legal system, and individuals. The Institute
for Global Security Law and Policy was created in 2005 to provide a
uniquely comprehensive hub for addressing the legal, financial, political,
social, religious and cultural ramifications of counterterrorism, using an innovative multifaceted approach that integrates theory with practical application. The Institute develops and integrates the best learning from the academic and the real world and draws on numerous disciplines and experiences to provide innovative and world class programs, research, teaching, and service on the issues of security and counter-terrorism. The work of the Institute serves as an invaluable resource to governments, businesses, organizations, the legal profession, and the general community.

Financial Integrity Institute
The mission of the Financial Integrity Institute is to advance financial integrity globally by conducting and promoting at the highest standards research, education, and professional excellence in anti-money laundering and countering the financing of terrorism, targeted sanctions, anti-corruption, and international tax evasion policies and practices. The Institute has also recently launched a Master of Arts in Financial Integrity program at the School of Law.

Law-Medicine Center
The Law-Medicine Center at Case Western Reserve University has been in operation for over 50 years. It began with a focus on forensic medicine, but has broadened to include the whole range of legal, social, economic, scientific, and ethical issues in which law and medicine are interrelated. Besides the regular course offerings, the center frequently presents lectures, symposia, and workshops, and sponsors major conferences. It publishes a student-edited journal, Health Matrix: Journal of Law-Medicine. Participants in the center's activities include not only university personnel, but also professionals from such institutions as University Hospitals of Cleveland and the Cleveland Clinic.

Center for Cyberspace Law and Policy
The Center for Cyberspace Law and Policy is devoted to studying the creation, dissemination, and acquisition of human thought, creativity and information in the digital age. Through scholarship, teaching, and bringing together leading thinkers, the Center evaluates the laws, policies, and social forces that govern issues once limited to the Internet, but that are now commonplace in a world networked and mediated by digital technology.

Center for Professional Ethics
The center's mission is to explore moral choices across professional lines in a variety of disciplines. It brings together practicing professionals, faculty and students to exchange ideas on such topics as confidentiality, decision-making, lying and conflict of interest. The Center for Professional Ethics was founded in 1978 by Robert P. Lawry, who retired from the law faculty in 2007, and Robert W. Clarke, retired Director of Case Western Reserve University's Christian Movement. The center is supported by the David and Katherine Ragone Endowment Fund. The center plans to continue to draw upon its founding principles to expand its inter-disciplinary approach and put academic work into practice.

Social Justice Law Center
From our efforts to improve the county's bail/bond system to our involvement in municipal police reform, from our international war crimes prosecution assistance to our research in Innocence Project cases, from our efforts to address human trafficking to our work to remedy the lead crisis in our city, Case Western Reserve University School of Law has been a leader in social justice. The Social Justice Law Center continues the tradition of exploring, teaching, and debating these critical issues in our contemporary society.

Juris Doctor (JD)

Juris Doctor
The School of Law offers the Juris Doctor (JD) degree as well as several dual-degree programs. The JD degree requires successful completion of 88 credit hours, of which 44 hours are in specified required courses, at least 2 credits in the writing of a substantial research paper, at least 12 hours of experiential learning experiences (including a required capstone experience completed during the 3L year) and at least 34 elective credits. The first year program for the JD degree consists of the required basic courses, along with two one-credit ‘mini-course’ electives taken in the spring term.

Required First and Second Semester Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>First Year</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contracts (LAWS 1101)</td>
<td>Fall</td>
<td>4</td>
</tr>
<tr>
<td>Criminal Law (LAWS 1102)</td>
<td>Fall</td>
<td>3</td>
</tr>
<tr>
<td>Torts (LAWS 1103)</td>
<td>Fall</td>
<td>4</td>
</tr>
<tr>
<td>Legal Writing, Leadership, Experiential Learning, Advocacy, and Professionalism 1 (LAWS 1801)</td>
<td>Fall</td>
<td>3</td>
</tr>
<tr>
<td>Civil Procedure (LAWS 1201)</td>
<td>Fall</td>
<td>4</td>
</tr>
<tr>
<td>Property (LAWS 1203)</td>
<td>Fall</td>
<td>4</td>
</tr>
<tr>
<td>Law, Legislation and Regulation (LAWS 1204)</td>
<td>Spring</td>
<td>3</td>
</tr>
<tr>
<td>Legal Writing, Leadership, Experiential Learning, Advocacy, and Professionalism 2 (LAWS 1802)</td>
<td>Spring</td>
<td>3</td>
</tr>
<tr>
<td>Choice of one or two one-credit 1L elective courses</td>
<td>Spring</td>
<td>1-2</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>14 - 15-16</td>
</tr>
</tbody>
</table>

Total Units in Sequence: 29-30

Required Third through Sixth Semester Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWS 2002</td>
<td>Constitutional Law I</td>
</tr>
<tr>
<td>LAWS 2001</td>
<td>Professional Responsibility</td>
</tr>
<tr>
<td>LAWS 2803</td>
<td>Legal Writing, Leadership, Experiential Learning, Advocacy, and Professionalism 3: Advanced Skills</td>
</tr>
<tr>
<td>Completion of substantial research paper</td>
<td>2 - 3</td>
</tr>
<tr>
<td>Experiential learning credits (includes experiential capstone project during 3L year)</td>
<td>12</td>
</tr>
<tr>
<td>Total Units</td>
<td>24-25</td>
</tr>
</tbody>
</table>

Elective courses
In addition to the required courses and the optional curricular concentrations, all students must take open elective courses in order to earn a minimum of 88 credits of law school coursework to qualify for the Juris Doctor degree. All students must enroll for a full-time course load each semester (10 - 18 credits), and must complete at least six regular semesters of full-time coursework. Optional summer courses may be used to reduce the credit load during a regular semester, but the student must still complete at least six regular full-time semesters (summer does not count as a regular semester.)

General Education Requirement
All candidates for the Juris Doctor must satisfy a General Education Requirement in order to qualify for graduation. This requirement consists
of upper-level doctrinal courses that are tested on the Bar Exam. To satisfy this requirement, a student must enroll in and earn credit for at least four of the following nine courses: Business Associations, Conflict of Laws, Constitutional Law 2, Criminal Procedure 1, Evidence, Family Law, Sales, Secured Transactions, Wills & Trusts.

**Graduate School Option**

Students in the School of Law who are not enrolled in a dual-degree program may take up to nine hours of approved courses in the other graduate and professional schools of Case Western Reserve University and have such courses counted as elective credit toward the JD degree. Such coursework must be graduate-level coursework and must be closely related to the study of law and the student’s educational/career objectives.

**Academic Regulations**

All coursework counting towards requirements of the JD degree must be completed within five years of initial matriculation into law school. Courses completed more than five years prior must be retaken, and the older courses will not be counted towards the degree requirement. A complete list of Academic Regulations for the Juris Doctor program is contained in the Law Student Handbook. Questions can be directed to the law school's Academic Services Office.

**Class Attendance Policy**

JD students are required to attend all class sessions for which they are registered. Instructors will provide details of their procedures and policies regarding class absence at the beginning of the course. Students who fail to meet responsibilities for class attendance and preparation are subject to dismissal from a course by the Instructor. Students dismissed from a course will receive a grade of WF for the course and will not be eligible to take the exam or complete the work in the class.

JD students have an option to earn a curricular concentration by focusing their course selections within a particular area of legal study. Requirements for each particular concentration are listed below. In order to receive the concentration, students must earn at least 15-18 credits (varies by the specific concentration) in courses within the concentration. Each concentration has a number of prescribed required courses, along with a menu of courses that can be counted as elective hours. Each concentration also has a writing requirement (a substantial research paper on a topic applicable to the concentration) and a capstone experience requirement (related to the concentration). Specific courses applicable to each concentration are subject to change by faculty review. Students should contact the law school's Academic Services Office for the applicable concentration requirements.

**Business Law**

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWS 4401</td>
<td>Business Associations</td>
<td>4</td>
</tr>
<tr>
<td>LAWS 5431</td>
<td>Securities Regulation</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Courses (at least 2)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWS 5413</td>
<td>Antitrust Law</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5412</td>
<td>Advanced Securities Regulation</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5415</td>
<td>Bankruptcy</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5432</td>
<td>Business and Law Colloquium</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5438</td>
<td>Business Organizations Research Seminar</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 5439</td>
<td>Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5418</td>
<td>Corporate Real Estate Transactions</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 5724</td>
<td>Discrimination in Employment</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5420</td>
<td>ERISA</td>
<td>4</td>
</tr>
<tr>
<td>LAWS 5403</td>
<td>Federal Taxation of Corporation and Partnerships</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5436</td>
<td>Financial Institutions Regulation</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5422</td>
<td>Financial Markets: Law, Theory, and Practice</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 5423</td>
<td>Financial System Integrity</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 4406</td>
<td>Franchise Law</td>
<td>1</td>
</tr>
<tr>
<td>LAWS 5115</td>
<td>International Arbitration</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 5120</td>
<td>International Business Transactions</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5401</td>
<td>International Tax</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5427</td>
<td>Mergers and Acquisitions</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 4404</td>
<td>Sales</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5434</td>
<td>Secured Transactions</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5763</td>
<td>White Collar Crime: Prosecution and Defense</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 5764</td>
<td>Workers' Compensation</td>
<td>2</td>
</tr>
</tbody>
</table>

**Criminal Law**

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWS 4807</td>
<td>Criminal Procedure I</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5718</td>
<td>Criminal Procedure II</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 4808</td>
<td>Evidence</td>
<td>4</td>
</tr>
</tbody>
</table>

**Elective Courses (at least 3)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWS 5113</td>
<td>Counterterrorism Law</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5720</td>
<td>Death Penalty Law and Process</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 5721</td>
<td>Death Penalty Lab</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5722</td>
<td>Death Penalty Lab II</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 5930</td>
<td>Human Trafficking Lab</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 5121</td>
<td>International Criminal Law and Procedure</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5118</td>
<td>International Law Research Lab</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5736</td>
<td>Juvenile Law</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 6108</td>
<td>Pretrial Practice: Criminal</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 5749</td>
<td>Prisoner Rights &amp; Litigation</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5213</td>
<td>Psychiatry and Law</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 5751</td>
<td>Scientific Evidence in Criminal Litigation</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 5919</td>
<td>Scientific Evidence and Advanced Research</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 6110</td>
<td>Trial Tactics</td>
<td>4</td>
</tr>
<tr>
<td>LAWS 5763</td>
<td>White Collar Crime: Prosecution and Defense</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 5925</td>
<td>Wrongful Convictions</td>
<td>2</td>
</tr>
</tbody>
</table>

**Civil Litigation and Dispute Resolution**

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWS 5707</td>
<td>Alternative Dispute Resolution</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 4808</td>
<td>Evidence</td>
<td>4</td>
</tr>
</tbody>
</table>
### LAWS 2803
Legal Writing, Leadership, Experiential Learning, Advocacy, and Professionalism 3: Advanced Skills (Litigation section) 3

Elective Courses (at least 3, including at least one practice oriented course)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWS 4806</td>
<td>Administrative Law</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5716</td>
<td>Conflict of Laws</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 5724</td>
<td>Discrimination in Employment</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5726</td>
<td>Employment Law</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5731</td>
<td>Federal Courts</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5733</td>
<td>Immigration Law</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 5734</td>
<td>Immigration Law II</td>
<td>1</td>
</tr>
<tr>
<td>LAWS 5715</td>
<td>International Arbitration</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 5713</td>
<td>International Trade and Dispute</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 5735</td>
<td>Negotiation Strategies in Sports Management</td>
<td>2-3</td>
</tr>
<tr>
<td>LAWS 5213</td>
<td>Psychiatry and Law</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 5122</td>
<td>Transnational Litigation</td>
<td>2</td>
</tr>
</tbody>
</table>

Practice-oriented electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWS 6111</td>
<td>Appellate Practice</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 6103</td>
<td>Basic Mediation Training</td>
<td>1</td>
</tr>
<tr>
<td>LAWS 6113</td>
<td>Deposition Skills</td>
<td>1</td>
</tr>
<tr>
<td>LAWS 5744</td>
<td>Mediation Representation: Theory, Principle and Practice</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 6107</td>
<td>Pretrial Practice: Civil</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 6110</td>
<td>Trial Tactics</td>
<td>4</td>
</tr>
</tbody>
</table>

### Health Law

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWS 4201</td>
<td>Health Law</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5218</td>
<td>Health Care Organizations, Finance, and Regulation</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWS 4806</td>
<td>Administrative Law</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5413</td>
<td>Antitrust Law</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5724</td>
<td>Discrimination in Employment</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5420</td>
<td>ERISA</td>
<td>4</td>
</tr>
<tr>
<td>LAWS 5215</td>
<td>Health Care and Human Rights</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 5220</td>
<td>Health Care Controversies</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 5268</td>
<td>Health Law and Policy Lab</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5229</td>
<td>Information Privacy Law</td>
<td>1</td>
</tr>
<tr>
<td>LAWS 6503</td>
<td>Health Matrix Seminar</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 4402</td>
<td>Nonprofit Organizations Law</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 5339</td>
<td>Privacy Law</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5213</td>
<td>Psychiatry and Law</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 5226</td>
<td>Public Health Law Lab</td>
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<tr>
<td>LAWS 5205</td>
<td>Public Health Law</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 5764</td>
<td>Workers' Compensation</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 5918</td>
<td>Reproductive Rights</td>
<td>3</td>
</tr>
</tbody>
</table>

### International Law

There are a number of different focus areas available within the International Law concentration. Listed below are general requirements. Students should consult with the concentration advisor for details about different focus options.

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWS 4101</td>
<td>International Law</td>
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</tr>
</tbody>
</table>

**Elective Courses (at least one course in Business law, and one course in Public/Comparative law)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWS 5739</td>
<td>Law of Archeological Relics</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 5111</td>
<td>Admiralty Law</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 5110</td>
<td>Contemporary Issues in International and Comparative Law</td>
<td>1</td>
</tr>
<tr>
<td>LAWS 5716</td>
<td>Conflict of Laws</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 5113</td>
<td>Counterterrorism Law</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5314</td>
<td>Cyberlaw</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5436</td>
<td>Financial Institutions Regulation</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5423</td>
<td>Financial System Integrity</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5745</td>
<td>Foreign Affairs Law</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5215</td>
<td>Health Care and Human Rights</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 5734</td>
<td>Immigration Law II</td>
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</tr>
<tr>
<td>LAWS 6051</td>
<td>Civil Rights, Human Rights, and Immigration Clinic</td>
<td>4</td>
</tr>
<tr>
<td>LAWS 5115</td>
<td>International Arbitration</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 5120</td>
<td>International Business Transactions</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5121</td>
<td>International Criminal Law and Procedure</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5116</td>
<td>International Human Rights</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5319</td>
<td>International Intellectual Property</td>
<td>3</td>
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<tr>
<td>LAWS 5136</td>
<td>International Humanitarian Law</td>
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<td>LAWS 5118</td>
<td>International Law Research Lab</td>
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</tr>
<tr>
<td>LAWS 5426</td>
<td>International Real Estate Transactions</td>
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<tr>
<td>LAWS 5123</td>
<td>Trade Law</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5705</td>
<td>International &amp; US Family Law</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5135</td>
<td>War and Morality</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5122</td>
<td>Transnational Litigation</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 5365</td>
<td>World Intellectual Property Organization Research Lab</td>
<td>3</td>
</tr>
</tbody>
</table>

### Law, Technology, and the Arts

There are a number of different focus areas available within this concentration. Listed below are general requirements. Students should consult with the concentration advisor for details about different focus options.

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWS 4300</td>
<td>Intellectual Property Survey</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 4301</td>
<td>Copyright Law</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 4303</td>
<td>Trademark Law</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Courses (at least 3)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWS 5314</td>
<td>Cyberlaw</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5739</td>
<td>Law of Archeological Relics</td>
<td>2</td>
</tr>
</tbody>
</table>
to students who have completed legal training outside of the United States. These programs allow students to spend one year in an intensive study program to gain exposure and immersion into the legal theory and practices of the U.S., and to engage in comparative study of the U.S. and other international legal systems. Building on a base of required courses specific to the International LLM programs, each student will develop an individual plan of study leading to a Master of Laws degree in one of four programs:

- LLM in United States and Global Legal Studies
- LLM in Intellectual Property Law
- LLM in International Business Law
- LLM in International Criminal Law

Each LLM student’s course of study will be determined by the program director in consultation with the student and will be based on the student’s prior legal education, goals, and interests. After completion of the degree requirements, students may elect to spend a summer internship with a law firm or corporate legal department in the United States. Further information and admission materials may be requested from the Foreign Graduate Studies Program office. (http://law.case.edu/Academics/Degrees/LLM/)

LLM in United States and Global Legal Studies
Students in the United States and Global Legal Studies program have the option to pursue a particular curricular concentration by consulting with the director of Foreign Graduate Studies and choosing a focus area in their elective courses. This program is for students interested in U.S. law who hope to improve their legal research, writing, and analytical skills. This is the best degree to prepare for a US bar exam. Students may also earn a certificate of concentration in the subject area of their choice.

Required Coursework: U.S. & Global Legal Studies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWS 4901</td>
<td>Foreign Graduate Seminar</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 4903</td>
<td>U.S. Contract Law</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 4912</td>
<td>U.S. Legal Research, Writing, and Analysis</td>
<td>2</td>
</tr>
</tbody>
</table>

Elective courses as specified by chosen academic plan and approved by program director 17

Total Units 24

LLM in Intellectual Property Law
This program is best for students interested in the doctrine and policy of U.S. intellectual property law, including patents, trademarks, copyrights, and trade secrets.

Required Courses: Intellectual Property Law

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWS 4300</td>
<td>Intellectual Property Survey</td>
<td>3</td>
</tr>
<tr>
<td>or LAWS 4302</td>
<td>Patent Law</td>
<td></td>
</tr>
<tr>
<td>LAWS 4301</td>
<td>Copyright Law</td>
<td>3</td>
</tr>
<tr>
<td>or LAWS 5319</td>
<td>International Intellectual Property</td>
<td></td>
</tr>
<tr>
<td>LAWS 4303</td>
<td>Trademark Law</td>
<td>3</td>
</tr>
<tr>
<td>or LAWS 5319</td>
<td>International Intellectual Property</td>
<td></td>
</tr>
<tr>
<td>LAWS 4903</td>
<td>U.S. Contract Law</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 4901</td>
<td>Foreign Graduate Seminar</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 4912</td>
<td>U.S. Legal Research, Writing, and Analysis</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 4922</td>
<td>U.S. Legal Scholarly Writing</td>
<td>1</td>
</tr>
</tbody>
</table>

Graduate Law Programs

Master of Laws (LLM)
The School of Law offers a wide variety of options for both general and focused advanced studies of law. Our Master of Laws (LLM) programs offer opportunities for advanced study for those who have earned a prior law degree in either the USA or abroad. Depending on the student’s prior educational background and interest areas, we can create a program of study to provide opportunities for exploring a new area of expertise or to allow both general and targeted explorations of USA laws and policies to serve as a source of comparative study and enhanced educational credentials.

LLM Programs for foreign-educated lawyers
The School of Law offers four different Master of Laws (LLM) programs to students who have completed legal training outside of the United States. These programs allow students to spend one year in an intensive study program to gain exposure and immersion into the legal theory and practices of the U.S., and to engage in comparative study of the U.S. and other international legal systems. Building on a base of required courses specific to the International LLM programs, each student will develop an individual plan of study leading to a Master of Laws degree in one of four programs:

- LLM in United States and Global Legal Studies
- LLM in Intellectual Property Law
- LLM in International Business Law
- LLM in International Criminal Law

Each LLM student’s course of study will be determined by the program director in consultation with the student and will be based on the student’s prior legal education, goals, and interests. After completion of the degree requirements, students may elect to spend a summer internship with a law firm or corporate legal department in the United States. Further information and admission materials may be requested from the Foreign Graduate Studies Program office. (http://law.case.edu/Academics/Degrees/LLM/)

LLM in United States and Global Legal Studies
Students in the United States and Global Legal Studies program have the option to pursue a particular curricular concentration by consulting with the director of Foreign Graduate Studies and choosing a focus area in their elective courses. This program is for students interested in U.S. law who hope to improve their legal research, writing, and analytical skills. This is the best degree to prepare for a US bar exam. Students may also earn a certificate of concentration in the subject area of their choice.

Required Coursework: U.S. & Global Legal Studies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWS 4901</td>
<td>Foreign Graduate Seminar</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 4903</td>
<td>U.S. Contract Law</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 4912</td>
<td>U.S. Legal Research, Writing, and Analysis</td>
<td>2</td>
</tr>
</tbody>
</table>

Elective courses as specified by chosen academic plan and approved by program director 17

Total Units 24

LLM in Intellectual Property Law
This program is best for students interested in the doctrine and policy of U.S. intellectual property law, including patents, trademarks, copyrights, and trade secrets.

Required Courses: Intellectual Property Law

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWS 4300</td>
<td>Intellectual Property Survey</td>
<td>3</td>
</tr>
<tr>
<td>or LAWS 4302</td>
<td>Patent Law</td>
<td></td>
</tr>
<tr>
<td>LAWS 4301</td>
<td>Copyright Law</td>
<td>3</td>
</tr>
<tr>
<td>or LAWS 5319</td>
<td>International Intellectual Property</td>
<td></td>
</tr>
<tr>
<td>LAWS 4303</td>
<td>Trademark Law</td>
<td>3</td>
</tr>
<tr>
<td>or LAWS 5319</td>
<td>International Intellectual Property</td>
<td></td>
</tr>
<tr>
<td>LAWS 4903</td>
<td>U.S. Contract Law</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 4901</td>
<td>Foreign Graduate Seminar</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 4912</td>
<td>U.S. Legal Research, Writing, and Analysis</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 4922</td>
<td>U.S. Legal Scholarly Writing</td>
<td>1</td>
</tr>
</tbody>
</table>
Elective courses as specified by chosen academic plan and approved by program director

Total Units 24

LLM in International Business Law
This program is designed for students interested in the academic analysis and practical applications of U.S. business law and international business transactions.

Required Courses: International Business Law
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWS 4401</td>
<td>Business Associations</td>
<td>4</td>
</tr>
<tr>
<td>LAWS 4904</td>
<td>Doing Business in the United States</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 4903</td>
<td>U.S. Contract Law</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 4901</td>
<td>Foreign Graduate Seminar</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 4912</td>
<td>U.S. Legal Research, Writing, and Analysis</td>
<td>2</td>
</tr>
<tr>
<td>LAWS 4922</td>
<td>U.S. Legal Scholarly Writing</td>
<td>1</td>
</tr>
</tbody>
</table>

Elective courses as specified by chosen academic plan and approved by program director

Total Units 24

LLM in International Criminal Law
The Master of Laws (LLM) program in International Criminal Law is a one-year advanced study program to students who hold the JD degree from a U.S. law school, or equivalent training from a school outside of the USA. It provides students with an in-depth knowledge of international criminal law and procedure, international humanitarian law, and national security law, and will equip them to practice international criminal law before international tribunals or national courts. Students will plan their course of study by working closely with the Program Director. Selected students will also have the opportunity to participate in one of our International Criminal Tribunal Externships during one of their semesters in the program.

Required Courses: International Criminal Law
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWS 5121</td>
<td>International Criminal Law and Procedure</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective courses as specified by chosen academic plan and approved by program director

Total Units 24

LLM Programs for U.S.-trained lawyers
The School of Law offers six different Master of Laws (LLM) programs to U.S.-trained lawyers looking to gain specialized education and experience in a particular area of law. This degree is helpful for lawyers who are looking to shift to a new field of law, restart a career after taking time away from practicing law or seeking to augment their JD degree from a lower-ranked school. Students are admitted directly into one of six degree programs:

- LLM in Financial Integrity Law
- LLM in Health Law
- LLM in International Business Law
- LLM in International Criminal Law
- LLM in International Law
- LLM in Intellectual Property Law

Specific degree requirements for each of these programs will be developed in consultation with an assigned faculty advisor, and will be based on the student’s goals and interests, available courses, and prior coursework completed. The degree requires a minimum of 24 credits earned over at least two semesters of study.

Masters Programs
In addition to the legal training programs, the School of Law offers programs that are targeted to other professionals who seek advanced training in a specific area of law, but do not have a prior degree in law:

- Master of Law
- Master of Arts in Financial Integrity
- Master of Arts in Patent Practice
- Master of Compliance and Risk Management

Master of Law
This is a customizable program of 30 credit hours of study for those without a prior law degree who wish to have training in legal studies to advance careers that do not require a legal license. This degree is appropriate for students planning to work in related fields but who do not need a full JD degree, students who are looking for relevant legal training as part of a dual graduate degree but do not plan to practice law, and those who are looking to bolster their credentials before applying to JD programs. Options for study in this program are varied; students may pursue the Master of Law degree on either a full-time (two semesters total) or part-time basis. Students are required to meet with an academic advisor to develop a curricular plan prior to matriculation and periodically throughout the program.

The following specializations are available:

- Criminal Law
- Health Law
- International Business Law
- Intellectual Property Law
- Public International Law
- U.S. & Global Legal Studies

More details on the program are available on the program website. (https://case.edu/law/academics/masters-programs/master-law-programs/)

Master of Arts in Financial Integrity
This program is intended for individuals who wish to study all aspects of preventing illicit international financial flows, including anti-money laundering (AML), combating the financing of terrorism, and targeted sanctions law, policy, compliance and risk management. The MAFI program is taught by leading academics and practitioners from around the world, and is offered in two formats: a weekend program designed for working professionals, and a full-time, on campus program. The program is 30 credits, consisting of required courses and a required capstone research project.

More details on the program are available on the program website (https://law.case.edu/Academics/Degrees/Master-of-Arts-in-Financial-Integrity/).

Master of Arts in Patent Practice
The Masters in Patent Practice is designed to prepare students for careers as patent agents. Students must be eligible to sit for the patent bar exam, which requires an undergraduate degree in engineering, computer science, or a physical or biological degree. This degree is a
viable alternative for students who want to pursue a career in patent practice without having to take the full 3-year JD.

Required Courses: MA in Patent Practice

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWS 4300</td>
<td>Intellectual Property Survey</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 4302</td>
<td>Patent Law</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 4315</td>
<td>Patent Agent Lab</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 4820</td>
<td>Patent Bar Review</td>
<td>4</td>
</tr>
<tr>
<td>LAWS 5341</td>
<td>Commercialization and Intellectual Property Management</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 4311</td>
<td>Patent Preparation and Prosecution</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 4312</td>
<td>Patent Preparation and Prosecution</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
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<td>Total Units</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

More details of the program may be found on the program website (https://law.case.edu/Academics/Degrees/Masters-in-Patent-Practice/).

Master of Compliance and Risk Management

As the regulatory state has expanded, compliance and risk management has become a major new field of expertise with its own methods of critical thinking, risk assessment, and managerial sociology, allowing lawyers and business executives to protect stakeholders by anticipating and reducing enterprise risks. The Case Western Reserve University School of Law Master of Compliance and Risk Management is a concentrated course of study that will give working professionals the knowledge and skills needed to navigate the regulatory environment competently, effectively, and ethically. Students will acquire essential legal skills such as how to read and interpret statutes, regulations, and case law, how to identify, assess, and address legal risks and opportunities, and how to design and implement compliance and risk management programs.

The Master of Compliance and Risk Management (M-CRM) should attract working professionals interested in jobs in the field of regulatory compliance and risk management. It will allow us to build an infrastructure of foundational courses for specialty certificates or a Master's level executive degree in a series of highly regulated areas, such as healthcare, information privacy and data security, banking regulation, environmental health, eldercare, or clinical research regulation.

Students earning an M-CRM degree must complete a minimum of 30 credits, including foundational courses in Legislation & Regulation for Non-Lawyers; Legal Aspects of Risk Assessment; Governance, Regulatory Compliance & Risk Management; and Compliance & Risk Management Skills: Planning, Auditing, Investigating, and Reporting.

M-CRM students will then proceed to study more advanced topics in specialty areas. For example, for the Master of Compliance and Risk Management with a Specialization in Healthcare, students will be required to take Health Law, Healthcare Finance and Regulation, and HIPAA/Information Privacy and they will select among a list of electives from the health law curriculum such as Research Regulation; Hospital Risk Management; Food & Drug Law; Elder Law; Public Health Law and others, as well as completing a thesis project.

More information about the Master of Compliance and Risk Management program can be found on the program website (https://case.edu/law/academics/masters-programs/master-compliance-and-risk-management/).

Certificate in Compliance and Risk Management

As the regulatory state has expanded, compliance and risk management has become a major new field of expertise with its own methods of critical thinking, risk assessment, and managerial sociology, allowing lawyers and business executives to protect their stakeholders by anticipating and reducing enterprise risks. The Case Western Reserve University School of Law Certificate in Compliance & Risk Management is a concentrated course of study that gives working professionals the knowledge and skills needed to navigate the regulatory environment competently, effectively, and ethically. Students will acquire essential legal skills such as how to read and interpret statutes, regulations, and case law, how to identify, assess, and address legal risks and opportunities, and how to design and implement compliance and risk management programs.

The Certificate in Compliance and Risk Management (C-CRM) should attract working professionals interested in jobs in the field of regulatory compliance and risk management. It will allow us to build an infrastructure of foundational courses for specialty certificates or a Master's level executive degree in a series of highly regulated areas, such as healthcare, information privacy and data security, banking regulation, environmental health, eldercare, or clinical research regulation.

Students earning a C-CRM must complete at least 15 credit of approved coursework, including foundational courses in Legislation & Regulation for Non-Lawyers; Legal Aspects of Risk Assessment; Governance, Regulatory Compliance & Risk Management; and Compliance & Risk Management Skills: Planning, Auditing, Investigating, and Reporting.

Students who wish to pursue the CCRM with a Specialty in Healthcare, will be required to complete additional credits, including coursework in Health Law, Healthcare Finance and Regulation, and HIPAA/Information Privacy.

More information about the Certificate in Compliance and Risk Management program can be found on the program website (https://case.edu/law/academics/certificates/).

Doctor of Juridical Science

The Doctor of Juridical Science (SJD) offers advanced academic study of law for students who hold either a JD degree or an equivalent professional law degree from a country outside of the USA, and some promise for advanced academic study. The SJD program is highly individualized and tailored to the student's aspirations. The program will train graduates for positions of leadership in academia, research or policy making.

Degree Requirements

Students will spend at least two semesters in advanced coursework, as determined by the student's graduate program adviser. The student will then undertake significant research resulting in the writing of a doctoral dissertation under the supervision of a selected faculty member. Students must spend at least one full year in full-time residence at the law school. Completion of the SJD program typically will require two to three years of full-time effort.
Further information and admission materials may be requested from the Foreign Graduate Studies Program office (http://law.case.edu/Academics/Degrees/SJD/).

**Dual Degree Programs**

For students in dual degree programs, 12 hours of elective credits in the JD program are waived in consideration of completion of the dual degree. Students must be separately admitted to both degree programs in order to pursue a dual degree, the qualitative requirements of both degrees must be fully met, and the two degrees must be earned simultaneously. Students must begin coursework in the second degree program prior to beginning the fifth semester of law school work. Also, no coursework completed prior to official matriculation in the law school may be counted towards the law school degree.

**JD/MBA (Master of Business Administration)**

Students may complete the three-year JD program and the two-year MBA program in four academic years by completing 133 credit hours (including a 7-credit-hour overload which can be taken during the academic year or during the summer semester).

The School of Law allows dual degree students to use 12 credit hours from the MBA to fulfill both JD and MBA requirements. The Weatherhead School of Management allows dual degree students to use 12 credit hours from the School of Law to fulfill both MBA and JD requirements. Students must achieve a grade of C or better to receive double credit for the courses. This reduces the total number of hours required for the two degrees by 24 credit hours.

JD/MBA students may enroll only on a full-time basis, except during summer sessions. Dual degree students must receive both the JD and the MBA degrees simultaneously upon completion of degree requirements at both schools in order to receive the 24 hours of cross-credits described above.

Throughout the dual degree program, JD/MBA students continue to register in the first school they attended. After completion of both degree programs, two separate diplomas are awarded. Course work for both programs must be completed within six years of the date of initial enrollment in either program.

**JD/MA or JD/MS (Master of Arts or Master of Science)**

Enrolling in both the School of Law and the School of Graduate Studies, a student complete a Juris Doctor (JD) and a Master of Arts (MA) or Master of Science (MS) degree and earn the two degrees in seven semesters or six semesters plus two summers. Law students enrolled in a dual JD/MA degree program may earn up to 12 credits toward the JD in graduate level courses. Current options for this dual degree are:

- MA – Art History and Museum Studies
- MA – Bioethics
- MA – History (Legal History)
- MA – Political Science
- MS – Biochemistry

**JD/MSW (Master of Social Work)**

A dual degree program established by the Mandel School of Applied Social Sciences and the School of Law makes it possible for selected full-time students to pursue an integrated program of studies and receive the MSW and JD degrees within four years rather than the normal five years that would be required to earn the two degrees separately. Law students enrolled in the dual JD/MSW program may earn up to 12 credits toward the JD in graduate level MSW courses. Applicants for the dual degree program must apply to and meet the admission requirements of both professional schools and are encouraged to apply for admission to both programs simultaneously.

Dual degree students must receive the MSW and JD degrees simultaneously to be granted credit for specific courses taken in the other program.

**JD/MD (Doctor of Medicine)**

The School of Law and the School of Medicine offer a specialized dual degree program that allows a student to complete both degrees in six years. Law students enrolled in the dual JD/MD degree program may earn up to 12 credits toward the JD in graduate level MD courses. A student who begins at the law school spends two years studying law, then four years studying medicine. Alternatively, a student may spend the first two years and the last two years at the medical school, and the two middle years at the law school.

**JD/MPH (Master of Public Health)**

The MPH degree will generally add a year of additional course work to the JD degree, creating a four-year program. Law students enrolled in the dual JD/MPH degree program may earn up to 12 credits toward the JD in graduate level MPH courses. The law school offers several health law courses that meet the MPH elective requirements.

**School of Law Faculty**

http://law.case.edu/

**Faculty**

Bryan L. Adamson, JD (Case Western Reserve University), MA (Purdue University)

David L. Brennan Professor of Law

Jonathan H. Adler, JD
(George Mason University)

Johan Verheij Memorial Professor of Law; Director of the Coleman P. Burke Center for Environmental Law

Anat Alon-Beck, JSD, LLM
(Cornell University)

Assistant Professor of Law

Michael J. Benza, JD
(Case Western Reserve University)

Senior Instructor in Law

Jessica Wilen Berg, JD, MPH
(Cornell University; Case Western Reserve University)

Dean; Tom J.E. and Bette Lou Walker Professor of Law; Professor of Bioethics, Professor of Population and Quantitative Health Sciences

Jaime Bouvier, JD
(Case Western Reserve University)

Assistant Professor of Lawyering Skills

David J. Carney, JD
(University of Michigan)

Professor of Lawyering Skills
Jaclyn Celebrezze, JD  
(Ohio State University)  
_Instructor_

Juscelino F. Colares, JD, PhD  
(Cornell University; University of Tennessee)  
_Schott-van den Eynden Professor of Business Law; Professor of Political Science_

Avidan Y. Cover, JD  
(Cornell University)  
_Professor of Law; Director of the Institute for Global Security Law & Policy, Frederick K. Cox International Law Center_

Jennifer I. Cupar, JD  
(Case Western Reserve University)  
_Professor of Lawyering Skills_

Joseph A. Custer, JD, MLIS  
(University of Arkansas; University of Missouri-Kansas City)  
_Associate Professor of Law; Director, Judge Ben C. Green Law Library_

Liam Dunn, JD, MS, MA  
(Case Western Reserve University)  
_Instructor of Law; Director of Academic Support_

Melanie R. GiMaria, JD, MSSA  
(Case Western Reserve University)  
_Lecturer in Law_

Jonathan C. Gordon, JD  
(Columbia University)  
_Professor of Lawyering Skills; Director, SJD Program_

Richard K. Gordon, JD  
(Harvard University)  
_Professor of Law; Director of the Financial Integrity Institute; Associate Director of the Frederick K. Cox International Law Center_

Ayeshalong Hardaway, JD  
(Case Western Reserve University)  
_Associate Professor of Law: Director of the Social Justice Law Center_

B. Jessie Hill, JD  
(Harvard University)  
_Judge Ben C. Green Professor of Law_

Sharona Hoffman, JD, LLM, SJD  
(Harvard University; University of Houston, Case Western Reserve University)  
_Edgar A. Hahn Professor of Law; Professor of Bioethics; Co-Director of the Law-Medicine Center_

Daniel A. Jaffe, JD  
(Columbia University)  
_Professor of Lawyering Skills: Director of LLEAP Program_

Charles R. Korsmo, JD  
(Yale University)  
_Professor of Law_

Juliet P. Kostitsky, JD  
(University of Wisconsin)  
_Everett D. and Eugenia S. McCurdy Professor of Contract Law; Director of the Center for Business Law & Regulation_

Raymond Shih Ray Ku, JD  
(New York University)  
_Professor of Law: Director, Center for Cyberspace Law & Policy_

Cathy Lesser Mansfield, JD  
(University of Virginia)  
_Senior Instructor in Law; Executive Director of the Master of Arts in Financial Integrity_

Kevin J. McMunigal, JD  
(University of California, Berkeley)  
_Professor of Law_

Laura E. McNally-Levine, JD  
(Syracuse University)  
_Professor of Law; Director of the Milton A. Kramer Law Clinic Center_

Maxwell J. Mehlman, JD  
(Yale University)  
_Distinguished University Professor; Arthur E. Petersilge Professor of Law; Professor of Bioethics; Director of the Law-Medicine Center_

Kathryn S. Mercer, JD, PhD, MSSA  
(Case Western Reserve University)  
_Professor of Lawyering Skills_

Dale A. Nance, JD  
(Stanford University)  
_Albert J. Weatherhead III and Richard W. Weatherhead Professor of Law_

Craig Allen Nard, JD, LLM & JSD  
(Capital University; Columbia University)  
_Galen J. Roush Professor of Law; Director of the Spangenberg Center for Law, Technology and the Arts_

Aaron K. Perzanowski, JD  
(University of California, Berkeley)  
_Professor of Law; Associate Director of the Spangenberg Center for Law, Technology and the Arts_

Andrew S. Pollis, JD  
(Harvard University)  
_Professor of Law_

Cassandra Burke Robertson, JD  
(University of Texas)  
_John Deaver Drinko · BakerHostetler Professor of Law; Director of the Center for Professional Ethics_

Matthew J. Rossman, JD  
(New York University)  
_Professor of Law_

Matthew Salerno, JD  
(Case Western Reserve University)  
_Assistant Professor of Lawyering Skills_

Michael P. Scharf, JD  
(Duke University)  
_Dean; Joseph C. Hostetler-BakerHostetler Professor of Law_

Maya M. Simek, JD, MSSA  
(Cleveland State University; Case Western Reserve University)  
_Lecturer in Law_
LAWS 1101. Contracts. 4 Units.
The formation of a contract; problems of offer and acceptance; consideration; the question of contract breach; damages and remedies for a breach. Required.

LAWS 1102. Criminal Law. 3 Units.
A basic course in substantive criminal law, dealing with the standards to be used in defining and punishing criminal behavior. The course includes discussion of crimes and criminality; culpable mental states; causation; insanity; attempt and complicity; homicide; and rape. Required.

LAWS 1103. Torts. 4 Units.
This course covers compensation of an injured party for harm resulting from intentional or unintentional acts and omissions of others. Consideration is given to the rules, rationale, and policy underlying tort liability. The course includes analysis of assault and battery, false imprisonment, negligence, standard of care, duty, risk, causation, liabilities and rights of landowners and land users, liability relating to dangerous activities and defective products, liabilities arising from special relationships or specially recognized legal interests, and defenses. Required.

LAWS 1201. Civil Procedure. 4 Units.
A broad survey of the procedural development of a lawsuit is undertaken, tracing the various steps from pleading and discovery to trials and judgments. Modern procedural issues involved in jurisdiction of the courts, venue, choice of law, and former adjudications are discussed. Throughout the course principal attention is given to the Federal Rules of Civil Procedure. Required.

LAWS 1203. Property. 4 Units.
The nature of property interests; estates in land and future interests; concurrent ownership; landlord-tenant; transfer of property interests; easements, covenants, and equitable servitudes; nuisance; and zoning. Required.

LAWS 1204. Law, Legislation and Regulation. 3 Units.
Law, Legislation and Regulation is a required first-year course designed to introduce students to the structure of US government, the legislative process, principles of statutory interpretation, the operation of administrative agencies and regulatory process.

LAWS 1801. Legal Writing, Leadership, Experiential Learning, Advocacy, and Professionalism 1. 3 Units.
Students will study the fundamental lawyering skills of researching, analyzing, and writing about the law in LLEAP 1 (Fall semester of first year) and LLEAP 2 (Spring semester of first year). Skills include objective analysis and writing, complex factual and legal analysis and persuasive writing. In the simulation portion of the course students will begin to develop the basic skills of client counseling and oral advocacy.

LAWS 1802. Legal Writing, Leadership, Experiential Learning, Advocacy, and Professionalism 2. 3 Units.
Students will study the fundamental lawyering skills of researching, analyzing, and writing about the law in LLEAP 1 (Fall semester of first year) and LLEAP 2 (Spring semester of first year). Skills include objective analysis and writing, complex factual and legal analysis and persuasive writing. In the simulation portion of the course students will begin to develop the basic skills of client counseling and oral advocacy. The LLEAP 2 course particularly focuses on legal transactions. Students will learn the basic principles of reading, analyzing and drafting a contract, including identifying and developing substantive deal terms and contractual processes that should be added to the contract, although not identified by the client. By means of a simulated negotiation, the students will conduct a mock client interview and a business negotiation. Prereq: LAWS 1801.

LAWS 1901. International Law: Fundamentals. 1 Unit.
This course will examine the sources and nature of international law, as well as the processes by which international law is created, interpreted, and enforced. It will also cover substantive areas of international law such as use of force, international criminal law, law of the sea, international environmental law, and human rights law. The course utilizes simulations and role play exercises. This foundational course will be required for any students undertaking a Cox Center funded international law internship during the summer after 1L year. The course will also provide a provide a suitable foundation for taking any advanced international law course and is a required course for the International Law Concentration.
LAWS 1903. Contemporary Issues in Criminal Law Practice. 1 Unit.
The practice of criminal law at the federal level involves many of the
most difficult issues practitioners face: how do you best navigate the
structure of the federal court system in a way that is advantageous to
your client? What is a trial exactly, and how does it work? If someone is
convicted of a crime, what happens next? Are we incarcerating too many
people in America? Why is there such a stark racial and socio-economic
disparity between criminal defendants and other courtroom actors?
This seminar introduces those issues, and provides a window into the
lives of Assistant United States Attorneys, Assistant Federal Defenders,
Magistrate Judges, and other federal practitioners.

LAWS 1905. Legal Analysis and Problem Solving. 1 Unit.
This course provides students with an opportunity to enhance their
legal analysis and exam-writing skills. The course also focuses on key
components of law school success, such as maximizing the classroom
experience, effective reading and briefing of case law, and exam
preparation.

LAWS 1906. Professionalism: Essential Competencies and
Characteristics of a Successful Lawyer. 1 Unit.
This course involves exploration of professional competencies and
characteristics that are essential eligibility requirements for bar
admission and that employers have identified as critical to success in
the legal profession. These include: honoring commitments, integrity and
trustworthiness, diligence, listening, good judgment, compliance with
deadlines, and civility. Students will evaluate how their own strengths
and weaknesses fit with these competencies and characteristics,
and consider how to develop them throughout law school and also
communicate them to potential employers and colleagues.

LAWS 1909. Permitting Offshore Wind Energy. 1 Unit.
This course offers an administrative/environmental law case study,
focusing on how the Icebreaker Wind Project in northeast Ohio triggered
the need for permits under several federal and state laws. The class
will focus on the relevant laws and regulations, the process employed
to comply with the permitting requirements, and the approvals and
permits received. The course is especially suited to those interested in
the environment and renewable energy as well as those who may plan to
enter fields that require an understanding of administrative law.

LAWS 1912. Bioethics and Law I. 1 Unit.
This course will provide an introduction to Bioethics and Law. Bioethics
and Law I will focus on end-of-life care and cover topics such as informed
consent, medical decision making, capacity, definitions of death, and
medically-assisted dying.

LAWS 1913. Pandemic Law and Ethics. 1 Unit.
Introduction to basic legal and ethical issues raised during the current
Covid-19 pandemic. Topics include: defining pandemics; understanding
the roles of local, state and federal government; identifying the general
range of public health powers; and exploring some of the ethical issues
which arise in the current environment.

LAWS 1914. Courts, Public Policy, and Social Change. 1 Unit.
Courts, Public Policy, and Social Change will focus on the NAACP's
litigation campaign against racial segregation that culminated in the
landmark Supreme Court decision in Brown vs. Board of Education
and also will examine the real-world impact of that decision. Among
the principal topics to be considered are strategies for reforming legal
discipline, the relationship between lawyers and their clients, the use of
empirical evidence in the legal process, and methods of implementing
judicial rulings.

LAWS 1915. Civil Litigation Practicum I. 1 Unit.
This course will provide first-year students with a "hands-on" opportunity
to participate in civil litigation by assisting the instructor with civil-
litigation matters handled through the Milton A. Kramer Law Clinic Center.
While first-year students (unlike third-year students) are not permitted
to practice law under Ohio's legal-intern rule, see generally Ohio R. Gov.
Bar II, they are permitted to assist by interviewing clients, conducting fact
and legal research, drafting court filings, and assisting in live litigation-
related appearances (depositions, trials, appellate arguments). In this
course, students will observe and, to the extent permissible, engage in a
wide variety of civil-litigation activities. The class sessions will focus on
the applicable substantive and procedural law and related issues of case
strategy, ethics, and professionalism.

LAWS 1916. Artifact Law. 1 Unit.
This course provides an introduction to art law by addressing the law
governing who is entitled to possession of archeological and historical
artifacts. It considers the relative rights of finders and other persons,
the rights of persons who take possession of such artifacts by way
good faith purchase or who simply have possession for a long time.
The problem of international movement of artifacts and resulting
conflict of laws is introduced. The impact of governmental assertions
of ownership over "cultural" property is examined, as are international
treaties relating to artifacts. The course complements the basic Property
course, emphasizing doctrines applicable to personal property.

LAWS 1917. Energy and Climate Law and Policy. 1 Unit.
For well over three decades the scientific community has warned us of
the economic and environmental risks posed by continued burning of
fossil fuels to the earth's climate. We are now experiencing the extreme
weather events we were warned of decades ago. The clock is ticking.
This class will explore state and federal energy and climate laws and policies
that have been adopted, as well as other legal mechanisms to address
climate. Students will then be asked to design and craft laws and policies
they believe should be advanced to address the climate crisis

LAWS 1924. Courts, Public Policy, and Social Change II. 1 Unit.
Courts, Public Policy, and Social Change is designed to offer students
a perspective on the social impact of law and legal institutions. The
course will focus on legal challenges to discrimination based on race
and sex. Among the principal topics to be considered are strategies
for reforming legal doctrine, the relationship between lawyers and their
clients, the use of empirical evidence in the legal process, and methods of
implementing judicial rulings. Part II will examine the litigation campaign
against gender discrimination.

LAWS 1925. Civil Litigation Practicum II. 1 Unit.
This course will provide first-year students with a "hands-on" opportunity
to participate in civil litigation by assisting the instructor with civil-
litigation matters handled through the Milton A. Kramer Law Clinic Center.
While first-year students (unlike third-year students) are not permitted
to practice law under Ohio's legal-intern rule, see generally Ohio R. Gov.
Bar II, they are permitted to assist by interviewing clients, conducting fact
and legal research, drafting court filings, and assisting in live litigation-
related appearances (depositions, trials, appellate arguments). In this
course, students will observe and, to the extent permissible, engage in a
wide variety of civil-litigation activities. The class sessions will focus on
the applicable substantive and procedural law and related issues of case
strategy, ethics, and professionalism. Civil Litigation Practicum I is a
prerequisite to Civil Litigation Practicum II. Prereq or Coreq: LAWS 1915.
LAWS 1931. Race, Law and Society. 1 Unit.
This year long, one credit course will allow students to explore the ways systemic racism operates in our legal, social, economic, political and cultural institutions. Students will read a seminal literary work that examines race in American society. In six meetings over the course of the academic year, the class will meet for 90 minutes to discuss the work. In addition, students will attend six one-hour presentations which examine ways in which the law has given shape to and/or perpetuated racial inequities in, for example, housing, banking, criminal justice, health care outcomes, employment, and media. These sessions will continue the themes emerging out of the assigned materials, and structured to allow students to interrogate specific institutions - their structures, benefits, faults, and reform opportunities.

LAWS 2001. Professional Responsibility. 3 Units.
This course deals with questions underlying the responsibilities of the lawyer, as a professional, to self, society, client, and the profession. Premises concerning the lawyer’s role or roles within the context of the adversary system are examined in some detail, as is the idea of professionalism. The Model Code of Professional Responsibility and the Model Rules of Professional Conduct are analyzed as generalized statements of the aspirations and obligations of lawyers, and as applied to concrete problems. Required.

The constitutional system of the United States; judicial function in constitutional cases; the division of powers between the nation and the states and within the national government; the powers of the president; national and state citizenship; and constitutional limitations on the powers of the states and nation for the protection of individual liberties. Required.

LAWS 2803. Legal Writing, Leadership, Experiential Learning, Advocacy, and Professionalism 3: Advanced Skills. 3 Units.
This course continues to develop the legal skills introduced in LLEAP 1 and 2 courses. Students will continue their study of legal research, analysis, and advocacy in this advanced writing course. Two sections will be offered each semester providing students with the choice of focusing on Litigation or Transactional work. Students will engage in simulated counseling with clients such as, negotiations, case management conferences, and firm meetings. In the Transactional section, students will work through an entire transaction starting with a letter of intent, continuing on to contract drafting and due diligence, and ending with the closing. In the Litigation section, students will be exposed to the entire spectrum of litigating a case, including pleadings, discovery, dispositive motions, pretrial filings, trial, and appeal.

LAWS 3502. Preventive Measures. 4 Units.
This course examines in detail measures that banks and other financial institutions are required to implement as financial integrity preventive measures. Focuses on risk assessment, customer on boarding and acceptance, record keeping, customer activity monitoring, suspicious activity report preparation, internal controls, and the supervisory process. Risk assessment techniques will be emphasized. Also, the course reviews the FATF preventive measures standards and methods of compliance assessments. A sampling of key national laws and regulations, including those of the United States, is included.

LAWS 3503. Operational & Law Enforcement. 4 Units.
This course will examine the operations of national financial intelligence units in analyzing suspicious activity reports and other data and information and in creating actionable intelligence from that information. It will then review the investigation and prosecution of both criminal and civil prosecution of financial integrity crimes. The course will also review the FATF operational and law enforcement standards and methods of compliance assessments. A sampling of key national laws and regulations, including those of the United States, will be included. Prereq: Must be enrolled in the Executive Master of Arts-Financial Integrity program.

LAWS 3504. International Cooperation in Civil and Criminal Matters. 4 Units.
This course will examine in detail how financial intelligence units, investigators, prosecutors, and investigative judges/magistrates cooperate with officials of other jurisdictions in identifying possible financial integrity crimes, investigating and prosecuting those cases, and recovering assets that are candidates for freezing or confiscation. The course will also review the FATF standards for cooperation in civil and criminal matters and methods of compliance assessments, relevant U.N. conventions, model laws and regulations, and a sampling of key national laws and regulations, including those of the United States. Prereq: Must be enrolled in the Executive Master of Arts-Financial Integrity program.

LAWS 3505. Building and Implementing an Effective Preventive Measures Compliance Program. 4 Units.
The course will examine specific problems that arise in building an effective preventive measures program. In addition to an in-depth examination of selected problems in designing and implementing preventive measures, the course will cover audits, inspections, on-site examinations, and sanctions. It will rely primarily on the presentation and discussion of case studies in each critical area of an effective compliance program, with a focus on the banking sector. Prereq: Must be enrolled in the Executive Master of Arts-Financial Integrity program.

LAWS 3506. Building and Prosecuting Criminal and Civil Financial Integrity Cases. 4 Units.
The course will examine specific problems that arise in building and prosecuting financial integrity cases. In addition to an in-depth examination of selected problems in building and prosecuting cases, we will cover problems in asset tracing and recovery, and will rely primarily on the presentation and discussion of case studies in each critical area of investigation and prosecution. Prereq: Must be enrolled in the Executive Master of Arts-Financial Integrity program.

LAWS 3551. Customer Acceptance & Transaction Monitoring Systems. 2 Units.
This course will consider the use of automated customer acceptance and transaction monitoring systems, as well as follow-up investigations by internal FIUs. It will examine key issues in data base formation, including web-based text recognition and analysis, link analysis, and different forms of statistical discriminant and regression analysis, and forms of data presentation. The course will make use of case studies and will examine current vendor products. Prereq: Must be enrolled in the Executive Master of Arts-Financial Integrity program.
LAWS 3552. National Financial Intelligence Units. 2 Units.
This course will consider the use of automated systems for analyzing suspicious transaction reports and other data to develop actionable intelligence, as well as follow-up investigations by national FIUs. It will examine key issues in data base formation, including web-based text recognition and analysis, link analysis, and different forms of statistical discriminant and regression analysis, and forms of intelligence presentation. The course will examine current vendor products and make use of case studies. Prereq: Must be enrolled in the Executive Master of Arts-Financial Integrity program.

LAWS 3553. Mutual Evaluations. 2 Units.
The course will cover the process of assessment compliance with the Financial Action Task Force's 40 Recommendations by use of the FATF's Methodology of Assessment. It will include all aspects of compliance assessment, from initial self-assessment questionnaire preparation to final discussion of the draft assessment at the FATF/FSRB Plenary. Prereq: Must be enrolled in the Executive Master of Arts-Financial Integrity program.

LAWS 3554. Global Justice: Anti-money laundering and financing of terrorism. 2 Units.
The course will focus on practical and theoretical issues of global justice as they pertain to anti-money laundering and combating the financing of terrorism. What are our obligations to international justice? How do they influence financial integrity law? The course will consider the normative basis of jurisprudence, comparing legal positivism to natural law theory. Next, the course will look at theories of global justice suitable to answer normative questions on what law should aim at. The remainder of the course will consider practical issues that come into play with financial integrity law, such as corruption, poverty, distributive justice, human rights, violence, and war. Prereq: Must be enrolled in the Executive Master of Arts-Financial Integrity program.

LAWS 3555. Blockchain and Artificial Intelligence in Compliance. 2 Units.
This course will cover the rise of technology use in compliance and risk disciplines impacting financial crimes industry. The focus will be on use of artificial intelligence and introduction of new products such as cryptocurrency, initial coin offerings and crypto asset backed offerings. It will teach the student to increase complexity in the role of compliance when dealing with products and technology without an established roadmap. Content and discussions will examine the changing demands on compliance officers and growing reliance of technology in operational execution of the AML/CFT program. It will review the disparate guidance globally which make the operational implementation and compliance advisory challenging in a fast-paced financial services industry. Prereq: Must be enrolled in the Executive Master of Arts-Financial Integrity program.

LAWS 4101. International Law. 3 Units.
An introduction to basic comparative, transnational, and international law disciplines. Using areas of substantive and procedural law familiar to first-year students, the course examines issues arising from cross-national activity. Students are exposed to choice of law, comparative law, international law, and international institutions.

LAWS 4201. Health Law. 3 Units.
This course provides a broad survey of the fundamental legal issues surrounding the delivery of health care in the United States. It is an introduction to the complex and wide-ranging field of health law. Topics include: health insurance; the regulation of medical professionals and institutions; the clinician-patient relationship; liability of health care professionals and institutions; discrimination in health care; and professional relationships in health care. Students will learn to identify and analyze major legal issues in health care contexts and to understand the interplay among cost, quality, and access to care.

LAWS 4300. Intellectual Property Survey. 3 Units.
This course is designed to provide students with an overview of several areas of law traditionally associated with intellectual property or IP, including copyright law, which pertains to the protection of literary, musical, and artistic creations and has issues replete with First Amendment implications; patent law and trade secret law, which focus on the protection of technological works ranging from chemical formulae, to software, to biotechnology; and trademark law, which relates to the goodwill associated with corporate identity and product recognition. We will also devote time to the study of the philosophy and economics of intellectual property keeping in mind, throughout the course, the need to strike an optimal balance between incentives to create and commercialize intellectual creations on the one hand and public access to these creations on the other hand.

LAWS 4301. Copyright Law. 3 Units.
Copyright law is the in-depth study of the legal doctrine and policy relating to the protection of one's artistic, literary, musical, and computer-related expression. We will focus primarily on the 1976 Copyright Act and amendments thereto, such as the Digital Millennium Copyright Act of 1998.

LAWS 4302. Patent Law. 2 - 3 Units.
Basic concepts of patent law as property considered primarily in its substantive aspects, including the relationship to other forms of protection and intellectual property, infringement, and statutory requirements for patents.

LAWS 4303. Trademark Law. 3 Units.
Trademark Law is the study of how commercial entities use words and designs to identify the source their products and services in the minds of consumers and competitors. This course focuses on domestic and international trademark acquisition, retention, transfer, registration, and infringement. In addition to the common law of trademarks and unfair competition, much of this course will be devoted to studying the statutory scheme of federal trademark law.

LAWS 4311. Patent Preparation and Prosecution 1. 3 Units.
Patent preparation, drafting, and filing of a patent application are the fundamental aspects of patent practice. Students will learn how to conduct a client-inventor interview, what questions to ask the client-inventor and what information is most important to obtain prior to commencing the patent draft. Technical aspects of patentability searching will also be explored. In addition, the student will learn the various parts of the patent application and best practices associated with drafting each part. Before the drafting takes place, the class will cover relevant case law. Also, nonlegal, practical aspects such as organization, various grammatical concerns, and other concepts related to patent drafting will be covered. Ultimately, students will take the information provided in the class and draft an actual patent application based upon a simple hypothetical invention. Emphasis will be placed on specification drafting and claim drafting, and how to claim around prior art. Prereq or coreq: LAWS 4302.

LAWS 4312. Patent Preparation and Prosecution 2. 2 Units.
The course builds on Patent Preparation and Prosecution 1 (LAWS 4311) and will focus on aspects of patent prosecution post-filing. In particular, students will learn how to respond to an Office Action rejecting the patent application as is typically encountered during the practice before the US Patent and Trademark Office. The student's response will take the form of an Amendment that will reflect changes made to the claims and arguments relating to patentability. The course will also cover the appeals process. Prereq: LAWS 4311.
LAWS 4315. Patent Agent Lab. 3 Units.
The patent claim is the most important part of the patent application, because it is the claim that represents the metes and bounds of inventor's property right. This Lab is devoted to drafting claims, understanding the different types of claims, and how claims differ depending on the nature of the technology.

LAWS 4401. Business Associations. 4 Units.
This course is an introduction to the law of business associations, including general and limited partnerships, limited liability companies, and corporations. The functions and relationships of enterprise participants, primarily promoters, equity owners, creditors, and managers are investigated. The course covers pre-organizational problems and then canvases the roles of ownership and management, with emphasis on the special duties (fiduciary and other) imposed on certain participants in publicly and closely-held entities. The regulation of securities fraud, proxy voting and solicitations, and the issuance of securities under the federal securities laws is explored. Fundamental concepts of business financing, including valuation of the concern and claim structure, are investigated. Organic changes, including dissolutions, mergers, and tender offers, are discussed.

LAWS 4402. Nonprofit Organizations Law. 2 Units.
Explores the rationale for the existence of the nonprofit sector and the allocation of certain functions to it. The focus is on the legal framework for the structure and operation of nonprofit organizations under state nonprofit corporation statutes and the policy and practice of preferred tax treatment for selected organizations and gifts to them under the Internal Revenue Code.

LAWS 4404. Sales. 3 Units.
One of the basic courses in commercial law. It serves equally as an introduction to the general organization, structure, and appropriate application of the Uniform Commercial Code. Primarily we study the law of Sale of Goods under Article 2 of the U.C.C. Necessarily this includes a study of products liability law, which is explored under both sales warranty and strict tort liability theories. The interrelationship between these competing theories of products liability law are also investigated. Other specific topics studied are the legal rules applicable to 1) the formation of sale contract, including the battle of the forms, statute of frauds, and parol evidence rule, 2) performance of and excuse of performance from the sales contract, 3) title warranties and title transfers, and 4) remedies for breach of the sales contract. Students may not take both LAWS 381 and LAWS 266 (Sales and Secured Financing).

LAWS 4405. Federal Income Tax. 3 - 4 Units.
An introductory course in federal income taxation of the individual taxpayer, including a consideration of the nature of income, specific statutory exclusions, business and nonbusiness deductions, the treatment of capital gains and losses, and elementary tax accounting.

LAWS 4406. Franchise Law. 1 Unit.
The course will provide an overview of federal and state regulation of franchise sales and will touch on other legal issues (types of business entities, trademark law) encountered when a business proposes to sell franchises. We will address sample franchise agreement clauses, requirements for completing the mandatory franchise disclosure document, and typical franchise related litigation scenarios.

LAWS 4561. Governance, Risk Management, and Compliance. 3 Units.
This course deals with the institutional dynamics that allow compliance officers to interact with business owners and regulators in order to properly manage compliance requirements. It will cover creating and enforcing a code of conduct that champions an ethical corporate culture. The students are introduced to the Code of Ethics and corporate governance, including the role of the board of directors and executives in managing firms and overseeing risk management and regulatory compliance. The course covers the detection and handling of potential compliance lapses, including the conduct of investigations and the role of whistleblowers and attorney advisors. Students will explore the broader compliance functions of social responsibility, sustainability, and human rights. This course will be useful as a foundation for any student studying any highly regulated field where risk management is required, such as in the health care or finance settings.

LAWS 4711. Technology in Law Practice. 1 Unit.
One of the biggest hurdles for lawyers seeking to adapt to—and adopt—technology affecting their practices is to sort through questions about how that technology relates to traditional ethics rules. In 2009 the ABA Commission on Ethics 20/20 was created to review the impact of technology and globalization on the ABA Model Rules of Professional Conduct. By the time it completed its work in 2013, the commission had developed a number of recommendations, the most significant was the need to keep up with the changing technology environment as set forth in Model Rule 1.1, which requires a lawyer to provide competent representation to a client. This one credit course (held in an intensive one-week meeting format) will provide law students with the knowledge and practice skills needed to comply with the added language to the comments to Rule 1.1, stating that competence encompasses knowledge about "the benefits and risks associated with relevant technology."

LAWS 4714. Essential Legal Theory. 3 Units.
This course is designed to explore the most fundamental legal concepts. The primary focus is on the characteristics of rules, what rules must be like and how they can 'go wrong'. Other legal norms, such as standards, will also be explored, and the question will be posed: when ought the law to use rules, and when standards? The centrality of such norms to the enterprise we call law will be examined, as well as the question of whether such norms are binding upon the citizen. We consider the nature of justice and how it relates to law, as well as how legal entitlements are structured in terms of rights and privileges. We also examine how these ideas shed light on the nature of legal reasoning. Along the way, we will discuss one of the most common problems generated by misunderstanding the nature of rules and standards: the many confusions surrounding the notion of a stereotype. We pose the question: when and why is decision-making by use of a stereotype improper? In this context, we will examine a number of issues of age, gender, and racial discrimination, among others.

LAWS 4806. Administrative Law. 3 Units.
This course examines the legal and institutional framework within which agencies administer regulatory statutes, with emphasis on procedural and constitutional issues. Major themes include limiting arbitrary action, controlling agency discretion, and promoting governmental accountability. Examples and problems are drawn from a wide range of substantive areas, including business, communications, consumer protection, education, environmental, health and safety, intellectual property, labor and employment law, and real estate law.
LAWS 4807. Criminal Procedure I. 3 Units.
The investigatory stage of the criminal process. Constitutional limitations on searches and seizures, interrogation practices, and pretrial identification procedures are examined. In addition, the exclusionary rule, the principal method for enforcing Fourth, Fifth, and Sixth Amendment rights, is considered.

LAWS 4808. Evidence. 4 Units.
A comprehensive course in the law of evidence as applied in civil and criminal cases. Subjects include relevance, hearsay, judicial notice, privileges, examination of witnesses, expert and lay opinion testimony, and real, demonstrative, and scientific evidence. This course deals with both the practical applications and theoretical underpinnings of the Federal Rules of Evidence and common law precedents. Students may not take both LAWS 207 and LAWS 212.

LAWS 4809. Wills, Trusts, and Future Interests. 3 - 4 Units.
A survey of the law of intestate and testate succession, will substitutes, private and charitable trusts, fiduciary administration, and future interests (including the rule Against Perpetuities).

LAWS 4810. Entering the Profession. 2 Units.
This course provides an introduction to the testing formats and required skills common to bar exams in United States jurisdictions, including the Multistate Bar Exam (MBE, multiple-choice format); the Multistate Performance Test (MPT, task-oriented essay); and essay questions in various substantive areas (which generally incorporate some state-specific content). Substantive content will be presented to provide raw material for practice testing. Students will earn the course credit by attending at least 80% of class sessions and completing 100% of written assignments with at least 65% success rate. Rewrites and retests will be allowed on request. The course does not comprise complete preparation for any bar exam. Rather, it provides familiarity, study strategies, and test-taking instruction along with limited substantive content.

LAWS 4811. Business of Law Practice. 2 - 3 Units.
This class will expose each student to the introductory realities of the business of the practice of law with an expectation of enabling each student to develop a solo practitioner law practice upon graduation. This class will define the necessary elements for consideration on forming a sole practitioner law practice, then move to how to optimize implementing your law practice business, and finally how to profit from your law practice business while best serving your client. This class will offer an introduction to practical, real life advice and guidance to create, open, and successfully run a sole practitioner law practice. Class will proceed via lecture, discussion, and be highly interactive, with a final project. At the conclusion of this class you will develop an actual business plan that you will then use to implement your successful sole practitioner law practice.

LAWS 4820. Patent Bar Review. 4 Units.
Passing the patent bar is a requirement for practicing before the U.S. Patent & Trademark Office (USPTO). This course will introduce students to 35 U.S.C. (the United States "patent laws") and 37 C.F.R. (Code of Federal Regulations encompassing the patent rules), followed by an in-depth study of the M.P.E.P. (Manual of Patent Examining Procedure), which is the Patent Office's rule book that covers all the patent laws and rules as interpreted by the USPTO. In addition, the course will cover the particulars of the patent bar exam, including questions from prior exams; essential materials the students need to master to pass the exam, and provide students with several opportunities to hone their bar taking skills. Prereq: LAWS 4302 and LAWS 4311 and enrolled in the Master of Patent Practice program.

LAWS 4901. Foreign Graduate Seminar. 2 Units.
This seminar is the required introductory course for foreign students enrolled in the Graduate Program in U.S. Legal Studies. It begins with a series of lectures introducing students to American legal education; American government, courts, and culture; various common law subjects; and professional responsibility. Throughout the year seminar sessions are held with legal practitioners from law firms and corporations in the Cleveland area who are involved in an international practice. Limited to the foreign LL.M. students.

LAWS 4903. U.S. Contract Law. 3 Units.
The subject matter and coverage of this course is approximately the same as the subject matter and coverage of first-year Contracts (LAWS 1101) as abbreviated and modified to reflect that it (a) is limited to foreign students who are candidates for the LL.M. in U.S. Legal Studies and (b) consists of 3 (not 5) credit hours.

LAWS 4904. Doing Business in the United States. 3 Units.
The course is designed to introduce foreign students to many areas of U.S. domestic law through consideration of a transnational business transaction. Examples of areas of law covered: restrictions on foreign investment, regulatory agencies, banking and finance, importing and exporting, business entities, litigation and alternative dispute resolution, labor relations, immigration law, taxation. Limited to candidates for the LL.M. in the U.S. Legal Studies.

LAWS 4910. Language and Law. 5 Units.
This course introduces students to the study of law in the U.S. and provides students with a practical introduction to U.S. legal writing and analysis. The class emphasizes reading, analysis, research, writing, and comprehension skills necessary for students to participate in legal discourse in a law school setting. The class allows international students and professionals to develop language skills in a law-related context. No credit is awarded toward the degree requirements, but completion of this course may a condition of admission to the law school's foreign graduate programs.

LAWS 4911. SJD Seminar. 0 - 2 Units.
This year-long seminar is required of all SJD program students. The purpose of the class is to improve the academic writing skills of SJD students, introduce students to thesis writing, and to improve the English writing skills of those students whose native language is not English.

LAWS 4912. U.S. Legal Research, Writing, and Analysis. 2 Units.
This is a required course for students in any of the Foreign Graduate LL.M. programs. The course is designed to teach English compositional skills and grammar for legal studies. With an English-as-a-second-language focus, this course will seek to teach students the various steps of the writing process, English grammar, and certain aspects of legal composition. The main goal of this course is to enable students to write clearly and correctly within U.S. legal studies and the U.S. legal workplace.

LAWS 4922. U.S. Legal Scholarly Writing. 1 Unit.
This is the second of a two-course sequence for students in the Foreign Graduate LL.M. programs. This course focuses on advanced writing schools, with special attention to legal research skills. The course is required for students seeking a degree in the specialty LL.M. programs, and is an elective for other LL.M. students.
LAWS 4930. Intensive English Language Study. 0 Unit.
The course is designed for LL.M. students who have already studied English and are below (but close to) the proficiency level for full-time LL.M. studies. The course seeks student proficiency in spoken and written English. The course provides intensive English speaking and writing course designed specifically for foreign graduate legal studies students needing English language skills to succeed in their legal studies.

LAWS 5110. Contemporary Issues in International and Comparative Law. 1 Unit.
The objectives of the course will revolve around initiating students to the basic concepts and principles of comparative law reasoning and helping students make sense of the increasing dialogue between jurisdictions practicing constitutionalism in a global context with a focus on human rights issues. The coverage of the proposed course will select from the following themes depending on student interest and availability of materials: (a) Freedom of religion, secularism and culture; (b) Freedom of expression and hate propaganda; (c) Freedom of expression and sexual representation; (d) Equality and same sex unions; (e) Assisted suicide; (f) Death penalty; (g) Implementation of human rights in federal or quasi-federal politics; (h) Socio-economic rights; and/or (i) Cultural rights.

LAWS 5111. Admiralty Law. 2 Units.
The general principles of admiralty law including jurisdiction, practice, maritime liens, collisions, salvage, limitation of liability, and the rights of injured maritime workers.

LAWS 5113. Counterterrorism Law. 3 Units.
This course will take an in-depth look at counter-terrorism in the United States, Israel, and other countries. The course will examine the competing conceptions and definitions of terrorism at the national and international level and the institutions and processes designed to execute the "war on terrorism." This will include study of the balance between security and liberty policies in the U.S. Patriot Act, the use of military tribunals or civil courts, the use of assassination or targeted killings, and the emerging law on enemy combatants and their detention, and the arguable need for new self-defense doctrines at the global level.

LAWS 5115. International Arbitration. 2 Units.
An advanced course covering the current status of arbitration as a dispute settlement mechanism in international affairs. This course will cover the use of arbitration as a means of resolving international disputes: a) between private parties; b) between private and governmental parties; and c) between governments. It will cover possible forums and rules of arbitral dispute resolution and the problems of the enforcement of foreign arbitral awards. Special aspects of dispute resolution in certain geographical and subject areas will be covered as will be the problem of sovereign immunity. Disputes arising from multinational business transactions will be focused on as will be maritime, environmental, and border disputes.

LAWS 5116. International Human Rights. 3 Units.
This course will cover a variety of issues in the area of international human rights. Issues covered will include the law of treaties and treaty interpretation; international organizations’ and non-governmental organizations’ roles in protecting human rights; the rights of women and minorities; critiques of the idea of “universal” human rights; and the Alien Tort Claims Act. In addition to covering the procedure and substance of the international system for protection of human rights, we will also discuss human rights under various domestic legal systems from a comparative perspective.

LAWS 5118. International Law Research Lab. 3 Units.
Students in this unusual course undertake legal research projects designed at the request of various international law enforcement organizations. Recent clients include the International Criminal Court, the UN-affiliated tribunals in Cambodia and Sierra Leone, Interpol, U.S. Military Commissions, and the U.S. Coast Guard, among others. Course sessions explore the development and practice of international criminal law as well as developing jurisprudence relevant to the current students’ projects. Substantial time is devoted to in-class discussion of target issues, writing workshops, and individual presentation of findings. Completed projects are forwarded to the requesting clients and posted in the school's international war crimes portal. Grades are based on the quality of students’ participation and the final written product.

LAWS 5120. International Business Transactions. 3 Units.
This course covers a variety of issues in the area of international business activities from a transactional perspective. It focuses on international sales, international payments, and international licensing transactions and examines the different legal systems (state, federal, international) that may impact on these transactions. It also considers commercial aspects of the interpretation of cross-border contracts, dispute resolution concerning cross-border contracts, and the role of lawyers. Some basic issues relating to private international law/conflicts of law are also addressed. There is also some introductory coverage of international electronic commerce transactions and related legal issues.

LAWS 5121. International Criminal Law and Procedure. 3 Units.
This course surveys selected issues and current problems involving the criminal aspects of international law and the international aspects of criminal law. The course begins with an introduction to the origins and purposes of international criminal law. We will then explore the contours of the duty to prosecute those who commit international crimes. Next, we will focus on application of domestic and international law to the question of jurisdiction over international criminal activities. This is followed by three units examining substantive international criminal law as contained in multilateral treaties concerning terrorism, war crimes and crimes against humanity. Next, we will explore the procedural aspects of international cooperation in criminal matters, with particular attention to extradition and problems associated with obtaining evidence from abroad. We will also analyze the reach of U.S. constitutional protections to U.S. Investigative and law enforcement activities overseas. Finally, we will study the new Yugoslavia and Rwanda War Crimes Tribunals and the permanent International Criminal Court. The class will be seminar format, with short writing assignments, weekly simulations, and role-play exercises designed to bring the materials to life. There will be no final exam.

LAWS 5122. Transnational Litigation. 2 Units.
This seminar focuses on the litigation of transnational disputes in domestic courts. Topics include jurisdiction, international service of process procedures for obtaining evidence internationally, and the international enforcement of judgments. Students will complete a substantial research paper and will present the results of their research to the class.
LAWS 5123. Trade Law. 3 Units.
The public international and United States law regulating international trade. (The private law of international trade and investment is dealt with in International Business Transactions, LAWS 354.) It includes the economic theory of international trade (although no exposure to a course in economics in secondary or undergraduate education is necessary) as well as a legal examination of issues regulating global and regional (e.g., the Canada-U.S. Free Trade Agreement, EEC) international trade. Primary emphasis is on the General Agreement of Tariffs and Trade (GATT) and the World Trade Organization (WTO) as well as such United States legislation implementing the GATT as antidumping and countervailing duties legislation and escape clause relief. The roles of trade and aid are also explored, as well as U.S. legislation affecting the transfer of resources to less developed countries.

LAWS 5124. Islamic Law. 2 Units.
This course will cover major aspects of the Islamic Law. It will provide students with a better understanding of Islam and its adherents. Many topics related to Islam and its basic beliefs, including some contemporary issues, will be covered in this course.

LAWS 5126. International Development Law. 2 Units.
This course gives students an introduction to a basic analytical framework of international development law. We will specifically examine the role of global finance in the process of economic development, and highlight recent trends within emerging capital markets. Following this introduction, we will critically examine social impact investing as a new innovative approach to international development that specifically addresses Environmental Social and Corporate Governance (ESG) issues.

LAWS 5127. Race and American Law. 3 Units.
This course provides students with both a broad survey of the history of race, racism, and American law, and an opportunity to focus individual research on a current issue through the lens, and in light, of the history. The course will focus on the historical, social and cultural context in which racisms originate and flourish; the role that law plays in both legitimating and overturning racisms; the role of courts and legislative bodies in addressing racisms; and other avenues of addressing racisms in light of law’s limitations and complicity in racisms. Areas of particular focus will include racial identity; equality; state violence; voting; education; incarceration; housing; hate speech; and remedies. Prereq: LAWS 2002 or equivalent.

LAWS 5128. Holocaust and the Law. 2 Units.
Students will study the role of law before, during, and after the Holocaust. The course begins by examining the legal and political landscape in which the German Weimar Republic transformed into a dictatorship, and the role of law, lawyers, judges, and the courts in the transition and under the Nazi Regime. Students will also study the myriad of legal issues that arose after the Holocaust, including the Nuremberg trials; claims for restitution, slave wages, insurance proceeds, and artwork; Holocaust denial; immigration policy; and the how the Holocaust and its aftermath shapes the political and legal response to genocide today.

LAWS 5135. War and Morality. 3 Units.
The aim of this course is to explore a wide range of ethical issues relating to the decision to take a nation to war, how wars are conducted, and efforts to establish order in the wake of a conflict. Topics include the Just War tradition, pacifism, humanitarian intervention, moral repair and the establishment of a just peace, conduct of war, warrior codes, warrior transitions, and civil-military relations. We will be examining the ethics of war from the perspectives of both states and individuals. War is a crucible that strips those caught up in its horrors down to their fundamental selves inspiring acts of both inhuman depravity and seemingly superhuman nobility. This course is presented in a seminar format with lively discussions centering on contemporary readings in military ethics from texts and journals. Offered as PHIL 317, PHIL 417, and LAWS 5135.

LAWS 5136. International Humanitarian Law. 1 Unit.
This course is designed to prepare the student members of the Jean Pictet Competition team, but is open to all students with an interest in international humanitarian law. The course will be taught in two all-day Friday-Saturday sessions in January and February by international humanitarian law expert Gregory Noone, who is currently a fellow at the U.S. Institute of Peace and was previously Head of the Foreign Military Rights Affairs Branch of the Office of the Judge Advocate General at the Pentagon. Using case studies as well as simulations and role-playing exercises, the course will address the field of international humanitarian law as a whole, including the law of armed conflict, international criminal law, international human rights law, and the role of international organizations such as the ICRC and U.N. The objective of the course is to convey the reality of international law. Like humanitarian law itself, the course will not deal solely with legal disputes or judicial matters, but with practice and real life situations. The course grade will be based on a paper that will not satisfy the Writing Requirement.

LAWS 5138. Chinese Business Law. 3 Units.
This course will introduce students to Chinese business law systems in the context of globalization and from the perspective of comparative law. We will examine the various legal aspects of “doing business in China” through discussing the Chinese corporate law, contract law, foreign direct investment law, and other relevant systems. Course objectives are for students to gain understanding of both the legal theories and practices in the field of Chinese business law, be able to identify and analyze the issues arising from the US businesses invested in China and/or the Chinese-US joint ventures, and be able to provide solutions to solve these issues.

LAWS 5140. Vis International Commercial Arbitration Practicum. 3 Units.
This course introduces students to the basics of international commercial arbitration (CA). They will learn both substantive law (such as how to use the CISG, UNCITRAL rules) and legal skills associated with the practice of ICA. The main assignments for the class will include a brief for either the claimant or respondent in a commercial arbitration, and an oral argument on behalf of the client. Course is limited to students in the Joint LLM Degree in International Commercial Law & Dispute Resolution. Prereq: Limited to students in the LLM program only.

LAWS 5172. Transnational Litigation Topics. 2 Units.
This course provides additional credits for students who are interested in doing additional research and writing in a specific area of transnational litigation. With the permission of the Instructor, this work may satisfy the JD Writing Requirement. Coreq: LAWS 5122.

LAWS 5173. International Trade and Dispute Settlement Topics. 2 Units.
This course offers students opportunities for advanced study and research in a selected area of International Trade and Dispute Settlement. Prereq or Coreq: LAWS 5123.
LAWS 5203. Food, Drug, and Biotech Law. 2 Units.
This course examines the federal Food, Drug and Cosmetic Act. It will entail a detailed look at the law, policy statements, and literature related to approving new drugs and devices. The course covers such topics as human subjects research; product labeling and testing; OTC vs. prescription status; compassionate use exceptions; control of biotechnology techniques; differences between food, drugs and devices; and FDA enforcement. We will also explore how law and the legal system anticipate and also respond to changes in technology in ways that may enhance or inhibit the development of new technologies and new applications of old technologies. Attendance at classes is mandatory. Grade is based on final exam.

LAWS 5204. Genetics and Law. 3 Units.
The current federal Human Genome Project is attempting to understand the health and behavioral implications of the 50,000 to 100,000 genes in the human body. Genetic tests are being offered to let people know if they are at risk of having a child with a genetic defect or if they will later in life suffer from cancer or other disease. Genetic predispositions are also being investigated for certain behaviors such as gay sexual preference, intelligence, and anti-social behavior. This course will cover the tort law, family law, constitutional law, criminal law, employment law, and insurance implications of developments in genetics.

LAWS 5205. Public Health Law. 2 Units.
This course surveys a range of issues in public health law including contagious diseases, health surveillance and privacy, tobacco, controlled substances, obesity, firearms, emergency preparedness and bioterrorism. It is designed to introduce students studying law or public health to the basic constitutional principles involved in public health law; the scope of local, state and federal authority to regulate; and the variety of ethical issues that arise.

LAWS 5213. Psychiatry and Law. 2 Units.
This course focuses on the interaction between mental health and the legal system. Topics include: basic psychiatry for attorneys, overview of psychiatric symptoms and disorders, insanity defense, competence as a concept, competence to stand trial, other criminal competencies, insanity acquittal release, diminished capacity/guilty but mentally ill defenses, battered women syndrome defense, duress defense, informed consent, right to treatment, right to refuse treatment, duty to protect, drug courts, therapeutic jurisprudence, testamentary capacity/undue influence, defendant and prisoner rights, juvenile justice, civil commitment, infanticide, family murder and mental illness, child abuse evaluations, suicide and violence risk assessment, stalking, psychiatric disability and emotional damages, brief history of psychiatry, psychiatric malpractice, and psychiatry and the death penalty. This course is taught by a forensic psychiatrist and is open for law, medical, and bioethics students, and practicing mental health professionals.

LAWS 5214. Health Law and Human Rights. 2 Units.
This course combines two areas of law of vital importance. Courts, legislatures, and administrative agencies around the world often grapple with health law questions in light of new medical technologies, public health crises, and enduring questions regarding treatment choices. At the same time, in a world that is both globalized and plagued by catastrophes such as ethnic cleansing and natural disasters, issues of human rights are at the forefront of public debate. The intersection of health care and human rights, therefore, constitutes a worthy and fascinating area of study. Topics to be covered will include: 1) an overview of relevant human rights doctrines; 2) the status of the right to health care in different countries; 3) biomedical research involving human subjects; 4) disability rights; 5) privacy and confidentiality issues in medicine; 6) organ transplantation; 7) medical aid in dying; 8) public health emergencies; 9) climate change; 10) gun rights and gun control.

LAWS 5218. Health Care Organizations, Finance, and Regulation. 3 Units.
This course will introduce students to legal issues associated with the financing of health care (both public and private payment systems), as well as the forms and structures of modern health care organizations, including the creation and regulation of tax-exempt organizations and how the antitrust laws impact the structure and conduct of health care providers. The course will also cover the federal and state laws that impose criminal and civil penalties on health care providers for a variety of activities. Coverage will include the five main Federal fraud and abuse laws: the False Claims Act, the Anti-Kickback Statute, the Stark Law, the Exclusion Statute, and the Civil Monetary Penalties Law, as well as an introduction to the Foreign Corrupt Practices Act. Discussions will include how health care businesses can comply with these laws in their relationships with payers (e.g., the Medicare and Medicaid programs), vendors (e.g., drug, biologic, and medical device companies), and fellow providers (e.g., hospitals, nursing homes, and physician colleagues). These areas will be reviewed both from the perspective of compliance and transactional issues. The course will also cover labor and employment issues and management of patient safety issues.

LAWS 5220. Health Care Controversies. 2 Units.
In this experiential 2-credit course, students are confronted with a series of current, controversial, real-world problems in health law and policy, such as how to allocate transplant organs; how to ration expensive health care services; "reforming" the medical malpractice system; how the employment of physicians by hospitals alters the legal nature of the patient-physician relationship; legal issues associated with accountable care organizations under the Affordable Care Act; etc. To approximate real-world experience in the practice of health law, students are teamed with other students on a rotating basis and required to produce a team response and present and defend it in class. For each problem, the student also is required to write a short memo (approximately 5 pages) describing their own personal solution or response. Six memos are due over the course of the semester, approximately one every two weeks. The students' grade will be based on the grades they receive on the memos. Students from other health professional schools may enroll in the course and will be included in the teams. In addition to the law instructor there will be an outside medical or policy expert assisting with each problem.
LAWS 5224. Hospital Risk Management. 1 Unit.
Through the use of hypotheticals and examples the following topics will be covered from the perspective of an experienced risk management professional: what is health care risk management; incident reporting and investigation; legal and regulatory risks including NPDB, SMDA, Sentinel events, comparison of state laws involving medical malpractice; interface of risk management with other departments in the institution; claims and litigation management; risk financing; claims resolution; on call advice; education of all levels of health care professionals.

LAWS 5225. Research Ethics and Regulation. 1 - 2 Units.
This course is designed to introduce students to the ethical, policy, and legal issues raised by research involving human subjects. It is intended for law students, post-doctoral trainees in health-related disciplines and other students in relevant fields. Topics include (among others): regulation and monitoring of research; research in third-world nations; research with special populations; stem cell and genetic research; research to combat bioterrorism; scientific misconduct; conflicts of interest; commercialization and intellectual property; and the use of deception and placebos. Course will meet once per week for 2 hours throughout the semester. Grades will be given based on class participation and a series of group projects and individual short writing assignments. Offered as BETH 503, CRSP 603 and LAWS 5225.

LAWS 5226. Public Health Law Lab. 3 Units.
This Lab will involve students in an integrated experience of academic research and public service. Weekly sessions will provide a general background in public health law. Students will work on semester-long research projects for a State/Local Health Department or for the Network for Public Health Law, supervised by faculty at the School of Law. Topics may include environmental health regulations, emergency preparedness, cross-border public health, food safety, health information data sharing, injury prevention, maternal/child health, public health statutes and regulations, vaccination requirements, obesity prevention, and tobacco control. Grade will be based on collaborative work and written projects.

LAWS 5229. Information Privacy Law. 1 Unit.
Data is everywhere today, and is being used by a broader range of entities for a broader range of purposes every day. Lawyers for virtually every industry (and around the world) must understand the key principles surrounding the use and disclosure of personal data when providing virtually all aspects of legal advice to their clients, including overall compliance, business strategy, mergers and acquisitions, litigation and the full range of specific privacy and data security laws and regulations. This law applies to the biggest companies in the world, as well as an incredible array of start-up and technology companies. This course will explore the primary legal and policy principles surrounding the use and disclosure of personal data, covering the key privacy and security laws, regulations and principles that govern how industry operates today in the United States and around the world. Day 1 will focus on general principles related to privacy and data security. We will explore the foundations of privacy law, focusing on Fair Information Privacy Principles. We will then proceed to the most recent history of privacy and security law in the United States, covering the key laws by industry sector (health care, financial services), specific practice (telemarketing, data from children), and the evolving law of data security. We will briefly review how these principles apply internationally as well. Then, we will explore emerging areas for privacy and information security, including new enforcement principles, application of these principles to vendor relationships, issues related to security breaches and breach notification and key litigation issues. Day 2 will focus on the health care industry and the specific laws, regulations and principles addressing the privacy and security of health care information. This day will emphasize the primary privacy and information security principles set out in the Health Insurance Portability and Accountability Act ("HIPAA") as a baseline framework, and will explore how these rules apply in theory and in practice. We also will explore emerging areas for privacy and information security, including enforcement activities, other privacy and security laws impacting health care data beyond HIPAA, the law of health care research and related principles involving the "de-identification" of personal data, and the emergence of "non-HIPAA" data as a new challenge to the privacy and data security regulatory structure. Class sessions will consist of a combination of lecture, discussion, hypotheticals, and real-life problems drawn from the instructor's experience in order to keep the class engaged. The goal for both days is to understand the key principles of the developing law in this area, but also to teach what a lawyer actually does on these issues and the need to combine legal knowledge with practical analysis and an understanding of business implications. We also will focus attention on critical policy issues related to this law, including a discussion of the emerging implications of "big data" principles on privacy rights and industry actions overall. Beyond learning the general principles of the law in this new and evolving area, we will focus on how to be an effective lawyer and provide useful advice to clients in this new and challenging area.

LAWS 5268. Health Law and Policy Lab. 3 Units.
Students will complete substantive health-related legal and policy research projects requested by nonprofit organizations as pro bono clients of the Lab. Topics change yearly, reflecting clients' needs. Past clients include hospitals, physicians, the National Cancer Institute, community organizations and advocacy groups. With prior approval of the Instructor, completed work for this course may satisfy the JD Writing Requirement. Prereq or Coreq: LAWS 4806.
knowledge of copyright law is useful, but not required. who attends the class will learn all aspects of music licensing. A include the latest on the Music Modernization Act and the successful company and a major music publisher typically participate. The class will a class on fair use. Guest speakers from a major concert promotion including a discussion of the most recent cases. There will also be Special attention will be paid to copyright infringement litigation, performance agreements, termination of transfer, and other concepts. LAWS 5324. Law of the Music Industry. 2 Units. This course will cover the major components of the music industry, including recording agreements, songwriting and music publishing concepts, personal management agreements, trademark issues, live performance agreements, termination of transfer, and other concepts. Special attention will be paid to copyright infringement litigation, including a discussion of the most recent cases. There will also be a class on fair use. Guest speakers from a major concert promotion company and a major music publisher typically participate. The class will include the latest on the Music Modernization Act and the successful transition of the recorded music industry to music streaming. A student who attends the class will learn all aspects of music licensing. A knowledge of copyright law is useful, but not required. LAWS 5325. Museum Law. 2 - 3 Units. This seminar is concerned with the relationship between the art world and the law. The art world is comprised of numerous players, such as artists, dealers, museums, auction houses, art critics, forgers, thieves, looters, and the American and various foreign governments. This course focuses on the law's relationship with each of these entities and how these entities relate to one another in both a cultural and legal sense. In particular, this course will explore at least three of the following issues: theft and plunder of art (especially from 1933-45); the illicit international art trade; artists' rights such as First Amendment rights, copyright, moral rights, and the resale right; and the role and practice of museums in the art world, including provenance studies, and the museum's relationship with the artist and community. The first class (and some subsequent classes) will be held at the Cleveland Museum of Art. After a lecture by a museum curator, the students will be given a tour of the museum's collection that will focus on works of art that have particular relevance to the intersection of law and art. LAWS 5328. Intellectual Property and First Amendment in the Arts. 3 Units. Students in this course will explore the First Amendment's protections for artistic and cultural expression and work directly on real-life issues for clients at the cutting edge of media and entertainment law. We will examine issues involving Hollywood studios, graffiti artists, virtual reality, reality television, art installations, electronic music, and journalism in still-evolving areas of law. We will discuss issues facing media and entertainment lawyers in practice, and survey the roles lawyers play in the creative process. Class members will work (under supervision) on client matters for the First Amendment and the Arts Project. Prereq: LAWS 4300, LAWS 4301, LAWS 4303 or LAWS 5717. LAWS 5332. Sports Law. 1 Unit. This introductory Sports Law course will offer an overview of the three major sports that dominate the American sports scene today. Major League Baseball, the National Football League, and the National Basketball Association. The course will devote approximately equal time to each of these three major sports and compare/contrast the similarities and differences among them, from a historical legal perspective. Other professional sports, including hockey and soccer, will also be discussed via updated links to the most relevant Sports Law news, which links will be provided prior to each class. Specifically, it will evaluate the legal evolution of America's 'three major leagues', and examine how the Supreme Court's, other courts', and arbitrators' landmark decisions have affected the path of each league's progress. Additionally, this course will address contemporary Sports Law topics, including COVID-19's impact upon the three major leagues, the recently executed 2020 NFL Collective Bargaining Agreement, and the world of esports (professional video gaming). Prereq: LAWS 4401 and LAWS 4405. LAWS 5333. Representing the Professional Athlete. 2 - 3 Units. This course will begin with an overview of the sports marketing industry and then proceed to discuss one of the more important legal doctrines relating to that industry, involving intellectual property, labor law, and contract law. In that context, the course will explore the skills necessary to conduct a series of sports-related contract negotiations. Students will participate in group-based contract drafting exercises, including drafting product endorsements and license agreements, with an emphasis on client representations. Next, in the context of mock litigation, students will assume a contract breach, and will be required to draft deposition questions and legal briefs in support of their respective contractual position.
LAWS 5334. Representing the Musical Artist. 2 - 3 Units.
This course focuses on practical training in counseling the musical artist with a particular focus on lawyering skills such as contract drafting, strategic thinking and negotiation. We follow the artist from the early days as a "baby band" to when the artist becomes "classic" or "heritage." You will observe the artist in the recording studio, the interactions among the band members, the creation of songs/sound recordings. You will be introduced to the cast of characters: the producer; the first manager; the label's A&R person; the recording engineer, and others. You will--as music lawyers commonly do--observe the artist creating in the studio and on a live stage and get a chance to speak with prominent managers, concert promoters, club owners, and artists.

LAWS 5335. Negotiation Strategies in Sports Management. 2 - 3 Units.
This course covers drafting of sophisticated contractual documents in the Sports Law World. Document that will be negotiated and drafted include a lease agreement between a municipality that is constructing a new stadium/arena and the owner/operator of a team that will play in the new venue. Also covered will be naming rights, presenting sponsorship agreements for beverage/food, automobile/rental cars, and financial/medical services. We will also examine coordination of all sponsorships in the team's print/multimedia advertising, as well as with the broadcasts of the team's games.

LAWS 5336. Intellectual Property Advanced Topics Seminar. 2 Units.
This course is designed to provide students with an overview of several areas of law traditionally associated with intellectual property or IP, including copyright law, which pertains to the protection of literary, musical, and artistic creations and has issues replete with First Amendment implications; patent law and trade secret law, which focus on the protection of technological works ranging from chemical formulae, to software, to biotechnology; and trademark law, which relates to the goodwill associated with corporate identity and product recognition. We will also devote time to the study of the philosophy and economics of intellectual property keeping in mind, throughout the course, the need to strike an optimal balance between incentives to create and commercialize intellectual creations on the one hand and public access to these creations on the other hand. Prereq: LAWS 4301 or LAWS 4302.

LAWS 5339. Privacy Law. 3 Units.
The rapid grown of the Internet, coupled with new business practices and new efforts by government to deploy technology for law enforcement and the administration of programs, has raised far-reaching questions about the future of privacy. The role of law is central to many of these debates. This course begins by introducing students to the historic and philosophical justifications for recognizing a right of privacy. It then explores how those justifications have been applied to information gathered by the media, law enforcement, and private organizations. The course considers the developing principles for data collection, use, and security in general, and the extent to which legal protections exist in specific subject areas such as health and genetic information, and social, financial, and political activities. Students will learn the rules governing places, information, information integrity, and data security as developed under common law, statutes, regulations, and the U.S. Constitution. While the course focuses primarily upon U.S. law, it will regularly draw comparisons with EU privacy protection, and will also explore those rules on their own.

LAWS 5341. Commercialization and Intellectual Property Management. 3 Units.
This interdisciplinary course covers a variety of topics, including principles of intellectual property and intellectual property management, business strategies and modeling relevant to the creation of start-up companies and exploitation of IP rights as they relate to biomedical-related inventions. The goal of this course is to address issues relating to the commercialization of biomedical-related inventions by exposing law students, MBA students, and Ph.D. candidates (in genetics and proteomics) to the challenges and opportunities encountered when attempting to develop biomedical intellectual property from the point of early discovery to the clinic and market. Specifically, this course seeks to provide students with the ability to value a given technological advance or invention holistically, focusing on issues that extend beyond scientific efficacy and include patient and practitioner value propositions, legal and intellectual property protection, business modeling, potential market impacts, market competition, and ethical, social, and healthcare practitioner acceptance. During this course, law students, MBA students, and Ph.D. candidates in genomics and proteomics will work in teams of five (two law students, two MBA students and one Ph.D. candidate), focusing on issues of commercialization and IP management of biomedical-related inventions. The instructors will be drawn from the law school, business school, and technology-transfer office. Please visit the following website for more information: fusioninnovate.com. Offered as LAWS 5341, MGMT 467, GENE 367, GENE 467, EBME 467 and ECSE 467.

LAWS 5365. World Intellectual Property Organization Research Lab. 3 Units.
The course will explore cutting-edge issues directly at the interface between research and policy in international intellectual property at the World Intellectual Property Organization (WIPO). WIPO is the pre-eminent international institution responsible for the development, management, and coordination of international intellectual property. As it moves into its new 21st century mission and interaction with global policy issues such as public health, climate change, WIPO has a need for a stronger evidence and research base for its work on treaty development and technical assistance to countries. Students in the course will carry out cutting edge research on issues at the core of WIPO's work on the future of the international IP system. Working with the WIPO Traditional Knowledge, Genetic Resources and Folklore division, students will work in teams on specific research tasks with a finished written study or brief at the end of the course for internal WIPO use, and where appropriate, for broader dissemination. Projects may include carrying out country studies; comparative analyses of patent-related provisions in traditional knowledge laws; assessing implementation of international traditional knowledge, and folklore obligations in domestic law; assessing the state of play in negotiations and processes in other forums such as the Convention in Biological Diversity, the TRIPS Council, or the Trans-Pacific Partnership negotiations. Prereq: LAWS 4101 or LAWS 4300 or LAWS 4301 or LAWS 4302.

LAWS 5366. Venture Finance & Transactions. 2 Units.
This course is designed to provide law students with the fundamentals of creating, offering and closing a technology venture transaction. In each case, the goal is to imbue students with both the legal and compliance requirements of the given strategic scenario, as well as the business and technical drivers behind the transaction. Prereq or Coreq: LAWS 4401.
LAWS 5369. Intellectual Property and Social Norms Advanced Research. 1 Unit.
This is a supplemental course for students enrolled in the IP & Social Norms who wish to do additional research to create a paper for fulfillment of the JD Writing Requirement. Students will work closely with the Instructor to define a research proposal and draft, refine, and complete a substantial research paper on a topic of mutual interest. Coreq: LAWS 5364.

LAWS 5401. International Tax. 3 Units.
This course examines the U.S. taxation of transactions undertaken by foreign individuals or entities in the U.S. as well as the U.S. taxation of transactions undertaken by U.S. individuals or entities abroad. Major topics that will be covered include determination of the source of income, the taxation of income derived from a U.S. trade or business, the withholding tax regime, taxation of various entities, controlled foreign corporations, the U.S. anti-deferral rules, the U.S. foreign tax credit, taxation of foreign currency transactions and the role of tax treaties. Prereq: LAWS 5403 or LAWS 5404.

LAWS 5402. Estate Planning. 3 Units.
This course covers the federal law of estate and gift taxation. Topics include the computation of the estate tax, the taxation of gifts, the assets included in the gross estate, deductions from the gross estate to compute the taxable estate, credits against the tax, the generation-skipping transfer tax, and estate planning ideas and techniques, such as the use of trusts. The income taxation of estates and trusts is also covered. Grade is based on class participation and a major written paper on a topic chosen by the student and approved in advance by the instructor. Prereq or Coreq: LAWS 4809.

LAWS 5403. Federal Taxation of Corporation and Partnerships. 3 Units.
The course will focus on the basic provisions of the federal income taxation of partnerships and corporations. The topics will include the formation of the entity, distributions to partners and shareholders, the allocation of profits and losses in a partnership, S corporations, redemptions, liquidations, mergers and acquisitions, corporate or partnership divisions, and certain corporate penalty taxes such as the accumulated earnings tax and the personal holding company tax.

LAWS 5412. Advanced Securities Regulation. 3 Units.
This course will expand on the disclosure and enforcement themes discussed in the Securities Regulation (LAWS 307) survey course to engage in an in-depth examination of selected real-world securities topics. The focus will be to deepen the student's understanding of the SEC regulatory regime through consideration of current "hot topics" in securities law (such as executive compensation, 8-K disclosures, loss contingencies and Management's Discussion & Analysis), by reviewing SEC pronouncements and working with actual or hypothetical disclosure and counseling situations. In addition to analyzing rules, students will participate in drafting, analyzing and commenting on sample disclosure documents and client advice memos. The course is designed to further the student's understanding of a corporate/securities law practice as well as deepen the student's substantive knowledge in securities regulation law. Prereq: LAWS 5431.

LAWS 5413. Antitrust Law. 3 Units.
A study of the implementation of federal trade regulation statutes with emphasis on the interrelationship of these laws with the competitive tensions of the contemporary economy.

LAWS 5415. Bankruptcy. 3 Units.
An introduction to bankruptcy law, with emphasis on the current Federal Bankruptcy Code. The course includes Chapter 7 (liquidation bankruptcy proceedings), Chapter 11 (business reorganizations), and Chapter 13 (simplified reorganizations for individuals and sole proprietorships). Also considered are various state law debtor-creditor remedies and the impact of bankruptcy on such remedies. Prior enrollment in the UCC and debtor-creditor courses may be helpful but is not mandatory.

LAWS 5418. Corporate Real Estate Transactions. 2 Units.
Real estate is typically the largest single category of capital investment and the second largest category of repeat expense (after total personnel costs) for most businesses. Major industrial and service sector companies are increasingly focused on the opportunities and challenges inherent in the real estate portfolios that support their core operations. This course will highlight the strategic case for effective corporate real estate management and the role of inside and outside legal counsel in the commercial real estate context. The course will consider advanced transactional situations, including purchase and sale of commercial properties, leasing of business properties, and complex industrial facilities. The course's emphasis on case studies and commercial transaction scenarios are also designed to act as a capstone course that complements and draws upon the students' prior coursework in contracts, real estate and commercial transactions, ethics and government regulation. Three parallel case studies will run throughout the course, illustrating the application of each topic to different types of client organizations: a Fortune 500 industrial company, a small family-owned retail business, and a medium-sized not-for-profit organization with several sites. Each client organization will have mock client representatives who will have different business and style preferences, which the class will need to accommodate and will come to anticipate in fashioning and recommending solutions for each client. The final exam will build from these same client scenarios, offering the class participants an opportunity to apply their learning to make recommendations to each client with respect to specific situations and goals.

LAWS 5420. ERISA. 4 Units.
This class will cover employee benefits law (ERISA): defined benefit plans, including in-depth consideration of defined benefit plan documents; VEBAs, their use and regulation; group life, Accidental Death & Dismemberment, and Long Term Disability plans and related insurance documents; insured and non-insured medical benefit plans; reporting and disclosure requirements of ERISA, including summary plan descriptions, summary of material modifications, Form 5500, and "top hat" elections; and requests for favorable determinations of qualified plans, including Form 5300 and Notices to Interested Parties.

LAWS 5422. Financial Markets: Law, Theory, and Practice. 2 Units.
Explores the interactions of law, principles of finance, and the theoretical underpinnings of financial markets. It introduces students to the roots of evolving financial market liabilities affecting the interests and conduct of people at all levels in those markets by examining (a) the structure and purpose of financial markets, (b) the financial and capital market theories which today shape the contours of the law, (c) intermediation in financial markets, and (d) the challenges of global market regulation.
LAWS 5423. Financial System Integrity. 3 Units.
In this course, which is offered alternately as either a lab or a seminar, students study and research key aspects of the international financial system integrity rules, with a focus on the anti-money laundering and terrorism financing standards of the Financial Action Task Force (FATF) and the Basel Core Principles on Banking Supervision of the Basel Committee (as well as similar standards promulgated for other financial institutions). When offered as a lab, the course engages students in projects for a variety of organizations involved in improving the integrity of financial institutions, including the FATF (as well as FATF-style regional bodies), the International Monetary Fund, the World Bank, the United Nations Office on Drugs and Crime, and locally based governmental and non-governmental organizations. Students satisfactorily completing this course will be eligible to apply for a fully paid summer internship with a local bank that will involve work in the bank's legal, anti-money laundering and financial intelligence units. Recommended preparation: LAWS 4405 and LAWS 5431.

LAWS 5424. Insurance. 3 Units.
A comprehensive introduction to the regulation of the insurance industry and to the legal issues arising from relations between the parties to insurance contracts. The course examines statutory regulation of the industry by state and federal agencies and analyzes cases involving aggressive regulation by the judiciary as well. Insurance decisions on the cutting edge of developments in contract, tort, and agency law are studied. Students are required to study the policy forms most frequently encountered in practice: the automobile policy, the homeowner's policy, and the life insurance policy. The course also provides exposure to problems relating to other areas of insurance including commercial general liability coverage, fire insurance, professional liability (malpractice) coverage, and health insurance.

LAWS 5426. International Real Estate Transactions. 2 Units.
The course will explore selected topics involved in international real estate transactions, from the perspective of an American counsel representing an American entity doing business abroad. Topics may include structuring, transactional goals, due diligence, letters of intent and documentation, deal implementation, title protection, and others. The course will use traditional learning techniques as well as case studies and simulations, with a major focus on letters of intent/documentation. Students will be graded based on class participation and presentations, written assignments, and a final paper/take home exam. Recommended preparation: LAWS 5429 (may be taken concurrently).

LAWS 5427. Mergers and Acquisitions. 3 Units.
Topics include the corporate and securities law governing various forms of mergers and acquisitions; business motivations for mergers; concerns of acquiring and acquired companies in friendly mergers; bidders' techniques and targets' defenses in hostile tender offers and proxy contests; valuation of businesses and investments, portfolio theory, and capital markets; concerns of companies and investors in negotiating corporate financing. Prereq: LAWS 4401.

LAWS 5429. Real Estate Transactions and Finance. 2 - 3 Units.
Covers basic real estate transactions as well as issues involved in complex finance and development. Topics include: brokers, land contracts of sale, deeds and title covenants, the recording system, title insurance, mortgages, shopping center development, cooperatives and condominiums, ground lease financing, construction lending, distressed properties, selected federal income tax issues, and the real estate attorney's professional responsibilities. Whenever possible, issues will be examined in the context of model transactions.

LAWS 5431. Securities Regulation. 3 Units.
This course explores the policies and techniques of state and federal investor protection, with emphasis on the distribution of securities by issuers and their affiliates. After an analysis of express general anti-fraud remedies, the "security" concept, and the diverse philosophies underlying "value judgment" and "disclosure" approaches to regulation of business fund-raising practices, the course proceeds to a full consideration of the impact of the Federal Securities Act of 1933 on primary and secondary distributions. Concurrent as well as independent effects of state blue sky laws, typified by the Uniform Securities Act, are also treated. To round out the total pattern of investor protection in the distributional setting, the course includes limited excursions into the anti-fraud, periodic reporting, public information availability, and broker-dealer aspects of the Securities Exchange Act of 1934. Prereq: LAWS 4401.

LAWS 5432. Business and Law Colloquium. 3 Units.
This course will bring together law students, business students, mid-level attorneys and senior leaders in the legal field for a one-semester weekly colloquium. Even though women have represented approximately half of law-school graduates for a number of years, women represent only 16% of law firm equity partners and even fewer corporate General Counsels. This course aims to offer an introduction to the business skills that both women and men will need to rise to the highest levels of law practice and organizational leadership. Each week will focus on a different aspect of law and business. The curriculum will include sessions focused in financial management, business development, communication skills, and intercultural business and law practices. Offered as LAWS 5432 and BLAW 411.

LAWS 5433. Payment Systems. 3 Units.
One of the basic courses in commercial law, dealing with the law of negotiable instruments and bank collections and deposits. These topics are considered primarily under the Uniform Commercial Code and, to some extent, recent federal banking and consumer credit legislation.

LAWS 5434. Secured Transactions. 3 Units.
This course deals with Article 9 of the UCC and other legal and equitable rules relating to the use of personal property as security for debts. Topics covered include creation of a security interest (mortgage), rights and obligations of the debtor (mortgagor) and the secured party (mortgagee), priority of interests in the same property, redemption rights of the debtor, and foreclosure of a security interest by the mortgagee. May not be taken by students who have taken or are taking the 4-credit Sales and Secured Transactions course (LAWS 5435). Students who have taken or are planning to take the 3-credit Sales (LAWS 4404) course may enroll.

LAWS 5436. Financial Institutions Regulation. 3 Units.
This course examines the regulation of financial institutions, with an emphasis on the federal regulation of U.S. banks and their affiliates. It focuses on the statutes that govern banking, the important cases that define the limits of banking powers, and the ever-increasing role of the regulatory agencies. The discussion will be viewed through the lens of the 2008-2010 financial crisis and the current challenges caused by the pandemic. It will review current enforcement orders issued by the regulatory agencies that have changed the banking landscape as much as the statutes upon which they are based. The discussion will also include relevant references to the International Basel Accords, which are the global standards for the regulation and supervision of banks.

LAWS 5438. Business Organizations Research Seminar. 2 Units.
An opportunity to undertake significant research and writing on the law of business organizations. Each student will be expected to complete a major paper in satisfaction of the upper level writing requirement. A satisfactory paper will meet the writing requirement for the concentration in Business Organizations. Limited to 12. Prereq: LAWS 4401.
LAWS 5439. Corporate Finance. 3 Units.
This course provides both an introduction to important financial concepts and, more centrally, an investigation of how those concepts come into play in the law (particularly corporate law). Topics covered will include: the capital asset pricing model, the efficient capital market hypothesis, the characteristics of debt and equity financing, options, and hedging. The course assumes no familiarity with these financial concepts, and while the math involved is critical, it will also be elementary. Throughout, the emphasis will be on gaining the ability to use concepts from finance in the context of legal problems. Prereq: LAWS 4401.

LAWS 5482. Business and Law Advanced Research. 1 Unit.
This is a supplemental course for students enrolled in the Business and Law Colloquium course who wish to do additional research to create a paper for fulfillment of the JD Writing Requirement. Students will work closely with the Instructor to define a research proposal and draft, refine, and complete a substantial research paper on a topic of mutual interest. Coreq: LAWS 5432.

LAWS 5705. International & US Family Law. 3 Units.
This is an advanced course addressing practical family law topics. The course will cover fundamental United States family law issues as well as essential issues that touch on international aspects of family law, including a focus on the Hague Convention on the Civil Aspects of International Child Abduction. Students will be required to understand domestic and international statutes, case law and treaties and to apply their skills to simulated domestic and international fact patterns. Students can expect experienced lawyers as guest lecturers and participation of other family law practitioners throughout the course in an effort to provide a well-rounded experience.

LAWS 5706. Advanced Legal Research. 3 Units.
This course will provide students with the practice-ready research skills needed when entering an externship, work setting or the practice of law. The focus will be on learning to research efficiently and cost-effectively with exposure to current technologies used in legal practice. The course will expose students to the skills needed in presenting thorough and reliable research to a supervisor or a court. The class will be formulated in a way that will allow students to spend much class time specifically working on research problems where they can get real time assistance.

LAWS 5707. Alternative Dispute Resolution. 3 Units.
Students will examine the processes of alternative dispute resolution (ADR) through reading materials, videotapes, guest lectures, and simulation exercises. Particular emphasis will be given to the interaction of lawyers and clients in business negotiations and in litigation. Negotiation, arbitration, mediation, and the mini-trial will be examined. The class will also cover impediments to ADR, such as lack of understanding or hostility on the part of clients or lawyers.

LAWS 5708. Electronic Discovery. 3 Units.
Electronic Discovery provides an in-depth treatment of the legal, technical, and cost management issues involving identification, preservation, collection, review, and production of electronically stored information ("ESI") in civil litigation. This course will cover how the federal rules of civil procedure, such as the 2006 FRCP ESI amendments: (Rules 26 meet and confer, 34 production, and 37 sanctions), and the Federal Rules of Evidence, such as FRE 502 (privilege review and production), along with the rapidly developing ESI case law affect this important aspect of litigation. The class will explore e-discovery software, providing training and exercise hypotheticals in which students will become familiar with the practical side of e-discovery.

LAWS 5709. Animal Law. 2 Units.
The goals of the course are to: a. Provide a clear understanding of the status of animal law as it currently exists, with an emphasis on recent statutes and caselaw; b. Explore how the law handles animals and animal-related issues in comparison with humans and other property; c. Provide a hands-on, practical experience for students who wish to grapple with cases involving animal law with either a moot court or special research project; d. Get students to think about and develop their own philosophy as it relates to animal law, and to test legal theories for advancing animal jurisprudence in the direction they deem appropriate.

LAWS 5711. Civil Rights. 3 Units.
This course will examine the enforcement of federal civil rights against the government, government officials, and private individuals. The course will focus partly on the unique issues and challenges involved in litigating civil rights cases, and approximately the first half of the semester will be spent on 42 U.S.C. § 1983, the "all-purpose" civil rights statute. We will discuss the mechanics of litigating federal civil rights cases, such as the state action requirement, absolute and qualified immunities, liability of municipalities, limitations on injunctive relief, and attorney's fees. Much of the second half of the semester will be devoted to other civil rights statutes, such as the Fair Housing Act, the Voting Rights Act, Title IX, and Title VI. The course will not cover statutes dealing with discrimination in the workplace, however, as those topics are treated fully in the Employment Discrimination course.

LAWS 5712. Community Development Law. 2 Units.
An examination of the law of economic and land development in underserved and deteriorated areas. Legal issues related to business organization, financing, real estate development, governmental programs, and regulation and taxation (among other areas) will be covered. Topics include background of urban deterioration, governmental and private sources of assistance, organizing the developing entity, financing the project, governmental programs, tax policy and programs, land assembly, and administration of developments.

LAWS 5716. Conflict of Laws. 2 Units.
Competing approaches to choice of law in cases having multi-state and/or multi-national contacts. The course also covers personal jurisdiction, constitutional and international limitations on choice of law, and enforcement of judgments. Comparative and international perspectives are integrated throughout. Students develop their own choice of law theory in a simulated restatement conference.

LAWS 5717. Constitutional Law II. 3 Units.
This course explores the individual freedoms protected by the First Amendment. Primary attention is devoted to the freedoms of speech, assembly, and association. The course analyzes what is protected, why it is protected, and to what degree it is protected. Topics covered include prior restraint, advocacy of unlawful conduct, the hostile audience, defamation, commercial speech, obscenity, offensive speech, expression on public property, and symbolic speech.

LAWS 5718. Criminal Procedure II. 2 Units.
The adjudicatory stage of the criminal process. Pretrial release, preliminary hearings, grand jury practice, speedy and public trial, discovery, right to jury trial, guilty pleas, right to counsel, and double jeopardy are examined. Prereq: LAWS 4807.
LAWS 5720. Death Penalty Law and Process. 2 Units.
The course offers a review of the death penalty process, theory, and law from trial through execution, including examination of state laws and federal habeas corpus law. The course focuses on the legal principles implicated by the death penalty and also examines the social issues it raises including the social/legal arguments against the death penalty, race and gender issues, and the influence of political and other factors on the process. Recommended preparation: Evidence (LAWS 4808 or LAWS 4906).

LAWS 5721. Death Penalty Lab. 3 Units.
This Lab will involve students in an integrated experience of academic research and public service. Students will work on semester-long research projects arising from actual death penalty cases that will be of assistance to practitioners in death penalty cases or research projects for governmental and non-governmental organizations engaged in support for, opposition to, or reform of the death penalty at a local state, national, or global level. Issues may include: victim’s rights; jury selection (race/gender discrimination); proportionality (disparities in geographic application or application to different fact patterns); economic impact on the system; clemency; and transnational problems with foreign accused; systemic review (e.g., Illinois commission); and other specific recurring issues arising from innocence, assistance of counsel, experts, jury instructions, or misconduct (judge, attorney, jury). The students will have no direct representation responsibilities.

LAWS 5722. Death Penalty Lab II. 2 Units.
This lab will involve students in an integrated experience of academic research and public service. As enrollment is limited to students who have successfully completed Lab I, these students will assume a supervisory role working with Lab I students. Students will work on research projects arising from actual death penalty cases that will be of assistance to practitioners in death penalty cases or research projects for governmental and non-governmental organizations engaged in support for, opposition to, or reform of the death penalty at a local state, national, or global level. Issues may include: jury selection issues; proportionality issues; economic impact of the application of the death penalty; examination of issues surrounding a specific state’s ability to provide a viable clemency; issues of international law; research, investigation, and litigation of case specific issues ranging from actual innocence, ineffective assistance of counsel, ineffective assistance of experts, prosecutorial misconduct, judicial misconduct, juror misconduct, etc. Prereq: LAWS 5721.

LAWS 5724. Discrimination in Employment. 3 Units.
This course will examine employer-employee relations in non-union settings. Topics include wrongful discharge, occupational safety and health regulation, minimum wage, and workplace privacy issues. The course emphasizes written work, including advanced legal research training. Minimal overlap with Labor Law (LAWS 5737) and Discrimination in Employment (LAWS 5724).

LAWS 5725. Education Law. 3 Units.
This course surveys the legal and social policy challenges related to public education settings. Students will study relevant constitutional issues, legislative mandates, school vouchers to supplement tuitions in private schools, charter schools, and more recent attempts under state constitutions to provide a quality education for all children. Beyond analyzing the legal frameworks that shape public education, the course will also cover the difficulties confronting public education from a sociological perspective.

LAWS 5726. Employment Law. 3 Units.
This course examines employer-employee relations in non-union settings. Topics include wrongful discharge, occupational safety and health regulation, minimum wage, and workplace privacy issues. The course emphasizes written work, including advanced legal research training. Minimal overlap with Labor Law (LAWS 5737) and Discrimination in Employment (LAWS 5724).

LAWS 5727. Environmental Law. 3 Units.
The course is designed to provide an overview of both the breadth and depth of environmental regulation in the United States and to consider ways our environmental regulatory system might be improved. Although all of the major environmental laws will be surveyed, several statutes will be examined in greater detail. Students will be expected to navigate select provisions of statutes and regulations through in-class problem sets. Guest speakers will also be invited to speak on topics of current interest.

LAWS 5728. ePayment Systems. 1 Unit.
This seminar builds on the foundation established during the first-year curriculum and focuses on the law and technology of payment systems. Such topics will include the contractual relationship amongst and between the various organizations transacting to enable a b2c payment; the various elements of such agreements; the various impacts of a payment system (criminal, civil, and administrative); the implications for legal structure and policy; and the ethical considerations of a lawyer advising clients within this domain. Grade is based on a paper, a presentation, and class attendance and participation.

LAWS 5729. Expert Witnesses and Scientific Evidence. 2 Units.
This course will examine the rules for the admissibility of expert testimony, provide an introduction to various types of expert and scientific evidence, understand the special role of experts in litigation, and provide practice-focused consideration of issues relating to expert evidence. Prereq: LAWS 1201 and LAWS 4808.

LAWS 5730. Family Law. 3 Units.
This course covers law relating to the creation, functioning, and dissolution of the family as a legal unit. Topics include legitimacy, adoption, procreative rights, cohabitation, marriage, family obligations, division of marital property, divorce and annulment, and child custody. Particular attention is given to the social forces that affect the development of rules and policies.

LAWS 5731. Federal Courts. 3 Units.
This survey course explores the relationships between the federal courts, Congress, and state courts and governments. Topics include congressional control of federal jurisdiction, justiciability, federal court abstention, suits against state and federal governments and officials, habeas corpus, and federal injunctions on state proceedings.

LAWS 5732. Immigration Law. 2 Units.
The general principles of immigration law and procedure, including federal authority to regulate immigration, removal of aliens (deportation and exclusion), administrative and judicial review, fleeing persecution (refugees, asylees, and others), immigrant and nonimmigrant visas, and consular practice. The course will emphasize practical application of current immigration law.

LAWS 5734. Immigration Law II. 1 Unit.
The course is dedicated to the study of visas for visitors and aliens of extraordinary ability in the sciences, arts, or entertainment. Course materials will be drawn from Legomsky’s Immigration and Refugee Law and Policy, the Immigration and Nationality Act, and Title 8 (CFR). Students will be required to write a paper or prepare a visa petition. The course will likely be offered every other year. Prereq: LAWS 5733.
LAWS 5735. International Environmental Law. 2 Units.
This course examines select issues and current problems in international environmental law. Course content includes transboundary environmental problems, and the development, implementation and enforcement of international environmental agreements, with a special focus on climate change and its interface with trade rules.

LAWS 5736. Juvenile Law. 2 Units.
The role of the juvenile court in society, its jurisdiction, procedures, and dispositional alternatives. Students study both the quasi-criminal aspects of the juvenile court (jurisdiction over juvenile delinquents and status offenders) and the civil-protective aspects of the court (termination of parental rights and the handling of neglected, dependent, and abused children). In addition, the rights afforded juveniles are compared with the rights afforded adults in comparable circumstances. Many related juvenile justice issues, such as the right of a minor female to have an abortion without parental notice and the constitutionality of capital punishment for juvenile offenders, are also examined.

LAWS 5737. Labor Law. 3 Units.
The basic course in the area of union-management relations, designed both for students desiring to pursue the field further and for those whose interest lies in an introduction to legal principles in this area. The course begins with a brief historical study of the evolution of the labor movement and prestatutory law. It then considers federal regulation under the National Labor Relations Act of union organizational efforts, management-union interaction, and the representational process, then proceeds to the collective bargaining process. The collective bargaining process is examined in some depth with special emphasis on the scope and substance of the duty to bargain in good faith, the enforcement of collective bargaining agreements in courts and by arbitrators, and the legal regulation of industrial warfare, the strike and lockout.

LAWS 5738. Land Use Control. 3 Units.
This course analyzes the public control of land use, primarily at the local and state levels. Both legal and policy perspectives are considered. Attention is given to constitutional limitations such as the takings doctrine, equal protection, and due process. Topics considered include zoning, subdivision controls, exclusionary regulations, and historic preservation.

LAWS 5739. Law of Archeological Relics. 2 Units.
This course addresses the private and public law relating to the ownership, sale, use, and repatriation of archeological artifacts other than human remains. The readings include excerpts from articles and books regarding the international trade (legal and illegal) in such artifacts. Significant attention is given to international law, such as the UNESCO Convention on Cultural Property.

LAWS 5744. Mediation Representation: Theory, Principle and Practice. 3 Units.
An advanced course exploring the fundamentals of conflict, mediation theory, doctrine and practice, its historical evolution and increasing use as a centerpiece of modern legal dispute resolution. The course will cover the theory, doctrine, history and practice of mediation; the mediation process; the mediator's, client's, and advocate's role in mediation; the underlying principles of bargaining, risk and value and how to adapt these negotiation skills for a mediation setting. Students will also learn how to use mediation as a problem-solver for the client. Format is lecture, discussion and student presentation and simulation. The course includes the writing of mediation memoranda, as well as mediation role playing, with critique from the teachers and invited guest mediation practitioners.

LAWS 5745. Foreign Affairs Law. 3 Units.
Provides a study of the separation of powers in national security matters, presidential war powers, congressional and presidential emergency powers, the domestic effect of international law, the use of military force in international relations, investigating national security threats, the Freedom of Information and Privacy Acts, access to national security information in the federal courts, and restraints on disclosing and publishing national security information. The course builds upon a strong foundation of constitutional law and addresses the fundamental tension that exists in our foreign and domestic affairs by virtue of the constitutional separation of powers between the respective branches of government. Several classroom hours will be spent dealing with constitutional war powers and how the executive and legislative branches have tried to define their respective measures of expressed and implied power with regard to the Vietnam War, the War Powers Resolution of 1973, and more recent US incursions such as the first Persian Gulf War and the most recent invasion of Iraq.

LAWS 5747. Philosophy of Law. 3 Units.
This is an examination of the general nature of law, the broad concerns of jurisprudence, the study of comparative law, and many of the issues raised in the literature of legal philosophy. Students will examine the principles of legal positivism, mitigated natural law, and rights theory. Selected readings and cases will illustrate these theories, which will also be examined in the context of rule selection by new governments in developing or revolutionary societies. The course also looks at the general nature of legal systems: how politics, morality, and individual views of justice and rights affect particular court cases and the course and development of law generally. Topics will include abortion, obscenity and sin, civil disobedience, affirmative action, surrogatehood, and the death penalty. This is unlike any other of the legal theory or jurisprudence courses, and those who have sampled legal theory elsewhere in a different form are welcome and encouraged to enroll. Recommended preparation: PHIL 101. Offered as LAWS 5747, PHIL 335, and PHIL 435.

LAWS 5749. Prisoner Rights & Litigation. 3 Units.
This course explores the complex areas of habeas corpus and prisoner § 1983 litigation. The course explores the legal, procedural, social, economic and other issues surrounding federal court review of state court criminal convictions, conditions of confinement for prisoners, and prisoner rights. Topics will include standards of review, substantive rights, federal jurisdiction, and Constitutional reaches and limits.

LAWS 5751. Scientific Evidence in Criminal Litigation. 2 Units.
The legal issues associated with the use of scientific evidence at trial. It examines the admissibility of scientific evidence, expert testimony, and related issues. In addition, it considers specific techniques such as forensic pathology, fingerprint comparison, firearms identification, bite mark comparisons, questioned document examinations, and polygraph and DNA evidence testing. Outside experts are used to present many of the topics.

LAWS 5753. Child Welfare. 3 Units.
This course explores the underlying principles of child welfare. We will look at the state's right to intervene where children are being abused or neglected; legal and psychological parameters of neglect; the parent's right to raise children as they see fit, including the use of corporal punishment; the termination of parental rights; the role of an attorney GAL; legal representation of the agency and parents in child welfare hearings; and the liability of child welfare agencies. The format is lecture, discussion and student presentation, and simulation. The course includes a trial and concludes with a final paper and student presentations on topics of their choice.
LAWS 5754. Energy Law. 2 - 3 Units.
Energy law is a large and growing area of increased importance. Energy use and production is subject to a wide range of state and federal laws. This course will focus on current energy law issues, particularly issues relating to production and use of electrical power. The course covers the interplay of state and federal regulation, utility rate regulation, energy production, and regulation of the environmental consequences of energy production and use, including climate change.

LAWS 5755. LGBT Legal Issues. 3 Units.
The course will address the development of legislation and case law dealing with LGBT rights in different practice areas including family law, estate planning, and employment law. Further, the course will deal with possible scenarios for future legislative and judicial activity.

LAWS 5756. Elder Law. 3 Units.
This course examines a number of legal, ethical, and social issues raised by our nation's growing elder population. It aims to do so in a way that is not only interesting for the general law school population, but also practical for those considering a career that involves advising older adults and those who may be called upon to assist elderly friends and family members. Focus is on the practical application of the current laws in Elder Law. Special attention is given to: (i) elder abuse, neglect, and financial exploitation; (ii) end-of-life issues, including health care directives and surrogacy; (iii) guardianships; (iv) managing and paying for health care, including Medicaid, Medicare, long-term care insurance, and health care reform issues; (v) property management, including durable powers of attorney for property, joint ownership and financial accounts, and estate planning to ensure Medicaid and/or Medicare coverage; (vi) ethical issues in elder representation; (vii) remedies available to vulnerable adults, such as criminal, administrative, and civil remedies, including medical malpractice. Finally, through simulated client cases, students will learn how to prepare documents related to surrogate decision-making, including drafting an Advanced Healthcare Directive, an Appointment of a Healthcare Agent, and a Personal Financial Powers of Attorney, as well as documents relating to the appeal of the denial of Medicare and Medicaid benefits.

LAWS 5757. Mass Media Law and Policy. 4 Units.
This survey course will examine the constitutional, statutory, administrative, public and private regulation of media. The laws applicable to television and radio broadcast, cable, satellite, newsprint, wire and wireless telephony industries will be analyzed to grow understanding of contemporary issues. We will also focus on the function and structure of the Federal Communications Commission, its policies and processes of airwave allocation, licensing and licensing renewal, internet regulation, and media ownership. Finally, this course will examine the role media has in framing and articulating what we intake and how those frames impact our views of public policy and culture.

LAWS 5758. Protest, Policing, and The First Amendment. 3 Units.
In this course, we engage in a holistic study of seminal Supreme Court cases surrounding freedom of speech, hate speech, incitement, freedom of assembly and association, and the right to petition. You will also learn and apply mass media theories to develop thoughtful critiques of news gathering, news reporting and news dissemination. Integrating principles of mass media analysis, you will also learn and apply critical theories to rhetorical, visual and aural analyses of media text. We will continually evaluate how our readings inform and shape recent socio-legal-political events and issues such as events in Ferguson, Missouri, Cleveland, Ohio, and Charlottesville, Virginia.

LAWS 5760. The Wire and the War on Drugs. 3 Units.
Many currently criticize the American criminal justice system for being too severe and, in particular, having an unfairly harsh impact on African Americans. These complaints typically focus on the war on drugs and the way the American criminal justice system has prosecuted and punished drug offenses for the past several decades. This course uses the HBO series The Wire as a lens for understanding and evaluating the war on drugs. Students will examine: current drug offenses, the policy debate about legalization and decriminalization of drugs, conspiracy law, approaches to sentencing, the law of electronic surveillance, the fourth amendment, interrogation, the use of informants, the use of computerized statistical data to manage police departments, prisoner reentry programs and the influence of the media on criminal justice policy.

LAWS 5761. First Amendment and Media Law Practicum. 2 Units.
This course explores the substantive law and policy considerations involved in representing journalists, researchers, protesters, and other civil rights plaintiffs. The focus of this course is the public’s right to know: it will focus on legal mechanisms for inspecting judicial proceedings and government records, and legal issues surrounding news gathering, speaking, and publishing. The work will be tied into live-client matters in the First Amendment Clinic, and students in the Practicum will support the representations through researching and drafting litigation documents and associated advocacy.

LAWS 5763. White Collar Crime: Prosecution and Defense. 2 Units.
This course provides students with an overview of white collar crime through the lens of recent white collar criminal investigations and prosecutions. In addition to understanding the basics of white collar crime and what it is, the role of different parts of the federal government in investigating and prosecuting white collar crime, corporate vs. individual responsibility, and privilege issues, we will examine specific white collar offenses, including mail fraud and wire fraud, perjury, making false statements, obstruction of justice, and securities fraud.

LAWS 5764. Workers' Compensation. 2 Units.
Workers’ Compensation law and theory continue to evolve through statutory change and judicial decisions. The statutes deal with benefits for work-connected injury and disability. Course material is national in scope with an emphasis on corresponding Ohio cases. The course also touches on related areas of law, such as torts.

LAWS 5769. State Constitutional Law Seminar. 1 - 2 Units.
This will be a 'national' (i.e., comparative) course on state constitutional law. The focus will be on individual rights litigation under state constitutions, and it will cover some (though probably not all) of the most important and controversial state constitutional issues (e.g., eugenics, compulsory flag salute, school funding, exclusionary rule, desegregation, marriage equality). There will also be a focus on current issues and current approaches to litigating state constitutional issues. Although the focus will be national and comparative, students interested in writing their papers on Ohio or other one-state topics will be permitted to do so.

LAWS 5770. Cannabis Law. 1 - 2 Units.
The burgeoning cannabis industry has led to many important issues pertaining to public policy, legal history, constitutional law, criminal law, and jurisprudence, as well as practical legal issues that concern both cannabis-related businesses and individuals, in areas such as banking, employment, tax, bankruptcy, and child custody. The course will provide an overview and/or some in-depth coverage of federal, state, and local laws relating to cannabis regulation, as well as provide insights into the industry itself through guest speakers and other education aids.
LAWS 5772. Urban Development Topics. 1 Unit.
This course provides additional in-depth exploration and research opportunities in the area of Urban Development Law for students who have completed the Urban Development Lab. Students and instructor will mutually agree on specific topics to be explored in the course. Prereq: LAWS 5762.

LAWS 5775. Social Justice Law Center Reporter. 1 - 2 Units.
The Social Justice Law Center (SJLC) Reporter course offers students interested in social justice law the opportunity to: 1) explore existing and emerging scholarship, current and proposed laws, and judicial opinions on current social justice issues; 2) write comments and summaries of those various materials; 3) receive guidance and instruction on their writing; and 4) complete their writing requirement focusing on a social justice-related topic(s) through a year-long class. Students work closely with the instructor to identify specific social justice topics to be covered by the Reporter throughout the year. Students will have numerous meetings with the instructor and will develop their critical analysis skills, writing skills, learn about plagiarizing, and will receive training concerning advanced legal research.

LAWS 5902. Advanced Contracts. 3 Units.
We will examine the methodology of law and economics and of deontological approaches to contracts, legal realism, the methodology of default rules, gap filling and incomplete contracts, adjustment of long-terms contracts, employment contracts and the employment at will doctrine, promissory estoppel, relational contracts, incorporation strategies in the U.C.C. and the new formalism in Contracts.

LAWS 5906. African-American Lawyers Seminar. 3 Units.
This seminar takes an interdisciplinary approach to the study of African-American lawyers. It examines aspects of the history of black lawyers in America, as well as topics relating to black lawyers in contemporary America. The course will situate these experiences in the context of both the history of the legal profession and the history of race relations and the struggle for civil rights in the United States. Students will prepare a substantial research paper and make an oral presentation of their research to the class. Limited to 12.

LAWS 5908. Public Law Research Seminar. 2 Units.
This seminar permits students to write a substantial research paper on a topic in Constitutional Law, Civil Rights, Administrative Law, or regulatory law (broadly defined). With permission of the Instructor, the paper may be used to satisfy the JD Writing Requirement.

LAWS 5918. Reproductive Rights. 3 Units.
This seminar will cover the basics of the Supreme Court’s reproductive rights jurisprudence and will look at a series of topics relating to the reproductive rights law and policy, including “partial-birth” abortion and the health exception; minors’ access to abortion, contraception, and sex education; reproductive rights and religion; and assisted reproductive technologies. In addition to various interim writing assignments, you will be required to submit a substantial paper by the end of the semester.

LAWS 5919. Scientific Evidence and Advanced Research. 2 Units.
Students must be concurrently enrolled in Scientific Evidence class (LAWS 5751). This course allows interested students to pursue additional research and writing within a particular focus area. With permission of the Instructor, the paper may be used to satisfy the JD Writing Requirement.

LAWS 5925. Wrongful Convictions. 2 Units.
This course focuses on the causes of wrongful convictions, including eyewitness misidentifications, false confessions, jailhouse informants, scientific fraud, prosecutorial misconduct, and ineffective assistance of defense counsel. Remedies to prevent the conviction of the innocent are also discussed. Prereq or Coreq: LAWS 4808.

LAWS 5930. Human Trafficking Lab. 2 Units.
Students will examine and consider legal issues that arise in sex trafficking. Human trafficking is the second-largest crime in the world and is a $150 billion industry. Ohio has the fifth largest number of sex-trafficking victims and will serve as a backdrop for the course. Students will conduct research and craft solutions to issues raised by current gaps in legislation, victims’ issues, advocacy groups, and others. The subject matter will vary from semester to semester based on the issues the class is asked to investigate, but will frequently touch upon criminal, juvenile, human trafficking, municipal, housing, commercial, and other law. Students will participate in the representation of victims of human trafficking in both the adult and juvenile courts.

LAWS 5931. Human Trafficking Practicum: High Risk Population Identification. 3 Units.
This course provides a ‘hands-on’ opportunity to participate in issue-spotting, intake, and legal matter development in populations identified as high-risk for human trafficking. Students will participate in off-site intake experiences for individuals who are high risk for human trafficking and assist the instructor with civil-litigation matters handled through the Health & Human Trafficking Law Clinic. Students will be utilizing their issue-spotting skills by assisting individuals with conducting driver’s license abstract and credit report pulls, identifying warrant blocks, consumer law matters, or family law concerns, conducting legal research on a variety of civil matters in a variety of ways.

LAWS 5980. Human Trafficking Advanced Research Seminar. 1 Unit.
This is an optional “add-on” credit for students participating in the Human Trafficking Lab course who wish to undertake additional advanced research in this topic area. With the permission of the Instructor, this course may be used to satisfy the JD Writing Requirement. Coreq: LAWS 5930.

LAWS 6001. Civil Litigation Clinic. 3 Units.
In this course, students handle various kinds of civil disputes on behalf of consumers who need legal assistance but cannot afford to pay for a private lawyer. Students are responsible for all phases of litigation, including the initial client interview and case assessment, preparation of pleadings and motions, conducting discovery, settlement negotiations, and, if necessary, trying the case before a judge or jury. A weekly two-hour seminar session provides a regular forum for learning the substantive law that applies to the students’ caseloads, as well as discussion of the various legal, professional, and ethical issues that arise in the cases. In addition, after completing required basic mediation training, students act as mediators in small claims and/or landlord-tenant cases in municipal court. Students must be enrolled in and complete both semesters to receive credit. Prereq or Coreq: LAWS 4808.

LAWS 6002. Civil Litigation Clinic. 3 Units.
Continuation of LAWS 6001. Both semesters must be completed before credit is given.
LAWS 6011. Community Development Clinic I. 3 Units.
This is a year-long course; students must complete both semesters of work to receive credit. Students represent business and non-profit entities in formation of their businesses and to obtain tax exemption for non-profit corporations. They act as general counsel helping their clients plan for future projects and activities and operate in compliance with law that regulates their activities. Students may also help to structure tax, real estate and corporate transactions for entities. Students may have the opportunity to work on simple intellectual property matters including trademark, tradename and copyright registrations, as well as website issues and nondisclosure agreements. This clinic is primarily transactional in nature and is designed to expose students to the special problems encountered in representing entities and in structuring transactions. Seminar sessions will be devoted to discussions of applicable law pertaining to specific cases students are working on and development of the skills necessary to represent individuals and entities in transactional matters. Students also will be exposed to the ethical problems associated with entity representation. Prereq or Coreq: LAWS 4401 or LAWS 4402.

LAWS 6012. Community Development Clinic II. 3 Units.
(See LAWS 6011.)

LAWS 6021. Criminal Justice Clinic I. 3 Units.
Students handle a limited number of misdemeanor cases in municipal courts throughout Cuyahoga County. The seminar sessions are devoted to discussions of cases being handled by the students and to ethical and strategic considerations of criminal law practice, trial tactics, and plea bargaining. Hypothetical case studies are also used to increase the breadth of the students’ exposure to the criminal justice system. Each student also handles some prosecution in local court. Prereq or Coreq: LAWS 4807 and LAWS 4808.

LAWS 6022. Second Chance Re-entry Clinic. 3 - 12 Units.
Students will represent individuals facing legal barriers as the result of their criminal records. The clinic’s cases sit at the intersection of the civil and criminal justice systems and tackle issues related to mass incarceration, prisoner reentry, and the collateral consequences of criminal convictions. Students can expect to handle cases in a variety of legal settings including state court and administrative agencies and may participate in policy advocacy.

LAWS 6031. Health Law Clinic I. 3 Units.
Students represent clients in social security disability claims, adult guardianships, health insurance claims and disputes, access to health care, special education for disabled children, nursing home transfers and discharges, and other health and disability law-related issues. They investigate complaints in nursing home and represent clients in administrative and court proceedings. A major part of the student’s responsibilities is to analyze the problems and determine the best way of resolving them. Seminar sessions are primarily devoted to specific skills and to discussions of matters being handled by the students. The ethical and practical problems encountered in health law practice are emphasized, as well as legal theory. This is a year-long course; students must be enrolled in and complete both semesters of work to receive credit. Prereq: LAWS 4808 and (LAWS 4200 or LAWS 4201).

LAWS 6032. Human Trafficking Clinic. 3 - 12 Units.
Students work in interdisciplinary configurations to provide free legal representation and social service referrals to individuals identified as survivors of human trafficking and/or at high risk for trafficking. General areas of legal representation provided by the Clinic include civil matters such as expungement, debt negotiation, driver’s license reinstatement, student loan default negotiation, landlord/tenant issues, asylum and human trafficking visa applications, name changes, and protection orders.

LAWS 6041. Intellectual Property Venture Clinic. 3 Units.
The IP Venture Clinic will provide students with the opportunity to represent start-up companies and entrepreneurs and focus on intellectual property protection, technology assessment, corporate formation, confidentiality agreements and trade secret protection, material transfer agreements, technology valuation, opportunity analysis, private securities offerings, and technology transactions. The clinic provides opportunities to work collaboratively with inventors, MBA students, licensing managers, outside counsel, and venture capitalists. Prereq: LAWS 4300 or LAWS 4302.

LAWS 6042. Intellectual Property Venture Clinic II. 4 - 12 Units.
The IP Venture Clinic will provide students with the opportunity to represent start-up companies and entrepreneurs and focus on intellectual property protection, technology assessment, corporate formation, confidentiality agreements and trade secret protection, material transfer agreements, technology valuation, opportunity analysis, private securities offerings, and technology transactions. The clinic provides opportunities to work collaboratively with inventors, MBA students, licensing managers, outside counsel, and venture capitalists.

LAWS 6051. Civil Rights, Human Rights, and Immigration Clinic. 4 Units.
The Clinic offers students a semester-long opportunity to experience a diverse range of civil rights and human rights litigation and advocacy in both the domestic and international context. Students will work on cases and projects, often as co-counsel with other lawyers and organizations, addressing constitutional rights and international human rights violations both in the United States and abroad. Examples of litigation and advocacy may include: -Representing individuals in Sec. 1983 civil rights cases relating to police misconduct, employment discrimination, and other civil rights violations; -Representing non-citizens in the United States unlawfully stopped by local law enforcement for civil immigration violations; -Representing non-citizens in applications for relief from removal or deportation, asylum, withholding of removal, and protection under the Convention Against Torture; -Partnering with foreign non-governmental organizations in South Africa in the research, reporting, and litigation of HIV/AIDS-related discrimination matters; - Working with a national human rights organization on an anti-human trafficking campaign, including providing the legal analysis; -Developing the legal analysis and strategy for ensuring that international sports associations enforce anti-discrimination treaties as applied to the LGBT community; and -Authoring amicus briefs in U.S. and international courts on behalf of selected human rights groups on a range of issues. Prereq: LAWS 4808. Prereq or Coreq: LAWS 5215 or LAWS 5711.
LAWS 6052. Immigration Clinic. 4 - 12 Units.
Students represent non-citizens before various governmental agencies including US Immigration Court, US Citizenship and Immigration Services (USCIS) and Immigration and Customs Enforcement (ICE). Examples of work to be conducted include representing non-citizens in applications for relief from removal or deportation, asylum, withholding of removal, and protection under the Convention Against Torture; assisting clients with applications for Naturalization and/or permanent residency applications; and various other immigration remedies. Prereq: LAWS 6051.

LAWS 6061. First Amendment Clinic. 6 Units.
Students represent clients in litigation matters focusing on the First Amendment and the public's right to know how their government operates. The focus of the work will be enforcing rights under state and federal freedom of information laws, civil rights litigation involving First Amendment rights (particularly free expression and newsgathering rights), and potentially matters involving First Amendment defenses, such as subpoena defense or defamation defense. Students will gather facts, interview clients, conduct discovery, draft briefs, handle any settlement conferences/discussions, and advocate at hearings and trials. There is heavy emphasis on oral and written advocacy; civil procedure, strategic case planning, and professional conduct. Weekly two-hour seminars will be supplemented by individual meetings with student teams to discuss their case work.

LAWS 6101. Immigration Law Practicum I. 3 Units.
The immigration Practicum provides an opportunity for students to achieve practical immigration experience by working with real-life situations before the immigration Court and the USCIS. Students will work on pending matters that may include preparation of legal memoranda or briefs, applications for relief (such as asylum, cancellation of removal, protection under the Violence Against Women, protections of non-citizen victims of domestic violence), and evidentiary submissions for pending cases. Students are required to attend master (preliminary) and individual hearings, and a pro bono refugee clinic offered with the Catholic Charities or Legal Aid Society. This is a year-long course. Prereq: LAWS 5733.

LAWS 6102. Immigration Law Practicum II. 3 Units.
The immigration Practicum provides an opportunity for students to achieve practical immigration experience by working with real-life situations before the immigration Court and the USCIS. Students will work on pending matters that may include preparation of legal memoranda or briefs, applications for relief (such as asylum, cancellation of removal, protection under the Violence Against Women, protections of non-citizen victims of domestic violence), and evidentiary submissions for pending cases. Students are required to attend master (preliminary) and individual hearings, and a pro bono refugee clinic offered with the Catholic Charities or Legal Aid Society. This is a year-long course. Prereq: LAWS 5733 and LAWS 6101.

LAWS 6103. Basic Mediation Training. 1 Unit.
This course provides students with basic mediation training. After successful completion, students will be certified, allowing them to serve as volunteer mediators in forums where basic training is required.

LAWS 6107. Pretrial Practice: Civil. 2 Units.
This course picks up where most first-year legal research and writing courses leave off. We will examine intensively, among other things, the various discovery devices (including depositions, interrogatories, document requests, and requests to admit), pretrial motion practice, litigation as a means of achieving the best possible negotiated result, and alternative dispute resolution mechanisms (including mediation and arbitration). In other words, we will study the things that litigators spend most of their time doing and thinking about: how lawyers go about gathering and preserving evidence, the everyday interactions they have with courts, and the reasons they do all these things even though they rarely expect to get all the way to trial. The course will include simulations and extensive drafting assignments.

LAWS 6108. Pretrial Practice: Criminal. 2 Units.
This course introduces students to the key activities lawyers undertake in a criminal case in advance of trial. This course examines the various steps leading up to trial, such as the preparation of an indictment, the drafting of discovery requests, motion practice related to discovery and the suppression of evidence, preparation and negotiation of plea agreements, and other motion practice related to the pre-trial phase. This course is designed to expose students to the pretrial phase in a criminal case from the perspective of both the prosecution and defense. Anticipated topics for discussion will include case investigation, the gathering of evidence, pretrial problems typically encountered in a criminal case, and the role sentencing guidelines can have in shaping plea negotiations and other pretrial negotiations. The course will include simulations, drafting assignments, opportunities for mock oral argument, and negotiating exercises. Limited to 12 students.

LAWS 6110. Trial Tactics. 4 Units.
An intensive course in trial tactics, techniques, and advocacy. The emphasis during the first half of the semester is on practice in the separate components of a trial: direct examination, objections, cross-examination, use of rehabilitative devices, examination of expert witnesses, jury selection, opening statements, closing argument, and pretrial preparation. During the second half of the semester each student acts as co-counsel in a full trial. Videotape recording is used for critiquing student performance throughout the semester. Students may not take both LAWS 6110 and LAWS 395 (Trial Practice). Prereq: LAWS 4808.

LAWS 6111. Appellate Practice. 2 Units.
This course is designed to teach students the rules and formalities of appellate practice and help students develop the skills necessary to write an effective appellate brief and present a persuasive oral argument. During the first semester students research and write an appellate brief and engage in short in-class oral arguments. During the second semester students receive instruction on the organization and presentation of longer oral arguments, engage in a practice oral round and receive an individualized critique of their performance. They complete the course by competing in the Dunmore Moot Court Tournament, which culminates in a final round oral argument before sitting judges in the spring.

LAWS 6113. Deposition Skills. 1 Unit.
Student will learn, through group lectures and simulations, how to prepare for, take, and defend a deposition in a civil litigation case. Students will attend lectures presented by experienced civil litigation attorneys. Students will then practice the skills discussed in the lectures by taking and defending depositions that will be critiques by the course instructor and other experienced civil litigation attorneys.
LAWS 6100. Appellate Litigation Clinic. 6 Units.
Students will represent clients in all phases of the appellate process in civil and criminal cases in both Ohio and federal courts. Students will interview clients, pursue any necessary post-judgement relief in the trial court, prepare the paperwork to initiate the appeal, ensure the completeness of the record, handle any settlement conferences/discussions, draft the appellate briefs, and conduct oral arguments. There is heavy emphasis on oral and written advocacy, appellate procedure, strategic case planning, and professional conduct. Weekly two-hour seminars will be supplemented by individual meetings with student teams to discuss their case work.

LAWS 6501. Canada - United States Law Journal. 0 - 2 Units.
Students enrolled in this non-credit course will serve as writers and editors for the annually published Canada - U.S. Law Journal.

LAWS 6503. Health Matrix Seminar. 2 Units.
Students write their Health Matrix notes through the year-long Health Matrix Seminar. Students work closely with the instructor to develop their topics, outlines, several drafts, and final note. The course will include multiple individual meetings with the professor, extensive feedback, and oral presentations of the papers. Students will develop their writing and oral presentation skills and will receive training concerning advanced legal research, plagiarism, and statutory interpretation. 2L associates also will have responsibilities for journal production work, such as verifying footnotes.

LAWS 6504. Law Review Seminar. 2 Units.
The seminar will provide training in writing, editorial skills, and advanced legal research for students writing notes for the Case Western Reserve Law Review. Topics to be covered include plagiarism, selecting a topic, web-based research, advanced Lexis and Westlaw research, advanced research training in selected substantive areas, and writing techniques. Satisfactory completion of the note will satisfy the upper-level writing requirement. Grade based on the quality of the note and class participation.

LAWS 6505. Law, Technology and Internet Journal. 0 - 3 Units.
The Journal of Law, Technology and the Internet Seminar offers students interested in technology and intellectual property the opportunity to write their notes through a year-long seminar. Students work closely with the instructor to develop their topics, thesis, outlines, and final note. Students will have numerous individual meetings with the professor and extensive feedback of the papers. Students will develop their writing skills, learn about plagiarizing, and will receive training concerning advanced legal research. 2L associates will be trained for journal production work such as verifying citations. The course will also include 3-4 whole group meetings through the quarter. Second year students will also be responsible for performing an in-depth evaluation of the article accepted through the peer-review process. 2L editors will ensure that submitted articles have not been preempted by any article already in print. Once an article has been approved by the Faculty Peer-Reviewers, 2L editors will be given portions of the article for which they are responsible for verifying all citations, and performing textual edits required to bring the article into compliance with Journal policies.

LAWS 6512. Intl Law Journal Board. 2 Units.

LAWS 6513. Health Matrix. 2 Units.

LAWS 6514. Law Review Editorial Board. 2 Units.

LAWS 6550. Mock Trial. 2 Units.

LAWS 6560. Moot Court Team. 2 Units.

LAWS 6600. Supervised Research Seminar. 1 - 3 Units.
Second- and third-year students may earn graded credit for an individual research project of scholarly depth and scope, under the close supervision of a faculty member. Approval of the faculty supervisor is required before registration. No student may undertake more than two Supervised Research projects or earn more than a total of four hours of Supervised Research credit. No student may work on more than one Supervised Research project in one semester. May satisfy the writing requirement.

LAWS 6701. Legal Writing Fellows. 1 Unit.
CaseArc Honors Fellows serve for either one semester of the full year as teaching assistants in the CaseArc program. With training, guidance, and under the supervision of the CaseArc faculty, the Honors Fellows work closely in small groups or one-on-one with students on their writing projects, in-class exercises and preparation for simulations. In addition to meeting regularly with students, Honors Fellows may participate for simulations, judge oral arguments and assist with research training. Overall, the Honors Fellows serve as mentors to their assigned students to help them make the most of the CaseArc courses and the law school experience in general.

LAWS 6705. Curricular Training: Law Field Research. 0 Unit.
This course is intended exclusively for the foreign national J.D. or LL.M. law student who wishes to gain applied legal experience based on their intended career path with an organization that offers course credit for internship experience. These internships may be either paid or unpaid. This course will provide a means for the student to build required skills and bridge the gap between the classroom and real world application. The student is encouraged to explore and discover additional avenues to assist in the management and advancement of his/her career. Does not count toward J.D. credit.

LAWS 7035. International Law Externship. 12 Units.
This program provides opportunity for students to participate in a semester long externship program arranged through the Cox International Law Center.

LAWS 7045. Federal Judicial Externship. 4 Units.
Students in the spring of their first year are selected for summer externships with specific federal district and circuit judges. Meetings with the externship supervisor at CWRU will complement the eight weeks of externing in the judge's chamber.

LAWS 7080. Sports/Entertainment Law Externship. 3 Units.
This externship is offered to selected students who participate in the summer Great Lakes Sports and Entertainment Law Academy. This externship offers academic credit for placement with various high-profile sports and entertainment law institutions.

LAWS 7110. Legal Externship I. 2 - 4 Units.
The externship program allows for an upper-level law student to be engaged in an experiential learning process by working alongside practitioners in a variety of legal settings. The students work is supervised by both an on-site coordinator, and a law school faculty member. All externship participation must be coordinated and approved in advance by the school's externship coordinator.
LAWs 7120. Legal Externship II. 2 - 4 Units.
The externship program allows for an upper-level law student to be in engaged in an experiential learning process by working alongside practitioners in a variety of legal settings. The students work is supervised by both an on-site coordinator, and a law school faculty member. All externship participation must be coordinated and approved in advance by the school's externship coordinator.

LAWs 7130. Legal Externship III. 2 - 4 Units.
The externship program allows for an upper-level law student to be engaged in an experiential learning process by working alongside practitioners in a variety of legal settings. The students work is supervised by both an on-site coordinator, and a law school faculty member. All externship participation must be coordinated and approved in advance by the school's externship coordinator.

LAW 7200C. Capstone Externship. 1 - 12 Units.
This is an experiential learning conducted in an off-campus site, with the student participating in a full-time, semester-long legal trainee experience. Specific experiences will vary depending on the site of the externship. Students are given extensive mentoring and supervision with an on-site supervisor and a CWRU faculty supervisor.

LAW 7510. SJD Thesis. 1 - 10 Units.
Students in the SJD program will develop and write a substantial research paper as part of the requirements for conferral of the degree. The topic and scope of the paper will be developed jointly by the student and the student's program advisor. Students will meet periodically as a group with the Director of Foreign Graduate Studies to discuss their research and to present their research to each other and as part of a faculty workshop.

LAW 7511. Thesis - Master of Arts in Financial Integrity. 2 Units.
Each MAFI student will research a financial integrity problem or issue and will develop and write a substantial paper on the problem or issue. The topic and scope of the paper will be developed jointly by the student and the MAFI Executive Director and students will be assigned a capstone advisor. Students are also required to make a final presentation of their capstone paper. Prereq: Must be enrolled in the Executive Master of Arts-Financial Integrity program.

LFIN Courses

LFIN 1001. Introduction to Financial Integrity. 0 - 2 Units.
Students will be introduced to the many areas of law and financial services that are relevant to the study of financial integrity, meaning the combatting of money laundering and the financing of terrorism ("AML/CFT"), and other issues related thereto; various payments systems; types of financial institutions (both bank and non-bank) and their inter-relationships; anti-money laundering statutes, regulations, and policies; relevant regulatory, law enforcement, and intelligence agencies (which are quite numerous in the U.S.); and the international anti-money laundering framework. Prereq: Students enrolled in MA Financial Integrity program.

LFIN 1002. Introduction to Criminal Law and Procedure. 2 Units.
Students will gain a basic understanding of criminal law, including goals of the criminal justice systems, sources of criminal law, elements of crimes, available defenses, and personal and enterprise liability. Students will also gain a basic understanding of criminal procedure, including the roles played by prosecutors, defense attorneys, victims, and judges; the criminal process from arrest through conviction; and substantive and procedural protections afforded to criminal suspects. Prereq: Students enrolled in MA Financial Integrity program.

LFIN 1003. Proceeds of Crime and Money Laundering. 2 Units.
Students will examine the key crimes that result in financial proceeds and serve as predicate offenses to the crime of money laundering, including trafficking in human beings; sexual exploitation; illicit trafficking in narcotic drugs and psychotropic substances; illicit arms trafficking; corruption and bribery; environmental crimes; and tax crimes. Students also study the FATF recommendation regarding predicate offenses and differing national approaches to predicate offenses. Prereq: Students enrolled in MA Financial Integrity program.

LFIN 1004. Money Laundering in Practice. 2 Units.
Students will discuss why and how money is laundered. Students will explore the various mechanisms and typologies engaged in by those laundering money. Topics will include trade-based money laundering; cash smuggling; gambling; luxury goods; shell companies; real estate schemes; fraud and identity theft; and diamond, gold, and other precious metal trading. Prereq: Students enrolled in MA Financial Integrity program.

LFIN 1005. International AML/CFT Standards. 2 Units.
In this course students are introduced to international standards for combating money laundering and related crimes. Students will learn about the international standards set by the Financial Action Task Force (FATF) and other international organizations, learn about the mutual evaluation process by which countries’ efforts are measured, and discuss the ramifications when nations fail to comply with international standards. Prereq: Students enrolled in MA Financial Integrity program.

LFIN 1006. Sanctions and Combating the Financing of Terrorism and Weapons Proliferation. 2 Units.
This course focuses on the threat of global terrorism and international and domestic standards and requirements to counter the financing of terrorism and the proliferation of weapons of mass destruction (WMD). The course will also focus on United Nations, regional, and national sanctions, and resulting restrictions and obligations. Prereq: Students enrolled in MA Financial Integrity program.

LFIN 1007. Law, Legislation and Regulation in Practice (MAFI). 2 Units. 
Regulatory obligations are numerous, substantial, and increasing. Business and law have become so intertwined that statutes and regulations are not just for lawyers anymore. To perform their responsibilities competently, effectively, and ethically, numerous non-lawyers (including middle-level and top-level executives) must acquire the knowledge and skills needed to conduct business in regulatory-intensive environments. This course is the foundation for acquiring these competencies. Prereq: Students enrolled in MA Financial Integrity program.

LFIN 1008. The Money Laundering Process. 2 Units.
This course explores the types of clients involved in money laundering and the methods that money launderers use to engage in the process of converting illegally obtained funds into legitimate funds. The course also explores the role of money launderers and their associates in the larger criminal economy. Prereq: Students enrolled in MA Financial Integrity program.

LFIN 1010. Special Topics. 1 - 2 Units.
This course is designed to be a special topic course that is not scheduled in the current catalog. Course topics may include, but not be limited to, financial integrity, anti-money laundering, sanctions, and international trade. Prereq: Students enrolled in MA Financial Integrity program.
SCHOOL OF MEDICINE

Since its founding in 1843 Case Western Reserve University School of Medicine has been a national leader in health care education, biomedical research, and commitment to its community, creating an intellectually sophisticated, service-oriented culture that enables bold ideas and new ways of thinking to take root and flourish.

Building on a stellar legacy, including praise in the seminal 1910 Flexner Report, today the School of Medicine is consistently ranked among the top-25 medical schools in the United States as well as earning distinction as the #1 medical school and largest biomedical research institution in Ohio. It also regularly places in the top tier of U.S. medical schools for NIH research funding.

Our educational offerings comprise nearly two dozen programs and degree options for prospective students, including the MD degree, the PhD, the joint MD-PhD, numerous MS degrees, and our physician assistant program. All are led by nationally recognized experts in their fields and feature faculties of wide-ranging distinction.

Continuing to steer the conversation in biomedical education, we have opened the doors of a new 485,000 square foot, high-tech Health Education Campus developed in collaboration with the Cleveland Clinic. The facility takes our longstanding emphasis on interprofessional education to the next level by bringing together under one roof medical students from our various programs (described below), CWRU’s School of Dental Medicine, the Frances Payne Bolton School of Nursing, and the Jack, Joseph and Morton Mandel School of Applied Social Sciences, as well as the medical school’s physician assistant program.

EDUCATION

MD Programs
The School of Medicine offers three outstanding programs leading to the MD degree: the University program; Cleveland Clinic Lerner College of Medicine at Case Western Reserve University, known as the College program; and the Medical Scientist Training Program, the nation’s oldest MD-PhD track.

Our students learn and practice in a wide range of clinical settings at some of the best teaching hospitals in the region and country:

- Cleveland Clinic – consistently chosen one of the nation’s best hospitals
- University Hospitals Cleveland Medical Center (including UH Rainbow Babies & Children’s Hospital, and UH Seidman Cancer Center) – one of the nation’s leading academic medical centers
- MetroHealth – a nationwide leader among public hospital systems
- Louis Stokes Cleveland VA Medical Center – one of the U. S.’s largest veterans’ health care facilities

The University Program
The University Program (four-year MD), our largest MD course of study, trains well-rounded physicians by emphasizing four cornerstones: clinical mastery, research and scholarship, leadership, and civic professionalism. It features our innovative Western Reserve2 (WR2) curriculum, which integrates medicine and public health – emphasizing the relationship between health and social and behavioral factors. Learn more about the University Program at https://case.edu/medicine/admissions-programs/md-programs/.

Case Inquiry (IQ)
Case Inquiry (IQ), a student-centered learning approach, is a foundation of the WR2 curriculum. Small groups of students join with a faculty facilitator to examine specially chosen medical cases – jointly developing learning objectives and carrying out pertinent reading and research. As with other components of WR2, IQ promotes deep-concept learning, enabling students to gain superb skills and a life-long orientation towards teamwork, professionalism, critical thinking, and wide exposure to primary literature. Learn more about IQ at https://case.edu/medicine/admissions-programs/md-programs/case-inquiry-program/.

Pathways
Our Pathway programs are health care concentrations for medical students seeking to gain extra knowledge in special aspects of health and patient care. Examples include the Jack, Joseph and Morton Mandel Wellness and Preventive Care Pathway, Andrew B. Kaufman World Health Pathway, and pathways in the humanities, health innovation and entrepreneurship, and urban health. Learn more about Pathways at https://case.edu/medicine/admissions-programs/md-programs/pathways-programs/.

The College Program
The Cleveland Clinic Lerner College of Medicine of Case Western Reserve University (five-year MD), is a research-focused curriculum that prepares students for careers as physician-investigators. Students graduate with an MD with special qualifications in biomedical research. Learn more about the College program at https://portals.clevelandclinic.org/cclcm/.

MD/PhD Program
The Medical Scientist Training Program – our MD/PhD track – develops physician-scientists who will spend most of their time doing research while still caring for patients. Established in 1956, this was the first MD/PhD program in the country, created nearly a decade before the NIH developed the Medical Scientist Training Program to similar training. Learn more about the MD/PhD program at https://case.edu/medicine/admissions-programs/md-phd-program/.

Graduate Education
The School of Medicine partners with the Case Western Reserve University School of Graduate Studies to offer many high-quality programs leading to PhD and MS degrees, such as the physician assistant program and master of science in anesthesia, as well as certificates in a number of disciplines and sub-fields in the School of Medicine. Learn more about the medical school’s graduate education offers at https://case.edu/medicine/admissions-programs/graduate-programs/.

RESEARCH
The School of Medicine has earned a sterling record of national leadership as a research institution, consistently ranking in the top tier of U. S. medical schools for federal research funding from the National
Institutes of Health. A recent Academic Medicine study placed the School in the top 15 medical schools nationally based on the achievements of its graduates. Faculty and trainee research is routinely reported in the top journals of all fields.

Within a wide and interdisciplinary research portfolio, the School has special strengths in the areas of cancer, big data, imaging, regenerative medicine, and brain health. We are home to more than 30 highly regarded research and teaching institutes and centers ranging from the Center for AIDS Research and Center for Global Health and Diseases (http://case.edu/orgs/cghd/) to the Digestive Health Research Institute (https://case.edu/medicine/dhri/) and Stem Cell Ethics Center (https://case.edu/medicine/bioethics/).

The School is a foundational partner in the Case Comprehensive Cancer Center, which links the cancer research activities of CWRU, Cleveland Clinic, and University Hospitals. Our researchers are supported by eight core facilities such as translational research and clinical trials, computational analysis, and omics and sequencing. We house two highly competitive Specialized Programs of Research Excellence (SPORE) programs – gastrointestinal and cancer disparities – established by the National Cancer Institute. We are the organizing partner for the Cleveland Brain Health Initiative (https://case.edu/medicine/neurosciences/cleveland-brain-health-initiative/), which includes all of our hospital affiliates and draws on our internationally recognized brain experts to address brain-based diseases such as stroke and Alzheimer’s disease.

Among numerous research-centered awards, we have earned a highly competitive Clinical Translational Service Award in partnership with our hospital affiliates – testimony of our entrepreneurial and team-oriented view of science and scholarship.

On the international setting, our Center for Global Health and Diseases focuses on AIDS, tuberculosis, malaria, and other serious medical conditions that threaten world health and quality of life. Our Uganda-CWRU Research Collaboration, began in 1986 to assist with the HIV/AIDS epidemic, has expanded its remit to include building capacity and providing training through research on such topics Out as epidemiology, clinical trials, nursing, anthropology, bioethics, biomedical engineering, cancer, and cardiovascular disease. Our collaboration with Taipei Medical University includes exchange programs and joint research efforts in the areas of cancer, brain science, biomedical engineering, medical device and drug development, geriatrics, and long-term care.

We also partner with the business community on technology development and transfer, helping our researchers develop ideas, secure funding, and commercialize their technology – in the process transforming Cleveland into an "ideapolis." A growing number of faculty-founded start-up companies have emerged from this effort – with many more in the pipeline.

**COMMITMENT TO COMMUNITY**

The School of Medicine demonstrates our commitment to the community in many ways. We have many programs aimed at improving the health of the community, ranging from healthy-eating initiatives to partnered projects to reduce infant mortality. Our Prevention Research Center for Healthy Neighborhoods (https://www.prch.org/) fosters partnerships in Cleveland’s urban neighborhoods to prevent and reduce rates of chronic diseases such as diabetes and cardiovascular problems – including culturally appropriate interventions as well as evaluating and strengthening existing community programs. The Office of Cancer Disparities Research in the Case Comprehensive Cancer Center works to reduce the disproportionate burden of cancer on minority populations by promoting health equity-focused research and outreach. Our Youth Enjoy Science (YES) program brings diversity to cancer research by engaging underrepresented minorities in Cleveland-area schools in cancer investigation and study.

**History**

Since our founding in 1843 Case Western Reserve University School of Medicine has been widely recognized for innovative, inclusive medical education and pioneering biomedical research. We were one of the first medical schools in the country to employ instructors devoted to full-time teaching and research. Six of the first seven women to receive medical degrees from accredited American medical schools graduated from Western Reserve College (as it was then called) between 1850 and 1856.

Already a leading educational institution for more than a century, in 1952 the School of Medicine initiated the most advanced medical curriculum in the country, pioneering integrated education, a focus on organ systems, and team teaching in the preclinical curriculum. This curriculum instituted a pass/fail grading system for the first two years of medical school to promote cooperation among students instead of competitiveness, introduced students to clinical work and patients almost as soon as they arrived on campus, and provided free, unscheduled time for our students in an era when doing so seemed unthinkable. Many other medical schools followed suit on all of these fronts, and these components remain at the core of medical school curriculums everywhere.

In 1971 the Health Sciences Center was completed to house the university’s medical, dental, and nursing schools, as well as the Health Center Library. The proximity of these research and educational centers to other university departments, including the sciences, engineering, and social sciences, stimulates creative interaction between researchers and educators. We expand on this emphasis on intellectual cross-fertilization in our brand new Health Education Campus described above.

Another leap in research capabilities came in the early 1990s with the Richard F. Celeste Biomedical Research Building, which added 154,000 square feet of cutting-edge research space. In 2002 the University and Cleveland Clinic entered into an agreement to form the Cleveland Clinic Lerner College of Medicine of Case Western Reserve University, with the first class matriculating in 2004. The subsequent years saw additional new research space added, resulting in a complex of facilities on par with the best anywhere.

As described above, in 2006 the School of Medicine launched Western Reserve2, the latest evolution in our medical school curriculum. That same year we partnered with the Cleveland Municipal School District to create the School of Science and Medicine at John Hay High School, the first such school in the nation. That partnership lives on today in the form of numerous initiatives aimed at exposing Cleveland’s young people to careers in science and health. Our medical and graduate students play vital roles in these initiatives, including mentoring, teaching, and providing shadowing opportunities. The next historical highlight came in 2007 when Pamela B. Davis was appointed the School’s first woman dean of the medical school.

Curricular advancements continued throughout the next decade. For example, in 2015 CWRU and Cleveland Clinic partnered with Microsoft to develop medical and engineering platforms as part of the new HoloAnatomy curriculum – a revolutionary way of learning the
intricacies and cross-connections of the human body and its workings. HoloAnatomy plays a central role in the interprofessional education featured at our Health Education Campus. And our physician assistant program, begun in 2016, is fast becoming a national destination for those interested in this popular field.

A Rich Legacy

Eleven Nobel Prize holders have had ties to Case Western Reserve University School of Medicine:

• John J.R. Macleod, a Physiology Professor, shared the 1923 Nobel Prize in Physiology or Medicine for the discovery of insulin. Dr. Macleod completed much of his groundwork on diabetes in Cleveland.

• Corneille J.F. Heymans, a Visiting Scientist in the Department of Physiology, received the Nobel Prize in Physiology or Medicine in 1938 for work on carotid sinus reflexes.

• Frederick C. Robbins, a Pediatrics and Virology Professor, shared the 1954 Nobel Prize in Physiology or Medicine for his pioneering work on the polio virus, which led to the development of polio vaccines.

• Earl W. Sutherland Jr., Professor of Pharmacology, won the 1971 Nobel Prize in Physiology or Medicine for establishing the identity and importance of cyclic adenosine monophosphate (AMP) in the regulation of cell metabolism.

• Paul Berg, who earned his Biochemistry degree from CWRU, received the 1980 Nobel Prize in Chemistry for groundbreaking research in recombinant DNA technology.

• H. Jack Geiger, an alumnus of the medical school, is a founding member and past President of Physicians for Social Responsibility, which shared the 1985 Nobel Peace Prize as part of the international campaign to ban landmines.

• George H. Hitchings, an Oncology Professor, shared the 1988 Nobel Prize in Physiology or Medicine for pathbreaking research leading to the development of drugs to treat leukemia, organ transplant rejection, gout, herpes virus, and AIDS-related bacterial and pulmonary infections.

• Alfred G. Gilman, a graduate of the medical school, shared the 1994 Nobel Prize for Physiology or Medicine for identifying the role of G proteins in cell communication.

• Ferid Murad, a graduate of the medical school, shared the 1998 Nobel Prize in Physiology or Medicine for novel discoveries concerning nitric oxide as a signaling molecule in the cardiovascular system.

• Paul C. Lauterbur, PhD, a Visiting Professor of Radiology, shared the 2003 Nobel Prize in Physiology or Medicine for pioneering work in the development of magnetic resonance imaging.

• Peter C. Agre, who completed a Fellowship in Hematology at CWRU, shared the 2003 Nobel Prize in Chemistry for major discoveries that clarified how salts and water are transported out of and into the cells of the body, leading to a better understanding of diseases of the kidneys, heart, muscles, and nervous system.

Two other distinguished alumni have served as U.S. Surgeon General: Jesse Steinfeld, from 1969 to 1973, and David Satcher, from 1998 to 2002. Dr. Satcher also served as Director of the Centers for Disease Control and Prevention from 1993 to 1998. Another medical school graduate, Julie Gerberding, MD, MPH, followed in his footsteps in 2002 becoming the first woman to be named CDC director.

Administration

Stanton Gerson, MD
Interim Dean, School of Medicine, and Senior Vice President for Medical Affairs

Lindsey Whiting, MA
Vice Dean for Development and Alumni Relations

Cynthia Kubu, PhD
Interim Vice Dean for Faculty Development and Diversity

Lia Logio, MD, MACP
Vice Dean for Medical Education

Mukesh Jain, MD
Vice Dean for Medical Sciences

Stanton Gerson, MD
Vice Dean for Oncology

Mark Chance, PhD
Vice Dean for Research

Michael W. Konstan, MD
Vice Dean for Translational Research

Lisa M. Mencini, CPA, MBA
Senior Associate Dean, and Chief of Staff

Matthew J. Lester, MBA, MHA
Vice Dean for Finance and Administration

Brian Cmolik, MD
Senior Associate Dean for Louis Stokes Cleveland Veterans Affairs Medical Center

Bernard Boulanger, MD
Senior Associate Dean for the MetroHealth System

J. Harry Isaacson, MD
Executive Dean for Cleveland Clinic Lerner College of Medicine

Lina Mehta, MD
Associate Dean for Admissions

Jeffrey L. Ponsky, MD
Associate Dean for Alumni Affairs

Neil Mehta, MBBS, MS
Associate Dean for Curricular Affairs for Cleveland Clinic Lerner College of Medicine

Amy Wilson-Delfosse, PhD
Associate Dean for Curriculum

Gene H. Barnett, MD
Associate Dean for Faculty Affairs for Cleveland Clinic Lerner College of Medicine

Marvin Nieman, PhD
Interim Associate Dean for Graduate Education

Susan Nedorost, MD
Associate Dean for Graduate Medical Education
In 2002, the university and Cleveland Clinic (http://my.clevelandclinic.org/default.aspx) entered into a landmark agreement to form the Cleveland Clinic Lerner College of Medicine of Case Western Reserve University, with the first students matriculating in 2004. The "College Program" is a program within the Case Western Reserve University School of Medicine. Cleveland Clinic serves as an outstanding clinical teaching site for all medical students in the School of Medicine, in addition to being the site for pre-clerkship education in the College Program.

Cleveland Clinic was founded in 1921 by four Case Western Reserve faculty members, three of whom are counted among the alumni of the Case School of Medicine, with a vision of providing outstanding patient care based upon the principles of cooperation, compassion and innovation. Cleveland Clinic's main campus, where much of the activity associated with the program occurs, is located near the Case Western Reserve campus.

Cleveland Clinic is a 6,026-bed health system that includes a 165-acre main campus near downtown Cleveland, 18 hospitals, more than 220 outpatient facilities, and locations in southeast Florida; Las Vegas, Nevada; Toronto, Canada; Abu Dhabi, UAE; and London, England.

Among Cleveland Clinic's 67,554 employees worldwide are more than 4,520 salaried physicians and researchers, and 17,000 registered nurses and advanced practice providers, representing 140 medical specialties and subspecialties.

In 2019, there were 9.8 million total outpatient visits, 309,000 hospital admissions and observations, and 255,000 surgical cases throughout Cleveland Clinic's health system. Patients came for treatment from every state and 185 countries.

Cleveland Clinic has pioneered many medical breakthroughs, including coronary artery bypass surgery and the first face transplant in the United States. U.S. News & World Report consistently names Cleveland Clinic as one of the nation’s best hospitals in its annual “America's Best Hospitals” survey. Learn more about Cleveland Clinic (http://www.clevelandclinic.org/).

Louis Stokes Cleveland Department of Veterans Affairs Medical Center

The Louis Stokes Cleveland Department of Veterans Affairs Medical Center (VAMC) (http://www.cleveland.va.gov/) is a major teaching hospital of the School of Medicine and is an important site for the education of medical students. The Cleveland VAMC also supports more than 100 residency and fellowship training positions in medicine, surgery, and psychiatry and their subspecialties. Most VAMC physicians hold faculty appointments within the School of Medicine. The affiliation is overseen by the Deans Committee, consisting of the dean, department chairpersons from the School of Medicine, and key VAMC officials.

The Cleveland VAMC is a part of the VA Healthcare System of Ohio, linking VA health care facilities in Ohio in an integrated service network. Inpatient care is provided at the Wade Park location and includes medicine, surgery, psychiatry, spinal cord injury, neurology, and rehabilitation medicine as well as a nursing home and a domiciliary. Outpatient care is delivered in primary and specialty care clinics.
located at Wade Park, Akron, Canton, Cleveland, East Liverpool, Lorain, Mansfield, New Philadelphia, Painesville, Ravenna, Sandusky, Warren, and Youngstown. The medical center serves more than 100,000 individual veterans annually through approximately 11,600 hospital admissions and 1,884,000 outpatient visits.

An active research program includes activities funded through the Department of Veterans Affairs and other governmental and private funding sources. Total funding of approximately $21.5 million annually (from all sources) supports more than 50 principal investigators in a broad range of research endeavors.

MetroHealth System

The MetroHealth System (http://metrohealth.org/) is one of the largest, most comprehensive health care providers in Northeast Ohio, caring for people in and around Greater Cleveland for more than 170 years. This academic health care system is committed to the communities it serves by saving lives, restoring health, promoting wellness, and providing outstanding, lifelong care that is accessible to all.

Affiliated with Case Western Reserve University School of Medicine since 1914, MetroHealth is a center for medical research and education, with all active staff physicians holding CWRU faculty appointments. More than 400 primary care and specialty care physicians practice within The MetroHealth System. At the core of the MetroHealth system, is the MetroHealth Medical Center. The system’s main health care provider, research facility, and teaching hospital is also home to the region’s only Level 1 trauma and burn center. However, The MetroHealth System also serves Greater Cleveland with more than a dozen urban and suburban primary and specialty healthcare centers in Cleveland, Strongsville, Westlake, Lakewood, Pepper Pike, and Beachwood.

MetroHealth has received many accolades for its high level of care and the innovation of its physicians. Surgeons at MetroHealth are pioneering new techniques in minimally-invasive surgery for faster recoveries, while its primary care physicians are developing cutting-edge ways to manage common and chronic diseases through the use of electronic medical records and a patient-centered medical home model called Partners in Care. Its maternal-fetal medicine specialists are successfully managing the riskiest of pregnancies and saving the tiniest of lives. In addition, MetroHealth is nationally recognized by the American Heart Association for cardiac and stroke care and the cancer center has earned outstanding achievement awards for the treatment of cancer patients. Every year, MetroHealth provides care to more than 28,000 inpatients and delivers approximately 3,000 newborns. More than 790,000 visits are recorded each year in the medical center’s outpatient centers, and patient visits to the emergency department exceed 99,000.

University Hospitals

University Hospitals (http://www.uhhospitals.org/) serves the needs of patients through an integrated network of hospitals, outpatient centers, and primary care physicians. At the core of the health system is University Hospitals Cleveland Medical Center. University Hospitals Cleveland Medical Center is home to some of the most prestigious clinical centers of excellence in the nation and the world, including cancer, pediatrics, women’s health, orthopedics and spine, radiology and radiation oncology, neurosurgery and neuroscience, cardiology and cardiovascular surgery, organ transplantation and human genetics. Its main campus includes the internationally celebrated UH Rainbow Babies & Children’s Hospital, ranked among the top children’s hospitals in the nation; UH MacDonald Women’s Hospital, Ohio’s only hospital for women; and UH Seidman Cancer Center, part of the NCI-designated Case Comprehensive Cancer Center.

Advanced Platform Technology Research Center

216.707.6421
Ronald J. Triolo, PhD, Executive Director
Clay Kelly, MD, Medical Director

https://www.aptcenter.research.va.gov/

The Advanced Platform Technology (APT) Center (https://www.aptcenter.research.va.gov) at the Louis Stokes Cleveland VA Medical Center (LSCVAMC) is one of 13 designated Centers in the Rehabilitation Research and Development Service. The APT Center focuses on serving veterans with sensorimotor dysfunction, cognitive impairment, or limb-loss using cutting edge technologies and rehabilitation techniques, translating them from proof of concept to viable clinical options. Advances in material science, microfabrication and microsystem design, neural engineering, mechanics, and communications are captured and integrated for applications in prosthetics/orthotics, neural interfacing, wireless health monitoring and maintenance and all forms of enabling and emerging technologies. The APT Center is able to provide or facilitate access to the following resources:

• Neural modeling and analysis of interface designs
• Polymer and bioactive material development
• Microelectromechanical (MEMS) systems design and fabrication
• 3-D and laser printing/prototyping, mechanical testing and dynamic simulation
• Pre-clinical in vitro and in vivo verification of device performance
• Circuit, sensor and software design and fabrication
• System validation and design control documentation
• Professional engineering support and project management
• Administrative support for intellectual property protection, regulatory affairs, and quality systems.

The APT Center was established in 2005 as a collaboration between the LSCVAMC and Case Western Reserve University (CWRU). Over 50 Engineers and Clinician Scientists at the LSCVAMC, CWRU, Cleveland Clinic, University Hospitals, Cleveland State University, Kent State University, University of Michigan, and Cornell University are affiliated with the APT Center and contribute to its mission.

Case Comprehensive Cancer Center

216.368.1122
Stanton L. Gerson, MD, Director

http://cancer.case.edu

The Case Comprehensive Cancer Center (Case CCC) (http://cancer.case.edu) based at Case Western Reserve University (CWRU) is a partnership organization supporting cancer-related research efforts at CWRU, University Hospitals Cleveland Medical Center, and Cleveland Clinic. Located in Cleveland, Ohio, the Case CCC serves the
cancer research and clinical needs of an urban manufacturing and rural agricultural region containing over 4 million people in Northern Ohio.

The Case CCC provides a unique forum and academic network for cancer researchers across our community to accomplish more than they may individually. Through the Case CCC, our medical institutions are linked in a stronger and more unified effort to understand the causes and progression of cancer and to use that understanding to develop treatments and to reduce the likelihood that our population will develop cancer and suffer from its consequences. The Cancer Center advocates for cancer research support across the institutions; provides funding for promising pilot grants, shared resource development, training programs, and recruitment; and catalyzes multidisciplinary and transdisciplinary cancer research across institutions, emphasizing innovative discovery that will have an impact on cancer patients.

The mission of the Case CCC is to:

- Improve the prevention, diagnosis and therapy of cancer through discovery, evaluation and dissemination.
- Stimulate and support innovative, coordinated interdisciplinary clinical research on cancer diagnosis, treatment, prevention and control.
- Develop clinical applications of discovery and make these available to Northern Ohio residents as quickly as possible through the integrated efforts of the major health systems in the region.
- Develop cancer prevention and control activities that build on the expertise of the Center and result in a reduction of cancer morbidity and mortality in Northern Ohio and the nation.

The research efforts of the Case CCC members are organized into seven interdisciplinary scientific programs. The clinical research effort is supported by 12 Clinical Trials Disease Teams that develop and prioritize clinical trials, and a single Protocol Review and Monitoring System, Data Safety and Monitoring Plan integrate cancer research, cancer therapeutics, and prevention services at the partner institutions and throughout the region.

Research programs of the Case CCC are also extending into community medical centers operated by University Hospitals and Cleveland Clinic. Outreach programs for clinical practice-based prevention and screening initiatives, educational programs, minority recruitment, and facilitation of patient referrals are also supported by the partner institutions.

In addition to successfully competing for a Cancer Center Support Grant from the National Cancer Institute, the Center must meet specific criteria for:

- Breadth and depth of basic cancer research; clinical cancer research; and prevention, control and population/behavioral sciences research in cancer; and
- Strength of interaction among these three major research areas.

The Case Comprehensive Cancer Center is one of only 51 NCI-designated Comprehensive Cancer Centers (https://case.edu/cancer/about-us/nci-designation/) in the nation. Learn more about the National Cancer Institute’s Cancer Centers program at cancercenters.cancer.gov (http://cancercenters.cancer.gov/).

Case Cardiovascular Center
216.368.5678
Sanjay Rajagopalan, MD, Director, Case Cardiovascular Research Institute

Aaron Proweller, MD, Associate Director, Case Cardiovascular Research Institute
https://case.edu/medicine/cvri/

The Case Cardiovascular Research Institute (CVRI) (https://case.edu/medicine/cvri/about-us/) is home to investigators focused on translating fundamental discovery from the bench to pre-clinical models and, ultimately, first-in-human studies. Major research areas include inflammation, metabolism, myopathy cardiovascular development, angiogenesis and stem cell biology. The diversity and collaborative interactions within the Institute and broader university community foster a multidisciplinary approach to basic and translational research. We set ourselves apart from other programs by embracing a strong culture of developing and promoting the careers of young scientists and physician-scientists in clinical, translational and basic research.

The net result of these efforts has been:

- The establishment of premier research programs in basic/ translational/and clinical research
- Recruitment of outstanding clinician-scientists and research scientists
- Acquisition of robust funding including multiple K-grants, R01s, and a T32 Cardiovascular training grant.

Major Research Areas:

- Vascular Biology – Research efforts focus on the role of vascular cells in blood vessel development, angiogenesis, inflammation, injury and repair.
- Cardiac Myocyte Biology – Research efforts are focused on understanding fundamental mechanisms governing the development, progression and complications of cardiac hypertrophy and failure.
- Gene Regulation – Research efforts are directed towards understanding basic molecular mechanisms governing gene regulation with a focus on DNA-binding proteins and chromatin-modifying factors.
- Inflammation & Immunity – The main focus is on the role of innate immunity – especially the development, differentiation and activation of myeloid lineage cells and their impact on the development of atherosclerosis, myocardial infarction, and insulin resistance syndromes.
- Stem Cell & Regenerative Medicine – These research efforts are investigating the potential of several types of adult stem cell (umbilical cord, bone marrow, and circulating EPCs) in the treatment of cardiovascular disease. These efforts include elucidating molecular mechanisms aimed at reprogramming, expanding and genetically modifying adult stem cells and evaluating their therapeutic potential.
- Arrhythmias – Using cardiac electrophysiological and pharmacological techniques, research efforts are focused on understanding mechanisms underlying the development of atrial flutter/fibrillation as well as novel pharmacologic and mechanical approaches to the treatment of this arrhythmia. In collaboration with the Department of BioMedical Engineering in the School of Engineering, faculty members are investigating OCT-based methods to image the atrial wall and monitor ablation procedures. Further, a novel OCT-based pace-maker is under development.

The Center for AIDS Research
216.368.0271
Jonathan Karn, PhD, Director
Michael Lederman, MD, Associate Director

Since its founding in 1994, the Case Western Reserve University/University Hospitals Center for AIDS Research (CWRU CFAR (http://casemed.case.edu/cfar/)) has been a center of excellence for both clinical and basic science AIDS research. Investigators participating in the CWRU CFAR draw on resources from the Case Western Reserve University School of Medicine, University Hospitals Cleveland Medical Center, MetroHealth Medical Center, the Cleveland Clinic Foundation and the Joint Clinical Research Center in Kampala Uganda. As one of only 19 CFARs nationally, the CFAR plays an important role in ensuring that cutting-edge AIDS research and well-received community outreach is supported in our region of the country. Major strengths in the CWRU CFAR include international research, especially with respect to research in tuberculosis and HIV malignancy, microbicides, pathogenesis, virology, clinical trials, and training, at the national and international levels. As the first CFAR to make a major investment in international research, we have been able to expand a highly productive and long-standing scientific relationship with Makerere University, Kampala.

The CWRU CFAR shares and supports the mission of the National CFAR program to support a multi-disciplinary environment that promotes basic, clinical, epidemiologic, behavioral, and translational research in the prevention, detection, and treatment of HIV infection and AIDS. The CWRU CFAR provides: Leadership and strategic planning that promotes and supports outstanding HIV/AIDS research at our participating institutions, a vibrant series of seminars and meetings regularly bringing leaders in HIV research to our campus, laboratory cores with expertise, state-of-the-art instrumentation and technologies; pilot grant awards and mentoring to develop junior faculty interested in HIV; educational and training efforts which encompass the whole range of contemporary HIV/AIDS research; community outreach programs, and the promotion of and participation in collaborative research efforts within the national CFAR network and in Uganda.

Case Center for Imaging Research (CCIR)
216.983.3264
James Basilion, PhD, Director - CCIR
Chris Flask (caf@case.edu), PhD, Scientific Director - Imaging Research Core

The CCIR (https://case.edu/medicine/ccir/) is a joint venture between Case Western Reserve University School of Medicine and University Hospitals Cleveland Medical Center. The CCIR, through its numerous faculty members and state-of-the-art clinical and preclinical imaging capabilities, promotes interdisciplinary and translational imaging research. As the imaging research program at CWRU continues to grow, we strive to make the CCIR imaging capabilities available to the broader research community. This overriding goal has led to a strong collaborative relationship between the CCIR imaging faculty and both basic and clinical researchers in many disciplines.

Within the CCIR, the Imaging Research Core provides facilities for both preclinical and clinical imaging studies. The Imaging Research Core serves as a shared resource for CWRU’s Cystic Fibrosis Center, the Case Comprehensive Cancer Center, the Clinical and Translational Science Collaborative (CTSC), the Cleveland Digestive Diseases Research Cores Center, and the SMART Center in the School of Nursing. The preclinical facility includes two high-resolution MRI scanners, a microPET/CT scanner, an ultrasound scanner, an X-ray scanner, and three bioluminescence and fluorescence systems. Magnetic relaxometers are also available for high throughput screening of developmental MRI contrast agents. In addition, a novel cryo-imaging imaging system provides high resolution, 3D optical imaging capabilities. The Core also provides support for quantitative analysis of all imaging data.

A human 3T MRI scanner and an ultrasound scanner are also available through the Core for clinical research studies. Other clinical imaging options are also available within the Department of Radiology. The creation of a new radiopharmaceutical facility within the CCIR, together with our existing cyclotron and radioisotope delivery system, now provide the capacity to conduct a variety of molecular PET imaging studies from preclinical animal studies all the way to routine clinical studies.

Case Center for Synchrotron Biosciences
Mark Chance, PhD, Director

Since its inception by Prof. Mark Chance (https://case.edu/medicine/nutrition/about-us/faculty/mark-chance/) in 1994 at the National Synchrotron Light Source (NSLS) at Brookhaven National Laboratory (BNL) in NY, the Center for Synchrotron Biosciences (CSB) has provided the research community with access to state of the art synchrotron-based tools to address a range of important problems in biomedical research. With funding support primarily from the National Institutes of Health (NCRR and later NIBIB), as well as several academic and government partners, the CSB supported beamline capabilities at the original NSLS for 20 years for X-ray absorption spectroscopy, macromolecular crystallography, synchrotron infrared spectroscopy, and hydroxyl radical X-ray footprinting. These resources collectively enabled nearly 2500 publications and 2900 structure deposits in the Protein Databank from the user community, while training a generation of scientists in the application of synchrotron-based structural biology methods.

Following the closure of the NSLS in 2014, the CSB migrated operations to the new NSLS-II, a state-of-the-art 3rd-generation synchrotron facility providing 4 orders of magnitude greater photon brightness and improved stability over the original NSLS facility. In partnership with NSLS-II, and with support from the NIH and NSF, the CSB constructed and now operates the XFP (17-BM) beamline (https://case.edu/medicine/csb/beamlines/xfp/) for X-ray footprinting (https://case.edu/medicine/csb/research-techniques/x-ray-footprinting/), as part of the NSLS-II Structural Biology (https://www.bnl.gov/ps/programs/structural-biology.php) science program. The CSB has also increased its emphasis on multi-modal approaches to structural biology via an Integrated Biophysics program (https://case.edu/medicine/csb/integrated-biophysics/) that uses the unique resources available at NSLS-II, as well as complementary tools available in the Case Center for Proteomics and Bioinformatics (https://case.edu/medicine/nutrition/case-center-proteomics-and-bioinformatics/) and elsewhere in the CWRU School of Medicine.

Center for Antimicrobial Resistance and Epidemiology
216.791.3800, ext. 4788
Louis Stokes Cleveland Department of Veterans Affairs Medical Center (VAMC)
Robert A. Bonomo (robert.bonomo@va.gov), MD Chief, Medical Service

As antibiotic resistance has become a national and global public-health problem, top academic centers are preparing to launch ambitious programs addressing research on the basic, translational and clinical aspects of antibiotic resistance. The CWRU-Cleveland VAMC Center for...
Antimicrobial Resistance and Epidemiology (Case VA CARES) aims to translate research findings into clinically useful tools for the diagnosis and treatment of patients infected with multidrug-resistant (MOR) Gram-negative organisms and mycobacteria. The center's long term goals are: 1) to continue and expand this dynamic research program directed at understanding the mechanistic bases of resistance in order to develop innovative clinical and therapeutic approaches to deal with MOR organisms; 2) to develop a strong clinical research program of translational medicine on antibiotic resistance; 3) to incorporate drug discovery, whole genomic sequencing and other rapid technological innovations into the management of patients infected with MOR organisms and mycobacterial pathogens, including tracking of outbreaks and molecular epidemiology of these organisms; 4) to enhance educational activities of trainees in aspects related to antibiotic resistance; and 5) work with existing services available at the School of Medicine, University Hospitals, and the Clinical and Translational Science Collaborative to disseminate research and educational activities both nationally and internationally.

The Center for Child Health and Policy at Rainbow Babies & Children's Hospital
216.844.6253
Ann Nevar, MPA, Manager
Established in 2007, the Center for Child Health and Policy at Rainbow (http://www.uhospitals.org/rainbow/for-clinicians/child-health-policy/) focuses on major health policy issues that are central to the well-being of children and youth. The Center recognizes that health policy forms a framework for all health care delivery and that health policy is therefore essential to improving children's health. In this way, the Center focuses on the nexus between policy and practice of pediatric medicine.

The Center fills the need to amalgamate expertise in pediatric medicine and research with expertise in health policy. Operating as a think tank, the Center brings together experts in child health, health finance, law and policy to perform policy analyses, consultations, research, educational programming, and community outreach to advance child health through policy. Work is focused on several areas including: Maternal/Fetal/Newborn Health; Chronic Illness; Quality; and Care Delivery Systems. The Center is the only program devoted to child health policy in Cleveland and one of few nationwide.

To date, the Center has accrued many products and achievements including: Ohio Health Policy Researcher of the Year in 2006; Ohio Health Policy Researcher of the Year for Independent Research in 2009; programs designated Centers of Excellence; multiple white papers, reports, and peer-reviewed publications; grants and awards from the National Institutes of Health, The Centers for Disease Control and Prevention, the Ohio Department of Health, the Ohio Department of Job and Family Services, and numerous foundations; and invited/elected memberships in state and national policy committees.

Center for Clinical Investigation
216.368.3286
Pamela B. Davis, MD, PhD, Director
The Center for Clinical Investigation (CCI) was founded in 2007 and is part of Case Western Reserve University School of Medicine's Division of General Medical Sciences. The CCI serves as the academic home of Cleveland's Clinical & Translational Science Collaborative, a partnership of 4 local institutions (Case Western Reserve University, the Cleveland Clinic Foundation, the MetroHealth System, and University Hospitals) and member of a national consortium of approximately 66 institutions funded by the National Institutes of Health to increase the efficiency and speed of clinical and translational research across the country.

The CCI's mission is to enhance clinical and translational research efforts across the Cleveland area by: (1) spurring advances in knowledge of risk factors, outcomes and treatment effectiveness in the population; (2) facilitating the transfer of scientific advances to the community; and (3) developing a new generation of clinical researchers equipped with the skills needed to efficiently design, implement and interpret novel studies that address important public health questions. To accomplish its mission, the CCI provides computer systems and applications support for basic science and clinical research activities and works closely with basic science and clinical investigators in the CWRU Schools of Medicine, Nursing, and Dental Medicine, as well as the University Hospitals Case Medical Center, Cleveland Clinic, and MetroHealth System. The CCI has supported hundreds of clinical research and epidemiology projects, including local and national multicenter, longitudinal studies. The CCI has two cores that provide research support to all investigators: the Academic Development Core and Statistical Sciences Core.

The Academic Development Core manages the newly created PhD Program in Clinical Translational Science, the Master's Degree Program in Clinical Research (Clinical Research Scholars Program - see "Clinical Research MS" tab above), and the Graduate Certificate Program in Clinical Research. The Academic Development Core also delivers seminars and short courses in clinical research and works to coordinate educational activities in interdisciplinary clinical research across the CTSC's institutional members. The programs target investigators and other key members of the research team, including data managers and study coordinators. Training efforts in research design, research data management, statistical sciences, statistical software, and scientific communication are emphasized.

The Statistical Sciences Core provides data management and statistical support for study design and data analysis. Members who provide data management consist of skilled data managers and programmers who consult and collaborate with investigators on data collection instrument development and coding, database development and administration, data cleaning and quality assurance, statistical programming, and dataset preparation. Members providing statistical support collaborate and consult with clinical investigators on proposal development, study design, study monitoring, and data analysis. "The Statistical Sciences Core currently consists of 1 PhD biostatistician and 1 MS biostatistician. Statistical software packages that are supported by the CCI Statistical Sciences Core include SAS, SPSS, R/S-Plus, NCSS PASS and Minitab. In addition, the Statistical Sciences core serves as a gateway for connecting investigators with the broad expertise available through the biostatistics faculty in the Department of Population and Quantitative Health Sciences.

Center for Community Health Integration
https://case.edu/medicine/healthintegration/
CHI-Information@case.edu (CHI-Information@case.edu/)
Kurt C. Stange, MD, PhD, Director
The Center for Community Health Integration (CHI) (https://case.edu/medicine/healthintegration/) conducts collaborative research and development to advance community health and integrated, personalized health care. We work with colleagues across multiple levels of a complex system to develop a shared understanding of the effects of social,
environmental, and human systems, and to use that understanding to improve the health of individuals, vulnerable populations, and communities.

Building on three decades of work with partners in Cleveland and around the world, this new center is in an early phase of making and reinforcing connections that challenge problems often perceived as intractable. We are investing in relationships, analytical capacity, and novel ideas. We welcome conversations to explore collaborative opportunities.

**Center for Global Health and Diseases**

216.368.4818
http://www.case.edu/orgs/cghd/
James W. Kazura, MD, Director

The Center for Global Health and Diseases links the numerous international health resources of the University, its affiliated institutions, and the northern Ohio community in transdisciplinary programs of research and education related to global health. The scope of the Center’s activities also includes education and service as these are related to molecular, clinical and population studies of health and disease.

The Center is currently a national leader in National Institutes of Health-supported studies of the major infectious diseases of developing countries. Cutting-edge approaches are implemented in order to examine the molecular, genetic and immunologic basis of susceptibility to infectious diseases of public health significance - malaria, river blindness, lymphatic filariasis, schistosomiasis, HIV and other viral diseases such as Rift Valley fever. Clinical research in endemic countries is concerned with testing and implementing cost-effective public health interventions that are aimed at the control of malaria and Neglected Tropical Diseases (worm infections of children, elimination of lymphatic filariasis). The Center has ongoing research and educational collaborations with academic and governmental institutions in Papua New Guinea, Brazil, Kenya, Uganda, and several other countries in Sub-Saharan Africa. Educational programs sponsored by the Center include electives in international health, population biology, and genetics of infectious diseases (available to undergraduate, graduate and professional school students), a weekly World Health Interest Group (WHIG) seminar series, overseas rotations for graduate and professional school students, and training programs at the university and abroad for scholars from developing countries (with support from the Fogarty International Center at NIH).

A certificate in Global Health is available (see Certificates).

**Center for Health Care Research & Policy**

216.778.3902
Randall D. Cebul, MD, Director

The mission of the Center for Health Care Research & Policy (http://www.chrp.org/) is to: 1) improve the health of the public by conducting research that improves access to health care, increases the quality and value of healthcare services, and informs health policy and practice; and 2) lead education and training programs that promote these goals. Formally established in 1994, the Center’s mission is carried out by a cross-disciplinary faculty who both lead and collaborate with other scholars in Northeast Ohio and beyond. A core faculty of 17 is extended by affiliated Senior Scholars throughout the university, assisted by an able staff and over 30 grant-supported research associates. The Center’s home at MetroHealth’s Rammelkamp Research and Education Building is an outstanding venue for collaborative research, mentoring of students and junior faculty, and cross-disciplinary seminars.

The Center’s research and training focus in programmatic areas that reflect national health care priorities as well as high impact problems in adults. Center Programs pertain to chronic conditions, especially stroke, obesity and diabetes, and kidney disease. Programs are supported by methods units, including biostatistics and evaluation, health care decision making, and health economics and health policy. Research using clinical informatics capitalizes on growing institutional capacities in electronic medical records (EMR) and clinical decision support. Center faculty view Northeast Ohio as a laboratory for research, recognizing the national relevance of regional challenges and opportunities. For over four years, the Center has served as the administrative home for Better Health Greater Cleveland, an EMR-catalyzed initiative to measure, publicly report, and improve health outcomes for the region’s residents with chronic medical problems. Center faculty also assume leadership roles in federally-supported degree programs in Health Services Research and Clinical Investigation and teach in the core curriculum of the School of Medicine.

**Center for Medical Education**

216.368.1948
Lia Logio, MD, Director

The Center for Medical Education, established in 2010, provides an organizational home for teaching and learning programs in the School of Medicine and a supportive environment for those who want to develop special skills in medical education.

The Center also sponsors faculty appointments, both full- and part-time, for faculty whose roles are predominantly focused on teaching medical students and physician assistant students. These include community clinicians who welcome medical students into their clinics and practices.

The Center for the Advancement of Medical Learning (https://case.edu/medicine/caml/) ("CAML") operates its programs under the auspices of the CMEd. CAML supports and promotes the development of teaching and lifelong-learning skills among students, faculty, staff, residents, and alumni. CAML pursues research into educational innovations to advance our knowledge of medical learning and teaching. The Center offers workshops to faculty locally, regionally, and nationally to enhance faculty teaching, research and evaluation skills.

**Center for Proteomics and Bioinformatics**

216.368.0291
http://proteomics.case.edu/index.html (http://proteomics.case.edu/)
Biomedical Research Building, Ninth Floor
Mark R. Chance, PhD, Director

The Case Center for Proteomics and Bioinformatics was created, in part, to strengthen Cleveland’s presence in modern proteomics and bioinformatics research to make the region a leader in the field. The vision for the Center has been shaped over the past several years by the leadership of the Center’s Director, Mark Chance, PhD, with over $120 million in grants awarded to the Center and its collaborators since its inception in February 2006. One of the primary goals of the CPB is to develop an infrastructure of sophisticated equipment that facilitates and maximizes shared equipment usage, as well as to offer a wide array of proteomics, and metabolomic services including protein and small
molecule mass spectrometry, protein expression/interactions, systems biology, and biostatistical analyses.

The CPB has expanded its vision to include education of graduate students in systems biology and bioinformatics. The Center for Proteomics and Bioinformatics developed a graduate program in Systems Biology and Bioinformatics in collaboration with Schools and Departments across the campus. For more information regarding the SYBB graduate program please see "Systems/Bioinformatics" tab above. You may also visit http://bioinformatics.case.edu/.

In studying proteins and metabolites, bioinformatics analysis enables researchers to take an integrated pan-omics approach for discovering networks involved in human disease. The School of Medicine has established the Center for Proteomics and Bioinformatics to perform research to better understand the genetic and environmental bases of disease as well as provide new technologies to diagnose diseases such as cancer, heart disease, and diabetes. Utilizing bioinformatics enables researchers to take an integrated -omics approach for discovering networks involved in human disease.

New technologies in mass spectrometry are also allowing protein expression, localization, structure, post-translational modifications, and interactions to be studied in increasing detail and on a genome-wide scale. The Center is also developing and applying state-of-the-art-structural proteomics technology, metabolic and small molecule analysis, especially for pharmacokinetic (PK) studies to support clinical, translational, and structural research.

The CPB has three major research areas: Proteomics and Bioinformatics, Metabolomics, and Macromolecular Structure.

**Proteomics and Bioinformatics** faculty and staff support research in protein expression analysis, protein modifications, and protein interactions in a wide variety of biological contexts as well as develops new bioinformatics tools in Proteomics research. This includes multiple Proteomics Cores to support these activities.

**Metabolomics** faculty and staff support metabolite small molecule quantification research in the CWRU community. The services provided range from drug PK studies to quantification of endogenous metabolites in clinical and preclinical samples.

**Macromolecular Structure** faculty and staff supports interdisciplinary research in new methods of structure determination, the combination of computational and experimental structural biology approaches and developing and maintaining the infrastructure for macromolecular structure determination.

The CPB also offers a wide range of seminars, workshops, and possibilities for individual training. These activities are posted on the CPB Web site. For a list of services and to explore opportunities to collaborate, please visit the Web site: https://case.edu/medicine/nutrition/case-center-proteomics-and-bioinformatics (https://case.edu/medicine/nutrition/case-center-proteomics-and-bioinformatics/)

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**Center for Psychoanalytic Child Development**

Kimberly Bell, PhD, Director
Email: kmb207@case.edu
216.991.4472

The Center for Psychoanalytic Child Development was established in 2001 in memorial to John A. Hadden Jr., past President of the Board of Trustees of the Cleveland Center for Research in Child Development and of the Hanna Perkins School. The mission of the center is to advance the science of psychoanalytic child development at the School of Medicine.

The Center offers medical students and residents who are interested in working with children the opportunity for observational learning in the Hanna Perkins school. In addition, didactic courses, case conferences, and supervision are available to deepen students’ understanding of the relationship between physical and psychological development in the first 5 years of life.

**The Center for RNA Science and Therapeutics**

216.368.0299
http://www.case.edu/med/racenter/home.htm
Eckhard Jankowsky, PhD, Interim Director

The Center for RNA Science and Therapeutics is a free-standing academic unit in the basic sciences within the School of Medicine at Case Western Reserve University. The RNA Center was established in the mid-nineties as a core entity in recognition of the strong cadre of research laboratories devoted to studying post-transcriptional mechanisms of gene expression focusing on various aspects of RNA Biology. The current mission of the RNA Center is to parlay the strengths of RNA Center scientists towards the development of unique therapeutic initiatives. The RNA Center is combining the usage of nanoparticle technology with RNA science to develop new classes of drugs, leading towards the amelioration of a variety of diseases. Current efforts are focused on metabolic disorders, cancer immunotherapies, immunity, and protein replacement. In addition, we are developing new technologies that promise to improve diagnostics, allowing for earlier detection of a variety of human diseases, especially cancer.

The RNA Center contains one of the largest concentrations of RNA scientists in the nation. The faculty of the RNA Center cover nearly every aspect of RNA research. Current research in the Center focuses on several problems ranging from extremely basic questions such as the mechanism of RNA catalysis and how proteins interact with RNA to the roles of RNA processing in disease. Specific research interests include splicing and its regulation, RNA editing, tRNA maturation, mechanisms of translation regulation, RNA degradation, RNA trafficking, RNA interference and regulation of gene expression by microRNAs and non-coding RNAs.

Collectively, the RNA Center provides a valuable resource for collaborative efforts within the University and its affiliated institutions: the Cleveland Clinic Foundation, MetroHealth Medical Center, the Cleveland VA Medical Center, and University Hospitals Cleveland Medical Center. In addition, the official journal of the RNA Society “RNA” was founded and continues to be housed in the RNA Center. The members of the RNA Center have an excellent funding record and the research performed is regularly published in highly visible journals such as Science, Nature, Molecular Cell, NSMB, Molecular Cell, etc.

**Center for Science, Health and Society**

216.368.2059
http://casemed.case.edu/cshs/
Nathan A. Berger, MD, Director
Recognizing that the successful futures of Case Western Reserve University, the City of Cleveland, and Cuyahoga County are integrally related, the Center for Science, Health and Society (CSHS) was created in 2002 to focus the efforts of the University and the community in a significant new collaboration to impact the areas of health and healthcare delivery systems through community outreach, education, and health policy. The Center, based in the School of Medicine, with university-wide associations, is engaging the many strengths of the University and the community to improve the health of the community.

The Center has engaged the community at the level of the individual and the neighborhood, in public and private schools, at civic and faith-based organizations, and at the level of governmental agencies and community leadership to identify community problems, perceptions, assets, and resources; advise the community of faculty skills, assets and expertise; and, catalyze that community service based scholarship that benefits community interests and promotes mutual enhancement. The Center coordinates the Scientific Enrichment Opportunity outreach program that brings Cleveland high school students on to the medical school campus in the summer to work along with our distinguished faculty in their research labs, to introduce and stimulate the students and help prepare them to enter careers in the health care professions and biomedical workforce. The Center also coordinates the Mini Medical School Program presented every Spring and Fall to educate the community about the latest developments in healthcare, particularly those developed at CWRU. The overall goal of these programs is to educate and empower the community to become better consumers of healthcare and more informed and stronger advocates for healthcare policy and legislation in their own interests.

**Center for the Study of Kidney Biology and Disease**

John R. Sedor, MD, Director

Chronic Kidney Disease (CKD) is a growing public health problem in the United States. More than seventeen percent of US adults—more than 40 million Americans—have CKD. CKD generally progresses over time and can cause cardiovascular disease, anemia, bone disease, fluid overload, and eventually end-stage kidney disease (ESKD). Patients with ESKD need renal replacement therapy, either from dialysis or a kidney transplant, to live. The risk of death for patients receiving dialysis is nearly eight times higher than the non-ESRD population, leading to a 20% annual probability of death. Kidney disease disproportionately affects minorities and vulnerable populations. Kidney disease treatment is expensive and uniquely tied to federal expenditures through the Medicare entitlement program. The cost of care for ~ 550,000 ESKD patients is nearly $34 billion annually, exceeding the total NIH budget. Treating all health conditions of CKD and ESRD patients consumes nearly 25% of the Medicare's budget.

The Center's mission is to accelerate discovery and its translation for treatment and cure of kidney diseases in an interdisciplinary environment within the rich, research environment of the CWRU School of Medicine. The faculty is an accomplished and highly interactive group of investigators, based in the adult or pediatric Divisions of Nephrology in CWRU-affiliated hospitals (Cleveland Clinic, MetroHealth, Stokes VAMC, University Hospitals) as well as other clinical and basic science departments at the School of Medicine and Lerner Research Institute. Research interests of the faculty include digital pathology image analysis using machine learning tools, glomerular diseases, diabetic and other chronic kidney diseases, epithelial cell biology and ion transport, tubular physiology, genetic epidemiology, health services research, renal transplantation, health disparities research and clinical trials. Center faculty are members of the NIDDK-funded Kidney Precision Medicine Project and the APOLLO, NEPTUNE and CureGN consortia, all of which use “omics” tools to generate deep molecular phenotypes for discovery of new treatment targets and biomarkers. Research projects use cellular, molecular biological, computational, genetic, genomic and epidemiological methods to study in vitro and animal models and/or patients. Projects by Center investigators use health data, culled from electronic health records, and biological samples from patients with kidney diseases in order to generate novel hypotheses, which can then be tested with animal models and cell lines. Training opportunities are available for undergraduate, pre- and post-doctoral students.

**Cleveland Brain Health Initiative**

216.368.6252

Lin Mei, MD, PhD, Director

Eleni A. Markakis, PhD, Assistant Director for Scientific Programs

CBHI (https://case.edu/medicine/cbhi/) has the goal of engaging scientists and physician scientists across departments in each of our member institutions, to develop collaborative, impactful research that will lead to improved brain health for the residents of northeast Ohio and beyond. Our members include faculty from:

- Case Western Reserve University (https://case.edu/)
- Cleveland Clinic (https://my.clevelandclinic.org/departments/neurological/)
- Kent State University (https://www.kent.edu/brainhealth/)
- Louis Stokes Cleveland VA Medical Center (https://www.cleveland.va.gov/)
- MetroHealth Medical Center (https://www.metrohealth.org/)
- Northeast Ohio Medical University (https://www.neomed.edu/medicine/an/)
- University Hospitals (https://www.uhospitals.org/services/neurology-and-neurosurgery-services/)

CBHI has three mandates:

- **Scientific Programs**
- **Education**
- **Outreach**

Scientific Programs, like our study groups, are meant to foster novel collaborations leading to new knowledge that will impact upon lifespan brain health and the treatment of disease. Our Education mandate disseminates knowledge to undergraduate, graduate and medical students, and postdoctoral fellows representing the next generation of brain health physicians and scientists. Our Community Outreach efforts aim to make our scientific discoveries accessible and understandable to our community in such a way as to improve lifespan brain health for all.

**Cleveland Digestive Diseases Research Core Center**

216.368.1668

Fabio Cominelli, MD, PhD, Director
The Cleveland Digestive Diseases Research Core Center (DDRCC) (https://case.edu/medicine/cddrcc/) is a cross-institutional and multidisciplinary program between Case Western Reserve University (CWRU) and Cleveland Clinic Foundation. The center’s two major themes are digestive inflammation and metabolism, both of which represent well-established areas of collaborative investigation at CWRU.

The mission of the Cleveland DDRCC is to integrate, coordinate, and foster interdisciplinary research in digestive diseases by Center investigators with active, innovative, and high-quality research programs that relate to the common themes of the Center (i.e., Digestive Inflammation/Tumorigenesis and Liver Disease/Metabolism). In fulfilling this mission, our goal is to provide the capability for accomplishments in digestive diseases research greater than those that would be possible by individual research grant support alone, and to establish the Cleveland DDRCC as a national model for excellence and highly innovative research in digestive diseases.

The DDRCC aims to enhance the basic research capabilities of center investigators and develop and implement programs to support independent development of young investigators in digestive inflammation and metabolism research. The DDRCC also seeks to attract established investigators who are not currently involved in digestive disease research to apply their expertise to this important area and help translate basic research discoveries to the clinical arena.

The Cleveland DDRCC is focused on what produces the digestive diseases that affect millions of people in the U.S., such as inflammatory bowel disease, hepatitis, metabolic syndromes and obesity.

Cleveland Functional Electrical Stimulation (FES) Center
216.231.3257
Robert F. Kirsch, PhD, Executive Director
Robert Ruff, MD, PhD, Medical Director

The Cleveland Functional Electrical Stimulation (FES) Center (http://fescenter.org/) is a consortium of three nationally recognized institutions: Department of Veterans Affairs, MetroHealth Medical Center, and Case Western Reserve University. Through the support of these partners, the Cleveland FES Center is able to provide a continuum of advancement. Created in 1991 with a grant from the Department of Veterans Affairs, the FES Center currently has research funding at the federal, state and local levels and additional industry and foundation funding in excess of $17M in order to achieve its mission.

The Center focuses on the application of electrical currents to either generate or suppress activity in the nervous system. This technique is known as functional electrical stimulation (FES). FES can produce and control the movement of otherwise paralyzed limbs for standing and hand grasp, activate visceral bodily functions such as bladder control or respiration, create perceptions such as skin sensibility, arrest undesired activity such as pain or spasm, and facilitate natural recovery and accelerate motor relearning.

Founded to introduce FES into clinical practice, the Center provides innovative options for restoring neurological health and function by developing advanced technologies and integrating them into clinical care.

Institute for Transformative Molecular Medicine
216.368.5725
Jonathan S. Stamler, MD, Director

The Institute for Transformative Molecular Medicine (ITMM), which operates under the combined aegis of Case Western Reserve University and University Hospitals, is composed of physician-scientists and basic discovery researchers who work to acquire fundamental scientific knowledge within the field of molecular medicine. Founded in 2010, the ITMM provides physician-scientists with the opportunity for professional advancement based on their contributions to life sciences, protected from demanding clinical schedules or administrative responsibilities. The mission of the ITMM is to foster the unrestricted pursuit of new knowledge that can be cultivated as the basis for therapeutic innovation and to inspire new generations of physician-scientists.

The operation of the ITMM is based on a new model that unites academic medical centers, physician- and discovery-scientists and commercial partners to maximize the conversion of basic science discoveries into novel, high-value therapeutics. Thus, the ITMM facilitates connectivity between medical disciplines and the basic research community in order to catalyze fundamental discovery and its transformation into therapies that benefit humankind. Creativity and innovation are highly valued in the culture fostered by the ITMM. Expertise in interdisciplinary science is prioritized, including signal transduction, receptor biology, regenerative medicine, RNA biology and chemical biology, in the pursuit of cutting-edge advances that can impact human disease.

The Mt. Sinai Skills and Simulation Center
216.368.0064
Andrea Bryner, BA, MSM, Administrative Director

The Mt. Sinai Skills and Simulations Center (MSSSC) (http://casemed.case.edu/simcenter/) was initially conceived in response to common concerns over the nationwide increased incidence of medical errors, the rising costs of healthcare, and the need for improved patient-caregiver communication. Since its founding in 2006, the MSSSC continues to work with an ever-expanding list of healthcare partners to become an integral resource for the education of healthcare students and professionals in the Northeastern Ohio region and throughout Ohio.

Simulation develops confident practitioners who can significantly contribute to the goal of improved patient outcomes. By providing a variety of simulation tools, such as life-like computerized manikins and standardized professionals performing within carefully crafted scenarios, we can replicate the complex environment of the clinical setting. Participation in these specially designed scenarios allows learners to practice the critical skills needed to provide safe, quality care to patients, including communication, technique development, decision making and data analysis. These models have allowed us to have ongoing research projects in education development and intervention and advanced our partnership for the development of new techniques and materials.

The MSSSC has all the tools available for simulation training, including Standardized patients – individuals trained to portray situations or conditions; Task trainers – devices used to teach individual techniques; High fidelity trainers – manikins with programming capabilities; Virtual reality – real-life interactive trainers for surgery, cardiology and other disciplines; and Hybrid combinations of the above.
During the past five years, the Center has provided educational opportunities and course for learners at all levels from high school students, medical, physician assistant, dental and nursing students at Case Western Reserve University and The Lerner College of Medicine, residents and fellows from training programs at University Hospitals Case Medical Center, The Cleveland Clinic and VA Medical Center, graduate education for practicing physicians and surgeons, nursing and other healthcare providers at all levels.

**National Center for Regenerative Medicine**

216.368.3614  
http://ncrm.us  
Stanton L. Gerson, MD, Director  
Timothy A. Chan, MD, PhD, Co-Director

The National Center for Regenerative Medicine (NCRM) ([https://case.edu/medicine/ncrm/](https://case.edu/medicine/ncrm/)) is a platform to facilitate translational research, clinical application and commercialization of regenerative medicine, tissue engineering, and stem cell therapeutics across a consortium of institutions. NCRM is driven by three nationally ranked, medical research powerhouses, Case Western Reserve University, Cleveland Clinic and University Hospitals. Through this network of researchers and clinicians, research discoveries are actively being translated into cell-based therapies for patient care.

NCRM is leading the way in Northeast Ohio in the following areas:

- Regenerative medicine and stem cell research
- Cellular manufacturing
- Clinical trials for cellular therapeutics

Global partnerships have been established with academic institutions and biotechnology companies to further expand research and discovery efforts.

**Neural Engineering Center**

216.368.3978  
Dominique M. Durand, PhD, Director  
Kenneth Gustafson, PhD, Associate Director

The Neural Engineering Center (NEC) ([http://www.case.edu/cse/nec/](http://www.case.edu/cse/nec/)) is a coordinated group of scientists and engineers dedicated to research and education in an area at the interface between neuroscience and engineering. They share the common goal of analyzing the function of the nervous system, developing methods to restore damaged neurological function, and creating artificial neuronal systems by integrating physical, chemical, mathematical, biological and engineering tools.

The center was started in 2001 and replaced the Applied Neural Control Laboratory (ANCL) started in 1972. The center offers breadth and depth in levels starting from cellular and molecular to animal experimentation and into the clinic. Many other facilities such as electronic design, microfabrication, and rapid prototyping are also available in collaboration with other closely related centers, the Functional Stimulation Center (FES) and the Advanced Platform development Laboratory (APT). Center members work closely with the partner hospitals and the technology transfer office of CWRU for translation and clinical implementation of solutions restore neural function such as development of electrodes for communication with the nervous system, regenerating neural tissue, restoring function in paralyzed patients, preventing seizures, motor disorders, incontinence aspiration or obstructive sleep apnea.

The center provides financial support for students through research and training grants. The graduates of this program have made significant contributions to the development and the growth of this fast-growing area of neural engineering in academic, industrial and federal institutions.

**Prevention Research Center for Healthy Neighborhoods**

216.368.1738  
Erika S. Trapal, PhD, Director

The Prevention Research Center for Healthy Neighborhoods (PRCHN) ([https://www.prchn.org/](https://www.prchn.org/)) at Case Western Reserve University was established in 2009 with funding from the Centers for Disease Control and Prevention (CDC). Built upon the foundation of two previous centers that merged to become the PRCHN - the Center for Health Promotion Research and the Center for Adolescent Health - the PRCHN seeks to foster partnerships within Cleveland’s neighborhoods for developing, testing, and implementing research strategies to prevent and reduce the burden of chronic disease. The PRCHN, midway into its second 5-year cycle of CDC funding, is a highly responsive and collaborative community-based research center that partners with public health agencies, community organizations, neighborhood leaders and residents to address significant environmental and lifestyle issues strongly linked to chronic disease and influenced by the conditions, disparities and resources of the neighborhood itself. Its faculty and staff have also served as an active partner and leader in the transformative process occurring in Cleveland around the concepts of health equity, collective action, and the understanding of multiple determinants of health.

The PRCHN supports a comprehensive research agenda that centers around food access and community nutrition, tobacco prevention, and cessation, environments supporting healthy eating and active living, place-based health and health behavior surveillance, and community-clinical linkages and chronic disease management research. This includes core research project, Freshlink, that aims to increase nutritional food access (NFA) in low-income neighborhoods throughout Cleveland. A goal of the PRCHN is to build capacity for community-based research among University and community partners by offering formal training programs (i.e., PEER Program, PRCHN Student Internship Program) monthly seminars, workshops and webinars, and by providing technical assistance, evaluation services and subject matter expertise to its community partners.

The PRCHN partners include experienced community based researchers, heads of local boards of health, more than 50 community and health organizations, neighborhood leaders and residents, and Affiliated Faculty from five schools within the University (College of Arts and Sciences, the Frances Payne Bolton School of Nursing, the Mandel School of Applied Social Sciences, and the School of Dental Medicine), to support the mission of the Center. Representatives from these local agencies and

- Regenerative medicine and stem cell research
- Cellular manufacturing
- Clinical trials for cellular therapeutics

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organizations serve on the PRCHN’s Network of Community Advisors (NOCA), offering guidance to identify emerging issues, set research and programmatic priorities, and ensure that the community’s voice informs our work.

**Skin Cancer Research Institute**
216.368.0324
Kevin D. Cooper, MD, Director

The Skin Cancer Research Institute (http://medisww.case.edu/dept/dermatology/Centers/SCRI.html) engages the foremost experts in dermatology and oncology to work collaboratively across disciplines to identify new ways to treat and prevent skin cancers. The Skin Cancer Research Institute (SCRI) at Case Western Reserve University exists to discover causes of skin cancers, prevent skin cancers more effectively, and to develop new therapies for skin cancer treatment.

The Department of Dermatology is poised to create a research institute unique in scope on a national scale. Its efforts are validated by generous grant funding from the National Institutes of Health as well as through its continuous stream of groundbreaking discoveries over the past decade. What exists now within this rich infrastructure is an opportunity to transform discovery in skin cancer research. CWRU plans four new centers exclusively dedicated to the study of skin cancer, which will complement existing centers of excellence in the Department. The emerging centers will include a melanoma center, a basal/squamous cell carcinoma center, a photo medicine center, and an environmental agent center.

The Skin Cancer Research Institute has an opportunity to be unique in the nation in its capacity to bring new therapies “from lab to life” by aligning specialized skills and catalyzing new knowledge through these centers.

**The Swetland Center for Environmental Health**
216.368.5774
Darcy Freedman, PhD, MPH, Director

swetlandcenter@case.edu

The mission of the Mary Ann Swetland Center for Environmental Health (https://case.edu/swetland/) is to study the complex interplay between the environment and health. The center places special emphasis on investigating the environmental determinants of health disparity and translating the findings into practices and programs that promote community and population health.

The environments in which we live, work and play have a great impact on our health. Environmental health embraces all the physical, psychosocial, and biological factors that affect health. Today, the Swetland Center continues Mary Ann Swetland’s legacy, promoting awareness of the environment’s disparate impact on disadvantaged populations.

The strategic vision of the Swetland Center is:
- Promoting translational environmental health research
- Integrating environmental health science into medical education
- Engaging the community in environmental health sciences

**The Visual Sciences Research Center**
216.368.4752

Irina Pikuleva, PhD, Director

The Visual Sciences Research Center (VSRC) was founded at Case Western Reserve University in 1996 and its mission is to promote the study of basic and clinical problems of the eye and visual system, expectantly leading to improvements in the prevention and treatment of major blinding disorders. The VSRC now comprises a multidisciplinary and comprehensive research program in vision and ophthalmology, with 30 members in different departments including Ophthalmology and Visual Sciences (http://case.edu/med/opthalmology/), Biomedical Engineering (https://engineering.case.edu/ebme/), Chemistry (http://chemistry.case.edu), Medicine (http://medicine.case.edu), Molecular Biology (http://case.edu/med/microbio/), Pharmacology (http://pharmacology.case.edu), Population and Quantitative Health Sciences (http://epbiwww.case.edu) (formerly Epidemiology & Biostatistics), Neurosciences (http://case.edu/medicine/neurosciences/), Pathology (http://case.edu/med/pathology/), and Pediatrics (http://casemed.case.edu/pediatrics/). VSRC scientists study basic and clinical aspects of the eye and focus on Retinal Degeneration, Aging and Diabetes, Biochemistry of Aging Lens, as well Glaucoma. Also, through multidisciplinary and comprehensive research involving both basic and clinical departments, the VSRC seeks to advance the visual sciences at the University and to promote its efforts to the scientific community.

The VSRC is supported by a National Eye Institute (NEI) (https://www.nei.nih.gov/) funded P30 Core Grant (EY11373) (http://case.edu/med/opthalmology/VisualSciencesResearchCenter.html/TheCOREModules.html) and an NEI T32 Training Grant.

The P30 grant supports four core modules in the Visual Sciences Research Center: Tissue Culture and Hybridoma, Molecular Biology and Genotyping, Histology Microscopy and Imaging, and Specialized Animal Resources. There is also an additional pilot module for Bioinformatics and Biostatistics.

Each module provides essential research support to the many Case Western Reserve University departments that comprise the VSRC, providing genotyping services, high quality images, microscopy training, image analysis, high quality parafin or cryostat sections and slides, histological stains, cloning and construction of the purest strains of mice. The VSRC Core Modules are here to enhance the quality of research in the most accurate and economical manner.

The four primary areas of study in the Visual Science Research Center include:

- Histology, Microscopy and Imaging (https://case.edu/medicine/opthalmology/visual-sciences-research-center/p30-core-grant/histology-microscopy-and-imaging-core/)
- Molecular Biology and Genotyping (https://case.edu/medicine/opthalmology/visual-sciences-research-center/p30-core-grant/molecular-biology-and-genotyping-core/)
- Specialized Animal Resources (https://case.edu/medicine/opthalmology/visual-sciences-research-center/p30-core-grant/specialized-animal-resources-core/)
- Tissue Culture and Hybridoma (https://case.edu/medicine/opthalmology/visual-sciences-research-center/p30-core-grant/tissue-culture-hybridoma-core/)
The Tuberculosis Research Unit (TBRU) at CWRU conducts multi-disciplinary research combining epidemiologic studies and clinical trials in TB endemic countries with modern microbiology, immunology, and genetics is essential to make progress in the fight against TB. The TBRU at CWRU continues to lead worldwide efforts conducting vital clinical studies for TB and addressing critical gaps in TB translational research. Our U.S. and international partners expand as our work in TB changes to meet global challenges. Our Coordinating Center continues to evolve beyond our TB research, supporting CWRU researchers from all disciplines as well as supporting operations of the Uganda-CWRU Research Collaboration.

Willard A. Bernbaum Cystic Fibrosis Research Center

216.368.6896
Mitchell Drumm, PhD and Michael Konstan, MD, Co-Directors
Constance May, Administrative Assistant

The Cystic Fibrosis Research Center is a translational center composed of investigators from Case Western Reserve University and University Hospitals of Cleveland. The Center’s research is supported annually by funds from the National Institutes of Health, the Cystic Fibrosis Foundation and other sources. The Center provides core facilities and services for investigators carrying out research related to cystic fibrosis, including a Clinical Studies core that provides clinical data for research studies and aids in IRB generation and study design, an Animal Models core that maintains the world’s largest assortment of CF mouse models, a Bioanalyte core that measures a range of biomolecules (proteins, lipids, mRNA) from blood, tissues or cell culture, an Animal Imaging core that uses such technologies as MRI, PET and SECT to generate high resolution images of rodents, a Biostatistical core to carry out complex statistical analyses of CF-related studies, a Histology core that generates slide-mounted and stained sections of tissues from animal or human samples and a Cell Culture core that provides facilities and media for cultured cells. These cores facilitate translational, or "bench to bedside" projects that take very mechanistic, basic research on CF-related biochemistry and cell biology to in vivo studies in animal models and on to humans. Center members have access to all the cores as well as involvement in the weekly seminar series focused on CF or pediatric pulmonary research.

Doctor of Medicine (MD)

Programs Leading to MD

Today, applicants can choose from three programs to obtain a medical degree at Case Western Reserve University: the University Program, the College Program (Cleveland Clinic Lerner College of Medicine of Case Western Reserve University), and the Medical Scientist Training Program (https://case.edu/medicine/admissions-programs/md-phd-program/).

Students in all three programs:

- are treated as junior colleagues by faculty members.
- are taught the science of medicine infused with the skills of communication and compassion.
- learn how to learn- a skill they will call on throughout their careers in the quickly changing field of medicine.

Educational Authority

Governance of the educational programs leading to the medical degree resides in the Faculty of Medicine. Each class of students selects representatives who become voting members of the Faculty of Medicine. The faculty of the School of Medicine is responsible for the content, implementation, and evaluation of the curriculum. The Dean of the School of Medicine serves as its chief academic officer, with overall responsibility to the university for the entire academic program. The Vice Dean for Medical Education carries the Dean's academic and administrative authority and has direct supervisory responsibility for the units that lead and support the curriculum.

The faculty's Committee on Medical Education (CME) evaluates, reviews and makes recommendations concerning overall goals and policies of the School's medical education program, which includes the University and College programs. Acting for the faculty, the Committee on Medical Education is responsible for: 1) the formal approval and adoption of the School's educational program objectives and ongoing monitoring to ensure that the objectives serve as guides for establishing curriculum and provide the basis for evaluating program effectiveness, 2) the review of performance in each program's competencies, and 3) the evaluation of the overall content and appropriateness of the educational programs and curricula leading to the MD degree. The faculty elects the majority of the members of the Committee on Medical Education. Student representatives also serve on this committee and its curriculum councils.

The operational responsibility for the medical curriculum is invested in curriculum committees that report to the Committee on Medical Education. There are four curriculum committees: (a) the WR2 Curriculum Committee (University Program), (b) the Program Evaluation and Assessment Committee (University Program), (c) the Curriculum Steering Council (College Program), and (d) the Joint Clinical Oversight Group. These committees are responsible for the strategic planning, content, design, selection of teaching leadership, oversight of the curriculum, student assessment, and program evaluation.

Expectations for Personal and Professional Characteristics

Students are evaluated on their knowledge base, clinical skills, and professional behavior and attitudes. The following characteristics are evaluated throughout the medical curriculum, and students are expected to adhere to these standards in both their academic and personal pursuits:

Interpersonal relationships: Provide supportive, educational and empathetic interactions with patients and families, and is able to interact effectively with "difficult" patients. Demonstrates respect for and complements roles of other professionals, and is cooperative, easy to work with, commanding respect of the health care team.

Initiative: Independently identify tasks to be performed and makes sure that tasks are completed. Performs duties promptly and efficiently, and is willing to spend additional time, assume new responsibilities, and able to recognize the need for help and ask for guidance when appropriate.
Dependability: Complete tasks promptly and well. Present on time and actively participates in clinical and didactic activities. Always follows through and is exceptionally reliable.

Attitude: Are actively concerned for others. Maintain a positive outlook toward assigned tasks. Recognizes and admits mistakes. Seeks and accepts criticism, using it to improve performance.

Integrity and honesty: Demonstrate integrity. Is honest in professional encounters. Adheres to professional ethical standards.

Tolerance: Demonstrate exceptional ability to accept people and situations. Acknowledges her or his biases and does not allow them to affect patient care.

Function under stress: Consistently maintain professional composure and exhibits good clinical judgment in stressful situations.

Appearance: Always display an appropriate professional appearance.

Graduation Requirement
To graduate from CWRU School of Medicine with the MD degree (or the MD degree with Special Qualifications in Biomedical Research for students in the Cleveland Clinic Lerner College of Medicine program), students must:

1. Satisfactorily complete all Program Specific Requirements and Educational Program Objectives of the School of Medicine
2. Pass the USMLE Step 1 and USMLE Step 2 CK
3. Pass or remediate the School of Medicine's Clinical Skills Exam
4. Satisfactorily complete the MD Thesis
5. Meet financial obligations to the University
6. Be approved to graduate by the Committee on Students

Licensure
Licensure to practice medicine in the United States and its territories is a privilege granted by the individual licensing boards of the states and territories. Each licensing board of the individual jurisdictions establishes its policies, eligibility, and requirements for the practice of medicine within its boundaries pursuant to statutory and regulatory provisions. The degree of doctor of medicine awarded by Case Western Reserve University is an academic degree and does not provide a legal basis for the practice of medicine.

Pathways
Case Western Reserve University School of Medicine is actively developing Pathway programs, health care concentrations available to medical students who want to focus on particular aspects of health and patient care. The current Pathways are the Jack, Joseph and Morton Mandel Wellness and Preventive Care, Humanities, Urban Health, Health Innovation and Entrepreneurship, and World Medicine. Students in both University and College programs have the option of specializing in one of several longitudinal pathways:

Urban Health Pathway:
The Urban Health Pathway is designed to provide selected students with the opportunity to expand their knowledge and skills in caring for patients in an urban setting, and to foster a better understanding of medicine and health in urban communities by aligning students’ engagement, clinical and research goals with the community’s health care needs.

The goal of the Advocacy and Public Health Pathway is to support, develop, and sustain students’ professional commitment to advocacy. The first five weeks of the core curriculum provides all students a solid foundation in epidemiology, biostatistics, bioethics, health systems science and health disparities. This introduction to the complex determinants of health, how social and environmental factors impact health and the value and importance of public health, provides a basic understanding of how physicians can act as advocates for patients within healthcare and public health systems. Through a framework of interprofessional experiences developed in partnership with multiple community organizations, The Advocacy and Public Health Pathway builds on this foundation, providing additional training for students interested in exploring the multitude of ways physicians can leverage

Edward J. & Nancy M. Mueller Health Innovation and Entrepreneurship Pathway:
The World Medicine Pathway will prepare medical students for advanced training and careers that address global health challenges. A foundational curriculum during the pre-clerkship years will focus on building knowledge, skills, and attitudes through a series of seminars, simulations, and other experiences. Students will then have a mentored experience in the clinical years focused on biomedical research, clinical care, capacity building, or global health policy/advocacy which will include international elective time.

Advocacy and Public Health Pathway:
The goal of the Advocacy and Public Health Pathway is to support, develop, and sustain students’ professional commitment to advocacy. The first five weeks of the core curriculum provides all students a solid foundation in epidemiology, biostatistics, bioethics, health systems science and health disparities. This introduction to the complex determinants of health, how social and environmental factors impact health and the value and importance of public health, provides a basic understanding of how physicians can act as advocates for patients within healthcare and public health systems. Through a framework of interprofessional experiences developed in partnership with multiple community organizations, The Advocacy and Public Health Pathway builds on this foundation, providing additional training for students interested in exploring the multitude of ways physicians can leverage
their power and expertise to support the social, economic and political change necessary to improve the health of populations.

Medical Student Organizations
The list of organizations and activities available to medical students continually evolves to reflect the interests of current students. Visit here for the most up-to-date list of student organizations (http://www.casemed.org/). (http://casemed.case.edu/admissions/studentlife/organizations.cfm)

Admission
There are three paths to a medical degree at Case Western Reserve University School of Medicine: the University Program (4 yr. MD), the Cleveland Clinic Lerner College of Medicine of Case Western Reserve University (College Program - 5 yr. MD), and the Medical Scientist Training Program (MSTP). Inquiries about admission and application should be addressed to the appropriate office:

Office of Admissions-University Program
School of Medicine
9501 Euclid Avenue
Cleveland, Ohio 44106-4920
Phone: 216.368.3450 or casemed-admissions@case.edu

Office for Admissions and Student Affairs-College Program
Cleveland Clinic Lerner College of Medicine of Case Western Reserve University
9501 Euclid Avenue
Cleveland, Ohio 44106
Phone: 216.445.7170 or 866.735.1912 or cclcm@ccf.org (//cclcm@ccf.org)

Medical Scientist Training Program
School of Medicine
Case Western Reserve University
10900 Euclid Avenue
Cleveland, Ohio 44106-4936
Phone: 216.368.3404 or mstp@case.edu

Getting Started
Students wishing to apply to any MD program at the School of Medicine must initiate this electronic process through the American Medical Colleges Application Service (AMCAS). Visit AMCAS (https://www.aamc.org/students/applying/amcas/) to learn more about the medical school application process.

Admissions Process
After the American Medical College Application Service (https://students-residents.aamc.org/applying-medical-school/applying-medical-school-process/applying-medical-school-amcas/) (AMCAS) is completed the applicant receives an e-mail directing him or her to the CWRU School of Medicine online secondary (final) application where the applicant can designate to which MD program(s) they wish to apply. Applicants can apply to both MD programs and/or the MSTP. It is possible for an applicant to be interviewed by and receive an admission offer from all three programs.

Applicants should complete this secondary application as instructed. After the applicant has submitted the secondary application and all supporting materials, the appropriate admissions subcommittee will review the information and decide whether to invite the applicant for an interview. After the interview, the Admissions Committee of the CWRU SOM will discuss each applicant and decide whether to extend an offer of admission.

Admissions Criteria
Although academic credentials are important in the admissions process, high grades and a high score on the MCAT are not the only criteria for admission. Just as important are interpersonal skills, exposures to medicine, well-roundedness and qualities such as professionalism, empathy, and leadership ability. The School of Medicine includes a widely diverse student body.

Academic Requirements
Given the variability in the way undergraduate institutions structure various courses, there is some flexibility with some of our prerequisite courses. Please closely review the prerequisite charts (http://case.edu/medicine/admissions/application-process/requirements/) for each program.

If these prerequisites were not fulfilled at an accredited, four-year, degree-granting American or Canadian college or university, the applicant should be prepared to take at least 1 year of challenging, upper-level sciences at one of these institutions prior to application.

If all science prerequisites were taken at a community college, the committee strongly recommends that the applicant take at least one year of upper-level sciences from an accredited four-year degree granting university within the United States or Canada. If a few science prerequisite courses were taken at a community college, the committee will evaluate them on a case-by-case basis.

Undergraduate students should pursue a major in a subject of their own choosing; they should not structure their undergraduate experiences in an attempt to sway the medical school admissions committee but instead, base it on their own personal interests and goals.

Financial Aid
About 70 percent of the University Program’s medical students receive some financial aid based strictly on financial need. It’s impossible to provide precise figures for financial aid before each specific situation is completely analyzed, but here is a description of the general aspects of the process:

The School of Medicine adheres to the unit loan concept used by most private medical schools. Under this concept, if a student qualifies for financial aid, he or she is expected to obtain a specific portion of his or her support from outside sources such as a Federal Direct Loan, savings, and family. Once the student obtains this amount, the remaining aid would be provided through the School of Medicine resources, up to the amount determined to be his or her reasonable need. The school's contribution would be a combination of loan and scholarship, with the exact ratio determined by the student's particular circumstances.

All students within the College Program receive a full scholarship covering tuition and fees. Additionally, the Medical Scientist Training Program offers financial support for participants. For more information, see other entries in this publication and contact the specific program.
The University Program each year offers a number of merit scholarships to each class through its Dean's Scholars program. These scholarships, which vary in annual amounts, are awarded for up to four years for selected students. Application for the scholarships is by invitation of the Admissions Committee. Recipients are students with records of exceptional academic and personal achievement.

Overview of the University Program

The School of Medicine curriculum always has reflected the most current educational principles, practices, and knowledge. In the 1950s the School of Medicine was the first to introduce the organ systems approach to teaching the basic sciences. In July 2006, the University Program launched the Western Reserve2 Curriculum (WR2) to develop a learner-centered and self-directed curriculum framework and implement dynamic small group learning teams. Students learn in an environment that fosters scientific inquiry and excitement.

The University Program in Detail

The WR2 Curriculum has high expectations for self-directed learning, and seeks to train physician scholars who are prepared to treat disease, promote health and examine the social and behavioral context of illness. It interweaves four themes - 1) research and scholarship, 2) clinical mastery, 3) teamwork and leadership, and 4) civic professionalism and health advocacy to prepare students for the ongoing practice of evidence-based medicine in the rapidly changing healthcare environment of the 21st century.

Scholarship and clinical relevance are the benchmarks for learning, and clinical experiences and biomedical and population sciences education are integrated across the four years of the curriculum. The WR2 Curriculum also creates an independent, educational environment where learning is self-directed and where student education primarily occurs through:

1. facilitated, small-group student-centered discussions
2. large group interactive sessions such as Team-Based Learning or didactic sessions that offer a framework or synthesis
3. interactive holoanatomy, radiology, and ultrasound sessions
4. clinical skills training
5. patient-based activities

Clinical experiences begin in the first weeks of the University Program when students participate in community-based health care field experiences. In Spring of the first year, the outpatient clinical activities begin. Each student works with a community physician one afternoon a week for 5 weeks.

Research and Scholarship begin early in the curriculum with special sessions led by faculty engaged in cutting-edge research. In the summer following year one, the majority of students engage in summer research opportunities. All students participate in a mentored 16-week experience in research and scholarship and complete an MD thesis prior to graduation.

Electronic resources make the most of classroom time while improving opportunities for self-directed learning and capitalizing on the innovative technology available at Case Western Reserve University.

A key component of the University Program is the unscheduled time on some Thursday mornings and some weekday afternoons. Students use this time for self-directed learning as well as to pursue a joint degree, take electives, participate in interest groups, shadow a practicing physician, or become active in student organizations.

Each student in the University Program is a member of one of the following advising societies: Blackwell-McKinley Society, Robbins Society, Satcher Society, Geiger Society, or Wearn Society. Each society is headed by an advising dean, who helps the students navigate the curriculum, advises them on residency and career planning, and writes their dean’s letters. The society deans hold regularly scheduled small group and individual meetings with the students. The society deans are all members of the faculty of the School of Medicine and participate actively in the educational programs of the school.

Education throughout the Four Years is Centered on:

1. Fostering experiential and interactive learning in a clinical context;
2. Stimulating educational spiraling by revisiting concepts in progressively more meaningful depth and increasingly sophisticated contexts;
3. Promoting integration of the biomedical and population sciences with clinical experience;
4. Transferring concepts and principles learned in one context to other contexts;
5. Enhancing learning through deliberate practice, or providing learners with direct observation, feedback, and the opportunity to practice in both the clinical environment and in the Case Western Reserve University (CWRU) School of Medicine’s Mt. Sinai Skills and Simulation Center.

The Western Reserve2 Curriculum has 10 Guiding Principles:

1. The core concepts of health and disease prevention are fully integrated into the curriculum.
2. Medical education is experiential and emphasizes the skills for scholarship, critical thinking, and lifelong learning.
3. Educational methods stimulate an active interchange of ideas among students and faculty.
4. Students and faculty are mutually respectful partners in learning.
5. Students are immersed in a graduate school educational environment characterized by flexibility and high expectations for independent study and self-directed learning.
6. Learning is fostered by weaving the scientific foundations of medicine and health with clinical experiences throughout the curriculum. These scientific foundations include basic science, clinical science, population-based science, and social and behavioral sciences.
7. Every student has an in-depth mentored experience in research and scholarship.
8. Recognizing the obligations of physicians to society, the central themes of public health, civic professionalism and teamwork & leadership are woven through the curriculum.
9. The systems issues of patient safety, quality medical care, and health care delivery are emphasized and integrated throughout the curriculum.
10. Students acquire a core set of competencies in the knowledge, mastery of clinical skills and attitudes that are pre-requisite to graduate medical education. These competencies are defined, learned and assessed and serve as a mechanism of assessment of the school’s success.
Curricular Composition
The four years of the WR2 Curriculum are divided into four major components, each of which focuses on health as well as disease.

Foundations of Medicine and Health
This component is made up of six curricular blocks.

Block 1 (Becoming a Doctor) is five weeks in duration and gives students an understanding of population health and the doctor’s role in society. Typically students begin their medical education by studying basic science at the molecular level and are often not fully aware of the relevance that this knowledge has in their future education as physicians or how it relates to the actual practice of medicine. This curricular block focuses on how physicians can act as advocates for their patients in the health care system; how social and environmental factors impact health; and the importance of population health. During this block, medical students are introduced to key population health concepts including epidemiology, biostatistics, community assessment, health risk behavior, and social-environmental determinants of health.

The next five blocks in the Foundations of Medicine and Health are comprised of basic science education complemented by early contact with patients in clinical preceptorships and simulated clinical experiences. Subject matter is integrated across entire biological systems, which permits faculty in the different disciplines to leverage teaching time to convey content and concepts common to their disciplines. Content is divided into the following blocks:

- **Block 2 (The Human Blueprint)**: Comprised of endocrine, reproductive development, genetics, molecular biology, and cancer biology.
- **Block 3 (Food to Fuel)**: Encompasses gastrointestinal system, nutrition, energy, metabolism, and biochemistry.
- **Block 4 (Homeostasis)**: Includes cardiovascular system, pulmonary system, renal system, cell regulation, and pharmacology.
- **Block 5 (Host Defense and Host Response)**: Focuses on host defense, microbiology, blood, skin, and the auto-immune and musculoskeletal systems.
- **Block 6 (Cognition, Sensation and Movement)**: Comprised of neurosciences and behavioral sciences.

Several concepts and themes stretch longitudinally across these blocks, including **Structure** (histopathology, holoanatomy, radiology, and ultrasound), **Systems and Scholarship**, and clinical mastery. **Systems and Scholarship** enables students to integrate concepts of basic, clinical and systems science to ensure improved patient care that meets the Institute of Medicine's six quality domains: safety, patient-centeredness, equitable, efficient, timely and effective. Teamwork, interprofessional collaboration, and bioethics are likewise incorporated longitudinally.

During Block 4's Clinical Immersion Week, students leave the classroom and enter the clinical setting to see the relevance of the basic science they have been studying as the concepts are used in the setting of patient care.

The Reflection and Integration week is the final week of blocks 2-6. During this week, no new material is introduced. Learning activities are planned to help students spiral back to concepts introduced earlier in the block by presenting these concepts again, sometimes in new contexts, and now integrated with other concepts previously learned. End of block assessment takes place during the reflection and integration week.

Research and Scholarship
The WR2 Curriculum is in concert with CWRU's emphasis on research and scholarship to encourage student career development in the areas of clinical investigation and population research. The practice of medicine is becoming increasingly evidence and science-based, and research teaches students a way of framing questions and developing an approach to answering them. The focus on research and scholarship provides medical students with opportunities to pursue individualized areas of interest in great depth. Through this 16-week, mentored experience in research and scholarship (which can be taken at any point from March of the second year onward), students acquire the intellectual tools needed to formulate research questions, critically assess scientific literature and continue the life-long pursuit of learning that is a critical aspect in the careers of all physicians and physician/scientists. The research project culminates in a thesis, which is written in the format of a manuscript of the leading journal in the particular area of interest.

Clinical Experiences
The clinical curriculum cuts across all four years of the medical school curriculum, and can be divided into three areas of involvement:

1. **Foundations of Clinical Medicine**
   This segment of the clinical curriculum runs longitudinally through the Foundations of Medicine and Health and seeks to develop a broad range of clinical and professional capabilities. FCM develops the necessary skill sets through 4 separate, but integrated programs:

   - **Tuesday Seminars**: Course continues the theme of “doctoring” begun in Block 1 through the Year 1 and Year 2 curriculum. Topics examined include the relationship between the physician and the patient, the family and the community; professionalism; healthcare disparities; cultural competence, quality improvement; law and medicine; medical error/patient safety; development of mindful practitioners and end of life issues.

   - **Communications in Medicine**: Course is comprised of various workshops running through Year 1 and Year 2 that focus on the range of skills needed for effectively talking with patients including the basic medical interview, educating patients about a disease, counseling patients for health behavior change, and presenting difficult news and diagnosis.

   - **Physical Diagnosis**: Course runs throughout Year 1 and Year 2 and includes: Physical Diagnosis 1 introducing the basic adult exam to Year 1 students for one session per week for eight weeks, Physical Diagnosis 2 in-depth regional exams in various formats during Year 1 and Year 2, and Physical Diagnosis 3 in Year 2 where students spend five session doing complete histories, physicals and write-ups on patients they see in an in-patient setting.

   - **Patient-based Programs**: outpatient clinical sessions during either Year 1 or Year 2 students spend five afternoons in a community physician’s office developing and reinforcing medical interviewing, physical exam and presentation skills (written and oral) with ongoing mentorship from a preceptor.

   - **Interprofessional Education (IPE)**: IPE provides students from the health professions (Medical, Dental, Nursing, Social Work, Public Health, Nutrition and Physician Assistants) the opportunity to engage in a dynamic and interactive team learning environment to better understand the goals, purpose, and benefits of inter-professional collaboration.
• Procedures: Training in basic medical and surgical procedures in Years 1 and 2, including hemorrhage control, scene safety, basic airway management, sterile field, gloving and gowning, OR scrub, suturing, injections, IV placement and Foley placement.

2. Core Clinical Rotations:

The Core Clinical Rotations are designed to provide students from both the University and College programs of the Medical School with both breadth and depth in clinical care. Experiences are developmental, with opportunities to reinforce, build upon, and transfer knowledge and skills from all parts of the curriculum. Clinical learning is integrated across disciplines whenever possible through a unique block structure, and important themes related to scholarship, humanism, and science are supported through specially designed weekly small group programs. A unified approach to addressing and assessing a core clinical curriculum is utilized at all teaching sites with the flexibility to take advantage of the unique strengths of each clinical setting.

Core Rotations: Beginning in March of their second year, students have the opportunity to begin their core clinical rotations. These rotations are organized in blocks that integrate core specialties in at one site for 8 or 12 weeks. Core I combines Internal Medicine, Family Medicine, and Aging for 12 weeks, Core II combines Pediatrics and OB/Gyn for 12 weeks, and Core III combines Neuroscience and Psychiatry for 8 weeks, and Core IV combines Surgery and Emergency Medicine for 8 weeks. Each of these clinical rotations is offered at all of the School of Medicine's hospital affiliates including University Hospitals of Cleveland, MetroHealth Medical Center and the Louis Stokes VA Medical Center.

Cleveland Clinic Longitudinal Clerkship: Students will have the option of completing their core clinical rotations as part of a 12-month longitudinal clerkship experience at the Cleveland Clinic. The educational learning objectives remain the same for all Case Western Reserve University students on their core rotations, however, the structure of this experience will offer some unique features aimed at increased learning, longitudinal experiences with faculty and creation of a learning community. Students will complete all 40 weeks of their core rotations within the Cleveland Clinic Health System and have 8 weeks of electives that can be taken at other core hospitals in Cleveland or as a visiting student at another institution.

The rotation structure will be: Longitudinal Ambulatory Block (LAB) – 12 weeks, Team-Based Care 1 – Inpatient Internal Medicine/Surgery – 12 weeks, Team-Based Care 2 – OB, Inpatient Gynecology, Inpatient Pediatrics – 8 weeks, Team-Based Care 3 – Neurology/Psychiatry – 8 weeks, and Electives (any site) – 8 weeks

The LAB will include outpatient components of Family Medicine, Internal Medicine, OB/Gyn, Pediatrics, Emergency Medicine, Palliative Medicine, and Geriatrics. LAB will also provide exciting opportunities for students to explore disciplines and possible areas of career interest and establish longitudinal experiences by working a half day a week with the same preceptor over 12 weeks. The longitudinal clerkship will also allow students to create a community of learning by participating in Longitudinal Learning Groups over the year. Topics such as quality/safety, high-value care, and palliative medicine will be covered as part of a year-long curriculum.

The MetroHealth-CWRU Longitudinal Integrated Clerkship (MCLIC): Students will have the option of completing their core clinical rotations as part of a 12-month longitudinal integrated clerkship experience in the MetroHealth System. The educational learning objectives remain the same for all Case Western Reserve University students on their core rotations, however, the structure of this experience will emphasize longitudinal and integrated experiences with faculty and patients in the diverse MetroHealth community. Students will complete all 40 weeks of their core rotations within the MetroHealth System and have 8 weeks of electives that can be taken at other core hospitals in Cleveland or as a visiting student at another institution.

The structure of the MCLIC is rooted in a year-long, half-day/week, outpatient mentorship with a family physician, internist, pediatrician, surgeon, and obstetrician/gynecologist. The student will work with the same attending physician in each core specialty for the entire year and become an integral member of the clinic team. They will develop longitudinal relationships with patients of all age groups who they can help care for in the inpatient and outpatient settings and across specialties. Time is set aside each outpatient week for students to do surgeries and procedures, deliver babies, work on quality improvement, attend learning sessions, address health disparities, and participate in the care of their panel of patients. On weekends and at other convenient times, the students will be able to work in the emergency department and urgent care settings.

Spread across the academic year at approximately four-week intervals, the MCLIC students will engage in their inpatient core rotations. Each inpatient burst will last 14 days and the student will be a member of the inpatient teams on the internal medicine, pediatric, obstetric, surgical, neurology, and psychiatry services. During their inpatient bursts, they will be full members of the inpatient team caring for the hospitalized and diverse, urban, and underserved community served by the MetroHealth Medical Center.

Sciences and Art of Medicine, Integrated (SAMI) is an undifferentiated-patient curriculum that takes place during the clerkship year. Utilizing a small group format, SAMI provides University Program medical students with an opportunity to practice patient care with direct observation and feedback from clinical facilitators. Each SAMI case incorporates healthcare disparities as well as integrates basic, health systems, and clinical sciences in order to improve students’ skills of clinical reasoning and decision making. Finally, SAMI provides students with an environment to further develop their humanism through activities like reflection and advanced communication skills.

3. Advanced Clinical and Scientific Studies

Advanced clinical and scientific studies provide students with flexible learning opportunities that support ongoing professional development and residency preparation and planning:

• Two Acting Internships are required: one in Internal Medicine, Surgery, Pediatrics, or Inpatient Family Medicine, and one in an area of student choice.
• One Acting Internship and all electives can potentially be done outside of the CWRU system.
• Students are encouraged to augment their interest in scholarship through rotations and activities that focus on sciences basic to medicine as well as clinical rotations.

Evaluation and Assessment

Student assessment in the WR2 Curriculum is designed to accomplish three goals:

1. drive the types of conceptual learning and scientific inquiry that are goals for the WR2 Curriculum
2. assess whether students have attained the level of mastery set for each phase of the curriculum
3. prepare students for medical licensure

These three goals are accomplished through multiple assessment methods.

Independent study and inquiry are hallmarks of WR2 through assessment strategies that are formative, focus on the synthesis of concepts, and promote student responsibility for the mastery of skills and material. The following assessments are used in Foundations of Medicine and Health:

1. Assessment of students’ participation in weekly Case Inquiry (IQ) groups by faculty facilitators, utilizing observable behavior anchors and focusing on contributions to team process and content, critical appraisal skills, and professional behaviors.
2. Synthesis Essay Questions (SEQs). Weekly, formative, open book concept reasoning exercises in which students are given a brief written clinical scenario and asked to explain a clinical phenomenon and its basic science underpinnings. Throughout a teaching block, students complete SEQs at the end of each week. They compare their own answers to an “ideal” answer and receive feedback from their IQ group facilitator.
3. Summative Synthesis Essay Questions (SSEQs), or exercises that measure what students know at specific points in their education, are closed book exercises with approximately 5 clinical vignettes that take an estimated 3-4 hours to complete. These SSEQs are based on the synthesis essays students have been assigned throughout the block. In the final week of the block SSEQs present concepts from previous exercises in new contexts and require concept integration. These summative exercises are scheduled at the end of each large teaching module (every 3-4 months) and are graded by faculty.
4. Structure Practical Exercises. These assessments occur in the final week of blocks 2-6 and assess anatomy, histo-pathology and radiology through clinical scenarios and questions that require anatomic localization and histo-pathologic identification.
5. Cumulative Achievement Tests (CAT). At the end of each block, students complete a secure formative MCQ achievement test, based on content covered in the current teaching block as well as on content from each previous block. These exams are designed utilizing test question resources available through the National Board of Medical Examiners (NBME). Tests will become progressively longer throughout the Foundations of Medicine and Health. The final CAT reflects material across all curriculum blocks. These formative tests enable students to gain perspectives on their overall progress and preparedness for the USMLE Step 1.
6. Student progress in Foundations of Clinical Medicine is measured by small group facilitator assessment in the Tuesday Morning Seminars, direct observation of skills, preceptor evaluation of patient-based activities, and clinical skills examinations.
7. Professional Learning Plan. During the Block, students review learning objectives and reflect on their learning, identifying their strengths and areas for further study. A reflective essay is completed that links to pieces of evidence, accumulated throughout the block, to support areas of strength and areas for further growth that have been identified. Students, working with their Society Deans develop a plan for further learning.

The WR2 Curriculum provides students with a focused education that is faculty-directed and student-centered. Classroom hours are limited. The content of WR2, organized across biological systems, provides students with an integrated view of medicine and health and an understanding of how the basic sciences and clinical practice relate to one another. The flexibility of WR2 permits students to explore in-depth an area of interest to them alongside a mentor. The curriculum places great emphasis on the social and behavioral context of health and disease as well as on population medicine which will prepare students to face the emerging challenges of today’s health care system.

**Assessment for Promotion and Graduation**

The faculty of the School of Medicine is charged with assessing student performance, including knowledge, skills and personal characteristics that are important qualities of a responsible, competent and humane physician. This responsibility is delegated by the faculty to the Committee on Students, a standing committee of the faculty of medicine, with a majority of its members faculty-elected.

The Committee on Students reviews the performance of every medical student in the University Program during each of the four years, determines each student’s continuing status as a student in the school, and recommends candidates for graduation. The committee reviews a medical student’s total performance, which includes the usual indices such as formal grades and assessments, as well as the professional attitudes and behavior manifested by the student. Medical education entails the mastery of didactic, theoretical, and technical matters as well as the demonstration of appropriate professional and interpersonal behavior, sensitivity, sense of responsibility and ethics, and the ability to comport oneself suitably with patients, colleagues and co-workers. To be eligible for promotion and graduation, students must complete the requirements and perform satisfactorily in all components of the curriculum. Medical students in the University Program are graded “meets expectations” or “does not meet expectations” in the first two years and as “honors,” “commendable,” “satisfactory,” “unsatisfactory,” or “achieves or exceeds expectations” in the clerkships of the third and fourth years. There is no class ranking.

**Graduation Requirements**

To graduate from CWRU School of Medicine with the MD degree (or the MD degree with Special Qualifications in Biomedical Research for students in the Cleveland Clinic Lerner College of Medicine program), students must:

1. Satisfactorily complete all Program Specific Requirements and Educational Program Objectives of the School of Medicine
2. Pass the USMLE Step 1 and USMLE Step 2 CK
3. Pass or remediate the School of Medicine’s Clinical Skills Exam
4. Satisfactorily complete the MD Thesis
5. Meet financial obligations to the University
6. Be approved to graduate by the Committee on Students

**Overview of the College Program**

The Cleveland Clinic Lerner College of Medicine (CCLCM or College Program) is a distinct 5-year program within the School of Medicine. In 2002, Cleveland Clinic and CWRU formed a historic partnership to collaborate in education and research through creation of the CCLCM. As stated in the affiliation agreement between the two institutions, “the principal purpose and educational mission of the College shall be to attract and educate, in specially designed programs, a limited number of highly qualified persons who seek to become physician investigators and scientists who will advance biomedical research and practice.” To achieve this mission, the CCLCM selects students with a desire to pursue careers as physicians and researchers, educates them to be excellent
doctors, nurtures their curiosity about science and medicine, provides them with substantive research experience and core research skills, and offers financial support to ensure that excess debt does not preclude their ability to follow careers in research and medicine.

**The College Program in Detail**

**Training the Physician Investigators of Tomorrow: A Synopsis of the Program**

Recognizing the critical shortage of physicians engaged in research, the College Program offers an educational program that provides medical students with the necessary skills and knowledge to enter academic residencies and pursue successful careers as basic, translational or clinical investigators and expert doctors – without requiring them to complete an advanced degree in addition to the MD. Graduates are expected to be scientifically inquisitive, to be life-long learners, to be independent thinkers with excellent teamwork skills, to have broad-based research knowledge as well as strong clinical acumen, and to be reflective practitioners of medicine and science who take a critical approach to self-assessment and self-improvement. All three components of the curriculum – basic science, clinical and research – in addition to the advising and assessment processes have been created to support the development of these attributes in our medical students.

The basic science curriculum applies adult learning principles, building on problem-based learning (PBL) to create an early link between clinical problems and basic science learning and to help students develop their skills in hypothesis generation, critical thinking, self-identification of learning objectives, oral presentation, and teamwork. Almost all faculty-student contact time involves some form of active learning – graduate school-style seminars and problem sets rather than lectures, case-based anatomy sessions using projections and cross-sectional images rather than full cadaver dissections, interactive lab sessions rather than demonstrations, and journal clubs. To support this educational model, curriculum schedules provide extensive time for independent study. The basic science curriculum is organ-system based, with the disciplines of anatomy/embryology, biostatistics/epidemiology, cell biology, histology, imaging, immunology, pathology, pharmacology, physiology, infectious disease, oncology, genetics, evidence-based medicine, bioinformatics and ethics designated as curricular threads woven through every organ-based basic science course and extending into the year 3-5 clinical curriculum. Learning objectives for the thread disciplines are used to determine the organ system curriculum structure in the first two years, with the goal of providing a logical, coherent two-year curriculum in each of these topics basic to medicine. Courses in Year 1 focus on normal human structure and function; in Year 2, courses focus on pathophysiology of disease. Later, in Years 3 through 5, students revisit advanced basic science concepts in their core clinical rotations, clinical electives, and College Program specific pullout sessions.

The clinical curriculum begins in the fall of the first year contiguous with the first basic science course in Year 1. At its foundation is a continuity teaching and learning experience with a primary care preceptor and his/her patients throughout the first two years. Students spend one half-day every other week in Year 1 and one half-day every week in Year 2 with the same preceptor. During Year 1, students learn core clinical skills in doctor-patient communications and physical diagnosis in sessions linked whenever possible to the basic science courses (e.g., learning the cardiac and lung exams during the Cardiovascular and Respiratory Sciences course and the basic neurological exam during the Neurological and Behavioral Sciences course) and then practice those skills with real patients in their preceptors’ offices on alternate weeks. Once they have mastered the basics of the history and physical, they begin to apply their skills to more complete evaluations of ambulatory patients with direct observation and feedback from their preceptors. By the end of Year 2, students are capable of performing a complete history and physical and confidently evaluating adults with common outpatient problems.

In Year 2, students spend a second half-day each week in sessions focused on building advanced clinical skills or clinical activities designed to complement concomitant basic science systems topics (e.g., a session in the Diabetes Clinic during the week devoted to learning about diabetes). The other key component of the clinical curriculum in Years 1 and 2 is the weekly Art and Practice of Medicine Seminar series. This course focuses on principles of leadership and their application to medical practice, professionalism and ethics, health care systems, population medicine, and provides a setting for students to reflect on their experiences and observations of the health care system. In Years 3 through 5, students in CCLCM participate in the same core clinical experiences as students in CWRU’s University Program. Friday afternoon sessions in Years 3-5 bring CCLCM students together regardless of clinical location and focus on program-specific topics in research and human values.

During all five years, there are close mentoring and advising relationships between students and faculty. To ensure this happens, at the beginning of medical school each student is assigned a physician advisor who serves as the student's partner and guide in navigating and mastering the curriculum throughout all five years. In addition, during the first summer, each student is assigned to an experienced basic or translational research preceptor who integrates the student into all activities in his/her lab and provides guidance and feedback to the student in such areas as working effectively with the lab team, research design, data analysis, and oral and written presentations of research. During the second summer, each student develops a similar relationship with an experienced clinical researcher who includes the student as an active participant in one or more ongoing research projects. Students are exposed to a broad range of basic, translational and clinical researchers during the first two years – during the summer research blocks, during weekly research seminars (Advanced Research in Medicine series), and in class during basic science and clinical courses. Students then select a research advisor for the master's level research project on which they will spend 12 to 15 months during the last three years of medical school.

The College uses a unique approach to student assessment designed to enhance student learning and to promote self-directed learning. There are no grades for any course or rotation and no class ranking. Instead, each student is expected to attain a defined level of achievement in each of the 9 CWRU School of Medicocompetencies. Seven of these defined competencies encompass the 6 core competencies defined for all U.S. graduate medical education programs accredited by the ACGME (Accreditation Council for Graduate Medical Education) as well as research and personal development. Starting on the first day of medical school, students begin collecting evidence from faculty and peers of their progress in achieving the standards in each of the 9 competencies and reflecting on how the evidence demonstrates their development as doctors and researchers – the two interrelated professional roles for which they are preparing.

One of the principles of the College is that assessment drives learning – that a curriculum designed to foster self-directed learning and achievement of competencies is ineffective if assessment focuses on what the “teacher” said in class and factual recall. Therefore, the College uses a student-centered, student-driven approach to assessment with strong support from the physician advisors who know the students well
Students gather a broad range of types of evidence over their five years of study and work as partners with their physician advisors to review the evidence and their reflections, to create individual learning plans to address areas of relative weakness and to tailor the curriculum to build on their areas of particular strength. Evidence of achievement and reflections on progress in their professional development are collected in electronic Student Portfolios and used to document readiness for promotion and graduation from the program. By training students in accurate self-assessment and developing their reflective ability, we intend to send them out of medical school already skilled in the kind of independent, self-directed learning habits that will be required of them as residents and throughout the rest of their professional lives.

**CCLCM’s Foundation: A Comprehensive Research Curriculum**

The research curriculum begins on the first day of medical school with the basic and translational research block and is integrated throughout all five years of the College Program. Every student participates actively in a “bench” project in the first summer, prepares an oral presentation describing the project in the format used at most scientific meetings, and develops a mock research proposal that extends the summer research project to the next research question. In addition, students learn the basic principles of research design and data analysis, ethics of the use of animals in research, and critical appraisal and interpretation of the basic science research literature in a journal club. At the end of the summer, students formally present their research project and findings to students and preceptors. Linked with the summer research curriculum is a core curriculum in basic biochemistry, cell biology, molecular biology, genetics, and bioinformatics.

The second summer is devoted to clinical research. Coursework focuses on applied medical biostatistics, clinical epidemiology, including appropriate design and analysis of various kinds of clinical research protocols, and ethical issues such as human subjects protection. Each student participates actively in an ongoing clinical research project and writes an original clinical research protocol to extend the summer research project to the next research question, prepares an oral presentation describing the proposed research protocol, and formally presents this proposal at the end of the summer.

During the remainder of Years 1 and 2, students participate in Advanced Research in Medicine (ARM), a weekly series of highly interactive research seminars linked to the content of the basic molecular science courses. In Year 1, ARM is designed to provide students opportunities for interaction with a wide range of successful investigators to help them understand the sequence of problem identification, exploring prior work in the area, hypothesis development, experimentation, successes and failures that lead to new research findings. ARM 1 also helps students appreciate the interaction between basic and clinical research — how basic science discoveries translate into changes in the clinical care of patients and how clinical observations or research findings result in new directions in basic science research. In ARM 2, the presentations are linked to the basic clinical science content each week but are more focused on current research projects and development of well-constructed research questions and reinforcement of epidemiology and biostatistics principles learned in the Year 2 summer. The sessions take on the format of a formal research presentation at a scientific meeting.

Deans’ chats are held 4-6 times a year separately for all CCLCM students that provides a forum for students to meet and interact with Cleveland Clinic health care leaders and learn the complexity of managing health care and health care systems through the eyes of senior leaders.

By the end of Year 2, each student has experienced basic and clinical research first-hand, has met a large number of investigators with different research interests, has developed essential research skills, and is ready to choose an advisor to supervise and support his/her research project. Students must submit a research proposal with the thesis advisor and thesis committee members listed at least 6 months prior to the start date of the research. A Thesis Committee made up of the research advisor and two or more additional faculty supervise and approve the student’s research proposal, progress, and final master’s level thesis that must be completed by February 15 of Year 5.

The last three years of the curriculum are specifically designed to provide flexibility to students in scheduling their research and clinical rotations. Working together, the student, research advisor, and physician advisor tailor the curriculum to the student. Students complete their research projects in one 12- to 15-month block of time, usually during the fourth year. Every student regardless of the overall schedule will continue to engage in clinical experiences at least one half-day per week during blocks devoted primarily to research — to ensure that students maintain clinical skills and contact with patients, develop a deeper appreciation of the connection between advances in biomedical research and patient care, and have the opportunity to reflect on their ongoing development as both physicians and researchers.

**Curriculum Timeline: Years 1 and 2**

Students begin Year 1 with a one week-long Orientation in which they are formally welcomed to the profession of medicine by the Deans and their physician advisors. The week includes individual meetings with the student’s summer research preceptor and physician advisor, an introduction to the unique assessment system and the Student Portfolio, and an introduction to the summer curriculum and its expectations. A White Coat Ceremony that commemorates the entry of all students in both the College and University programs into the CWRU School of Medicine highlights the week.

The Basic and Translational Research Block occupies the first 10 weeks of Year 1 and includes a course reviewing core concepts in cell biology, molecular biology and biochemistry. Scheduled classes and meetings occur 5 days a week for 2 hours, with the remainder of each day devoted to independent study and hands-on experience in the lab of the student’s summer research preceptor. This block sets the stage for active learning in the rest of the curriculum. Throughout the core basic science course and all the basic science courses, each week has a conceptual “theme” within which more detailed learning objectives fall. All assignments and scheduled activities are designed to help students master the core concepts for the week. Mastery is defined as being able to explain the concepts and to apply them to new or different problems or situations, rather than simply “listing” all the factual details. Sessions for the core basic science course are held on Monday, Wednesday and Friday mornings and students are expected to study background material before class and self-assess their understanding of the readings. They then work together in class to solve complex problems related to what they have studied. Tuesday mornings are devoted to focused discussions and presentations related to the science topics discussed that week or introduce students to key concepts in areas such as genetics, oncology, and bioinformatics.

Students meet each Friday for a Journal Club aimed at enhancing skills in critically assessing the basic science research literature. Each week,
two students present an article; the other students are expected to read the articles carefully and come prepared with questions. Each presenter works with a faculty facilitator to review the paper and presentation before Journal Club. Using feedback from faculty and other students on their presentations and on the questions they ask of others, students begin to hone their communication skills and develop confidence participating as speakers in this setting.

The primary focus of the Year 1 Basic and Translational Research Block is the summer research project. Students are assigned to a summer research preceptor with attention to individual preferences for specific research areas. They are expected to engage fully in all activities in the preceptor’s research group, such as special lab meetings or journal clubs, in addition to working on their defined project. At the end of week 9, during week 10, students submit their projects orally in the format used at many scientific meetings – a 10-minute presentation with audiovisuals followed by 5 minutes for questions. Thus, in addition to actually working on a bench project, students are guided by their preceptors in developing a number of other key skills. Students receive feedback from their preceptors, other members of the lab team, and peers on their contributions in the lab and their written and oral presentations.

During the summer, students schedule their first formal meeting with their physician advisors to review the evidence in their Student Portfolios, to discuss their reflections on their development in their new professional roles, and to review their learning plans to address any specific weaknesses or gaps they have identified. They review feedback on their activities in small group and journal club, lab work, mock grant proposal, oral presentations and scientific writing. This evidence is provided by their summer preceptors, peers, and self-assessments of their mastery of the core basic science concepts. Just as the interactive learning in class sets the stage for research and the rest of the curriculum, the first summer sets the stage for student success in the unique assessment process used in College Program.

Each week of the Year 1 and 2 basic science courses is organized around a theme that provides a focus of learning for the students and an opportunity to integrate when possible the basic science, clinical, and research curriculum components. For example, for the first of the weeks of the Gastrointestinal System 1 course is “Liver, Gallbladder and Pancreas.” The Problem-Based Learning (PBL) case focuses on a patient who takes an overdose of acetaminophen and alcohol and subsequently develops liver failure. Students learn normal liver function as they explore this case. (All PBL cases used in the curriculum are based on real cases at the Cleveland Clinic.) The case provides the framework for the anatomy and other seminar sessions that focus on liver, gallbladder and pancreas anatomy, histology, drug elimination, and genetics. Friday Advanced Research in Medicine session is a meeting of the Liver Transplant Selection Committee attended by all the students where research, bioethics, and clinical care are integrated in the discussion of liver transplant candidates. During Years 1 and 2, the topics of the 2 Deans’ Dinners for each class are also coordinated with the basic science course and weekly theme.

The first basic science course in Year 1, Cardiovascular and Respiratory Sciences 1 (CRS1), is a 7-week course in which students learn basic concepts of the normal structure and function of these systems. There are 14 hours of scheduled curricular time each week in the basic science courses, including 6 hours devoted to PBL cases and 8 hours devoted to other activities such as labs, seminars, and problem sets.

Throughout Year 1, anatomy, imaging and embryology are integrated into the basic science courses with information presented in two ways – self-directed learning modules that cover basic anatomical information (and are available online), and Case Directed Anatomy Sessions on Monday mornings for which students study clinical cases designed to introduce anatomical concepts and facts before coming to the lab. In the lab, students rotate among a number of stations using cadaver projections to demonstrate anatomy relevant to the cases and radiological images such as 3-dimensional CT scans. For example, a case of a patient who has suffered a penetrating injury to the chest may be used to focus students on the anatomical structures that might be injured and their relationship to one another.

Histology is also integrated into the basic science courses, with students using a computer-based virtual microscopy system rather than a mechanical microscope to look at slides. This allows students not only to scan slides but also to see slide annotations and related gross and radiographic images. Specific learning objectives for histology are included in PBL cases in addition to seminars devoted to histology. The goal is for students to understand the gross and histological structures of each organ system in relation to its function, rather than as isolated anatomical facts. For example, during the week in CRS1 devoted to the theme of how the heart functions as a pump, students learn the structure and anatomical relationships of the four chambers of the heart and heart valves and the histological appearance of myocardial cells while they are studying the physiological concepts of preload, afterload, and contractility.

In addition to anatomy/embryology, imaging, and histology, the other “threads” in Year 1 include cell biology, pharmacology, physiology, bioinformatics, evidence-based medicine, genetics, nutrition, health care systems, ethics and humanities, building on the core concepts from the summer in specific relation to each organ system. In CRS1, students learn not only the molecular structures and functions of α- and β-receptors but also the pharmacology of endogenous and exogenous agonists and antagonists of these receptors as they study myocardial contractility and physiological regulation of blood pressure. They learn the biochemical pathways involved in aerobic and anaerobic production of ATP as they study determinants of oxygen delivery to myocardial cells, concepts they will revisit and build upon during subsequent courses when they study skeletal muscle metabolism during exercise and the role of the liver in maintenance of normal blood glucose levels. They study physiology of the heart, lungs, red blood cells and plasma as an integrated system providing oxygen and removing carbon dioxide, supporting metabolic needs of the entire body. During each course, students return to the core concepts they mastered in previous courses, using those concepts as a framework for building their understanding of the human organism as a whole. The basic science curriculum continues with Gastrointestinal System (4.5 weeks), Endocrinology and Reproductive Biology (4 weeks), Renal Biology (3 weeks), Musculoskeletal Sciences (3 weeks), Neurosciences (5 weeks), and Hematology, Immunology and Microbiology (7 weeks). Each basic science course focuses on normal structure and function, relating back to previous courses and preparing students for concepts in future courses.

Starting in the fall of Year 1, the Basic and Translational Research Summer Block’s Friday journal clubs are replaced by Advanced Research in Medicine 1, a weekly series of research seminars in which students are exposed to a wide range of basic and clinical research topics in interactive discussions with accomplished investigators. Presentations
are linked closely with the basic science curriculum in order to reinforce core basic science concepts, help students feel confident in questioning the investigators based on what they are learning at the time, and illustrate the process whereby new biomedical discoveries change clinical practice.

**Foundations of Clinical Medicine** begins at the same time as the first basic science course and continues throughout Years 1 and 2. The guiding principle is that early exposure to patients, with direct observation and feedback by experienced faculty physicians, is optimal for real-time assessment and feedback of student clinical skills. Foundations of Clinical Medicine has 3 interrelated components—clinical skills training, patient care experiences, and Art and Practice of Medicine seminar series. The Art and Practice of Medicine seminar series is a two-year continuum addressing professionalism, ethics, leadership, and its application to the care of patients and the practice of medicine, evidence-based medicine, health care systems and patient safety introduced to students primarily through the humanities.

Core clinical skills training occurs every other week from September through May and is coordinated with the organ systems under study. On alternate weeks, students practice the basic skills they just learned with standardized patients in the classroom by conducting histories and physical exams with real patients and writing chart notes on the previous week under the supervision of their longitudinal preceptors. Starting in February, students are exposed to special aspects of the history and physical for geriatric and pediatric patients, while continuing to work on basic skills every other week with their preceptors. They also begin to take on more patient care responsibility in preparation for their weekly clinics with the same preceptor in Year 2. An Objective Structured Clinical Examination (OSCE) with feedback from preceptors is used to help students chart their progress in mastering core skills.

Year 2 begins with the 9-week *Clinical Research Block*. Students work with a preceptor in an active clinical research environment on an ongoing project, continuing to develop their skills in building relationships with members of a research team. They also write a mock clinical research proposal that extends the research question on which the student is working during the summer. Scheduled coursework occupies 2 hours each weekday and includes a rigorous immersion in biostatistics with students using statistical software to analyze real data sets and a clinical epidemiology course focusing on formulation of scientific questions, study design, clinical trials, and legal and ethical issues in research including human subjects’ protection. The coursework requires significant class preparation for students, thus students must balance their time and effort between the classwork and research project in the Year 2 summer. Journal Club sessions on Fridays focus on articles from the clinical research literature, with students using knowledge gained from biostatistics and epidemiology to help them analyze the papers. Feedback from peers and faculty facilitators help students enhance their presentation skills and ability to critically read and present scientific papers. Students complete the second summer with a comprehensive range of clinical research skills and knowledge, complementing their basic research experience in the first summer and preparing them to engage in basic, translational or clinically oriented research for their thesis.

For the remainder of Year 2, students return to the same organ-system based basic science curriculum they studied in Year 1, this time focusing on learning the pathophysiology of common diseases. Immunology, Pathology, Oncology, Infectious Disease/Microbiology, and Biostatistics/Epidemiology are now integrated as threads throughout the Year 2 basic science curriculum. The first basic science course is *Musculoskeletal Sciences* (2 weeks), followed by *Neurosciences* (3 weeks) and Behavioral Sciences (3 weeks), *Endocrinology and Reproductive Biology* (4.5 weeks), *Cardiovascular and Respiratory Sciences* (7 weeks), Hematology (4 weeks), *Gastrointestinal System* (4 weeks), and *Renal Biology* (4 weeks). Anatomy and embryology seminars are conducted less often during Year 2, usually 1-3 sessions per course. The clinical curriculum continues to be closely linked to the basic science courses. Students spend one half-day every week in their primary care longitudinal preceptor’s office. An additional clinical half-day is added and students see patients who demonstrate the pathophysiology being studied that week. Some of the additional half-days are devoted to learning advanced clinical skills (the gynecologic and urologic exams, evaluation of geriatric and pediatric patients with common problems) and an exposure near the end of Year 2 to the acute care setting helps to prepare students for Year 3. The Art and Practice of Medicine seminar series begin in September of Year 1 and end in April of Year 2. Students also participate in two OSCEs, one at the beginning of Year 2 to help students identify skills to address over the year and the second at the end of Year 2 to help students document their skills for their portfolio. After classes end in mid-May, students have 6 weeks available to study for and take the USMLE Step 1 Examination.

By the end of Year 2, students have engaged actively in both basic and clinical research, learned and practiced a wide range of research skills. They have extensive experience in self-directed learning both independently and in teams and have mastered core basic science concepts related to human health and disease. They are comfortable “doctoring” adult outpatients and competent in the complete history, physical examination, oral and written presentations, and basic clinical skills such as reading EKGs. Perhaps most important, they have learned to accurately assess their own strengths and weaknesses and create learning plans for themselves—preparing them to succeed in the next three years of the curriculum and a lifetime of professional practice.

**Curriculum Timeline: Years 3 through 5**

After Year 2, the clinical curriculum for the College Program is the same as the University Program. In all Core Clinical Rotations, students experience both breadth and depth in clinical care, and clinical experiences are developmental, with opportunities to reinforce, build upon, and transfer knowledge and skills. Clinical learning is also integrated across disciplines whenever possible, and the roles of basic science, civic professionalism, scholarship, and population health in clinical care are evident throughout the clinical curriculum. Students likewise have patient care responsibilities that are progressive in sophistication and increasing in amount as their level of clinical skill and knowledge increases, and all core clinical competencies are addressed and assessed using common methods applied at the clinical sites at which rotations occur.

**Core Rotations:** Beginning in July of their third year, students have the opportunity to begin their core clinical rotations. These rotations are organized in blocks that integrate core specialties at one site for 8 or 12 weeks. Core 1 combines Family Medicine, Internal Medicine, and Geriatrics for 12 weeks, Core 2 combines Pediatrics and OB/Gyn for 12 weeks, Core 3 combines Nutrition and Psychiatry for 8 weeks, and Core 4 combines Surgery and Undifferentiated Care for 8 weeks. Each of these clinical rotations is offered at all of the School of Medicine’s hospital affiliates (including University Hospitals of Cleveland, the Cleveland Clinic, MetroHealth Medical Center and the Louis Stokes VA Medical Center). These Core Clinical Rotations, launched in July 2006 and modified in 2009 and 2012, represent an integrated approach to clinical education that is shared by students from both the University and College programs of the School of Medicine. Students engage in clinical learning with
basic science correlation through patient-based experiences that are developmental and provide opportunities to acquire, reinforce, build upon, and transfer knowledge and skills.

**Advanced Clinical and Scientific Studies**

Advanced clinical and scientific studies provide students with flexible learning opportunities that support ongoing professional development and residency preparation and planning:

- Two Acting Internships are required: one in Internal Medicine, Surgery, Pediatrics, or Inpatient Family Medicine, and one in an area of student choice.
- One Acting Internship and all electives can potentially be done outside of the CWRU system.
- Students are encouraged to augment their interest in scholarship through rotations and activities that focus on sciences basic to medicine as well as clinical rotations.

The last three years are purposely designed as a flexible continuum of core clinical rotations, clinical and other electives, and research — to allow each student to individualize the curriculum to address his/her own career goals, learning needs and research interests. Each student plans the last three years with the advice of his/her physician and research advisors.

Every CWRU student must pass the CWRU Clinical Skills Examination and USMLE Step 2 CK (Clinical Knowledge) and CS (Clinical Skills) Examinations to graduate from the CWRU School of Medicine. Students take OSCEs similar in format and content to the USMLE Step 2 CS Examination as part of routine assessments of their clinical skills beginning in Year 1 and are well prepared for the CWRU Clinical Skills Examination and USMLE Step 2 CS Examination by the time they have completed the required clinical rotations. Students must take the USMLE Step 2 CK and CS Examinations by October 31 of their 5th year.

Students spend 12 to 15 months during the last three years on their mentored research project, including preparation and defense of a masters’ level thesis. Students are expected to complete their research in one block of time. During time devoted primarily to research, students spend one half-day each week in related clinical activities. Students must complete all required thesis research rotations by December 31 of Year 5 and defend the Research Thesis within 3 months of research completion, but no later than February 15 of Year 5. Within these guidelines, students and their advisors are encouraged to be as creative as possible in designing the final 3-year continuum. Research may be conducted with faculty research advisors at any CWRU campus, or in some instances, with advisors at a limited number of other institutions (e.g., the NIH), with advanced approval from the Research Education Committee. Student research may focus on clinical, translational or basic research. Some students may wish to engage in health services research, research in biomedical ethics, or other areas relevant to the advancement of biomedical science and the care of patients in addition to the more “traditional” research areas.

**The Student Portfolio: Competency-Based Assessment and Reflective Practice**

The College's approach to student assessment is based on two key educational concepts —“competency-based assessment” and “reflective practice.” Competency-based assessment emphasizes the need for every student to achieve the broad range of required learning outcomes by providing an appropriate curriculum, learning resources, and regular formative assessments. No grades are assigned in the College Program during the 5-year program; when a student achieves the standards for all competencies, they are assigned a “Achieves Expectations” (“AE”) for each course on their transcript. Assessment of student performance is criterion-referenced, not norm-referenced; students are not compared to one another but to faculty-defined standards of achievement. A full range of assessment methods are used to profile learning outcomes. Reflective practice emphasizes that learning is dependent upon the integration of reflection and experience. Professionals learn by reflecting on their experiences both during the experiences (“reflection-in-action”) and after the experiences (“reflection-on-action”) and by using these reflections to develop new knowledge and skills. The assessment process helps our students develop their reflective practice skills — the ability to accurately describe, analyze and evaluate their performance and to identify and follow through on effective learning plans. We are committed to helping every student achieve our competency standards and develop reflective practice skills through frequent formative assessments and close advising.

Evidence of achievement for each of the Case Western Reserve University School of Medicine’s Program’s 9 competencies is collected and managed in an electronic portfolio. Students and their advisors share access to the e-Portfolio database of evidence and thus can track and document student progress in meeting our nine competencies. A broad range of types of evidence is collected from the learning experiences in the research, basic science, and clinical curriculum.

During research blocks, research preceptors, journal club facilitators, problem-solving session facilitators, and student peers provide written assessments of both individual work and teamwork in the lab, written and oral presentations, and critical thinking and reasoning skills. Written research proposals and reports and the final thesis are also included in the e-Portfolio.

During the basic science courses, students complete weekly online quizzes called Self-Assessment Questions (SAQs) that cover the breadth of knowledge for each week’s theme at the level of factual recall and simple application of the facts. Faculty design the SAQs so that students who are actively participating and studying should expect to know at least 80% of the answers; the individual results of the SAQs are available only to the students, but students are encouraged to contact the course director for help with any difficulties they are having. Students have continued access to the SAQs to assess their retention of this basic science knowledge. At the end of each week, students complete 1-2 open book Concept Appraisals (CAPPs) designed to determine if they have mastered the concepts for that week well enough to apply them to new or different problems or situations in brief, well-organized, clearly written essay(s). CAPPs are designed to assess depth of knowledge in key concept areas. Other evidence is provided by PBL facilitators and peers who provide assessments of performance in PBL sessions.

Assessments in the clinical curriculum include written feedback on performance from longitudinal preceptors and other faculty physicians and residents, results of OSCEs, patient logs documenting breadth of clinical exposure, patient journals in which students record their reflections on specific patients and their problems, self-assessments of videotaped interviews with patients (both standardized and real), and feedback from patients and other healthcare providers.

Students are expected to meet regularly with their physician advisor to discuss their progress. Several times each year, they are required to review their assessment evidence in relation to expected levels of achievement in the 9 competencies and write Formative Portfolios composed of structured reflective essays on how the evidence
various biomedical programs. Additional admissions information can be obtained here (https://case.edu/medicine/admissions-programs/md-phd-program/prospective-students/mstp-admissions/).

Doctor of Medicine- MD/JD
The School of Law and the School of Medicine offer a specialized dual degree program that allows a student to complete both degrees in six years. Law students enrolled in the dual JD/MD degree program may earn up to 12 credits toward the JD in graduate level MD courses. A student who begins the law school spends two years studying law, then four years studying medicine. Alternatively, a student may spend the first two years and the last two years at the medical school, and the two middle years at the law school. For more information about the JD portion of the program, call the law school admissions office at 216.368.3600 or 800.756.0036, or e-mail lawadmissions@case.edu (/lawadmissions@case.edu).

Master of Arts in Anthropology- MD/MA
The 27-credit-hour Master's degree program, including a 12-hour foundations course taken during the first year of medical school, provides advanced training in bioethics while emphasizing the interdisciplinary and interprofessional nature of the field. In this program, medical students will participate in and contribute to the critical analysis of moral issues related to health, health care, and health policy at local, national and international levels. Medical school students complete the bioethics program while pursuing their medical degrees; no additional time is required. Admission for the master's degree program is through the Case Western Reserve University School of Graduate Studies. For more information about the MA requirements, visit the Bioethics section (p. 827) or e-mail bioethics@case.edu (//bioethics@case.edu).

Master of Public Health- MD/MPH
Graduates of this 5-year, 42-hour master's degree program are qualified to work in local and state health departments, universities and colleges, hospitals, ambulatory medical centers, non-profit organizations and the insurance and pharmaceutical industries. Areas of concentration include health promotion and disease prevention, population health research, health policy and management, global health, and health informatics. For more information about the MPH requirements, visit the Master of Public Health website (https://epbiwww.case.edu/dual-degree-programs/) or email mph-info@case.edu (mph-info@case.edu.).

Master of Science in Applied Anatomy- MD/MS
Students seeking advanced training in the anatomical sciences may begin the 30-hour master's degree program in the fall or spring semester of the first year of medical school. Required graduate courses include
the anatomical sciences core curriculum, completed during the first two years of medical school, and an advanced surgical anatomy course taken in the fourth year. Students earn the remaining credits through elective courses. Completion of a thesis is not required, but students may undertake independent research experiences as electives; a thesis-based program also is available. Interested medical students must apply to the master’s program through the Department of Anatomy. For more information about the MS requirements, visit the Biomedical Anatomy website (https://case.edu/medicine/anatomy/curriculum/), call 216.368.2433, or email anatomy@case.edu.

Master of Science in Biomedical Engineering- MD/MS

Medicine is undergoing a transformation based on the rapid advances in science and technology that are combining to produce more accurate diagnoses, more effective treatments with fewer side effects, and improved ability to prevent disease. The goal of the MD/MS in Engineering is to prepare medical graduates to be leaders in the development and clinical deployment of this technology and to partner with others in technology based translational research teams. Current CWRU medical students in either the University Program (UP) or the Cleveland Clinic Lerner College of Medicine (CCLCM) may apply to the MD/MS in Engineering program. Students should apply through the BME department admissions office. For more information about the MS requirements, visit the Biomedical Engineering website (http://engineering.case.edu/ebme/) or email bmedept@case.edu.

Master of Science in Biomedical Investigation- MD/MS

This program is for medical students who would like extra time to participate in bench research and to add to their background in biochemistry. The dual degree program double counts some classes from the medical school curriculum (as is done in the MSTP program) so that only 9 additional hours of formal classwork needs to be accomplished for the MS. One full year is devoted to research with tuition and health fees paid by the department. Additionally, a stipend of $15,000 is provided for the student from the advisor’s research grant. Thus, there should be no cost to the student for this additional year. For more information contact Dr. Martin Snider (martin.snider@case.edu).

Master of Business Administration- MD/MS

There is a growing need for physicians with business skills to manage organizations such as corporate practices, hospitals, etc. Those who complete this 5-year program will be able to apply learned management principles and take leadership roles as they navigate through varying and increasingly complex healthcare environments. For more information about the MBA requirements, visit the Weatherhead School of Management website (https://weatherhead.case.edu/degrees/masters/dual-degree/md-mba/), call 216.368.3450, or email casemed-admissions@case.edu.

Medical Scientist Training Program (MSTP)

A combined MD/PhD program in biomedical sciences, the Medical Scientist Training Program (MSTP) is available for students desiring research careers in medicine and related biosciences. This program takes seven to eight years to complete, depending on the time needed to complete the PhD dissertation research. Financial support includes a stipend and full tuition support.

Candidates must meet established prerequisites for admission to both the School of Medicine and the School of Graduate Studies. Criteria include demonstrated capabilities in research and superior undergraduate academic credentials. Applicants must have either U.S. citizenship or permanent residency status to be considered for admission to the MSTP. Information can be obtained by contacting the MSTP program (mstp@case.edu) or from the program website (http://mstp.case.edu). Admissions are coordinated via the School of Medicine admissions program and the AMCAS application.

The first two years of the MSTP are centered on the University Program pre-clinical core medical school curriculum, which occupies five mornings each week. Afternoons include time for graduate courses and/or research rotations, as well as clinical training, thus integrating the medical school and graduate school experiences. The next three to four years are devoted to completion of graduate courses and PhD thesis research in one of the multiple MSTP-affiliated graduate programs. During the PhD phase, MSTP students participate in the MSTP Clinical Tutorial, a program designed to enhance clinical skills and allow students to develop connections between their research and clinical interests (this further addresses the goal of integrating medicine and science). After completion of the PhD program, students return to medical school for two years to complete clinical clerkships and finish the MD curriculum.

The program is administered by the MSTP Steering Committee, which consists of faculty from both basic science and clinical departments. Its functions include selecting candidates for admission, designing and administering the program curriculum, advising students and evaluating student progress.

Please see the Doctor of Medicine (MD) (http://bulletin.case.edu/schoolofmedicine/mdi/) page for information about the MD curriculum.

MSTP Program by Year

Year 1

- University Program MD curriculum
- Summer Intro to MSTP course
- One graduate course or research rotation each semester (fall and spring)

Year 2

- University Program MD curriculum
- Summer research rotations (1 or 2)
- Graduate course or research rotation in the fall semester

Year 3

- PhD program

Year 4

- PhD program
- MSTP Clinical Tutorial

Year 5

- PhD program
- Optional MSTP Clinical Tutorial
Year 6 (If Needed)
- PhD program
- Optional MSTP Clinical Tutorial
- All PhD work, including dissertation defense and publications, to be completed before starting the 3rd year MD curriculum

Year 7
- Third year MD curriculum (core clinical clerkships)

Year 8
- Fourth year MD curriculum (completion of core clinical clerkships if necessary, clinical and research electives)

General Description
The Case Western Reserve University Medical Scientist Training Program (MSTP) provides training for future physician-scientists by integrating well-developed curricula in science and medicine. Unique aspects of the program include the integration of graduate school and medical school in many phases of the program to optimize dual-degree training and a high degree of student involvement in running the program.

The MSTP includes three major phases of training.

First phase: During the first two years, each student completes the first two years of the University Program medical school curriculum, including early clinical experiences, completes at least three research rotations, takes graduate courses, and chooses his or her PhD graduate program and thesis lab. During the summer between the first two years of medical school, students complete one or two research rotations. During the fall and spring semesters of year one and the fall semester of year two, students take a graduate course or complete a research rotation.

Second phase: During the PhD phase, students complete all requirements of their PhD program. They also participate in the MSTP Clinical Tutorial for at least one year in a patient-based clinical specialty. A second year of MSTP Clinical Tutorial is optional.

Third phase: In the final phase, students complete years three and four of the University Program medical school curriculum. The focus is clinical training, but research electives can be taken for part of year four.

Although each of these three phases has a different focus, opportunities exist for students to pursue both research and clinical training in each phase. The philosophy of the Case MSTP is to integrate medicine and science throughout the program as much as possible.

The CWRU MSTP is run by faculty, staff, and students. The MSTP Council is a body of students that plans and runs certain aspects of the program. The administrative director, program coordinator, and program assistant have many important roles and run the day-to-day management of the program. The co-director is involved in decisions at all levels of the program and is one of the primary advisors for students in the first two years of the program. The director is responsible for all aspects of the program, is a primary advisor for students in the first two years of the program, and is available to students for advice at any stage. The MSTP Steering Committee makes decisions on MSTP policy, curriculum planning, student admissions, approval of mentors and evaluation of students.

Incoming MSTP students are expected to enter the program on or about July 1. The MSTP summer retreat, usually held in early July, provides an important orientation to the program and includes sessions and workshops for program and professional development.

Advising System
The program director provides advising to students in all phases of the program. The MSTP director and co-director advises students in the first two years on research rotations and course work. Students may also meet with an MSTP Steering Committee member representing an area of research interest or with the MSTP director. During the PhD training period, mentoring is provided by the thesis advisor and thesis committee, which includes a member of the MSTP Steering Committee and a member with an MD degree. MSTP students are full members of the medical school class and enter one of the four academic societies of the University Program when they matriculate in the program. The society dean provides important advice on matters concerning the MD curriculum.

Classes and Research Rotations in Years One and Two
During years one and two of the University Program, MSTP students register for 9 credit hours of graduate course work each semester.

Plan of Study

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Total Units in Sequence: 26-37

* MSTP 400 Research Rotation in Medical Scientist Training Program or an appropriate graduate school course.

IBIS 401 Integrated Biological Sciences I, IBIS 402 Integrated Biological Sciences II and IBIS 403 Integrated Biological Sciences III are 4 credits each. IBIS 411 Clinical Science I, IBIS 412 Clinical Science II, and IBIS 413 Clinical Science III are 2 credit hours each. In contrast to their fellow medical students, MSTP students are graded during years one and two.
of the medical school curriculum for these graduate courses, which provide graduate school credit for the medical school curriculum. These grades are for graduate school purposes and do not affect standing in the medical school.

In addition to the medical curriculum, students take MSTP 400 Research Rotation in Medical Scientist Training Program or one 3-4 credit graduate school course per semester in the first two years. Graduate courses are scheduled in the afternoon in the fall and spring semesters to avoid conflict with the medical school curriculum. MSTP students will be registered for MSTP 400 during the summer terms before each of the first two years of medical school. Students also may complete a research rotation instead of a graduate school course during the fall or spring semester.

The PhD Phase
After completion of the second year of medical school, each student chooses a PhD thesis mentor, joins a specific PhD program, and completes any remaining graduate school course work and other requirements for the PhD degree. The following training programs are affiliated with the MSTP. (If the training program is not itself an independent PhD program, the program through which it is offered is indicated in parentheses.)

- Biochemistry
- Biomedical Engineering
- Cancer Biology (Pathology)
- Cell Biology
- Clinical Translational Science
- Epidemiology and Biostatistics
- Genetics and Genome Sciences
- Immunology (Pathology)
- Molecular Biology and Microbiology
- Molecular Virology
- Neurosciences
- Nutrition
- Pathology (Molecular and Cellular Basis of Disease)
- Pharmacology
- Physiology and Biophysics
- Systems Biology and Bioinformatics

All MSTP students are required to take IBMS 450 Fundamental Biostatistics to Enhance Research Rigor & Reproducibility and IBMS 500 On Being a Professional Scientist: The Responsible Conduction of Research during the spring semester of their third year in the program. IBMS 501 Responsible Conduction of Research for Advanced Trainees is offered every spring semester (beginning 2020). The SOM requires that MSTP students who are preparing to re-enter medical school, register for IBMS 501.

Clinical Tutorial, Clinical Refresher Course and Years Three and Four of Medical School

During the PhD thesis phase, MSTP students take the MSTP Clinical Tutorial, which provides a unique longitudinal part-time clinical experience. The MSTP Clinical Tutorial is a year-long course that enhances clinical skills for year three of medical school. It also serves a special career development objective by allowing students to balance medical and scientific interests and explore the connections between these areas. The MSTP Clinical Tutorial, offered during the PhD phase, is an example of the integration of science and medicine in the CWRU MSTP. An optional MSTP Clinical Refresher course may be taken before the start of year three. After completion of the PhD, MSTP students are enrolled in medical school to complete the requirements for the MD (see description provided for the University Program (http://bulletin.case.edu/schoolofmedicine/md/#universityprogramtext)).

MSTP Activities
The MSTP supports several activities that enhance the scientific and professional development of students. These activities also foster a vibrant and collegial MSTP community with a strong sense of mission in the training of physician scientists. The student-directed MSTP Council coordinates many activities of the CWRU MSTP. The Council meets once each month to discuss activities that are run by different student committees. The overall goals of the MSTP Council are to identify objectives for the program, to allow students to initiate programs to enhance the MSTP, to encourage increased student involvement in the operation of the MSTP, and to enhance development of leadership skills of MSTP students. The president, vice president, and secretary are all elected for a one-year period. Committees are led by 1-3 committee chairs who take charge of committee activities and coordinate the involvement of other students in the committee activities. All students are welcome and encouraged to participate in the various committees and to attend the council meetings. Recent Council committees and other program activities have included the following:

1. Monthly Dinner Meeting Committee
   This committee is responsible for planning monthly dinner meetings, selecting topics, speakers, and menus. The series is organized by students and is attended by students, Steering Committee members, and research mentors. Invited speakers (students, faculty, alumni and outside speakers) address issues pertinent to research, professional issues, career development or other topics of interest. The informal environment at these gatherings promotes social and professional interactions.

2. Communications and Webpage Committee
   This committee organizes communications and the CWRU MSTP website content.

3. Summer Retreat Committee
   This committee plans the summer retreat.

4. Intro to MSTP
   This committee organizes events for first year MSTP students, to integrate them into the program and the community.

5. Community Service Committee
   Plans events for involvement of MSTP students in community service.

6. Social Committee
   This important committee plans fun events throughout the year!

7. Student Representative to Faculty Council
   One student is selected to represent the MSTP on Faculty Council.

8. Student Representative to the Committee on Medical Education
9. **Representative to the Graduate Student Senate**

10. **MSTP Women’s Committee**

    Women in the MSTP organize luncheons or other meetings to discuss issues that face women pursuing careers in science. Students may invite a successful woman scientist who provides a role model as a physician scientist.

11. **Scientific meetings**

    The program strongly encourages students to present their research at national or international meetings and provides financial support to pay for part of meeting travel expenses (other funding is obtained from the research mentor). In addition to the general meeting support for all students, each year two students are offered the opportunity to attend the annual MD/PhD national student conference in Colorado or the American Physician Scientist Association annual meeting in Chicago, with all expenses paid by the MSTP.

12. **Research symposia**

    MSTP students are encouraged to present their research at CWRU student symposia, including the annual Graduate Student Symposium and the Irwin H. Lepow Student Research Day. These symposia feature a nationally recognized keynote speaker, and students have the opportunity to interact extensively with the noted scientist. A committee awards prizes for outstanding student presentations.

13. **Summer retreat**

    The annual MSTP summer retreat is a two-day event focusing on scientific presentations, professional development and program planning for the upcoming academic year.

14. **Works in Progress Seminar Series**

    Students in their research years present their thesis work to the department through an oral presentation.

**Assessment of MSTP Students**

Students in the MSTP are assessed for the medical school component of the program in the same manner as students in the University Program, with the exception that grades are awarded for those courses in the MD curriculum in years one and two that receive graduate school credit and are used to satisfy requirements for the PhD degree. Students must satisfactorily complete all requirements for both the MD and the PhD.

**IBIS Courses**

- **IBIS 401. Integrated Biological Sciences I. 1 - 9 Units.** A four-semester sequence encompassing anatomy, biochemistry, physiology, pharmacology, pathology, and microbiology.
- **IBIS 402. Integrated Biological Sciences II. 1 - 9 Units.** A continuation of IBIS 401.
- **IBIS 403. Integrated Biological Sciences III. 1 - 9 Units.** A continuation of IBIS 402.

- **IBIS 411. Clinical Science I. 2 Units.**
- **IBIS 412. Clinical Science II. 2 Units.**
- **IBIS 413. Clinical Science III. 2 Units.**

- **IBIS 434. Integrated Biological Sciences in Medicine. 6 Units.** This course is open only to candidates enrolled in the M.D./M.S. program (College plan). Registration is for the Spring semester of the second year in medical school. The course content includes the areas of hematology, gastroenterology and renal physiology. Students will also be required to participate in Process of Discovery. Assessment of performance will be through reaching required levels of competency for the medical areas identified above and by the evaluation of a term paper. Recommended preparation: First three semesters of medical school and currently a medical student in good standing.

- **IBIS 451. Clinical Science (for M.D./M.A. Bioethics Students). 3 Units.**

- **IBIS 600. Exam in Biomedical Investigation. 0 Unit.** Students are required to pass an examination established for each student, generally reflecting the preparation and oral defense of a written report on the project. Prereq: Must be enrolled in MD/MS Biomedical Investigation program.

**MSTP Courses**

- **MSTP 400. Research Rotation in Medical Scientist Training Program. 0 - 9 Units.** All students must complete research rotations in a minimum of three different MSTP-approved laboratories and submit rotation reports and rotation evaluations for each to the MSTP office. All three of the rotations must be completed before the beginning of each student’s third year of the program. The main purpose of research rotations is to aid the student in selecting a laboratory for their thesis work.

- **MSTP 401. Introduction to MSTP. 0 Unit.** Focus and Scope of Course: The course examines the unique challenges that MSTP students face as they navigate a dual degree program. The course will explore strategies that successful MSTP students employ, including mentor choice, time management, strategy and networking. The course will also offer exposure to the various resources available at CWRU for medical and graduate students. Lastly, through journal clubs and formal lecturing, the critical thinking required of an MSTP student will be explored. Objectives: Students will be able to: Employ successful strategies for research rotation set-up and mentor choice - Enunciate strategies for the reconciliation of dual career training with an emphasis on networking, granting and timing - Employ the critical thinking required for manuscript critique and employ successful strategies in both oral and written presentation. Required Texts: None, however, manuscripts may be assigned and will be provided in pdf format. Format and Expectations: As the class is meant to be in dialogue format, meaningful class participation is expected and required. An individual cannot participate if he or she is absent, therefore, attendance is required. If there is a conflict with a required medical school assignment or activity, the medical school activity takes precedence, and attendance in the MSTP course will be waived for that session. Individual students will at times be assigned responsibility for leading the discussion relevant to specified readings. It is expected that all students will complete the readings and assignments prior to the start of the class at which the reading was assigned. Grading: Grading will be Pass/Fail. If students are present at all sessions (excepting when required for an alternative activity at the medical school and excepting excused absences with permission from the instructor), and if the student makes an attempt at a meaningful contribution to the discussion, it is anticipated that all students will pass.
**Physician Assistant Program**  
**Master of Science in Physician Assistant Studies**

Cynthia Booth Lord, MHS, PA-C  
PA Program Director

PAProgram@case.edu or 216.368.0575  
https://case.edu/medicine/physician-assistant/

**CWRU PA Program Curriculum Overview**

The Case Western Reserve University PA program is a 102 credit-hour professional degree program that spans the course of 27 months. The program is a generalist program preparing learners to be leaders in PA practice in a variety of clinical settings. This intensive full-time graduate curriculum awards a Master of Science in Physician Assistant Studies (MSc in Physician Assistant Studies) from the School of Medicine upon completion. The curriculum, which must be successfully completed in order to meet program requirements for graduation, enables graduates to sit for the PA National Certifying Examination (administered by the National Commission on Certification of Physician Assistants) and obtain a state license.

The educational philosophy of the PA program emphasizes the practice of evidence-based, patient-centered medical care as well as accountability to patients, society and the profession through experiential learning and active community involvement. The first 15 months of the program are didactic in nature, divided into four semesters. This is followed by 12 months of clinical instruction comprised of twelve, four-week clinical rotations. Early clinical exposure is accomplished through pre-clinical clerkships in the first year. The PA program begins each year in May and ends in August. Students are recruited from the CASPA system.

The program design utilizes a hybrid blend of learning methodologies and styles including:

- Asynchronous learning
- Clinical simulations
- Case-based learning and clinical correlations
- Experiential learning in the community-the community is the “learning lab” of the PA program. Wellness, prevention, professionalism, communication skills and philanthropy are best taught directly in the community with patients in their own environment.
- Early clinical exposure/Pre-clinical clerkships-by the beginning of November of their first year, PA students are placed in clinical sites in the community for one-half day a week to practice their clinical skills and begin to acculturate to the clinical environment and learn how to function on a team. The focus of this experience is to hone the students’ clinical skills in history, physical exam, oral presentation, medical documentation, communication skills, and professionalism. It also serves as an early critical-thinking activity.
- Medical writing across the curriculum (MWAC) is introduced in the didactic phase through student reflections and progress in the clinical phase to the creation of a scientific poster, patient-safety paper, and oral case presentations.

Organization and sequencing of coursework is both horizontally and vertically integrated facilitating a connected flow of systems and conditions, creating a curricular thread intended to enhance the development of critical thinking and problem-solving. Planned redundancies help build a strong pre-clinical knowledge base. Through demonstrations, case discussions and simulation activities, students learn critical thinking and how to synthesize information to formulate and implement a patient management plan. Simulation activities allow the students to participate in scenarios that closely approximate real-life patient encounters and, through a team-based approach (small group), create their care plans. Hands-on activities enhance the student’s ability to develop their critical thinking and technical skills. Experiential learning through community engagement introduces students to some of the concepts of team-based care and population health.

**Physician Assistant Program Plan of Study-27 Months**

**Didactic Curriculum Summer Semester I, Fall Semester I, and Spring Semester I**

<table>
<thead>
<tr>
<th>First Year</th>
<th>Units</th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations of Clinical Medicine-Principles of Interviewing (PAST 401)</td>
<td>3</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Diagnostic Methods-Clinical Lab (PAST 403)</td>
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<tr>
<td>Clinical Correlations (PAST 404)</td>
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<tr>
<td>Professional Issues for PA's-History &amp; Roles of the PA I (PAST 411)</td>
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<td>Cadaver Dissection-based DHman Anatomy with Histology and Physiologic Correlations (PAST 410)</td>
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<tr>
<td>Physical Diagnosis (PAST 402)</td>
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<td>4</td>
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<tr>
<td>Medical Microbiology &amp; Infectious Disease (PAST 405)</td>
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<tr>
<td>Pharmacology I (PAST 420)</td>
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<td>Principles of Internal Medicine (PAST 430)</td>
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<td>Pre-Clinical Clerkships I (PAST 440)</td>
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<td>Human Physiology (PAST 477)</td>
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<td>Ethics in Healthcare Delivery (PAST 406)</td>
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<tr>
<td>Professional Issues for Physician Assistants II (PAST 412)</td>
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<tr>
<td>Pharmacology II (PAST 421)</td>
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<tr>
<td>Principles of Clinical Medicine-Surgery &amp; Emergency Medicine (PAST 431)</td>
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<tr>
<td>Principles of Clinical Medicine-OB/GYN (PAST 432)</td>
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<td></td>
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<td>Principles of Clinical Medicine-Pediatrics (PAST 433)</td>
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<td>Principles of Clinical Medicine-Behavioral Medicine (PAST 434)</td>
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<td>Pre-Clinical Clerkships II (PAST 441)</td>
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<td>Year Total:</td>
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**Total Units in Sequence:** 51
### Didactic Curriculum Summer Semester II

#### Second Year

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Clinical Procedures (PAST 407)</td>
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</tr>
<tr>
<td>Professional Issues for Physician Assistants III (PAST 413)</td>
<td>2</td>
</tr>
<tr>
<td>Culture and Health (PAST 450)</td>
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<tr>
<td>Introduction to Public Health (PAST 451)</td>
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<tr>
<td>Introduction to Evidence Based Medicine (PAST 452)</td>
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</tr>
<tr>
<td>Medical Spanish Elective (PAST 453) or Research Methods Elective (PAST 454)</td>
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**Year Total:** 12

### Clinical Curriculum Year

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>PAST 500 Clinical Residency: Emergency Medicine Rotation</td>
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<tr>
<td>PAST 501 Clinical Residency: Family Medicine</td>
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</tr>
<tr>
<td>PAST 502 Clinical Residency: Geriatrics</td>
<td>3</td>
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<tr>
<td>PAST 503 Clinical Residency: Internal Medicine Rotation</td>
<td>3</td>
</tr>
<tr>
<td>PAST 504 Clinical Residency: Obstetrics &amp; Gynecology</td>
<td>3</td>
</tr>
<tr>
<td>PAST 505 Clinical Residency: Pediatrics</td>
<td>3</td>
</tr>
<tr>
<td>PAST 506 Clinical Residency: Behavioral and Mental Health</td>
<td>3</td>
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<tr>
<td>PAST 507 Clinical Residency: Surgery</td>
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</tr>
<tr>
<td>PAST 508 Clinical Residency: Primary Care Elective</td>
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<tr>
<td>PAST 509 Clinical Residency: Inpatient Medicine Elective</td>
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</tr>
<tr>
<td>PAST 510 Clinical Residency: Elective</td>
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</tr>
<tr>
<td>PAST 511 Clinical Residency: Elective</td>
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</tr>
<tr>
<td>PAST 600 Capstone Quality Improvement Project &amp; Comprehensive Examination</td>
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</tr>
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</table>

**Required Clinical Experience Credit hours = 39 hours**

**Total Credit Hours to Complete Program:** 102

### Courses

**PAST 401. Foundations of Clinical Medicine-Principles of Interviewing. 3 Units.**

The general purpose of this course is to teach the physician assistant student the skills necessary to conduct a clinical/medical interview with a patient and to be able to present the information to other health care professionals in both an oral and written form. This course, which is designed as small, group seminars, will focus on the skills necessary to question patients in a directed fashion and to listen to the patient with concern and empathy. Instruction will emphasize what data is needed in a complete medical history as well as the focused interview, the proper technique for gathering information, and the format for presentation of the data. Instructional techniques will include role-playing, small group discussion, and observation and critique by instructors, other students and simulated patient models. Prereq: Students must be in Physician Assistant Program.

**PAST 402. Physical Diagnosis. 4 Units.**

This lecture/discussion/laboratory course presents and explores the techniques for performing a complete and competent physical examination, understanding the pathophysiology presented by the patient, and organizing and reporting the findings in both written and oral format. Synthesis of historical and physical presentations for an accurate evaluation of the patient will be emphasized. The problem-oriented physical examination and special examination tools and techniques will be presented. Instructional techniques will include small group discussion, practical experience with other students and faculty, and the observation and critique of physical examination skills by faculty. Prereq: Students must be in Physician Assistant Program.

**PAST 403. Diagnostic Methods-Clinical Lab. 1 Unit.**

This course is designed to introduce the student to clinical laboratory and diagnostic medicine. Lectures are designed to review the various types of laboratory tests, acquisition and handling of specimens, normal values as well as interpretation of results and correlation with clinical conditions. This course also includes an introduction to radiology, microbiology and electrocardiogram interpretation. The skills learned here carry over to the principles of medicine series in subsequent semesters. Prereq: Students must be in Physician Assistant Program.

**PAST 404. Clinical Correlations. 1 Unit.**

This seminar course places emphasis on internal organs with clinical correlation to anatomic conditions. Content will include basic concepts of genetics, the comparison of normal and abnormal structural relationships and the demonstration of how these things relate to health and disease. Students will review on-line genetics learning modules and meet in small seminar groups to review anatomical clinical correlates. Prereq: Students must be in Physician Assistant Program.

**PAST 405. Medical Microbiology & Infectious Disease. 2 Units.**

This course is the study of microorganisms and the diseases they cause in man. It includes consideration of infectious disease microorganisms including their biochemical, serological and virulence characteristics, and clinical manifestations. An organ system approach is used to examine the fundamentals of pathogenicity, host response, epidemiological aspects of infectious disease, as well as clinical manifestations, diagnosis and treatment of infections with clinical correlations. Prereq: Students must be in Physician Assistant Program.
PAST 406. Ethics in Healthcare Delivery. 1 Unit.
This course is an overview of the discipline of medical ethics presenting the study and application of relevant principles, insights, and understandings of modern medical practice. The course includes a brief overview of ethical theories which lay the foundation for subsequent investigation into specific ethical problems found in medical science and technology. The purpose of the course is to provide a framework which enables the student to reason clearly and effectively about the ethics involved in medical science and technology. The course assumes no prior knowledge of philosophical ethics or medical science. A framework of ethical decision making is introduced and practiced using realistic medical cases via seminar discussion. Prereq: Students must be in Physician Assistant Program.

PAST 407. Clinical Procedures. 4 Units.
The purpose is to prepare these future clinicians for clinical management of health and disease by preparing them for common clinical procedures. These will include basic and advanced surgical skills, basic laboratory skills, common out-patient procedures, common emergency procedures, and interpretation of common radiologic tests. Prereq: Students must be in Physician Assistant Program.

PAST 410. Cadaver Dissection-based DHuman Anatomy with Histology and Physiologic Correlations. 6 Units.
This course will provide students with a sound understanding of the normal human body as a foundation for subsequent pursuing biomedical careers. The gross anatomy component will give a full breakdown of all gross aspects of the human body and the associated systems, while also including cadaver dissection-based laboratories. The histology component will provide students with an understanding of the structural and functional organization of the human body at the cellular and subcellular levels. The embryology component will briefly discuss the major systems and how they form within a developing embryo. This course is well-suited to all biomedical careers, including pre-clinical and biomedical undergraduates, post-baccalaureate, pre-clinical master of science graduate programs, plus medical and dental students seeking additional training in the anatomical sciences. It will meet any of the anatomy-oriented prerequisites being implemented for medical and dental school applications, including those preferring or requiring a cadaver-based experience. The assessments will include a combination of written and cadaver-based practical questions. Offered as ANAT 410 and PAST 410. Prereq: Students must be in Physician Assistant Program.

PAST 411. Professional Issues for PA's-History & Roles of the PA I. 1 Unit.
In this three course series students explore, through lecture and discussion, the factors affecting the development of the profession and role socialization with emphasis on history and regulations/organizations governing PA practice. An overview of clinical responsibilities, team based practice, the PA role, and licensing/credentialing practices will be presented and discussed. Prereq: Students must be in Physician Assistant Program.

PAST 412. Professional Issues for Physician Assistants II. 2 Units.
In this three course series students will explore factors affecting the development of the profession, the status of the PA in the U.S. healthcare system and current issues in clinical practice including practice-based improvement and systems-based practice. Through lecture and discussion, this series prepares the student for the transition from classroom to clinical training and clinical practice. Emphasis is given to the responsibilities that come with being a professional, professionalism and practicing quality improvement. Prereq: Students must be in Physician Assistant Program.

PAST 413. Professional Issues for Physician Assistants III. 2 Units.
In this three course series students will explore factors affecting the development of the profession, the status of the PA in the U.S. healthcare system and current issues in clinical practice including practice-based improvement and systems-based practice. Through lecture and discussion, this series prepares the student for the transition from classroom to clinical training and clinical practice. Emphasis is given to the responsibilities that come with being a professional, professionalism and practicing quality improvement. Prereq: Students must be in Physician Assistant Program.

PAST 420. Pharmacology I. 2 Units.
In this two course series, (PAST 421 Pharmacology II) students will be provided with a basic introduction to the principles of pharmacology and to drug classes of particular relevance to the physician assistant. Information concerning drug doses and calculations used in determining doses will be included in this course and PAST 421 Pharmacology. Prereq: Students must be in Physician Assistant Program.

PAST 421. Pharmacology II. 3 Units.
In this two course series (PAST 420 Pharmacology), physician assistant students will be provided with foundational knowledge of the therapeutic uses and effects of drugs. The indications, contraindications and adverse effects of prototypical drugs are covered. Drug dependence and addiction are also discussed. This course also includes a problem-based learning component which will enhance students’ teamwork and clinical reasoning skills by examining and analyzing case scenarios in small groups. Prereq: Students must be in Physician Assistant Program.

PAST 430. Principles of Internal Medicine. 7 Units.
This one semester lecture/discussion course provides students with a detailed study of the etiology, pathophysiology, signs, symptoms, diagnosis and treatment of various disorders encountered in internal medicine. A broad array of diseases in cardiology, dermatology, endocrinology, gastroenterology, gerontology, hepatology, hematology, oncology, urology, nephrology, neurology, pulmonology and rheumatology are explored. Prereq: Students must be in Physician Assistant Program.

PAST 431. Principles of Clinical Medicine-Surgery & Emergency Medicine. 4 Units.
This one semester lecture course presents the fundamentals of surgical disease and care of the acutely injured and ill patients. The purpose is to familiarize the student with the etiology, anatomy, pathophysiology, clinical manifestations and appropriate diagnosis and treatment of selected surgical conditions and conditions encountered in the surgical subspecialty and emergency medical settings. Prereq: Students must be in Physician Assistant Program.

PAST 432. Principles of Clinical Medicine-OB/GYN. 3 Units.
This lecture/case presentation course gives the student an overview of commonly encountered obstetric and gynecologic disorders. Anatomy and physiology of the human reproduction system are examined, including the changes in pregnancy, prenatal care, medical and surgical complications of pregnancy, pre- and postpartum care. Common gynecologic conditions, methods and effectiveness of contraception, cancer detection methods and the diagnosis and treatment of sexually transmitted infections in the female are explored. Prereq: Students must be in Physician Assistant Program.
PAST 433. Principles of Clinical Medicine-Pediatrics. 3 Units.
This course introduces the student to a unique, complex and challenging field of pediatrics. It emphasizes aspects of general pediatrics and provides a foundation for those students who elect to further study the health care of infants, children and adolescents. This course addresses issues unique to childhood and adolescence by focusing on human developmental biology, and by emphasizing the impact of family, community, and society on child health and well-being. Additionally, it focuses on the impact of disease and its treatment on the developing human, and emphasizes growth and development, principles of health supervision, and recognition of common health problems. Prereq: Students must be in Physician Assistant Program.

PAST 434. Principles of Clinical Medicine-Behavioral Medicine. 2 Units.
This one semester course gives students an overview of some of the most important areas in behavioral psychiatry. This course is an overview of basic psychiatric concepts and focuses on assessing patients who manifest psychological symptoms. Topics include diagnosis and treatment of anxiety disorders, mood disorders, common child and adolescent disorders, somatoform and factitious disorders, psychotic disorders, sleep disorders, adjustment and personality disorders, and drug and alcohol abuse and addresses forensic issues in behavioral health. Prereq: Students must be in Physician Assistant Program.

PAST 440. Pre-Clinical Clerkships I. 1 Unit.
This course/clinic provides the student with clinical experience at clinical sites in the didactic year utilizing what was learned in Foundations of Clinical Medicine (Interviewing and Physical Diagnosis class/lab). During the pre-clinical time at program designated sites, students will continue to develop and apply their history and physical exam skills, interpersonal skills, oral presentation and medical documentation skills. For expanding skills and creating relationships within the community, this course also encompasses community service, experiential learning and inter-professional education activities. This course/clinic will help to better prepare students to gain experience and develop confidence in approaching patients prior to entering the clinical year. Prereq: Students must be in Physician Assistant Program.

PAST 441. Pre-Clinical Clerkships II. 1 Unit.
This course/clinic provides the student with clinical experience at clinical sites in the didactic year utilizing what was learned in Foundations of Clinical Medicine (Interviewing and Physical Diagnosis class/lab). During the pre-clinical time at program designated sites, students will continue to develop and apply their history and physical exam skills, interpersonal skills, oral presentation and medical documentation skills. For expanding skills and creating relationships within the community, this course also encompasses community service, experiential learning and inter-professional education activities. This course/clinic will help to better prepare students to gain experience and develop confidence in approaching patients prior to entering the clinical year. Prereq: Students must be in Physician Assistant Program.

PAST 450. Culture and Health. 2 Units.
This lecture/discussion course provides students with a detailed understanding of the societal and individual prejudices, preconceptions, and biases that enter into the clinical interaction and how to develop appropriate responses and coping strategies. This course provides the student with common psychosocial problems encountered by health professionals today. Students explore issues related to sexuality, cultural competency, multicultural health, cross-cultural communication, and healthcare disparities. Prereq: Students must be in Physician Assistant Program.

PAST 451. Introduction to Public Health. 1 Unit.
This course will introduce students to concepts of public health and provide experience in public health by completion of a project. The course will enhance the student’s knowledge of the history and philosophy of public health, the Healthy People 2020 initiatives and the social determinants of health and how they can be impacted. Teaching methodologies will include discussion, lecture and development of a public health project. Prereq: Students must be in Physician Assistant Program.

PAST 452. Introduction to Evidence Based Medicine. 2 Units.
This course is intended to provide learners with a basic understanding of the principles of epidemiology, biostatistics and evidence-based medicine. The course involves analysis of prospective and retrospective studies, cross-sectional studies and experimental epidemiology. It will focus on epidemiological scenarios that relate to both infectious disease and chronic disease. In addition, the course will provide the student with a basic understanding of the application of statistical techniques to the biological and health sciences and to demonstrate their areas of application. Emphasis will be placed on probability laws, sampling and parameter estimation, test of hypothesis, correlation, regression and analysis of variance. Finally, students will be introduced to the basic concepts of evidence-based medicine, information mastery, and critical appraisal of the medical literature. Prereq: Students must be in Physician Assistant Program.

PAST 453. Medical Spanish Elective. 1 Unit.
This course will teach students the basics of Spanish as it applies to the medical field such as physical examinations, emergencies, common diseases within the Latino population, and specializations. By familiarizing students with conversational Spanish and medical Spanish, this course will enable students to apply their learning to real-world situations, to assist in communications, and ultimately to break down the barrier between doctors and patients. Prereq: Students must be in Physician Assistant Program.

PAST 454. Research Methods Elective. 1 Unit.
This lecture course introduces students to research design and scientific inquiry and provides them with the skills necessary for interpretation and critical evaluation of the medical literature. It includes a brief review of important statistical principles and methods and their application to problems in medicine and health. Prereq: Students must be in Physician Assistant Program.

PAST 477. Human Physiology. 4 Units.
This lecture/seminar experience is meant to enhance the student’s fundamental knowledge in human physiology with an emphasis on physiologic concepts in relationship to health, disease and illnesses. The course will provide students with an understanding of the function, regulation and integration of the major organ systems. Offered as PAST 477 and PHOL 477. Prereq: Students must be in Physician Assistant Program.
PAST 500. Clinical Residency: Emergency Medicine Rotation. 3 Units.
This clinical rotation is designed to expose the student to the wide variety of problems encountered in the hospital-based emergency room setting in both the fast track and acute care sides of the emergency department. The rotation experience includes the medical/surgical management of patients of all ages (infant to geriatric) with presenting problems that may be of a life threatening nature. The formulation and understanding of the many and varied medical problems is accomplished via the accurate collection of data through a history and physical exam, interpretation of diagnostic testing, and the development of a plan. The student will also be exposed to and perform diagnostic and therapeutic procedures. These experiences will be under appropriate supervision. Prereq: Students must be in Physician Assistant Program.

PAST 501. Clinical Residency: Family Medicine. 3 Units.
This clinical rotation is designed to give the student an understanding of family medicine/primary care medicine as practiced in office and/or clinic in an outpatient setting. The student will work with patients from a variety of social, economic and cultural backgrounds across the lifespan. They will experience continuity of care while assessing, diagnosing, monitoring, managing, referring and educating patients. The student will be exposed to both acute and chronic problems as well as the psychosocial problems that are encountered in this setting. Students may encounter and participate in the care of patients of all ages: pediatric, adolescent, adult and geriatric populations. The formulation and understanding of the many and varied medical problems is accomplished via the accurate collection of data through a complete history and physical exam, interpretation of diagnostic testing, formulation of a problem list, and the development of a plan for each presenting problem. Prereq: Students must be in Physician Assistant Program.

PAST 502. Clinical Residency: Geriatrics. 3 Units.
This clinical rotation is designed to give the student an understanding of geriatric medicine. The understanding of the many and varied medical and psycho-social problems in geriatric patients is accomplished via the accurate collection of data through a complete history and physical examination, interpretation of diagnostic testing, formulation of a problem list, and the development of a plan for each presenting problem. Teaching rounds and lectures may be used to introduce concepts of geriatric medicine. Prereq: Students must be in Physician Assistant Program.

PAST 503. Clinical Residency: Internal Medicine Rotation. 3 Units.
This clinical rotation is designed to provide the student with an understanding of the wide variety of problems encountered in hospital-based internal medicine. The formulation and understanding of the many and varied medical problems is accomplished via the accurate collection of data through a complete history and physical exam, interpretation of diagnostic testing, formulation of a problem list, and the development of a plan for each presenting problems. Students are assigned to medical teams during their rotation. Teaching rounds and lectures are used to introduce concepts of internal medicine. Prereq: Students must be in Physician Assistant Program.

PAST 504. Clinical Residency: Obstetrics & Gynecology. 3 Units.
This clinical rotation is designed to expose the student to the variety of problems encountered in women’s health care. The focus of the learning experience is on recognition and management of common gynecological illnesses, sexually transmitted infections, family planning, birth control, and cancer of the female reproductive system and breast. Obstetrical focus is on pregnancy, labor and delivery, and postpartum care. The student will also have an exposure to the surgical management of gynecological and obstetric problems. Teaching rounds and lectures may be used to introduce concepts of obstetrics and gynecology. Prereq: Students must be in Physician Assistant Program.

PAST 505. Clinical Residency: Pediatrics. 3 Units.
This clinical rotation is designed to emphasize care of the child from birth to adolescence. The focus of the learning experience is on recognition and management of common childhood illnesses, assessment of variations of normal growth and development, and the counseling of parents regarding immunizations, preventative health care visits, growth and development, nutrition, injury prevention and common psychosocial problems. The formulation and understanding of the many and varied medical problems is accomplished via the accurate collection of data through a complete history and physical exam, interpretation of diagnostic testing, formulation of a problem list, and the development of a plan for each presenting problem. Teaching rounds and lectures may be used to introduce concepts of pediatrics. Prereq: Students must be in Physician Assistant Program.

PAST 506. Clinical Residency: Behavioral and Mental Health. 3 Units.
This clinical rotation is designed to give the student an understanding of the psycho-social and behavioral components of health, disease, and disability. The student will be exposed to a variety of mental illnesses and disabilities and will also be able to recognize and categorize psychiatric disorders along with the therapeutic modalities used in their treatment. The formulation and understanding of the varied psychiatric problems is accomplished via the accurate collection of data through a complete history and mental status exam, interpretation of diagnostic testing when appropriate, formulation of a problem list, and the development of a plan for each presenting problem. Emphasis is placed on early recognition, intervention, and psychiatric referral and/or consultation. Teaching rounds and lectures are used to introduce concepts of psychiatric medicine. Prereq: Students must be in Physician Assistant Program.

PAST 507. Clinical Residency: Surgery. 3 Units.
This clinical rotation is designed to expose the student to the varied population with surgically manageable disease from adolescence to geriatrics. The formulation and understanding of the varied medical problems is accomplished via the accurate collection of data through a complete history and physical exam, interpretation of diagnostic testing, formulation of a problem list, and the development of a plan. The focus of the learning experience is on the pre-operative evaluation and preparation of the patients for surgery, procedures and assisting during the intra-operative period, and the care of patients post-operatively. The student will be exposed to both emergent and non-emergent surgical management of patients. The student may be assigned to surgical teams during his/her rotation. Teaching rounds and lectures are used to introduce concepts of surgical care. Prereq: Students must be in Physician Assistant Program.
PAST 508. Clinical Residency: Primary Care Elective. 3 Units.
This clinical rotation is designed to give the student an understanding of family medicine/primary care medicine as practiced in office and/or clinic in an outpatient setting. The student will work with patients from a variety of social, economic and cultural backgrounds across the lifespan. They will experience continuity of care while assessing, diagnosing, monitoring, managing, referring and educating patients. The student will be exposed to both acute and chronic problems as well as the psychosocial problems that are encountered in this setting. Students may encounter and participate in the care of patients of all ages: pediatric, adolescent, adult and geriatric populations. The formulation and understanding of the many and varied medical problems is accomplished via the accurate collection of data through a complete history and physical exam, interpretation of diagnostic testing, formulation of a problem list, and the development of a plan for each presenting problem. Prereq: Students must be in Physician Assistant Program.

PAST 509. Clinical Residency: Inpatient Medicine Elective. 3 Units.
This clinical rotation is designed to provide the student with an understanding of the wide variety of problems encountered in hospital-based internal/surgical medicine. The formulation and understanding of the many and varied medical and/or surgical problems is accomplished via the accurate collection of data through a complete history and physical exam, interpretation of diagnostic testing, formulation of a problem list, and the development of a plan for each presenting problem.

Students are assigned to medical teams during their rotation. Teaching rounds and lectures are used to introduce concepts of hospital based medicine. Prereq: Students must be in Physician Assistant Program.

PAST 510. Clinical Residency: Elective. 3 Units.
This elective clinical rotation is designed to provide the student with the knowledge and skills in an area of interest. Students will gain an understanding of the variety of problems encountered in a medical or surgical sub-specialty discipline. The formulation and understanding of the many and varied medical and/or surgical sub-specialty problems is accomplished via the accurate collection of data through a complete history and physical exam, interpretation of diagnostic testing, formulation of a problem list, and the development of a plan for each presenting problem including pharmacologic and non-pharmacologic management. Acquisition of these skills helps facilitate the PA student to progress through the clinical rotation with increasing complexity of clinical experiences, building confidence, competence and compassion. In addition to gaining clinical skills specific to the specialty of the rotation, the student will also continue to develop skills in systematic medical problem solving and patient management abilities, establish or reinforce patterns of independent learning, self-evaluation, interprofessional relationships and communication skills. Elective rotation sites are chosen based on practice characteristics that are important for the PA student within this rotation. These may include practice location, patient populations, and availability of specific experiences and procedures. Prereq: Students must be in Physician Assistant Program.

PAST 511. Clinical Residency: Elective. 3 Units.
This elective clinical rotation is designed to provide the student with the knowledge and skills in an area of interest. Students will gain an understanding of the variety of problems encountered in a medical or surgical sub-specialty discipline. The formulation and understanding of the many and varied medical and/or surgical sub-specialty problems is accomplished via the accurate collection of data through a complete history and physical exam, interpretation of diagnostic testing, formulation of a problem list, and the development of a plan for each presenting problem including pharmacologic and non-pharmacologic management. Acquisition of these skills helps facilitate the PA student to progress through the clinical rotation with increasing complexity of clinical experiences, building confidence, competence and compassion. In addition to gaining clinical skills specific to the specialty of the rotation, the student will also continue to develop skills in systematic medical problem solving and patient management abilities, establish or reinforce patterns of independent learning, self-evaluation, interprofessional relationships and communication skills. Elective rotation sites are chosen based on practice characteristics that are important for the PA student within this rotation. These may include practice location, patient populations, and availability of specific experiences and procedures. Prereq: Students must be in Physician Assistant Program.

Graduate Programs in the Biomedical Sciences
Graduate Education Office, School of Medicine, RM TG-1
casemed.case.edu/gradprog (http://casemed.case.edu/gradprog/)
Phone: 216.368.5655; Fax: 216.368.0795
Marvin Nieman, PhD, FAHA, Interim Associate Dean for Graduate Education
marvin.nieman@case.edu
Cheryl Thompson, PhD, Assistant Dean of Educational Initiatives
cheryl@case.edu
Malana Bey, Administrator
malana.bey@case.edu, 216.368.5655
The School of Medicine is proud to administer doctoral, master’s, professional and certificate graduate programs in the biomedical sciences, described fully in this bulletin under their departmental or center affiliations. The Graduate Education Office provides support and information on the graduate and postdoctoral training programs in the School of Medicine, as well as professional skill development and training grant proposal support. Resources for proposal development as well as current training information are available at the SOM Graduate Education Office (https://case.edu/medicine/admissions-programs/graduate-programs/) website.

Case Western Reserve University School of Medicine has a strong commitment to the importance of diversity in its research and educational programs. The CWRU community celebrates how our individual diversity in race, ethnicity, gender, country of origin, sexual orientation or gender identity enhances our work together. CWRU programs welcome diverse individuals, including those individuals of racial and ethnic groups underrepresented in biomedical science, those with physical disabilities, and those with disadvantaged backgrounds.

**Common Academic Requirements**

Each graduate program follows the overall regulations established and described in Graduate Studies Academic Requirements pages (p. 1333) and documented to the Regents of the State of Ohio. In particular, students and faculty are directed to sections regarding Academic Requirements for Master’s and Doctoral Degrees regarding total and graded course requirements, dissertation advisory committees, maintenance of quality-point average, and other general aspects of graduate study at CWRU. Within those overall expectations, a specific course of study for each graduate program is required and described in each degree plan of study.

**Guiding Principles for Graduate Education in the School of Medicine**

Training and educating graduate students in the biomedical sciences is a complex process that continually evolves based on the rapid progression of scientific discovery and ever expanding technological landscape. Graduate programs must continually modify their approaches to meet these modern-day needs. Students are expected to master their overall discipline, become experts in their field of research, as well as gain expertise in a diverse, but interrelated professional skill set. That skill set should be clearly defined, widely communicated and integrated across all PhD disciplines at CWRU SOM. Moreover, a set of common principles or goals for educating all graduate students in the SOM helps to guide our programs in course or curriculum development. The School of Medicine Graduate Education Office, in collaboration with the graduate program directors, developed a formal set of Guiding Principles (https://case.edu/medicine/sites/case.edu.medicine/files/2019-06/Guiding%20Principles_rev%202018%200.pdf) for the education and training of all PhD students in order to help accomplish these important goals.

**Graduate Admissions to School of Medicine Programs**

Graduate students are admitted to our programs through several streams, including the Biomedical Sciences Training Program (http://www.case.edu/med/BSTP/), the Medical Scientist Training Program (http://mstp.cwru.edu/), dual-degree initiatives, and direct admission to specific programs (please see individual program entries under their affiliated department pages). Postdoctoral Fellows and Postdoctoral Scholars are appointed through the Office of Postdoctoral Affairs (http://postdoc.case.edu/).

**Student Affinity Groups**

Graduate students interact in vibrant groups in the School of Medicine including:

The Biomedical Graduate Student Organization (BGSO) (https://community.case.edu/bgso/about/) seeks to unite biomedical graduate students pursuing master’s and doctoral degrees in various biomedical graduate programs in the Case Western Reserve University School of Medicine, with the ultimate goal of enriching the student experience and promoting career and professional development.

**What We Do:**

- Promote greater career and professional development
- Promote more interaction between graduates and professionals of the School of Medicine
- Ease the transition into graduate school by creating a "survival guide"

**Get Involved!**

It's your graduate career - why not make sure you get what you want out of it? As a graduate student, you can get involved by becoming a representative for your department or coming to monthly meetings. Please email us for more information or attend our next meeting.

**Highlights include:**

- Hosted the following professional development seminars - "Funding 101: Funding Opportunities for Graduate Students", "Scientific Journalism", "Life as a Forensic Scientist", "Planning Your Graduate Years and the Individual Development Plan", "A Day in the Life of a Biotech Scientist"  
- Hosted New Student Acclimation Luncheons - "Everything You Need to Know About Research Rotations and Surviving C3MB", "Surviving Grad School", and "Choosing a Thesis Lab and Department"  
- The Community Outreach & Volunteering Committee participated in the following events - Homeless Stand Down 2010 through InterAct Cleveland, School Supplies Drive, and teaching a DNA Lab to underprivileged girls at an inner-city middle school in conjunction with the Department of Genetics  
- Social events included a party at Dive Bar, a pasta dinner social, and group outing to Wicked

In addition, doctoral students in the School of Medicine organize the annual Biomedical Graduate Student Symposium.

The Graduate Student Council (GSC) (http://gsc.case.edu/home/) is the governing body for all graduate students at CWRU. The aim is to enrich your experience at CWRU in every way possible. We connect students through social and professional events, provide funding and assistance for their initiatives, and work to ensure that they are treated as valued members of the campus community.

The Minority Graduate Student Organization promotes, engages and advances underrepresented minority graduate and postdoctoral trainees in the various fields of biomedical research within the Case Western Reserve University community, in the greater Cleveland area, and in the nation.

**Professional Development**

The Graduate Education Office provides professional development opportunities for trainees including:
**Professional Development Seminar Series**
In the Graduate Education Office at the School of Medicine, we see the importance of developing our trainees not just in their academic studies but also in the development of trainees as professionals, strengthening their soft skills (leadership, teamwork, communication, emotional intelligence, etc.) that are vital in whatever career path they choose post-graduation. This seminar series is the combination of what was formerly known as Career Opportunities for Trainee Series (COTS) and The Professional Enrichment for Trainee Series (PETS).

This series incorporates a wide range intended to meet the needs of our School of Medicine master's and doctoral students as well as our postdocs. The content of this series provides the following opportunities aimed at our trainee's personal career growth and professional development:

- Introduce career paths that are available to biomedical graduates; Local, regional and national leaders are invited to speak on career trajectories, daily activities, additional training needed to enter this career path while investigating affordances and limitations to varied career paths. Sessions culminate in networking opportunities with speakers in an informal setting.
- Develop core competencies of leadership, entrepreneurship, communication skills, appreciative inquiry, emotional intelligence, teamwork and other key areas necessary for our trainee's professional development.
- Provide workshops and seminars for individuals that are planning to go to medical school, dental school or other allied health professionals, geared to better prepare our students and optimize their application experience yielding successful results.

**Pre-Professional Health Seminar Series**
The pre-professional health seminar series is geared for students who plan to go on to medical school, dental school or other allied health professions. Through workshops and seminars, we can help you make these applications less intimidating and you more prepared.

**Mental Wellness & Resilience Seminar Series**
The mental wellness and resilience seminar series is designed to provide trainees with the tools to develop coping mechanisms to manage and reduce stress.

**MGRD 425: Leadership and Professional Development Skills for Biomedical Sciences**
MGRD 425 Leadership and Professional Development Skills for Biomedical Sciences was designed to give graduate students in the biomedical and health sciences an opportunity to reflect on their professional skills and develop skills in the area of leadership, teamwork, critical thinking, creativity and problem solving. This course is typically offered each semester. It is a zero credit course that meets once a week.

**The Enhancing Research and Industry Career Horizons (EnRICH) Program**
The CWRU School of Medicine EnRICH Program provides career guidance and support to PhD and Master's students pursuing biomedical science degrees and simultaneously develops partnerships with organizations and mentors who recognize the skills of such students. A mentor and student spend time together for a paid or non-paid work or exposure experience that is beneficial to both the employer and student. The timeframe and duration of the experience are flexible where the mentor and student agree on the duration of the work experience and to an hourly and weekly work schedule. During the experience, students will clarify career goals as s/he; realizes the results of applied skills in a non-academic career, identifies ways to adapt skills for a variety of occupations and work environments, gains broader perspectives of careers that require his or her skills and talents, identifies ways to adapt skills for a variety of occupations and work environments, learns the business side of science and technology, and develops personal and interpersonal skills for relationship building to broaden professional networks. For more information, contact enrich@case.edu (enrich@case.edu).

**The Expanding Teaching Experiences for Doctoral Students (ExTEnD) Program**
The ExTEnD (https://case.edu/medicine/research-admissions/graduate-programs/career-professional-development/gain-teaching-experience/) program, open to all doctoral students at the CWRU School of Medicine, provides a way for graduate students to get formal experience in teaching at the university or college level by providing training and experiences in post-secondary education.

Students in this program complete program requirements by:

- Attending a one-semester seminar-style class taught by Educational Student Services to learn the basics of curricular design, development, and delivery

**AND**

- Completing two “significant” teaching experiences, such as:
  - Guest lecturing at least 5 class hours
  - Co-teaching a course at CWRU or another accredited university
  - Facilitating small group sessions for certain approved courses
  - Other teaching experiences as approved

- Obtaining students feedback on each of the teaching experiences

Students completing program requirements will get a formal letter from the program director stating their completion of the program, as well as experiences, gained and feedback received as part of the program. For more information, email extend@case.edu (EXTEND@CASE.EDU).

**Biomedical Innovation and Entrepreneurship Club (BIEC)**
Biomedical Innovation and Entrepreneurship Club (BIEC) was created to provide graduate students, postdocs and research staff with the opportunity to learn about entrepreneurship and commercialization in the biomedical sector. The main goal of this club is to break down the barrier between academia and industry, allowing young researchers to explore their interest in developing their own products or start their own company. Every third Wednesday of the month, local experts are invited to introduce the basics of commercialization such as intellectual property, regulatory, finances available at CWRU, and entrepreneurship opportunities here at CWRU to our trainees, and each meeting is wrapped up with a networking session. For more information, email cvmp@case.edu

**CWRU Venture Mentor Program (CVMP)**
The CWRU Venture Mentor Program (CVMP) provides team mentoring to CWRU and affiliate young faculty, students, and staff from a pool of local experts in a wide range of industries. Our process stems from the MIT Venture Mentor Service, a hugely successful program that has spawned over 100 similar programs across the U.S and around the world. Their
processes are shown to provide a more likely chance that the venture will succeed, and that mentoring works best in a conflict-free, confidential, safe environment. For more information, email cvmp@case.edu

Biomedical Sciences Training Program (BSP)
Phone: 216.368.3347
http://www.case.edu/med/BSTP/

George Dubyak, PhD (gxd3@case.edu), Director
Debbie Noureddine (dm2@case.edu), Coordinator

The Biomedical Sciences Training Program (BSP) offers a common admission portal to most biomedical PhD degree programs at CWRU School of Medicine. The BSP includes eleven doctoral programs in the School of Medicine with more than 200 faculty based in both basic science and clinical departments, giving BSP students a tremendous range of research opportunities in many disciplines. It also provides a distinct advantage over traditional programs, which restrict choices of research area and faculty advisors.

Admissions
Students usually apply in the fall or winter and begin their studies the following summer. The application deadline is January 15th. Priority will be given to applications received by December 1. Applications will be considered by the Admissions Committee as soon as they are complete. In general a year of biology, organic chemistry and mathematics through calculus are required, and biochemistry and molecular biology are strongly recommended. We also seek students with strong backgrounds in physics or math who may be interested in our Structural Biology track (http://ssb-tp.case.edu/) or Systems Biology and Bioinformatics (http://bioinformatics.case.edu/) programs. Depending on preparation, we may suggest additional biology coursework once graduate training begins. This background prepares most students for success in our programs.

Research Experience and Recommendations
Experience performing original research is essential. This might include an undergraduate honors thesis, summer research internships, or a technical position after graduation. Letters of recommendation from research mentors that describe creativity, hardwork, and promise in science are very important.

Exams
The GRE general test is no longer required for admission through the BSP. The Test of English as a Foreign Language (TOEFL) is required for international students unless they are from an English-speaking country or have a degree from a university where the instruction is primarily in English. Students may be eligible to apply for the transfer of some graduate credit from their previous institution. Please go here (http://gradstudies.case.edu/) for more information. Transfer credit must be requested prior to beginning coursework at CWRU.

The First Year
Coursework
Students take integrated courses in Cell and Molecular Biology (IBMS 453 Cell Biology I, IBMS 455 Molecular Biology I). They also complete a course in biostatistics (IBMS 450 Fundamental Biostatistics to Enhance Research Rigor & Reproducibility) and a literature based reading course (IBMS 456A Since You Were Born: Nobel Prize Biomedical Research in the Last 21 Years- Section A). These four courses, offered in the fall semester, emphasize the molecular approaches that form the basis of modern biology. We also seek students with strong quantitative training who may have majored in physics or math, and offer alternative courses for these students to acquire foundations in biology. Qualified students also may take more specialized elective courses. All students take IBMS 500 On Being a Professional Scientist: The Responsible Conduct of Research.

Research Rotations
The research rotations allow students to explore research areas and become familiar with faculty members and their laboratories. The main purpose of these rotations is to aid students in selecting a laboratory for their thesis work. Students are encouraged to begin their rotations in July. Doing so gives them the opportunity to complete rotations during the summer before classes begin at the end of August. Students must complete at least three rotations.

Choosing a Thesis Advisor
During the first year, students select an advisor for their dissertation research. Each student also joins the PhD program with which their advisor is affiliated. Once students choose a PhD program, the requirements of that program are followed to obtain the PhD. The emphasis of the PhD work is on research, culminating in the completion of an original, independent research thesis and publishing the results in the scientific literature. PhD programs also focus on educating students to work as professional scientists.

Participating Training Programs
- Biochemistry (p. 822)
- Cell Biology (p. 871)
- Genetics and Genome Sciences (p. 867)
- Molecular Biology and Microbiology (p. 871)
- Molecular Virology (p. 871)
- Neurosciences (p. 879)
- Nutrition (p. 891)
- Pathology (p. 899)
- Pharmacology (p. 910)
- Physiology and Biophysics (p. 916)
- Systems Biology and Bioinformatics (p. 849)

These programs have tracks that allow specialization in the following areas: Cancer Biology; Cancer Therapeutics; Cell and Molecular Physiology; Developmental Biology; Experimental Pathology; Immunology; Membrane Structural Biology; Molecular and Cellular Biophysics; Molecular Pharmacology and Cell Regulation; Molecular Pharmacology and Cell Regulation; Organ Systems Physiology; RNA Biology; Structural Biology & Biophysics; Translational Therapeutics.

Training faculty, course offerings, and individual degree requirements are described in detail in the separate listings for each of these programs. All PhD programs have similar requirements, including an original thesis, coursework, examinations, publications in scientific journals with lead authorship, seminars, journal clubs, and other activities.
IBMS Courses

IBMS 453. Cell Biology I. 3 Units.
Part of the first semester curriculum for first year graduate students along with IBMS 455. This course is designed to give students an intensive introduction to prokaryotic and eukaryotic cell structure and function. Topics include membrane structure and function, mechanisms of protein localization in cells, secretion and endocytosis, the cytoskeleton, cell adhesion, cell signaling and the regulation of cell growth. Important methods in cell biology are also presented. This course is suitable for graduate students entering most areas of basic biomedical research. Undergraduate courses in biochemistry, cell and molecular biology are excellent preparation for this course. Recommended preparation: Undergraduate biochemistry or molecular biology.

IBMS 455. Molecular Biology I. 3 Units.
Part of the first semester curriculum for first year graduate students along with IBMS 453. This course is designed to give students an intensive introduction to prokaryotic and eukaryotic molecular biology. Topics include protein structure and function, DNA and chromosome structure, DNA replication, RNA transcription and its regulation, RNA processing, and protein synthesis. Important methods in molecular biology are also presented. This course is suitable for graduate students entering most areas of basic biomedical research. Undergraduate courses in biochemistry, cell and molecular biology are excellent preparation for this course. Recommended preparation: Undergraduate biochemistry or molecular biology.

IBMS 450. Fundamental Biostatistics to Enhance Research Rigor & Reproducibility. 1 Unit.
This is a required graduate level course for all first year PhD students in the School of Medicine biomedical PhD programs excluding Biomedical Engineering, Population and Quantitative Health Sciences, Molecular Medicine and Clinical Translation Science. This course focuses on providing students with a basic working knowledge and understanding of best practices in biostatistics that can be applied to common biomedical research activities in numerous fields. Weekly sessions involve a combination of basic programming activities, lectures, exercises, hands-on data manipulation and presentation. Topics include experimental design and power analysis, hypothesis testing, descriptive statistics, linear regression, and others with an emphasis on when and in which experimental design a particular test is properly used. The overall goal of the course is to empower students to use these biostatistics to enhance the rigor of their experimental design and reproducibility of their primary data. The major focus is not on theory, but on a practical acquisition of a working knowledge of basic data processing analysis, interpretation, and presentation skills.

IBMS 456A. Since You Were Born: Nobel Prize Biomedical Research in the Last 21 Years- Section A. 1 Unit.
This course is one of four sections that will cover major advances in biomedical research by review of Nobel Prize-winning topics from the past 21 years. Each section will cover 8 Nobel prize topics (1 topic/2 hour session/week for 8 weeks). Students will read critical research papers of the Nobel prize scientist(s) in preparation for guided in-class discussion led by the faculty mentor. The IBMS 456A section will cover Nobel Prizes related to the areas of Genetics & Genome Science, Systems Biology & Bioinformatics, and RNA Biology. These include: 1) 2012 Prize, J. Gurdon and S. Yamanaka: Mechanisms of pluripotent stem cell development and reprogramming; 2) 2010 Prize, R. Edwards: Development of in vitro fertilization; 3) 2009 Prize, E. Blackburn, C. Greider, and J. Szostak: Mechanisms of chromosome protection by telomeres and telomerase; 4) 2009 Prize, Y. Ohsumi: Mechanisms of autophagy; 5) 2008 Prize, J. Smithe: Discovery/Synthesis & function analysis of ribosomes; 6) 2007 Prize, B. Beutler, J. Hoffman, and R. Steinman: Mechanisms underlying innate immunity and adaptive immunity; 7) 2006 Prize, H. zur Hausen: Discovery of human papilloma virus and oncogenic papilloma viruses; 8) 2005 Prize, O. Shimomura, M. Chalfie, and R. Tsien: Discovery/Development of green fluorescent protein for biological applications; 9) 2004 Prize, B. Marshall and J. Warren: Discovery of Helicobacter pyloris as a pathogen in peptic ulcers/gastritis; 10) 1994 Prize, T. Cech: Discovery of prions in the etiology of certain human diseases.

IBMS 456B. Since You Were Born: Nobel Prize Biomedical Research in the Last 21 Years- Section B. 1 Unit.
This course is one of four sections that will cover major advances in biomedical research by review of Nobel Prize-winning topics from the past 21 years. Each section will cover 8 Nobel prize topics (1 topic/2 hour session/week for 8 weeks). Students will read critical research papers of the Nobel prize scientist(s) in preparation for guided in-class discussion led by the faculty mentor. The IBMS 456B section will cover Nobel Prizes related to the areas of Microbiology & Virology, Molecular Virology, Pathology-Immunology, and Cell Biology. These include: 1) 2012 Prize, B. Nowell and R. Schlossman: Discovery of B cell receptor-mediated immune response; 2) 2011 Prize, D. Baltimore and J. Miller: Discovery of telomerase; 3) 2010 Prize, R. Zinkernagel and P. Doherty: Discovery of major histocompatibility complex; 4) 2009 Prize, J. Duesberg and P. Sharp: Discovery of retroviral RNA genome structure; 5) 2008 Prize, B. Alberts, A. Johnson, J. Lewis, C. Nusslein-Volhard, and W. Wieschaus: Mechanisms of embryonic development; 6) 2007 Prize, M. Baranoff and O. Shank: Discovery of telomerase; 7) 2006 Prize, T. Roberts and D. Baltimore: Discovery of RNA interference; 8) 2005 Prize, Y. Ohsumi: Mechanisms of autophagy; 9) 2004 Prize, J. Gurdon and S. Yamanaka: Mechanisms of pluripotent stem cell development and reprogramming; 10) 2003 Prize, J. Watson and F. Crick: Discovery of nucleic acid structure.
IBMS 456D. Since You Were Born: Nobel Prize Biomedical Research in the Last 21 Years- Section D. 1 Unit.

This course is one of four sections that will cover major advances in biomedical research by review of Nobel Prize-winning topics from the past 21 years. Each section will cover 8 Nobel prize topics (1 topic/2 hour session/week for 8 weeks). Students will read critical research papers of the Nobel prize scientist(s) in preparation for guided in-class discussion led by the faculty mentor. The IBMS 456D section will cover Nobel Prizes related to the areas of Biochemistry, Nutrition, Pharmacology, and Pathology-Cancer. These include: 1) 2015 Prize, T. Lindahl, P. Modrich, and A. Sancar: Mechanisms of DNA Repair; 2) 2014 Prize, E. Betzig, S. Hell, W. Moerner: Development of super-resolution fluorescence microscopy; 3) 2012 Prize, R. Lefkowitz and B. Koblika: Structure/function analysis of G protein-coupled receptors; 4) 2004 Prize, A. Ciechanover, A. Hershko, and I. Rose: Mechanisms of ubiquitin-mediated protein degradation; 5) 2003 Prize, P. Lauterbur and P. Mansfield: Development of magnetic resonance imaging (MRI) methods; 6) 2002 Prize, S. Brenner, H.R. Horvitz, and J. Sulston: Mechanisms for genetic regulation of organ development and programmed cell death; 7) 2002 Prize, J. Fenn, K. Tanaka, and K. Wuthrich: Development of mass spec and NMR methods for biological macromolecules; 8) 2001 Prize, L. Hartwell, T. Hunt, and P. Nurse: Mechanisms of cell cycle regulation.

IBMS 501. Responsible Conduct of Research for Advanced Trainees. 0 Unit.

The life of a professional scientist is complicated, and it is not always easy to know how to "do the right thing" with regard to their data, colleagues, and subjects. Responsible Conduct of Research (RCR) is an essential component of research knowledge. Active thought about the issues of RCR should occur throughout a scientist's career. Instruction in RCR should be appropriate to the career stage of the individuals receiving training. All doctoral students in the School of Medicine receive initial RCR training in their second semester and NIH requires another intense exposure if doctoral students are four years beyond their initial training. The goal of this course is to provide fifth year biomedical doctoral students with additional RCR training by exposing them to a variety of research ethics topics through lectures and small group discussions led by professional scientists and ethicists. Students will be brought up to date on the current state of professional policy and federal regulation regarding research (where these exist), and will discuss practical strategies for preventing and resolving ethical problems in their own work. This course is designed for postdoctoral graduate students that are in their fifth year of graduate studies and MSTP students that are in their fourth year of their PhD phase of study. These sessions are also appropriate for postdoctoral trainees.

MGRD Courses

MGRD 310. Introduction to Clinical Inquiry (IQ). 3 Units.

This course is designed for pre-allied health students to introduce key overarching medical topics, including bioethics, public health and health disparities, as well as to integrate key MCAT topics from other courses into a clinically applicable context. Further, select human anatomy and physiology topics will be introduced. An important component of this course is the IQ process, which will reinforce scientific inquiry, self-reflection and constructive criticism. This course will have limited enrollment and is by permission only. Offered as MGRD 310 and MGRD 410.

MGRD 311. Introduction to Clinical Inquiry (IQ) II. 3 Units.

This course is the second semester in a 2 semester series designed for pre-professional health students to introduce key overarching medical topics, including bioethics, public health and health disparities, as well as to integrate key MCAT topics from other courses into a clinically applicable context. Further, select human anatomy and physiology topics will be introduced. An important component of this course is the IQ process, which will reinforce scientific inquiry, self-reflection and constructive feedback. Offered as MGRD 311 and MGRD 411.
Robotic Process Automation (RPA) is the fastest-growing software segment, growing at 63% in 2018. Many organizations are exploring or have implemented RPA. New college graduates will be a key driver in the future of automation. Students will be provided a comprehensive introduction to RPA centered on these fundamentals: overview of RPA, use of the technology, benefits and risks, and applications, process improvement and application to various work processes/industries. The course also includes guidelines on selecting the appropriate processes, workload and people implications, tools for automation, and strategies for successful implementations. It begins by introducing basic RPA concepts, the course then outlines how to apply these concepts to real working environment. UiPath is the primary software for students to practice and do group projects. The course is primarily intended for undergraduate students (in at least their junior year) who want to kick-start their career in this high-demand domain, have an interest in learning how to improve and want to use software to accelerate processes. Basic programming knowledge of any development language (C#, .Net, VB, Java, etc.) is beneficial but not required. Prereq: Undergraduate Junior or Senior standing.

MGRD 399. Independent Research in Biomedical Science. 1 - 3 Units.
This course is a graded independent research course offered in the School of Medicine at the undergraduate level. Students may use the School of Medicine EnRICH (Enhancing Research and Industry Career Horizons) program to find external research opportunities, may work in the laboratory of a School of Medicine faculty or may identify an appropriate mentored research opportunity independently. Students work with research mentor and course director to create their customized learning objectives. Grades are based on meeting objectives and completing reflections. In lieu of a final exam, students will give a short presentation on their experience and what they learned.

MGRD 401. PREP-aring for Success in a Biomedical PhD Program. 1 Unit.
This course is designed to prepare NIH Postbaccalaureate Research Education Program (PREP) Scholars for the rigors of a biomedical PhD program. This is a two-semester series (with MGRD 402 offered in the spring) that will help PREP Scholars navigate the biomedical PhD program application and admissions process, improve their application credentials, and prepare them for success in top biomedical PhD programs throughout the nation. Students continue receiving scientific research training, instruction and experience in reading the primary literature, developing oral and written communication skills, and participating in professional development activities. This semester, students will learn the skills necessary for professional interviews. They will also be exposed to grant writing including determining the proper available grant funding mechanisms, developing a testable hypothesis, generating compelling aims, and searching of relevant literature. They will prepare professional presentation of a journal article. They will also prepare and orally present their own research at our Annual PREP Research Day. Students will be graded on their quality of their work and the overall level of participation in class.

MGRD 402. PREP-aring for Success in a Biomedical PhD Program. 1 Unit.
This course is designed to prepare NIH Postbaccalaureate Research Education Program (PREP) Scholars for the rigors of a biomedical PhD program. This is a two-semester series (with MGRD 401 offered in the fall) that will help PREP Scholars navigate the biomedical PhD program application and admissions process, improve their application credentials, and prepare them for success in top biomedical PhD programs throughout the nation. Students continue receiving scientific research training, instruction and experience in reading the primary literature, developing oral and written communication skills, and participating in professional development activities. This semester, students will learn the skills necessary for professional interviews. They will also be exposed to grant writing including determining the proper available grant funding mechanisms, developing a testable hypothesis, generating compelling aims, and searching of relevant literature. They will prepare professional presentation of a journal article. They will also prepare and orally present their own research at our Annual PREP Research Day. Students will be graded on their quality of their work and the overall level of participation in class.
**MGRD 525. Independent Study for PREP Scholars. 1 Unit.**

Independent Study for PREP Scholars enables the Scholar to undertake study of advanced topics in biomedical research science that are not offered as standing courses at Case Western Reserve University. Generally, the Scholar(s) work closely with their primary research mentor to explore the background research literature and current results of the Scholar’s research project. A guided program of study using research reviews, primary research papers, discussions, critiques, and grant-writing sessions will ultimately result in written research proposal that focuses on specific aims or goals of the project and the research strategy including the background, significance, innovation, and experimental approach. This is a one-credit graded course that requires approximately 15h of total contact time for the semester and 3-4 hours of outside work each week. The purpose of this course is to provide knowledge and experience in fellowship grant writing, with a focus on the F31 application. This course is for the students accepted and enrolled in the PREP program.

**MGRD 610. Internship in Biomedical Sciences. 1 - 9 Units.**

This course is an ungraded (pass/fail) internship. Students are expected to identify a potential internship that will enhance their career in a meaningful way. For example, a student interested in education might choose to work with the Great Lakes Science Center to develop and help deliver content for a medical-themed summer camp. Students interested in getting a job in industry may find a company in their field and intern with them. Research experiences within CWRU or affiliated hospitals MAY be appropriate only if the student wouldn’t otherwise get those experiences in their program and it would significantly help their career. Therefore, all internships must be identified and approved by the course director and, if counting as an elective toward their degree, their program director, prior to enrolling. All students must identify an internship mentor at the location of their internship. The course director will check in with their mentor regularly to ensure an appropriate experience for student as well as the hosting institution. Credits depend on the scope of the internship. For each credit you are enrolled in, you will be expected to work at least 50 hours. So, in other words, if you register for 9 credits in one semester, you will be expected to work a total of at least 450 hours, or about 11-12 weeks full time. Thus, the number of credits registered should coincide with the agreed upon scope of the internship. In order to pass this course, students will be expected to keep, and submit weekly, a reflection log. In addition, students will be expected to present on their experiences, including what they did and what they learned, at an end of the semester, and their internship mentor, program director, mentor, and other students in this course will be invited to attend this public presentation. Students who do not meet the criteria for hours worked, miss more than 2 of the weekly reflections or do not do an end of the semester presentation will receive a failing grade.

**MGRD 701. Dissertation Ph.D.. 1 - 9 Units.**

Research experience in a selected faculty research laboratory designed for international exchange students doing PhD dissertation research. Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

**Department of Anatomy**

Room WG-46, School of Medicine  
http://www.case.edu/med/anatomy/  
Phone: 216.368.3430  
Clifford V. Harding, MD, PhD, Interim Chair  
clifford.harding@case.edu

Jennifer Capretta, Graduate Student Manager

The Department of Anatomy provides cutting-edge instruction in human anatomy to medical students, graduate students, and undergraduate students and is home to international research programs in paleontology and paleobiology. Our program leading to the Master of Science degree in Applied Anatomy provides rigorous training for students who aspire to careers requiring a solid foundation in human anatomy. This curriculum is ideal for students with a range of career goals, including those who will be future teachers of anatomy or who will pursue careers in medicine or other health professions or scientific fields that involve anatomy. The MS in Applied Anatomy can be combined with the MD curriculum in a four-year joint MD-MS curriculum. This provides an enhanced background for medical students who plan to enter a surgical specialty, radiology, or another field that relies on a detailed understanding of human anatomy.

**MS in Applied Anatomy (Plan A and Plan B)**

The Applied Anatomy program is designed for students who seek a comprehensive education in the anatomical sciences, particularly those pursuing careers as medical health professionals or as teachers who desire an advanced degree to enhance their skills and credentials.

The four courses of the Anatomical Sciences Core Curriculum (ASCC) emphasize the traditional aspects of anatomical structure, function, and nomenclature with critical aspects of cell and developmental biology, biochemistry, and physiology of cells, tissues, and organs integrated into their content. Elective courses allow curriculum flexibility for students to emphasize their diverse individual interests. The Master of Science (MS) in Applied Anatomy serves as excellent preparation for subsequent studies in schools of medicine, dentistry, and nursing.

The knowledge of the human body and its physiological processes gained through this program also forms a solid foundation for physician assistants, physical therapists, dental technicians, and university and K-12 life sciences teachers. Case Western Reserve University medical students earning the joint MD/MS degree program benefit from advanced training in the anatomical sciences. The joint MD/MS program is undertaken and completed concurrently with the medical curriculum.

Each student in the Applied Anatomy program has a faculty advisor from the Department of Anatomy Graduate Executive Committee who coordinates the program and works with the student to develop their Program of Study. Contact the Department of Anatomy for additional program and application information.

**Admission**

Acceptance into the Master of Science in Applied Anatomy program (Plan A or B) requires a bachelor’s degree from an accredited institution and is based on undergraduate and/or graduate GPAs, results of admission examinations (GRE, MCAT, DAT), letters of recommendation, and a personal statement. An Educational Credential Evaluation and Authentication Report is required for foreign transcripts, and foreign applicants must provide documentation of English language skills (TOEFL).

Acceptance into the joint MD/MS program requires: (1) that the medical student be in good academic standing in the CWRU medical curriculum at the time of matriculation into the program; and (2) approval from their respective Associate (‘Society’) Dean of Student Affairs.

No direct tuition or stipend support is currently provided with acceptance into the MS in Applied Anatomy program (Plan A or B). No additional
tuition is required for enrolled medical students who pursue the joint MD/MS degree.

Degree Requirements
The MS in Applied Anatomy degree requires a minimum of 30 graduate course credits. Required courses generally include 17 credits of the Anatomical Sciences Core Curriculum; the remaining credits are elective courses selected to fulfill individual student interests and goals. Medical students are required to take at least one surgical anatomy course (ANAT 515 - Orthopedics or ANAT 516 - Head & Neck), typically during their final year. A research thesis is required only for students pursuing the Plan A MS in Applied Anatomy degree; students pursuing the Plan B MS in Applied Anatomy degree can gain research experience by enrolling in ANAT 499: Independent Study with individual faculty members.

A comprehensive written (Plan B) or oral (Plan A) exam covering the basic scientific principles presented in the core curriculum must be passed after successful completion of the formal coursework comprising the Anatomical Sciences Core Curriculum. All degree requirements must be completed within five years. Most students complete the degree requirements in two years; they can be completed in one year, but this is not generally recommended.

MS in Applied Anatomy (Plan A and B) & MD/MS in Applied Anatomy, Plan of Study (4 semesters)

The sequence of classes below shows the order in which the courses are typically taken to complete the Master of Science in Applied Anatomy degree. The four required courses comprising the Anatomical Sciences Core Curriculum (17 credits) are listed individually; elective courses (13 credits minimum) are not specified since they vary significantly among students. Students become eligible to take the MS Comprehensive Examination upon successful completion of the ASCC courses.

First Year

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<tr>
<th>Fall</th>
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<tbody>
<tr>
<td>ANAT 412</td>
<td>Histology and Ultrastructure</td>
<td>4 credits</td>
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<tr>
<td>ANAT 491</td>
<td>Embryology</td>
<td>3 credits</td>
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<tr>
<td>Elective(s)</td>
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<td>1-4 credit(s)</td>
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<tr>
<th>Spring</th>
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<tbody>
<tr>
<td>ANAT 411</td>
<td>Gross Anatomy</td>
<td>6 credits</td>
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(Medical students apply to MD/MS program)

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<th>Summer</th>
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<tbody>
<tr>
<td>Elective(s)</td>
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<td>1-6 credit(s)</td>
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Second Year

<table>
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<tr>
<th>Fall</th>
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<tr>
<td>ANAT 414</td>
<td>Neurological Anatomy</td>
<td>4 credits</td>
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<tr>
<td>Elective(s)</td>
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<td>1-3 credit(s)</td>
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<th>Spring</th>
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<td>Elective(s)</td>
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Master of Science ASCC Comprehensive Examination

Courses

ANAT 312. Basic Histology, 3 Units.
Fundamental histology course covering microscopic structure, nomenclature, and function of normal cells, tissues, and organs (human emphasis) to provide a sound foundation for bioengineering, pre-medical and pre-dental students.

ANAT 391. Embryology, 3 Units.
A detailed description of development will be presented, focusing mainly on the developing human. Discussions and presentations will also include several developing systems that have served as useful models in experimental embryology for deciphering mechanisms responsible for producing adult metazoa organisms. Offered as ANAT 391 and ANAT 491.

ANAT 399. Independent Study, 1 - 4 Units.
Laboratory research project. Student must obtain approval of a supervising Anatomy department professor before registration and list the professor’s name on the schedule card.

ANAT 401. Multimodal Human Anatomy, 4 Units.
This course introduces students to the gross anatomical structure of the human body using cadaver projections and digital 3D technology, including the innovative Microsoft HoloLens. It differs from most traditional anatomy courses not only in its use of three-dimensional imaging technologies but also in its systemic rather than regional approach; the structure of the human body is learned by studying organ systems (e.g., the nervous system, the musculoskeletal system) rather than focusing on one region at a time (e.g., the thorax or the lower limb). This approach gives students the "big picture" of how the human body is organized, thereby providing a solid foundation for other courses that deal with the anatomy of the human body in greater detail. Cadaver demonstrations allow students to see anatomical systems in context and apply knowledge learned through virtual technologies. This course is presented in a blended format. Weekly one-hour framing lectures by Anatomy faculty will be pre-recorded and available for asynchronous viewing prior to the start of each week. In-person lab sessions will take place on Mondays, Wednesdays, and Fridays, with one-third of the class participating in each of three activities each day: (1) a HoloAnatomy lab using the Microsoft HoloLens; (2) a student-directed seminar using Complete Anatomy and VH Dissector; and (3) a cadaver-based lab using demonstration dissections and the Anatomage Table, a tool for life-sized 3D virtual dissection. Grading is primarily based on weekly quizzes and the midterm and final exams.
ANAT 410. Cadaver Dissection-based DHman Anatomy with Histology and Physiologic Correlations. 6 Units.
This course will provide students with a sound understanding of the normal human body as a foundation for subsequent pursuing biomedical careers. The gross anatomy component will give a full breakdown of all gross aspects of the human body and the associated systems, while also including cadaver dissection-based laboratories. The histology component will provide students with an understanding of the structural and functional organization of the human body at the cellular and subcellular levels. The embryology component will briefly discuss the major systems and how they form within a developing embryo. This course is well-suited to all biomedical careers, including pre-clinical and biomedical undergraduates, post-baccalaureate, pre-clinical master of science graduate programs, plus medical and dental students seeking additional training in the anatomical sciences. It will meet any of the anatomy-oriented prerequisites being implemented for medical and dental school applications, including those preferring or requiring a cadaver-based experience. The assessments will include a combination of written and cadaver-based practical questions. Offered as ANAT 410 and PAST 410.

ANAT 411. Gross Anatomy. 6 Units.
This in-depth, regionally-oriented, cadaver dissection-based course covers all aspects of human gross anatomy. It is team-taught by Department of Anatomy faculty and is divided into six sections: thorax, abdomen, pelvis and perineum, upper limb and back, lower limb, and head and neck. Registration for both the lecture and lab components is required. Students should be prepared to devote additional time outside of class in order to master the material. The dissection lab is open 24 hours, 7 days a week to students registered for the course. Recommended preparation: introductory coursework in human anatomy or B.A./B.S. in Biology or related field.

ANAT 412. Histology and Ultrastructure. 4 Units.
Comprehensive functional histology course integrating microscopic identification ('structure plus nomenclature') of normal cells, tissues, and organs with aspects of their cell biology, biochemistry, and physiology ('function'). Topical coverage includes complete ('head-to-toe') tissue and organ survey with human emphasis. Offered as ANAT 412 and PATH 412.

ANAT 414. Neurological Anatomy. 4 Units.
This course employs a variety of teaching-learning methods—among them lectures, small-group discussions, hands-on "construction" of pathways, and brain dissection. Regional morphology will be studied via examination of the preserved brain and of sections through the CNS; functional systems will be "followed" through the spinal cord, brain stem and/or forebrain.

ANAT 431. Statistical Methods I. 3 Units.
Application of statistical techniques with particular emphasis on problems in the biomedical sciences. Basic probability theory, random variables, and distribution functions. Point and interval estimation, regression, and correlation. Problems whose solution involves using packaged statistical programs. First part of year-long sequence. Offered as ANAT 431, BIOL 431, CRSP 431, PQHS 431 and MPH 431.

ANAT 445. Mammal Diversity and Evolution. 4 Units.
This course focuses on the anatomical and taxonomic diversity of mammals in an evolutionary context. The emphasis is on living (extant) mammals, but extinct mammals are also discussed. By the end of the course, students will be able to: (1) describe the key anatomical and physiological features of mammals; (2) name all orders and most families of living mammals; (3) identify a mammal skull to order and family; (4) understand how to create and interpret a phylogenetic tree; (5) appreciate major historical patterns in mammal diversity and biogeography as revealed by the fossil record; (6) read and critique a scientific article dealing with mammal evolution. One weekend field trip to Cleveland Metroparks Zoo; additional individual and group visits to the Cleveland Museum of Natural History. This course satisfies a laboratory requirement for the biology major. Recommended preparation: BIOL 223 Vertebrate Biology, BIOL 225 Evolution, or BIOL 346 Human Anatomy. Offered as ANAT 445 and BIOL 345. Prereq: BIOL 214.

ANAT 462. Principles of Developmental Biology. 3 Units.
The descriptive and experimental aspects of animal development. Gametogenesis, fertilization, cleavage, morphogenesis, induction, differentiation, organogenesis, growth, and regeneration. Students taking the graduate-level course will prepare an NIH-format research proposal as the required term paper. Offered as BIOL 362, BIOL 462 and ANAT 462.

ANAT 467. Topics in Evolutionary Biology. 3 Units.
The focus for this course on a special topic of interest in evolutionary biology will vary from one offering to the next. Examples of possible topics include theories of speciation, the evolution of language, the evolution of sex, evolution and biodiversity, molecular evolution. ANAT/ANTH/EEPS/PHEL/PHOL 467/BIOL 468 will require a longer, more sophisticated term paper, and additional class presentation. Offered as ANTH 367, BIOL 368, EEPS 367, PHIL 367, ANAT 467, ANTH 467, BIOL 468, EEPS 467, PHIL 467 and PHOL 467.

ANAT 491. Embryology. 3 Units.
A detailed description of development will be presented, focusing mainly on the developing human. Discussions and presentations will also include several developing systems that have served as useful models in experimental embryology for deciphering mechanisms responsible for producing adult metazoan organisms. Offered as ANAT 391 and ANAT 491.

ANAT 499. Independent Study. 1 - 4 Units.
Laboratory research project. Student must obtain approval of a supervising Anatomy department professor before registration and list the professor's name on the schedule card.

ANAT 503. Readings and Discussions. 1 - 3 Units.
In-depth consideration of special selected topics through critical evaluation of the literature. Student must obtain approval of supervising Anatomy department professor before registration.

ANAT 515. Surgical Anatomy: Orthopaedic Musculoskeletal. 4 Units.
This orthopaedic musculoskeletal anatomy course is offered to M.S. in Applied Anatomy students and fourth year medical students. The course will familiarize participants with surgical approaches used to treat musculoskeletal disease. Students will learn to correlate normal and abnormal anatomical findings with radiographical studies. Recommended preparation: ANAT 411.
ANAT 516. Surgical Anatomy: Head and Neck. 4 Units.
This cadaver-based advanced anatomy course is offered to M.S. in Applied Anatomy students and fourth year medical students. Students will build on their understanding of basic gross, histological, pathologic, and embryonic anatomy of the head and neck. The course will familiarize participants with surgical approaches used to treat pathological conditions of the head and neck including cranial cavity, cranial base, orbit, maxillofacial, oral, otic, pharyngeal, and airway. Students are required to attend and participate in lectures, surgical labs, and discussions in order to successfully complete the course. Instructor consent is required. Recommended preparation: ANAT 411.

ANAT 520. Imaging Anatomy. 3 Units.
This course is constructed to reinforce normal anatomy by imaging modalities of plain film, CT, and MRI images. Imaging anatomy will reinforce the student's knowledge of anatomy and introduce the field of radiology. Students would be motivated to broaden their understanding of anatomy by being exposed to the application of that knowledge. The curriculum would introduce radiologic concepts, while stressing the normal anatomy of organ systems by imaging modalities. Anatomical structures will be recognized by projectional and cross-sectional modalities. The student will be expected to demonstrate the anatomical characteristics of that structure, for example course, area of supply, relations, morphology, etc. Primarily for medical and graduate students who have a comprehensive knowledge of human anatomy. We would encourage having taken ANAT 411, Gross Anatomy or Structure.

ANAT 523. Histopathology of Organ Systems. 3 Units.
Comprehensive course covering the underlying basic mechanisms of injury and cell death, inflammation, immunity, infection, and neoplasia followed by pathology of specific organ systems. Material will include histological (structure) and physiological (function) aspects related to pathology (human emphasis). Recommended preparation: ANAT 412 or permission of instructor. Offered as ANAT 523 and PATH 523.

ANAT 560. Applied Neuroanatomy. 3 Units.
This course is constructed to reinforce the student's understanding of neuroanatomy. Through problem-based learning the student will set their own learning objectives based on a neurosurgical case. Presentations will use imaging, anatomic diagrams, and cadaveric dissection to demonstrate applications. Learning in this clinical context will increase motivation and understanding of this important subject. Primarily for medical students and graduate students, enrollment is by permission of instructor and completing ANAT 413 laboratory ANAT 413: Histology Laboratory. Required preparation: ANAT 412 and permission of instructor. Offered as ANAT 560 and PATH 560.

ANAT 610. Oxygen and Physiological Function. 1 Unit.
Lecture/discussion course which explores the significance and consequences of oxygen and oxygen metabolism in living organisms. Topics to be covered include oxygen transport by blood tissues, oxygen toxicity, and mitochondrial metabolism. Emphasis will be placed on mammalian physiology with special reference to brain oxidative metabolism and blood flow as well as whole body energy expenditure and oxidative stress related to disease. The course will cover additional spans of physiology, nutrition and anatomy. Offered as ANAT 610, NTRN 610, and PHOL 610.

ANAT 611. Practicum in Human Gross Anatomy. 3 Units.
A course of study designed especially for the preparation of teachers that involves the supervised practical application of previously studied theory. The teaching experience obtained will be obtained in ANAT 411 - Human Gross Anatomy. Teaching will be guided, supervised, and evaluated by the appropriate faculty from the department of anatomy. The three sections of ANAT 611 and the subjects covered are: Trunk Gross Anatomy (6 weeks), Musculoskeletal Gross Anatomy (3 weeks), Head & Neck Gross Anatomy (4 weeks). Required preparation: ANAT 411 and permission of instructor.

ANAT 612. Practicum in Histology and Ultrastructure. 2 Units.
A course of study designed especially for the preparation of teachers that involves the supervised practical application of previously studied theory. The prerequisite knowledge required for ANAT 612 must have been obtained previously in ANAT 412: Histology and Ultrastructure and the associated laboratory ANAT 413: Histology Laboratory. Required participation in ANAT 612 is defined as: 1. Meet weekly with course instructor to (pre)review course material; 2. Attend all ANAT 412 lectures; 3. Participate/assist in all ANAT 413 laboratory sessions. Teaching will be guided, supervised, and evaluated by the course instructor with reference to the graduate student's overall progress and performance as a teacher. Required prerequisites: 'A' grades on ANAT 412 and ANAT 413; permission of instructor required.

ANAT 651. Thesis M.S.. 1 - 9 Units.
A course of study designed especially for the preparation of teachers that involves the supervised practical application of previously studied theory. The prerequisite knowledge required for ANAT 612 must have been obtained previously in ANAT 412: Histology and Ultrastructure and the associated laboratory ANAT 413: Histology Laboratory. Required participation in ANAT 612 is defined as: 1. Meet weekly with course instructor to (pre)review course material; 2. Attend all ANAT 412 lectures; 3. Participate/assist in all ANAT 413 laboratory sessions. Teaching will be guided, supervised, and evaluated by the course instructor with reference to the graduate student's overall progress and performance as a teacher. Required prerequisites: 'A' grades on ANAT 412 and ANAT 413; permission of instructor required.

ANAT 651. Thesis M.S.. 1 - 9 Units.
A course of study designed especially for the preparation of teachers that involves the supervised practical application of previously studied theory. The prerequisite knowledge required for ANAT 612 must have been obtained previously in ANAT 412: Histology and Ultrastructure and the associated laboratory ANAT 413: Histology Laboratory. Required participation in ANAT 612 is defined as: 1. Meet weekly with course instructor to (pre)review course material; 2. Attend all ANAT 412 lectures; 3. Participate/assist in all ANAT 413 laboratory sessions. Teaching will be guided, supervised, and evaluated by the course instructor with reference to the graduate student's overall progress and performance as a teacher. Required prerequisites: 'A' grades on ANAT 412 and ANAT 413; permission of instructor required.
In addition to the main campus program, CWRU also oversees the Master of Science in Anesthesia Program’s Houston, Texas location (https://case.edu/medicine/msa-program/houston/) and Washington, DC location (https://case.edu/medicine/msa-program/washington/).

The network is led by Joseph M. Rifici, CAA, MEd, and Matthew P. Norcia, MD, and the program is housed within the School of Medicine of Case Western Reserve University. Additionally, the MSA Program maintains partnerships with more than 80 affiliate clinical sites across the country. More information can be obtained from our admissions office (https://applygrad.case.edu/register/?id=e5f1a533-09d2-4338-8fcb-0089f4da065c).

Academic Requirements for Admission

The mission of the Master of Science in Anesthesia Program is to graduate skilled and compassionate anesthesiologist assistants. The admission policy reflects this goal. Applicants are considered on a variety of parameters that measure academic ability, communication skills, clinical aptitude, and personality traits.

Admission to the MSA Program requires that the following criteria are met:

1. Bachelor’s degree from an accredited college or university

   Applicants for admission must complete a course of study leading to a baccalaureate degree at an accredited United States, U.S. territory, or Canadian college or university, or its equivalent, prior to matriculation.

2. Prerequisite courses

   Documentation of each of the prerequisites having been completed at an accredited United States, U.S. territory, or Canadian institution of higher learning is required. For those courses that have been repeated, the highest grade will be used in the calculation. Prerequisites include:

   • one semester of biochemistry
   • one year of biology with lab
   • one semester of human anatomy with lab
   • one semester of human physiology
   • one year of chemistry with lab
   • one semester of organic chemistry with lab (a second semester with lab is preferred but not required)
   • one year of physics with lab
   • one semester of calculus
   • one semester of advanced statistics (preferably for the life sciences)
   • one semester of English with expository writing

   All academic requirements must be completed satisfactorily before matriculation.

   Our three key prerequisites – biochemistry, human anatomy with lab, and human physiology – must be taken within 5 years of the application deadline. All other prerequisites must be taken within 7 years of the deadline. These time limits will be waived with a current MCAT score of 500 or higher. A high MCAT score indicates your knowledge of the coursework is still current, and we do not ask that you retake your older coursework.

3. Admissions test

   The MSA Program requires either the MCAT or the GRE, which must be taken within three years of the application deadline. When an applicant has taken the MCAT or GRE more than once, component scores will not be combined. If an applicant has taken both admissions tests, they should submit both official scores for review.

4. Altus Suite - admissions assessments of non-cognitive skills

   All applicants are required to complete Altus Suite (https://takealtus.com/) as part of their application. Altus Suite consists of a two-part online assessment of non-cognitive skills, interpersonal characteristics, and personal values and priorities that we believe are important for successful students and graduates of our program. Altus Suite consists of:

   • Casper: 60-90 minute online situational judgment test (SJT)
   • Snapshot: 10-minute one-way interview with standardized questions

   The program recommends taking Altus Suite before or concurrently with the submission of your application materials.

International Admissions

Applicants with international undergraduate, graduate, or advanced degrees must meet the standard admission requirements listed above. International application requirements also include the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Pearson Test of English (PTE-Academic). An Education Credential Evaluation and Authentication Report for foreign transcripts is required.

The Application Process

All materials must be received by the deadline. Invited candidates participate in interviews with members of the Admissions Committee, which is comprised of faculty and staff members of the MSA Program. Prospective candidates are permitted and encouraged to shadow an anesthetist in the operating room. Prior approval for this visitation is required, and dates are approved and determined by the individual location of study. An overview of the admissions timeline can be viewed here (https://case.edu/medicine/msa-program/admissions/).

Curriculum Overview

The 24-month program includes 70 credit hours (six consecutive semesters) of classroom and clinical instruction. The first three semesters integrate basic science and clinical instruction. During the remaining three semesters, students complete month-long rotations in all subspecialties of anesthesiology: ambulatory surgery, burns and trauma, cardiothoracic surgery, general surgery, neurosurgery, obstetrics, pediatrics, surgical intensive care unit. Clinical training focuses on all types of anesthesia including general, epidural, spinal and peripheral nerve blockade.

Instruction is also provided in advanced patient care monitoring techniques and pre-testing, and in calibration and operation of anesthesia delivery systems and monitors. At CWRU, our personal approach and rigorous educational standards produce compassionate and highly skilled anesthesiologist assistants.

The MSA Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and is based on the Standards for Anesthesiologist Assistant Programs. Graduates sit for the
Certification Examination administered by the National Commission for Certification of Anesthesiologist Assistants (NCCAA) and co-sponsored by the National Board of Medical Examiners (NBME).

Additional information may be found on the Master of Science in Anesthesia Program website (http://case.edu/medicine/msa-program/).

## Plan of Study

### Basic Science Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Cardiac Electrophysiology I (ANES 403)</td>
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<tr>
<td>Patient Monitoring and Instrumentation I (ANES 440)</td>
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<tr>
<td>Introduction to Anesthesia (ANES 460)</td>
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<td>Orientation to Clinical Experience (ANES 461)</td>
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<td>Introduction to Physiological Model-Based Simulation (ANES 485)</td>
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<tr>
<td><strong>Summer Semester I = 9 credits</strong></td>
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<td>Cardiac Electrophysiology II (ANES 404)</td>
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<td>Anesthesia Clinical Experience I (ANES 463)</td>
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<td>Pharmacology for Anesthesiologist Assistants I (ANES 475)</td>
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<td>Clinical Decision Making in Anesthesia (ANES 477)</td>
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<td>Physiological Model-Based Simulation I (ANES 486)</td>
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<td>Anesthesia Non-Technical Skills Lab (ANES 488)</td>
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<td><strong>Fall Semester I = 16 credits</strong></td>
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<td>Patient Monitoring and Instrumentation II (ANES 441)</td>
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<td>Anesthesia Clinical Correlation II (ANES 464)</td>
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<td>Anesthesia Clinical Experience II (ANES 465)</td>
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<td>Pharmacology for Anesthesiologist Assistants II (ANES 476)</td>
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<td>Clinical Decision Making in Anesthesia II (ANES 478)</td>
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<td><strong>Spring Semester I = 11 credits</strong></td>
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### Clinical Year

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<th>Fall</th>
<th>Spring</th>
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<tbody>
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<td>Anesthesia Clinical Experience III (ANES 467)</td>
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<td><strong>Year Total:</strong></td>
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<td>16</td>
<td>17</td>
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</tbody>
</table>

### Total Units in Sequence: 70

### Total Credit Hours = 70

- Credit Hours for First Year: Basic Science and Clinical = 42
- Credit Hours for Second Year: Clinical = 28

### Total Minimum Direct Patient Care Hours = 2000

- Direct Patient Care Hours for First Year: Basic Science and Clinical = 560
- Direct Patient Care Hours for Second Year: Clinical = 1440

### Courses

**ANES 403. Cardiac Electrophysiology I. 1 Unit.**

In this course students will learn basic and advanced Electrocardiogram interpretation using simulators and electrocardiograms to understand an overview of heart anatomy, function, and neurophysiology.

**ANES 404. Cardiac Electrophysiology II. 1 Unit.**

Continuation of ANES 403. Prereq: ANES 403.

**ANES 440. Patient Monitoring and Instrumentation I. 2 Units.**

Students are taught the proper balance between circuits and engineering concepts and the clinical application of anesthesia instrumentation. Monitors and devices used in the operating room are studied with respect to principles of operation, calibration, and interpretation of data. A hands-on laboratory is utilized to maximize direct contact to the instrumentation of the profession.

**ANES 441. Patient Monitoring and Instrumentation II. 2 Units.**

Continuation of ANES 440. Recommended preparation: ANES 440.

**ANES 456. Applied Physiology for Anesthesiologist Assistants I. 3 Units.**

Basic and applied human systems physiology with emphasis on topics and areas of special concern to the anesthetist.
ANES 458. Applied Physiology for Anesthesiologist Assistants II. 3 Units.
Continuation of ANES 456. Recommended preparation: ANES 403 and
ANES 456.

ANES 460. Introduction to Anesthesia. 2 Units.
Introduction to basic concepts dealing with clinical anesthesia. Medical
terminology, human anatomy, medical chart interpretation and drug
doseage calculations.

ANES 461. Orientation to Clinical Experience. 3 Units.
Introduction to experience in the operating room with emphasis on
the fundamental procedures and techniques used in administering an
anesthetic. Preoperative assessment, IV placement techniques, airway
management, intraoperative patient care and postoperative management
are all emphasized in this course. BLS (basic life support) certification is
required for course completion. Recommended preparation: Acceptance
in the M.S.A. program.

ANES 462. Anesthesia Clinical Correlation I. 1 Unit.
A series of conferences presented by students that applies to anesthetic
theory as it relates to the clinical experience. Specific anesthetic
situations are emphasized. Recommended preparation: ANES 460.

ANES 463. Anesthesia Clinical Experience I. 3 Units.
A continuation of the preparation, observation, and hands-on learning
format initiated in ANES 461. Patient management and technical
skills are refined with close attention to the didactic course work. A
comprehensive clinical examination is administered at the end of the
semester. ACLS (Advanced Cardiac Life Support) certification is required
for course completion. Recommended preparation: ANES 461.

ANES 464. Anesthesia Clinical Correlation II. 1 Unit.
A spectrum of case presentation conferences presented by the students
dealing with basic and major problems in anesthesia management.
Medical and surgical history of individual patients and the outcomes
of anesthesia and surgery are emphasized. Journal Club and Morbidity
and Mortality conferences are included. Recommended preparation:
ANES 462.

ANES 465. Anesthesia Clinical Experience II. 4 Units.
A continuation of ANES 463. A comprehensive clinical examination is
administered at the end of the semester. PALS (Pediatric Advanced
Life Support) and ACLS (Advanced Cardiac Life Support) certification is
required for course completion. Recommended preparation: ANES 463,
BLS Certification, ACLS Certification.

ANES 467. Anesthesia Clinical Experience III. 4 Units.
Extended exposure to all of the clinical subspecialties of anesthesiology
(obstetrics, pediatrics, neurosurgery, cardiovascular, etc.). Students
alternate through rotations at several area hospitals. Recommended
preparation: ANES 465, ACLS certification and PALS.

ANES 468. Anesthesia Clinical Correlation III. 1 Unit.
The second-year equivalent of ANES 462. Recommended preparation:
ANES 464.

ANES 469. Anesthesia Clinical Experience IV. 1 - 10 Units.
A continuation of ANES 467. A comprehensive clinical examination is
administered at the end of the semester. Recommended preparation:
ANES 467.

ANES 470. Anesthesia Clinical Correlation IV. 1 Unit.
The second-year equivalent of ANES 464. Recommended preparation:
ANES 468.

ANES 471. Anesthesia Clinical Experience V. 1 - 10 Units.
A continuation of ANES 469. A comprehensive clinical examination is
administered at the end of the semester. Recommended preparation:
ANES 469.

ANES 475. Pharmacology for Anesthesiologist Assistants I. 3 Units.
Pharmacodynamics, pharmacokinetics, uptake, distribution and action
of the volatile and intravenous anesthetics, muscle relaxants, narcotics,
hypnotics and other pharmaceuticals used in the administration of an
anesthetic. Prereq: Consent of Department.

ANES 476. Pharmacology for Anesthesiologist Assistants II. 3 Units.
Continuation of ANES 475. Prereq: ANES 475.

ANES 477. Clinical Decision Making in Anesthesia. 3 Units.
An introduction to thinking about clinical situations and problems and
coming to safe and effective solutions to these problems. This course
focuses on common clinical situations where appropriate decision
making is important to the outcome of the case. Numerous areas of
medicine and anesthesiology will be covered to provide the student
with a wide sampling of decisions made each day with patient care.
This course supplements the other courses offered during the spring
semester by integrating and applying basic science knowledge to the
care of patients. Prereq: Consent of department.

ANES 478. Clinical Decision Making in Anesthesia II. 3 Units.
Guided and targeted discussion on common anesthetic considerations
relegated by co-existing disease, comorbidity, anatomy, surgical
procedures and common practice. Prereq: ANES 477.

ANES 485. Introduction to Physiological Model-Based Simulation. 1 Unit.
Introduction to physiological model-based simulation using on-screen
computer simulation and mannequins. Emphasis is placed on improving
appropriate anesthesia-related basic science knowledge, manual skills
in anesthesia machine checkout, drug and equipment setup, safety
inspections, and performing anesthesia for uncomplicated surgical
cases.

ANES 486. Physiological Model-Based Simulation I. 1 Unit.
An extension of ANES 485 with emphasis on improving or exercising
knowledge of anesthesia-appropriate basic science, the use of more
advanced equipment and techniques for uncomplicated surgical cases
with an introduction to crisis management. Recommended preparation:
ANES 485.

ANES 487. Physiological Model-Based Simulation II. 1 Unit.
An extension of ANES 486 emphasizing the physical techniques aspects
of crisis management, team work and rescue in anesthesia, including
support for and review of training in Basic Life Support and Advanced
Cardiac Life Support. Recommended preparation: ANES 486.

ANES 488. Anesthesia Non-Technical Skills Lab. 1 Unit.
In this course the student will learn anesthesia non-technical skills, which
are used integrally with medical knowledge and clinical techniques. They
encompass both interpersonal skills (e.g. communication, team working,
leadership) and cognitive skills (e.g. situation awareness, decision
making). This course uses modified Crew Resource Management
techniques taught in the aviation industry and considers the limitations
of human performance and the nature of human error. The goals are to
train individuals to avoid, capture and mitigate against the consequences
of error. During the course, behaviors shown to minimize errors and
maximize patient safety are highlighted and then practiced, with feedback
being given to students on their performance.
ANES 490. Ethics, Law and Diversity for Anesthesiologist Assistants. 2 Units.
This course will focus on three topics. First, a discussion of legal practice as it applies to health care including basics of medical jurisprudence, negligence, and how to avoid a lawsuit. Second, a discussion of ethical theory including the principles of medical ethics, do not resuscitate, truth telling, and assessment of competence. Last, a discussion on diversity that will focus on the differences and similarities among people and how these factors influence patient care. The final grade will be based on an essay and a multiple choice exam.

ANES 499. Clinical Remediation. 1 - 10 Units.
(Credit as arranged.) Course offered to the student one time during the program of study which remediates "C" or below work in a clinical course.

ANES 580. Principles of Anesthesia Safety and Science Review I. 1 Unit.
A continuum of online courses over the fall and spring semesters that covers a series of topics in basic medical science with special emphasis in the specialty of anesthesia. Using well-defined virtual platform, the course combines high-quality realistic practice questions, cognitive research, and individualized student testing behaviors to guide learning and increase performance on high stake medical exams. Regularly scheduled examinations throughout the semester are administered.

ANES 581. Principles of Anesthesia Safety and Science Review II. 1 Unit.
A continuum of online courses over the fall and spring semesters that covers a series of topics in basic medical science with special emphasis in the specialty of anesthesia. Using a well-defined virtual platform, the course combines high-quality realistic practice questions, cognitive research, and individualized student testing behaviors to guide learning and increase performance on high stake medical exams. Regularly scheduled examinations throughout the semester are administered.

ANES 584. Physiological Model-Based Simulation III. 1 Unit.
An extension of ANES 487 emphasizing the physical techniques and aspects of crisis management, team work, and rescue in anesthesia. Prereq: ANES 487.

ANES 585. Physiological Model-Based Simulation IV. 1 Unit.
Extension of ANES 584 emphasizing the physical techniques and aspects of crisis management, team work, and rescue in anesthesia. Prereq: ANES 584.

ANES 599. Clinical Remediation. 1 - 10 Units.
(Credit as arranged.) Course offered to the student one time during the program of study which remediates "C" or below work in a clinical course.

Department of Biochemistry

Room W427, School of Medicine
www.case.edu/medicine/biochemistry (http://www.case.edu/medicine/biochemistry/)
Phone: 216.368.5991; Fax: 216.368.3419
J. Alan Diehl, PhD, Chair
jad283@case.edu

Department Coordinator (biochemistry@case.edu)

Biochemistry is the study of the molecular basis of cellular and organismal function, making it a central discipline in the biological sciences. Biochemists ask the question, "How do life processes work at the molecular level?" The Department of Biochemistry offers undergraduate programs leading to the BA and BS degrees in biochemistry. Our graduate programs lead to the MS and PhD degrees as well as a graduate Certificate in Experimental Biotechnology (p. 854). There are also dual-degree programs, leading to the MD/PhD, MD/MS in Biomedical Investigation, JD/MS, MS/MBA, and MS/MA in Patent Practice degrees. The department also participates in several interdisciplinary and interdepartmental programs in the School of Medicine and at Case Western Reserve University that provide additional avenues of study.

Research by Biochemistry faculty members covers a range of topics aimed at understanding life processes at the molecular level. Our efforts are broadened by collaborations with faculty in other university departments and with scientists at other academic and biotech research institutions. Our research is aimed at understanding the structures of biological macromolecules, the functions of proteins and enzymes, the role of RNA in biological systems, and the growth and differentiation of normal and cancer cells. There is also a focus on antibiotics and drug development.

Major
The two undergraduate major programs in Biochemistry, BA and BS, are based on the Arts and Sciences General Education Requirements but differ in amount and intensity of the mathematics and physical sciences required. Either degree is excellent for students planning to undertake graduate work in biochemistry or in related areas of the biomedical sciences. Both the BA and the BS programs permit students to follow many options after graduation. Graduates are well prepared for further studies in the biological sciences, for degrees in the health sciences (MD, DO, DDS, PharmD), for employment in the chemical, pharmaceutical, and biotechnology industries, or as research assistants in research laboratories. The BA makes a considerable amount of elective time available, which allows students to concentrate on biochemistry more intensively than the curriculum requires, or pursue other subjects in science or liberal arts. The BS degree has additional course requirements in the quantitative and physical sciences; it is intended for students with interests in these areas.

In both programs, undergraduate research is required. As many as nine hours of Research in Biochemistry (BIOC 391 Research Project) may be credited toward the requirements for graduation. At least six credits are highly recommended. Students present their research during their last semester (BIOC 393 Senior Capstone Experience) as a written thesis and a presentation at the Biochemistry Undergraduate Retreat.

Bachelor of Arts in Biochemistry

Required Courses:

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<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tr>
<td>BIOC 307</td>
<td>Introduction to Biochemistry: From Molecules To Medical Science</td>
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<tr>
<td>BIOC 308</td>
<td>Molecular Biology</td>
<td>4</td>
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<td>BIOC 373</td>
<td>Biochemistry SAGES Seminar (SAGES Departmental Seminar)</td>
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<tr>
<td>Biochemistry elective:</td>
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<tr>
<td>BIOC 312 or BIOC 334</td>
<td>Proteins and Enzymes or Structural Biology</td>
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<tr>
<td>Two approved technical electives in biochemistry</td>
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<tr>
<td>BIOC 393</td>
<td>Senior Capstone Experience</td>
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Additional Required Courses:

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<td>BIOC 214 &amp; 214L</td>
<td>Genes, Evolution and Ecology and Genes, Evolution and Ecology Lab</td>
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### BA Biochemistry, Sample Plan of Study

#### Freshman

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<tr>
<th>Units</th>
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<td>Math and Calculus Applications for Life, Managerial, and Social Sci I (MATH 125)</td>
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<td>or Calculus for Science and Engineering I (MATH 121)</td>
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<tr>
<td>Principles of Chemistry I (CHEM 105)</td>
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<td>or Principles of Chemistry for Engineers (CHEM 111)</td>
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<td>Independent Activity (PHED 100)</td>
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<td>SAGES First Seminar</td>
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<td>Genes, Evolution and Ecology (BIOL 214) &amp; Genes, Evolution and Ecology Lab (BIOL 214L)</td>
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<td>Math and Calculus Applications for Life, Managerial, and Social Sci II (MATH 126)</td>
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<td>or Calculus for Science and Engineering II I (MATH 121) or Calculus II (MATH 124)</td>
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<td>Principles of Chemistry II (CHEM 106) or Principles of Chemistry Materials (ENGR 145)</td>
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<td>or Chemistry of Materials (ENGR 145)</td>
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<td>Principles of Chemistry Laboratory (CHEM 113)</td>
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<td>SAGES University Seminar I</td>
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<td>Cells and Proteins (BIOL 215) &amp; Cells and Proteins Laboratory (BIOL 215L)</td>
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#### Sophomore

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<td>Introductory Organic Chemistry Laboratory I (CHEM 233)</td>
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<td>Introductory Physics I (PHYS 115) or General Physics I - Mechanics (PHYS 121) or Physics and Frontiers I - Mechanics (PHYS 123)</td>
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<td>GER Course</td>
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<tr>
<td>SAGES University Seminar II</td>
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<td>Introductory Organic Chemistry II (CHEM 224) or Organic Chemistry II (CHEM 324)</td>
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<td>Introductory Organic Chemistry Laboratory II (CHEM 234)</td>
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<td>Introductory Physics II (PHYS 116) or General Physics II - Electricity and Magnetism (PHYS 122) or Physics and Frontiers II - Electricity and Magnetism (PHYS 124)</td>
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<td>GER Course</td>
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<td>Elective</td>
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<tr>
<td>Introduction to Biochemistry: From Molecules To Medical Science (BIOC 307)</td>
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<tr>
<td>GER Course</td>
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<td>Electives</td>
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<td>Molecular Biology (BIOC 308)</td>
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<td>Research Project (BIOC 391)</td>
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<td>Electives or GER Courses</td>
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#### Senior

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<tbody>
<tr>
<td>Biochemistry SAGES Seminar (BIOC 373)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Research Project (BIOC 391)</td>
<td>3</td>
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</tr>
<tr>
<td>Electives</td>
<td>6</td>
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<tr>
<td>Proteins and Enzymes (BIOC 312) or Approved Technical Electives</td>
<td>3</td>
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</tr>
<tr>
<td>Senior Capstone Experience (BIOC 393)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Structural Biology (BIOC 334) or Approved Biochem or Technical Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>6-9</td>
<td></td>
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</tbody>
</table>

**Total Units in Sequence:** 120-123
Note: At least 3 credits of undergraduate research, BIOC 391 Research Project, is recommended for the Capstone. An additional 3 credits of BIOC 391 is highly recommended. Students should consult their academic advisers about the elective parts of the curriculum. A course in statistics or quantitative biology is suggested but not required.

a) Selected students may be invited to take CHEM 323 Organic Chemistry I or CHEM 324 Organic Chemistry II

b) Selected students may be invited to take PHYS 123 Physics and Frontiers I - Mechanics and PHYS 124 Physics and Frontiers II - Electricity and Magnetism in place of PHYS 121 General Physics I - Mechanics and PHYS 122 General Physics II - Electricity and Magnetism

c) BA students must take either BIOC 312 Proteins and Enzymes or BIOC 334 Structural Biology. For BA students who take both courses, one course will serve as a technical elective.

### Bachelor of Science in Biochemistry

**Required Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOC 307</td>
<td>Introduction to Biochemistry: From Molecules To Medical Science</td>
<td>4</td>
</tr>
<tr>
<td>BIOC 308</td>
<td>Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOC 312</td>
<td>Proteins and Enzymes</td>
<td>3</td>
</tr>
<tr>
<td>BIOC 334</td>
<td>Structural Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOC 373</td>
<td>Biochemistry SAGES Seminar</td>
<td>3</td>
</tr>
<tr>
<td>BIOC 393</td>
<td>Senior Capstone Experience</td>
<td>3</td>
</tr>
<tr>
<td>BIOC 214</td>
<td>Genes, Evolution and Ecology and Genes, Evolution and Ecology Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOC 215</td>
<td>Cells and Proteins</td>
<td>4</td>
</tr>
<tr>
<td>BIOC 105</td>
<td>Principles of Chemistry I</td>
<td>3-4</td>
</tr>
<tr>
<td>BIOC 111</td>
<td>Principles of Chemistry for Engineers</td>
<td>3-4</td>
</tr>
<tr>
<td>BIOC 106</td>
<td>Principles of Chemistry II</td>
<td>3-4</td>
</tr>
<tr>
<td>BIOC 145</td>
<td>Chemistry of Materials</td>
<td>3-4</td>
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<tr>
<td>CHEM 113</td>
<td>Principles of Chemistry Laboratory</td>
<td>2</td>
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<tr>
<td>CHEM 223</td>
<td>Introductory Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 224</td>
<td>Introductory Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 301</td>
<td>Introductory Physical Chemistry I</td>
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<tr>
<td>CHEM 335</td>
<td>Physical Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 302</td>
<td>Introductory Physical Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 336</td>
<td>Physical Chemistry II</td>
<td>3</td>
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<tr>
<td>CHEM 233</td>
<td>Introductory Organic Chemistry Laboratory I</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 234</td>
<td>Introductory Organic Chemistry Laboratory II</td>
<td>2</td>
</tr>
<tr>
<td>MATH 121</td>
<td>Calculus for Science and Engineering I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 122</td>
<td>Calculus for Science and Engineering II</td>
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### BS Biochemistry, Sample Plan of Study

**Freshman**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>Calculus for Science and Engineering I (MATH 121)</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Principles of Chemistry I (CHEM 105)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or Principles of Chemistry for Engineers (CHEM 111)</td>
<td>3</td>
<td></td>
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<tr>
<td>Independent Activity (PHED 100)</td>
<td>3</td>
<td>0</td>
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</tr>
<tr>
<td>SAGES First Semester</td>
<td>4</td>
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</tr>
<tr>
<td>Genes, Evolution and Ecology (BIOL 214)</td>
<td>4</td>
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<tr>
<td>&amp; Genes, Evolution and Ecology Lab (BIOL 214L)</td>
<td>4</td>
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<tr>
<td>Calculus for Science and Engineering II (MATH 122)</td>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
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<tr>
<td>or Calculus II (MATH 124)</td>
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<td></td>
<td></td>
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<tr>
<td>Principles of Chemistry II (CHEM 106)</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>or Chemistry of Materials (ENGR 145)</td>
<td>3</td>
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<td></td>
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<tr>
<td>Principles of Chemistry Laboratory (CHEM 113)</td>
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<tr>
<td>SAGES University Seminar I</td>
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<tr>
<td>Cells and Proteins (BIOL 215)</td>
<td>4</td>
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<tr>
<td>&amp; Cells and Proteins Laboratory (BIOL 215L)</td>
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<tr>
<td>Independent Activity (PHED 100)</td>
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<td><strong>Year Total:</strong></td>
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**Sophomore**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<th>Spring</th>
</tr>
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<tbody>
<tr>
<td>Introductory Organic Chemistry I (CHEM 223)</td>
<td>3</td>
<td>3</td>
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<td></td>
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<tr>
<td>or Organic Chemistry I (CHEM 323)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introductory Organic Chemistry Laboratory I (CHEM 233)</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculus for Science and Engineering III (MATH 223)</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or Calculus III (MATH 227)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>General Physics I - Mechanics (PHYS 121)</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>or Physics and Frontiers I - Mechanics (PHYS 123)</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>SAGES University Seminar II</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introductory Organic Chemistry II (CHEM 224)</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>or Organic Chemistry II (CHEM 324)</td>
<td>3</td>
<td></td>
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<tr>
<td>Introductory Organic Chemistry Laboratory II (CHEM 234)</td>
<td>2</td>
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<tr>
<td>Elementary Differential Equations (MATH 224)</td>
<td>3</td>
<td>3</td>
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<td>or Differential Equations (MATH 228)</td>
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</tbody>
</table>
General Physics II - Electricity and Magnetism (PHYS 122)⁵
or Physics and Frontiers II - Electricity and Magnetism (PHYS 124)

GER Course

Year Total: 15 15

Junior

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<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Physical Chemistry I (CHEM 301) or Physical Chemistry I (CHEM 335)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Introduction to Biochemistry: From Molecules To Medical Science (BIOC 307)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>GER Course</td>
<td>3</td>
<td></td>
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<tr>
<td>GER Course or elective</td>
<td>3</td>
<td></td>
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<tr>
<td>Basic Statistics for Engineering and Science Using R Programming (STAT 312R) or Statistics for Experimenters (STAT 313)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Introductory Physical Chemistry II (CHEM 302) or Physical Chemistry II (CHEM 336)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Molecular Biology (BIOC 308)</td>
<td>4</td>
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</tr>
<tr>
<td>Introduction to Modern Physics (PHYS 221)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Research Project (BIOC 391)</td>
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<tr>
<td>GER Course or Elective</td>
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<td>Year Total:</td>
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Senior

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>Proteins and Enzymes (BIOC 312)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Biochemistry SAGES Seminar (BIOC 373)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Research Project (BIOC 391)</td>
<td>3</td>
<td></td>
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<tr>
<td>Electives</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Structural Biology (BIOC 334)</td>
<td>3</td>
<td></td>
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<tr>
<td>Senior Capstone Experience (BIOC 393)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
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<tr>
<td>Year Total:</td>
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<td>15</td>
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</table>

Total Units in Sequence: 123

Note: At least 3 credits of undergraduate research, BIOC 391 Research Project, is recommended for the Capstone. An additional 3 credits of BIOC 391 is highly recommended. Students should consult their academic advisers about the elective parts of the curriculum.

a Selected students may be invited to take CHEM 323 Organic Chemistry I or CHEM 324 Organic Chemistry II

b Selected students may be invited to take PHYS 123 Physics and Frontiers I - Mechanics and PHYS 124 Physics and Frontiers II - Electricity and Magnetism in place of PHYS 121 General Physics I - Mechanics and PHYS 122 General Physics II - Electricity and Magnetism.

Honors Program

Biochemistry majors who have excellent academic records may be awarded Biochemistry Undergraduate Honors. To graduate with departmental honors in biochemistry, a student must satisfy the following requirements:

1. A grade point average of at least 3.600
2. A minimum of 6 credit hours of undergraduate research (BIOC 391) in one laboratory
3. A BIOC 393 capstone report approved by the Undergraduate Education Committee of the department on the basis of the quality of the research, the written report, and an oral presentation. An acceptable report:
   a. Should follow a standard journal format
   b. Should demonstrate the student’s understanding of the research area, experimental techniques, goals and implications of the project
   c. Should show that the student has advanced his/her knowledge of the applicable techniques and the underlying scientific concepts.
4. Using all or part of the capstone research, the student must be a co-author on a manuscript either submitted, in press, or published in a peer reviewed journal.

Minor

Required Courses:

<table>
<thead>
<tr>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOC 307</td>
</tr>
<tr>
<td>BIOC 308</td>
</tr>
<tr>
<td>BIOC 312</td>
</tr>
<tr>
<td>Structural Biology</td>
</tr>
<tr>
<td>Approved technical elective in biochemistry</td>
</tr>
<tr>
<td>Total Units</td>
</tr>
</tbody>
</table>

Students may obtain credit for a minor in biochemistry by completing one year of first year chemistry (including laboratory), one year of organic chemistry (including laboratory), two semesters of approved biology courses, and three semesters of didactic courses in biochemistry.

Masters Degrees

The Biochemistry Department offers a two-year Masters of Science in Biochemistry that provides students with advanced study in biochemistry and related fields. This degree may be combined with other degrees in four dual-degree programs: MD/MS, JD/MS, MS/MBA, and MS/MA in Patent Practice.

Prerequisites for admission into any of the Biochemistry MS Programs are one year each of chemistry, organic chemistry, calculus, biology and physics. Applicants must also have a BA, BS or equivalent undergraduate degree. As part of the application process, students are required to take the Graduate Record Examination. Students with excellent qualifications who lack some of the prerequisites may be conditionally admitted and allowed to make up the deficiencies. Students with advanced training (coursework, laboratory research, MS degree, etc.) may be given advanced standing. Please visit the department’s web page (http://www.cwru.edu/medicine/biochemistry/) for details about the application process.
**MS in Biochemistry**

The Biochemistry MS program prepares students for employment in academia and biotechnology, and for advancement to other degree programs. Classroom work provides the latest advancements in biochemistry and related fields. In addition, laboratory courses allow students to acquire technical laboratory skills in biotechnology and a solid understanding of the practice of biochemical research. Students typically enroll in three courses for each of four semesters.

The duration of the program is 21 months; it follows Plan B for the Master’s degree. The advisor for this program is usually the Graduate Advisor, but another advisor may be selected. The student’s progress is monitored by the Graduate Advisor and by the Graduate Education Committee. The program requires 36 hours of academic credit of which 18 hours must be graded coursework. BIOC 407 and 408 are the only required courses, providing students with flexibility in constructing a program that meets their interests. Many students get hands-on experience by working in the laboratory of a faculty mentor and taking 6-12 hours of BIOC 601 Biochemical Research. Other students opt for the Experimental Biotechnology Track, which provides research experience and builds lab skills. All courses must be at the 400 level or higher; they must be on the list of approved electives or be approved by the advisor.

**MS in Biochemistry Plan of Study**

<table>
<thead>
<tr>
<th>First Year</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Biochemistry: From Molecules To Medical Science (BIOC 407)</td>
<td>4</td>
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<tr>
<td>BIOC electives</td>
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</tr>
<tr>
<td>Molecular Biology (BIOC 408)</td>
<td>4</td>
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<tr>
<td>BIOC electives</td>
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<tr>
<td>Year Total:</td>
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<table>
<thead>
<tr>
<th>Second Year</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>Proteins and Enzymes (BIOC 412)</td>
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<tr>
<td>BIOC electives</td>
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</tr>
<tr>
<td>Structural Biology (BIOC 434)</td>
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<tr>
<td>BIOC electives</td>
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<td>Master’s Comprehensive Exam (EXAM 600)</td>
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<tr>
<td>Year Total:</td>
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<td>9</td>
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</tbody>
</table>

**Total Units in Sequence:** 36

**Certificate in Experimental Biotechnology**

The graduate Certificate in Experimental Biotechnology program prepares students for employment opportunities in biotechnology as researchers in academia or the biotechnology industry. It provides hands-on experience and marketable skills in biochemistry, molecular biology, and biotechnology. The program can be completed in one year of full-time study or two years of part-time study. Part-time study is ideal for those who wish to pursue the certificate while they are working. This program is described in detail elsewhere in the bulletin (p. 854) and on the Biochemistry Department website (https://case.edu/medicine/biochemistry/academics/certificate-experimental-biotechnology/).
MD/MS Biomedical Investigation-Biochemistry Track Dual-Degree Program

The joint MD/MS program combines type B MS programs (http://bulletin.case.edu/schoolofgraduatestudies/academicrequirements/) at the School of Medicine with the MD using a common template. The core activities for this degree include limited credit from the medical core curriculum, 3-6 graduate courses in specific tracks, participation in a common seminar series, scientific integrity training, and a requirement for a special problems project that reflects a full year of research (18 hours of BIOC 601 Biochemical Research) culminating in a written report and examination. Both degrees can be completed within 5 years. Students who wish to join the MD/MS program may apply to the program after arriving at the University any time prior to fall of their second year of medical school. For more information, please see MD Dual Degrees.

The Biochemistry track is designed to provide students with knowledge of the latest advances in biochemistry and related fields. Courses offered by other departments may be included with the approval of the Graduate Advisor. Depending on the research project, students may substitute one of the courses below in lieu of one of the biochemistry electives with permission from the Graduate Advisor.

Students in the Biochemistry track must complete:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>IBIS 401</td>
<td>Integrated Biological Sciences I</td>
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</tr>
<tr>
<td>IBIS 402</td>
<td>Integrated Biological Sciences II</td>
<td>3</td>
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<tr>
<td>BIOC 412</td>
<td>Proteins and Enzymes</td>
<td>3</td>
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<tr>
<td>or BIOC 434</td>
<td>Structural Biology</td>
<td></td>
</tr>
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<td>Electives in Biochemistry (graded)</td>
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<td>BIOC 601</td>
<td>Biochemical Research</td>
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<td>IBMS 500</td>
<td>On Being a Professional Scientist:</td>
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<td></td>
<td>The Responsible Conduct of Research</td>
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<tr>
<td>IBIS 600</td>
<td>Exam in Biomedical Investigation</td>
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</tr>
</tbody>
</table>

Note: Students may finish in 18 months if they devote a summer to research (6 credits of BIOC 601 Biochemical Research).

JD/MS in Biochemistry Dual-Degree Program

This program allows students in the School of Law to earn an MS degree in Biochemistry with an additional year of study. This program is useful for students planning careers in patent law or in areas related to biotechnology or pharmaceutical research.

Students in the School of Law can apply to the Biochemistry program for admission to the JD/MS program. In the dual degree program, students complete 12 fewer hours of law school coursework than they would if they were in the JD program alone. The Department of Biochemistry accepts 9 hours of law school classwork in courses dealing with science issues, in place of 9 credits of other elective work. Thus, the student will take a total of 27 hours of Biochemistry coursework of which at least 12 hours must be letter graded.

Dual degree students are advised about the JD degree by the Associate Dean for Academic Affairs at the School of Law. In addition, dual degree students are granted priority registration for upper-level courses, ensuring that they will be able to adjust their schedules to take all the required classes. Dual degree students are advised about the MS in Biochemistry by the program’s Graduate Advisor.

JD/MS in Biochemistry Plan of Study (Plan B (p. 1333))

Because most students will apply for the JD/MS in Biochemistry Program after beginning law school, the sample schedule below begins with Biochemistry coursework in the third year. However, Biochemistry coursework can be taken in any of the last three years and with a variety of combinations of law courses. Schedules will be worked out with the Department of Biochemistry and the School of Law Dean for Academic Affairs. In addition, students are strongly encouraged to participate in the School of Law’s comprehensive examination. Both degrees can be completed within 5 years. Students are advised about the JD degree by the Associate Dean for Academic Affairs at the School of Law. In addition, dual degree students are granted priority registration for upper-level courses, ensuring that they will be able to adjust their schedules to take all the required classes.

Dual degree students are advised about the JD degree by the Associate Dean for Academic Affairs at the School of Law. In addition, dual degree students are granted priority registration for upper-level courses, ensuring that they will be able to adjust their schedules to take all the required classes. Dual degree students are advised about the MS in Biochemistry by the program’s Graduate Advisor.

JD/MS in Biochemistry Plan of Study (Plan B (p. 1333))

Because most students will apply for the JD/MS in Biochemistry Program after beginning law school, the sample schedule below begins with Biochemistry coursework in the third year. However, Biochemistry coursework can be taken in any of the last three years and with a variety of combinations of law courses. Schedules will be worked out with the Department of Biochemistry and the School of Law Dean for Academic Affairs. In addition, students are strongly encouraged to participate in the School of Law’s comprehensive examination. Both degrees can be completed within 5 years. Students are advised about the JD degree by the Associate Dean for Academic Affairs at the School of Law. In addition, dual degree students are granted priority registration for upper-level courses, ensuring that they will be able to adjust their schedules to take all the required classes.
PhD Biochemistry

The PhD in Biochemistry program prepares students for careers in biochemistry. The emphasis of the doctoral program is on research, culminating in the completion of an original independent research project under the guidance of a faculty member in the biochemistry program. PhD students also participate in formal courses both within and outside the department, formal and informal seminars, discussions of current literature, and career development activities. Although students choose from the various tracks within the department, all are broadly trained in modern aspects of biochemistry and become familiar with techniques and literature in a variety of areas. Many collaborative projects with other departments also are available to broaden the spectrum of training offered. Most students begin with an integrated curriculum in cellular and molecular biology in addition to specialized courses in biochemistry. Students are admitted to the Biochemistry PhD program through the Biomedical Sciences Training Program (BSTP) (https://case.edu/medicine/admissions-programs/graduate-programs/phd-programs/bstp/) or via the Medical Scientist Training Program (MSTP) (https://case.edu/medicine/admissions-programs/md-phd-program/). The BSTP offers a common entry point to most of our biomedical PhD programs. The MSTP is available for students desiring the dual MD/PhD degrees and research careers in medicine and related biosciences.

Prerequisites for admission into the Biochemistry PhD Program include one year each of chemistry, organic chemistry, calculus, biology and physics. Applicants must also have a BA, BS or equivalent undergraduate degree. Students must submit scores from the Graduate Record Examination and may submit scores from an advanced area test, usually in biology, biochemistry or chemistry. Some students with otherwise excellent qualifications, but lacking some of the prerequisites may be conditionally admitted allowed to make up the deficiencies. Please visit the Department's web page (http://www.cwru.edu/medicine/biochemistry/) for details about the application process.

Prerequisites for admission into the Biochemistry PhD Program include one year each of chemistry, organic chemistry, calculus, biology and physics. Applicants must also have a BA, BS or equivalent undergraduate degree. Some students with otherwise excellent qualifications, but lacking some of the prerequisites may be conditionally admitted allowed to make up the deficiencies. Please visit the BSTP’s web page (https://case.edu/medicine/admissions-programs/graduate-programs/phd-programs/bstp/) for details about the application process.

To earn a PhD in Biochemistry, students must complete rotations in at least three laboratories, followed by selection of a research advisor, and complete core and elective coursework, including Responsible Conduct of Research, as described in the Course of Study below. Students who have completed relevant coursework elsewhere, (for example, with an MS) may petition to complete alternative courses.

Each PhD student must complete a qualifying examination on their research topic in the form of a short grant proposal with oral defense for advancement to candidacy. The qualifying examination is usually completed during the second year. During the dissertation period, students are expected to meet regularly with their thesis committees, present seminars in the department, and fulfill journal publication requirements. Throughout the doctoral training, students are expected to be enthusiastic participants in seminars, journal clubs, and research meetings in the lab and program. Completion of the PhD degree requires 36 hours of coursework (24 hours of which are graded) and 18 hours of BIOC 701 Dissertation Ph.D.

PhD Biochemistry Plan of Study

§ Please also see Graduate Studies Academic Requirements for Doctoral Degrees (p. 1333)

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BIOC 101. Frontiers in Biochemistry. 1 Unit.
The goal of this course is to introduce first- and second-year students to the field of biochemistry as a fundamental discipline in the biomedical sciences. The course will present basic concepts in biochemistry and highlight recent advances. It will also emphasize the way that biochemistry forms a foundation for research in many other areas of the basic and clinical biomedical sciences and provides the molecular basis for new therapies. Finally, the course will feature an introduction to the practice of biochemistry, including research and careers in biochemistry. This course is an excellent introduction for students who are considering majoring in Biochemistry. Material will be presented in a format that is accessible to students who have taken high school biology and chemistry.

BIOC 307. Introduction to Biochemistry: From Molecules To Medical Science. 4 Units.
Overview of the macromolecules and small molecules key to all living systems. Topics include: protein structure and function; enzyme mechanisms, kinetics and regulation; membrane structure and function; bioenergetics; hormone action; intermediary metabolism, including pathways and regulation of carbohydrate, lipid, amino acid, and nucleotide biosynthesis and breakdown. The material is presented to build links to human biology and human disease. One semester of biology is recommended. Offered as BIOC 307 and BIOL 407. Prereq: CHEM 223 and CHEM 224.

BIOC 308. Molecular Biology. 4 Units.
An examination of the flow of genetic information from DNA to RNA to protein. Topics include: nucleic acid structure; mechanisms and control of DNA, RNA, and protein biosynthesis; recombinant DNA; and mRNA processing and modification. Where possible, eukaryotic and prokaryotic systems are compared. Special topics include yeast as a model organism, molecular biology of cancer, and molecular biology of the cell cycle. Current literature is discussed briefly as an introduction to techniques of genetic engineering. Recommended preparation: BIOC 307. Offered as BIOC 308 and BIOC 408. Prereq: CHEM 223, BIOL 214, and BIOL 215.

BIOC 312. Proteins and Enzymes. 3 Units.
Aspects of protein and nucleic acid function and interactions are discussed, including binding properties, protein-nucleic acid interactions, kinetics and mechanism of proteins and enzymes, and macromolecular machines. Recommended Preparation: CHEM 301. Offered as BIOC 312 and BIOC 412. Prereq: BIOC 307.

BIOC 334. Structural Biology. 3 Units.
Introduces the major techniques used to study high resolution three-dimensional structures of proteins, and their applications to biomedically-relevant problems. Topics include the elucidation of protein structure by cryo-electron microscopy, X-ray crystallography, multidimensional NMR, and computational methods. Offered as BIOC 334 and BIOC 434. Prereq: BIOC 307.

BIOC 350. Molecular Basis of Cancer. 3 Units.
This course will examine the molecular basis of the initiation, progression, and treatment of cancer. We will accomplish this by examining the dysregulation of normal cellular processes involved in several common types of cancer from genotype to phenotype. We will also explore the techniques used to understand and detect cancer, the pharmacology of current therapies, FDA approved drugs and their targets, as well as a brief look at drug design. A second important aspect of this course is actively and critically engaging with the current scientific literature. Recent publications from high impact journals will be presented weekly to develop skills in interpretation and communication of the primary data and conclusions that build on and contribute to our current understanding of cancer. Offered as BIOC 350 and BIOC 450. Coreq: BIOC 308. Prereq: BIOC 307.

BIOC 354. Biochemistry and Biology of RNA. 3 Units.
Systematic overview of RNA biochemistry and biology. Course provides solid foundation for understanding processes of post-transcriptional regulation of gene expression. Topics include: RNA structure, RNA types, RNA-protein interactions, eukaryotic RNA metabolism including mRNA processing, ribosome biogenesis, tRNA metabolism, miRNA processing and function, bacterial RNA metabolism, transcriptomics. BIOC 454 requires an additional research proposal. Recommended preparation for BIOC 354: Undergraduate Biology (1 semester minimum), equivalents of CHEM 301, BIOC 307 or BIOC 308. Offered as BIOC 354 and BIOC 454. Prereq: BIOC 223, CHEM 224.

BIOC 373. Biochemistry SAGES Seminar. 3 Units.
Discussion of current topics in biochemical research using readings from the scientific literature. The goals are for the student: 1) to discuss and critically analyze selections from the biochemical literature; 2) to gain a broader understanding of important topics not formally covered in the didactic courses; and 3) to learn to write in the style of journals in the field of biochemistry. Counts as SAGES Departmental Seminar. Prereq: BIOC 307 and BIOC 308. Restricted to majors in Biochemistry.

BIOC 391. Research Project. 1 - 9 Units.
(Credit as arranged.) Offered on a pass/fail basis only. Maximum 9 hours total credit.
BIOC 393. Senior Capstone Experience. 3 Units.
Students will complete their Capstone Projects, begun in BIOC 391. Pertinent research activities will depend on the nature of the student's project. The student will meet regularly with their Capstone adviser, at least twice monthly, to provide progress reports, discuss the project, and for critique and guidance. By the end of this course, the student will have completed their SAGES Senior Capstone research project, written a project report in the form of a manuscript, and presented their project reports orally in the department and at the Senior Capstone Fair, or its equivalent. Counts as SAGES Senior Capstone. Prereq: BIOC 307 and BIOC 308.

BIOC 405. Principles of Biochemistry: An Introduction to the Molecules of Life. 3 Units.
This summer course provides an introduction to the macromolecules and small molecules that are the foundation of living systems. The focus is on mammalian biochemistry, with links to human biology and human disease. Topics include: protein structure and function; enzyme mechanisms, kinetics and regulation; membranes; hormone action; bioenergetics; intermediary metabolism, including pathways and regulation of carbohydrate, lipid, amino acid, and nucleotide biosynthesis and breakdown. One semester of biology is recommended. Suitable for students interested in careers in the health professions. This course is not open to undergraduate Biochemistry majors or Biochemistry graduate students. Prereq: CHEM 223 and CHEM 224.

BIOC 407. Introduction to Biochemistry: From Molecules To Medical Science. 4 Units.
Overview of the macromolecules and small molecules key to all living systems. Topics include: protein structure and function; enzyme mechanisms, kinetics and regulation; membrane structure and function; bioenergetics; hormone action; intermediary metabolism, including pathways and regulation of carbohydrate, lipid, amino acid, and nucleotide biosynthesis and breakdown. The material is presented to build links to human biology and human disease. One semester of biology is recommended. Offered as BIOC 307 and BIOC 407. Prereq: CHEM 223 and CHEM 224.

BIOC 408. Molecular Biology. 4 Units.
An examination of the flow of genetic information from DNA to RNA to protein. Topics include: nucleic acid structure; mechanisms and control of DNA, RNA, and protein biosynthesis; recombinant DNA; and mRNA processing and modification. Where possible, eukaryotic and prokaryotic systems are compared. Special topics include yeast as a model organism, molecular biology of cancer, and molecular biology of the cell cycle. Current literature is discussed briefly as an introduction to techniques of genetic engineering. Recommended preparation: BIOC 307. Offered as BIOC 308 and BIOC 408.

BIOC 412. Proteins and Enzymes. 3 Units.
Aspects of protein and nucleic acid function and interactions are discussed, including binding properties, protein-nucleic acid interactions, kinetics and mechanism of proteins and enzymes, and macromolecular machines. Recommended Preparation: CHEM 301. Offered as BIOC 312 and BIOC 412.

BIOC 420. Current Topics in Cancer. 3 Units.
The concept of cancer hallmarks has provided a useful guiding principle in our understanding of the complexity of cancer. The hallmarks include sustaining proliferative signaling, evading growth suppressors, enabling replicative immortality, activating invasion and metastasis, inducing angiogenesis, resisting cell death, deregulating cellular energetics, avoiding immune destruction, tumor-promoting inflammation, and genome instability and mutation. The objectives of this course are to (1) examine the principles of some of these hallmarks, and (2) explore potential therapies developed based on these hallmarks of cancer. This is a student-driven and discussion-based graduate course. Students should have had some background on the related subjects and have read scientific papers in their prior coursework. Students will be called on to present and discuss experimental design, data and conclusions from assigned publications. There will be no exams or comprehensive papers but students will submit a one-page critique (strengths and weaknesses) of one of the assigned papers prior to each class meeting. The course will end with a full-day student-run symposium on topics to be decided jointly by students and the course director. Grades will be based on class participation, written critiques, and symposium presentations. Offered as BIOC 420, Mbio 420, PATH 422, and PHRM 420. Prereq: IBMS 453 and IBMS 455.

BIOC 432. Current Topics in Vision Research. 3 Units.
Vision research is an exciting and multidisciplinary area that draws on the disciplines of biochemistry, genetics, molecular biology, structural biology, neuroscience, and pathology. This graduate level course will provide the student with broad exposure to the most recent and relevant research currently being conducted in the field. Topics will cover a variety of diseases and fundamental biological processes occurring in the eye. Regions of the eye that will be discussed include the cornea, lens, and retina. Vision disorders discussed include age-related macular degeneration, retinal ciliopathies, and diabetic retinopathy. Instructors in the course are experts in their field and are members of the multidisciplinary visual sciences research community here at Case Western Reserve University. Students will be exposed to the experimental approaches and instrumentation currently being used in the laboratory and in clinical settings. Topics will be covered by traditional lectures, demonstrations in the laboratory and the clinic, and journal club presentations. Students will be graded on their performance in journal club presentations (40%), research proposal (40%), and class participation (20%). Offered as NEUR 432, PATH 432, PHRM 432 and BIOC 432.

BIOC 434. Structural Biology. 3 Units.
Introduces the major techniques used to study high resolution three-dimensional structures of proteins, and their applications to biomedically-relevant problems. Topics include the elucidation of protein structure by cryo-electron microscopy, X-ray crystallography, multidimensional NMR, and computational methods. Offered as BIOC 334 and BIOC 434.
BIOC 450. Molecular Basis of Cancer. 3 Units.
This course will examine the molecular basis of the initiation, progression, and treatment of cancer. We will accomplish this by examining the dysregulation of normal cellular processes involved in several common types of cancer from genotype to phenotype. We will also explore the techniques used to understand and detect cancer, the pharmacology of current therapies, FDA approved drugs and their targets, as well as a brief look at drug design. A second important aspect of this course is actively and critically engaging with the current scientific literature. Recent publications from high impact journals will be presented weekly to develop skills in interpretation and communication of the primary data and conclusions that build on and contribute to our current understanding of cancer. Offered as BIOC 350 and BIOC 450. Coreq: BIOC 408. Prereq: BIOC 407.

BIOC 452. Nutritional Biochemistry and Metabolism. 3 Units.
Mechanisms of regulation of pathways of intermediary metabolism; amplification of biochemical signals; substrate cycling and use of radioactive and stable isotopes to measure metabolic rates. Recommended preparation: BIOC 307 or equivalent. Offered as BIOC 452 and NTRN 452.

BIOC 454. Biochemistry and Biology of RNA. 3 Units.
Systematic overview of RNA biochemistry and biology. Course provides solid foundation for understanding processes of post-transcriptional regulation of gene expression. Topics include: RNA structure, RNA types, RNA-protein interactions, eukaryotic RNA metabolism including mRNA processing, ribosome biogenesis, tRNA metabolism, miRNA processing and function, bacterial RNA metabolism, transcriptionomics. BIOC 454 requires an additional research proposal. Recommended preparation for BIOC 354: Undergraduate Biology (1 semester minimum), equivalents of CHEM 301, BIOC 307 or BIOC 308. Offered as BIOC 354 and BIOC 454.

BIOC 475. Protein Biophysics. 3 Units.
This course focuses on in-depth understanding of the molecular biophysics of proteins. Structural, thermodynamic and kinetic aspects of protein function and structure-function relationships will be considered at the advanced conceptual level. The application of these theoretical frameworks will be illustrated with examples from the literature and integration of biophysical knowledge with description at the cellular and systems level. The format consists of lectures, problem sets, and student presentations. A special emphasis will be placed on discussion of original publications. Offered as BIOC 475, CHEM 475, PHOL 475, PHRM 475, and NEUR 475.

BIOC 500. Biotechnology Laboratory: Molecular Biology Basics. 1 Unit.
This course provides basic hands-on laboratory experience in molecular biology with a focus on handling and manipulating DNA in bacterial systems. Specific topics include: General laboratory safety, buffers, media, and other reagent preparation, sterile technique, transformation and culture of bacterial cells, DNA molecular biology techniques including DNA isolation and purification, polymerase chain reaction (PCR), restriction digests, ligation, agarose gel electrophoresis, and sequence analysis. Prereq: Biochemistry Graduate student or Requisites Not Met permission.

BIOC 501. Biochemical and Cellular Techniques for Biotechnology. 3 Units.
This lecture course covers the basics of common, essential laboratory and analytical techniques used in biomedical research and the biotechnology industry. The course will cover recombinant protein production and characterization, mammalian cell culture, molecular and cell biology, and mass spectrometry. Specific topics include: general laboratory safety, record keeping, preparation of research reports, manipulation of bacteria, protein overexpression and purification, enzyme assays, high-throughput techniques, high performance liquid chromatography (HPLC) and mass spectrometry, mammalian cell culture, Western blotting, protein-protein interactions, reverse transcription-quantitative polymerase chain reaction (RT-qPCR), immunofluorescence microscopy and assays for gene expression. This course is suitable for Biochemistry MS students interested in pursuing careers in academia or biotechnology. It is also recommended for undergraduate students to enhance their technical skills and position them for productive research experiences. Graduate students in other programs within or outside the School of Medicine are permitted to enroll. Prereq: (BIOL 215L and CHEM 113) or Graduate standing. Coreq: CHEM 233 or Graduate standing.

BIOC 502A. Biotechnology Laboratory: Molecular Biology and Biochemical Techniques. 2 Units.
This spring course provides hands-on laboratory experience in bacterial recombinant protein biochemistry and molecular and cell biology. Specific topics include: General laboratory safety, good laboratory practices (GLP), standard operating procedures (SOPs), buffers, media, and other reagent preparation, sterile technique, manipulation of bacterial cells, work with DNA including polymerase chain reaction (PCR), molecular cloning, and site-directed mutagenesis, protein overexpression and purification, enzyme activity and biophysical assays, DNA and protein gel electrophoresis, and high performance liquid chromatography (HPLC). This course, together with BIOC 502B and 502C, comprise a one-semester lab course that provides students with a comprehensive introduction to skills used in modern biotechnology laboratories. Students may take one, two, or three of these courses in a single semester. Suitable for biochemistry MS students interested in biotechnological and/or industry careers. All other graduate students and/or undergraduate students must contact the instructor for permission to enroll. Prereq: BIOC 500 and BIOC 501 or Requisites Not Met permission.

BIOC 502B. Biotechnology Laboratory: Eukaryotic Molecular and Cellular Biology. 2 Units.
This spring course provides hands-on laboratory experience in mammalian cell culture and molecular and cell biology. Specific topics include: General laboratory safety, good laboratory practices (GLP), standard operating procedures (SOPs), buffers, media, and other reagent preparation, sterile technique, manipulation of mammalian cells, mammalian cell culture, work with DNA and RNA, polymerase chain reaction (PCR) techniques including quantitative reverse transcription (RT-qPCR) and molecular cloning, reporter assays, transfection, immunoprecipitation, immunofluorescence, and protein gel electrophoresis and blotting. This course, together with BIOC 502A and 502C, comprise a one-semester lab course that provides students with a comprehensive introduction to skills used in modern biotechnology laboratories. Students may take one, two, or three of these courses in a single semester. Suitable for biochemistry MS students interested in biotechnological and/or industry careers. All other graduate students and/or undergraduate students must contact the instructor for permission to enroll. Prereq: BIOC 500 and BIOC 501 or Requisites Not Met permission.
BIOC 502C. Biotechnology Laboratory: Mass Spectrometry Techniques. 1 Unit.
This spring course provides hands-on laboratory experience in mass spectrometry with an emphasis on biomolecules. Specific topics include analysis of small molecules and biomolecules using high performance liquid chromatography (HPLC) and mass spectrometry. This course, together with BIOC 502A and 502B, comprise a one-semester lab course that provides students with a comprehensive introduction to skills used in modern biotechnology laboratories. Students may take one, two, or three of these courses in a single semester. Suitable for biochemistry MS students interested in biotechnological and/or industry careers. All other graduate students and/or undergraduate students must contact the instructor for permission to enroll. Prereq: BIOC 500 and BIOC 501 or Requisites Not Met permission.

BIOC 511. Practice and Professionalism in Biotechnology. 1 Unit.
This course provides an overview of a variety of topics that are relevant to biotechnology research and development in academic and industrial settings. It also provides an opportunity for students to develop professional written and oral communication skills. Specific topics include: Professional communications by email, letters, reports, and oral presentations; data documentation, security, and confidentiality; laboratory safety, certification, and regulation; intellectual property protection and patents; the drug discovery pipeline and approval process; financial aspects of research and development. Prereq: Graduate Student in Biochemistry.

BIOC 528. Contemporary Approaches to Drug Discovery. 3 Units.
This course is designed to teach the students how lead compounds are discovered, optimized, and processed through clinical trials for FDA approval. Topics will include: medicinal chemistry, parallel synthesis, drug delivery and devices, drug administration and pharmacokinetics, and clinical trials. A special emphasis will be placed on describing how structural biology is used for in silico screening and lead optimization. This component will include hands-on experience in using sophisticated drug discovery software to conduct in silico screening and the development of development libraries. Each student will conduct a course project involving in silico screening and lead optimization against known drug targets, followed by the drafting of inventory disclosure. Another important aspect of this course will be the inclusion of guest lectures by industrial leaders who describe examples of success stories of drug development. Offered as BIOC 528, PHOL 528, PHRM 528, and SYBB 528.

BIOC 599. RNA Structure and Function. 3 Units.
This course will cover fundamental aspects of modern RNA biology with emphasis on the interplay of three dimensional structure of nucleic acids and their function. The main focus of the course is on the recent discoveries that indicate a prominent role of RNA as a major regulator of cellular function. Topics discussed will include an introduction to RNA structure, folding and dynamics, RNA/RNA and RNA-protein interactions, and role of RNA in catalysis of biological reactions in ribosome and the role of other catalytic RNAs in 5S RNA biogenesis, pre-mRNA splicing, and viral replication. The course also covers the recently discovered RNA regulatory switches, large noncoding regulatory RNAs, and the role of RNA in human diseases and novel, RNA-based therapeutics. Offered as BIOC 599, CLBY 599, and MBIO 599.

BIOC 601. Biochemical Research. 1 - 18 Units.
Credit as arranged.

BIOC 611. Biochemistry Seminar I. 1 Unit.
Student presentations of topics from the current scientific literature unrelated to the student’s research project. Participants are required to present a seminar.

BIOC 612. Biochemistry Seminar II. 1 Unit.
Discussion of current research.

BIOC 641. Proposition I. 2 Units.
Design of research proposal.

BIOC 651. Thesis M.S.. 1 - 6 Units.
(Credit as arranged.)

BIOC 701. Dissertation Ph.D.. 1 - 9 Units.
(Credit as arranged.) Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

Department of Bioethics

Room TA-200, School of Medicine
http://www.case.edu/medicine/bioethics/ Phone: 216.368.8718
Mark P. Aulisio, PhD, Susan E. Watson Professor and Chair
mark.aulisio@case.edu

Marie Norris, MNO, Graduate Programs Coordinator
man12@case.edu

The mission of the Department of Bioethics is to improve public and professional understanding of the ethical and contextual issues involved in health sciences research, health care delivery, and health policy development through teaching, research and community dialogue.

The department has offices at the CWRU School of Medicine and MetroHealth Medical Center. Faculty represent multiple disciplines, including philosophy, religion, law, political science, anthropology, history, literature, sociology, psychology, nursing and medicine, in addition to bioethics.

Department faculty teach in both core and elective components of the medical school curriculum, undergraduate courses in ethics and medical humanities, and an intensive course in responsible conduct of research for PhD students in the School of Medicine. The department also has a highly successful master's degree program in bioethics and medical humanities, a PhD degree program, and an undergraduate minor.

Department faculty have gained international prominence for research in many areas of biomedical ethics and medical humanities that collectively address the concerns of the School of Medicine's spectrum of biomedical disciplines and questions of health, society and culture more broadly.

Please visit the department website (http://www.case.edu/med/bioethics/) to obtain information about the Master's degree program and learn about department and faculty activities.

Minor in Bioethics and Medical Humanities
Bioethics and Medical Humanities together comprise a vibrant area of scholarship concerning the most important and cutting-edge ethical issues surrounding biomedical research and the delivery of health care today. The study of such ethical issues calls into action our most central human values and related behaviors, the exploration of which is of crucial importance for all students whether one plans to enter a career in the healthcare professions, biomedical research, law, nonprofit administration, or some other career path. The topics covered in Bioethics and Medical Humanities will help prepare students to become responsible world citizens in an increasingly complex biomedical environment.
The CWRU Minor in Bioethics and Medical Humanities formally recognizes a student's coordinated course of study comprised of courses currently offered by the Department of Bioethics and other departments in the College of Arts and Sciences. The Bioethics and Medical Humanities Minor is designed to give students ethical, cultural and social analytic training centered around the delivery of healthcare; social and cultural contexts of health, illness and healing; and biomedical research, doing so in a highly interdisciplinary manner.

**Plan of Study**

I. Students should take the following three course offerings. (9 credit hours)

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<td>BETH 271</td>
<td>Bioethics: Dilemmas</td>
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<td>BETH 371</td>
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II. ELECTIVE COURSES (6 Credit Hours)

Additional Courses may be added in the future to this list of electives. Each new elective course must be approved by Bioethics Department faculty director of the Minor and must have substantial bioethics or medical humanities content (greater than 75%)

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<th>Course</th>
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<tr>
<td>BETH 315</td>
<td>International Bioethics: Policy and Practice</td>
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<td>BETH 360</td>
<td>Science and Society</td>
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<tr>
<td>BETH 371C</td>
<td>Advanced Bioethics: Clinical Observation</td>
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<td>BETH 406</td>
<td>Society, Religion, and Bioethics</td>
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<tr>
<td>ENGL 217B</td>
<td>Writing for the Health Professions</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 330</td>
<td>Victorian Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 341</td>
<td>Rhetoric of Science and Medicine</td>
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<td>ENGL 379</td>
<td>Topics in Language Studies</td>
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<td>ENGL 386</td>
<td>Studies in Literature and Culture</td>
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<td>HSTY 151</td>
<td>Technology in European Civilization</td>
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<td>HSTY 152</td>
<td>Technology in America</td>
<td>3</td>
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<tr>
<td>HSTY 202</td>
<td>Science in Western Thought II</td>
<td>3</td>
</tr>
<tr>
<td>HSTY 243</td>
<td>The Age of Prozac: Social and Cultural Aspects of Depression</td>
<td>3</td>
</tr>
<tr>
<td>HSTY 346</td>
<td>Guns, Germs, and Steel</td>
<td>3</td>
</tr>
<tr>
<td>HSTY 373</td>
<td>Women and Medicine in the United States</td>
<td>3</td>
</tr>
<tr>
<td>HSTY 395</td>
<td>History of Medicine</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 101</td>
<td>Introduction to Philosophy</td>
<td>3</td>
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<tr>
<td>PHIL 203</td>
<td>Revolutions in Science</td>
<td>3</td>
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<td>PHIL 204</td>
<td>Philosophy of Science</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 305</td>
<td>Ethics</td>
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</tbody>
</table>

**MA in Bioethics and Medical Humanities**

The 30 credit-hour degree can be earned full-time in one year or part-time in up to three years. Core courses are taught by department faculty and are scheduled so that part-time students can continue their professional responsibilities while completing the degree.

The Master of Arts program provides students with a firm understanding of the intellectual content of the study of bioethics, bioethical literature, medical humanities, and the underlying philosophical arguments and empirical assumptions that inform these areas. Students are taught to understand the institutions, structures, and contexts of health care and the ethical issues that arise in medical practice. They are trained to identify and analyze a range of clinical ethics issues and the psycho-social and cultural contexts in which such issues arise.

All students pursuing a Master of Arts degree in Bioethics and Medical Humanities are required to complete the interdisciplinary core of 12 credit hours (the equivalent of four courses) in the first two semesters of their first year of study.

**Dual Degree Programs**

**JD/MA**

This program combines the Master of Arts in Bioethics and Medical Humanities with the Doctor of Jurisprudence and is offered in cooperation with the School of Law. Advances in health sciences have created new and difficult moral choices for individuals, their families, and the health professionals who work with them.

The Department of Bioethics is dedicated to responding to the challenge of health care choices faced in today's society. It focuses on the ethical, cultural, and policy dimensions of healthcare, technology, and the life sciences. Professionals from many arenas, including public health,
prevention sciences, health sciences, the life sciences, and the social sciences have contributed to and drawn from the field of Bioethics.

The JD Degree is a terminal degree; persons with the degree may pursue a variety of career paths. The MA in Bioethics and Medical Humanities is considered a supplemental degree—it enhances careers in other fields. The combined JD/MA program provides excellent preparation for students who desire to practice health law by giving law students firsthand experience in multiple healthcare settings. It is designed to help students identify and assess challenges facing the medical and health law professions in the coming decades, and explore a broad range of health law and policy issues. The program emphasizes the interdisciplinary and inter-professional nature of the field and includes a significant clinical component.

Students must apply and be accepted to each degree program to qualify. New students can apply to both programs simultaneously; current law students may apply before the end of their first year. Students are expected to complete course requirements for the two degrees in either three-and-one-half years, or three years combined with some summer school work. The curriculum for this dual degree program begins with one year of full-time study in law school.

The Department of Bioethics accepts 6 credits of elective law courses toward MA elective requirements. The law school accepts 12 credits of the required Foundations in Bioethics I and II courses as law elective credits toward the JD degree.

MA/MSN

This program combines the Master of Arts in Bioethics and Medical Humanities with the Master of Science in Nursing, in cooperation with the School of Nursing. The program provides excellent preparation for advanced practice nurses to gain knowledge about the principles and problem resolution techniques that are foundational to bioethics.

The combined MA/MSN program will enable students to obtain graduate preparation in both fields, contributing to the integration of ethics in advanced practice nursing and thereby increasing the availability of ethics expertise to the nursing community.

Students must apply and be accepted to each program to qualify. Students may take courses required for each program concurrently or may complete the requirements for one program prior to beginning the requirements for another. The Department of Bioethics accepts 6 credits of required elective nursing school courses toward the MA elective requirement. The nursing school accepts 5 credits of the required Foundations in Bioethics I course towards the MSN degree requirement.

MA/MPH

This program combines the Master of Arts in Bioethics and Medical Humanities with the Master of Public Health degree. The Master of Public Health Program prepares students to address the broad mission of public health, defined as "enhancing health in human populations, through organized community effort," utilizing education, research, and community service. Public health practitioners must be prepared to identify and assess health needs of different populations, and able to plan, implement and evaluate programs to respond to those needs.

It is the task of the public health practitioner to prevent illness, and to protect and promote the wellness of humankind. A Master of Public Health degree provides education in public health basics, including biostatistics, epidemiology, environmental health sciences, health policy, and social and behavioral sciences.

The Department of Bioethics offers a graduate program leading to the degree of Master of Arts in Bioethics and Medical Humanities. Advances in health sciences have created new and difficult moral choices for individuals, their families, and the health professionals who work with them. The Department of Bioethics is dedicated to responding to the challenge of health care choices faced in today's society. Professionals from many arenas, including public health, prevention sciences, health sciences, the life sciences, and the social sciences have contributed to and drawn from the field of bioethics.

Because of the breadth and scope of the field of public health and the discipline of bioethics, the CWRU MPH and Bioethics Programs are ideally suited to combine in a joint effort. The MPH/Bioethics and Medical Humanities shared degree will enable students to obtain graduate preparation in both fields, contributing to the application of ethics in public health practice and thereby increasing the availability of leadership and scholarship relating to Bioethics in the public health community.

It is anticipated that this collaboration will improve the ethics component of the public health educational experience for all students through closer collaboration between departments, and through peer interactions of dual degree students and their colleagues.

The MPH Degree is a "terminal" degree and persons with the degree may pursue a variety of career paths. The MA in Bioethics and Medical Humanities is considered a supplementary degree in that it enhances careers in other fields, e.g. law, medicine, nursing, or in this case, public health.

The joint bioethics-public health degree would fuel careers in every aspect of public health, including international and global health, public health preparedness and function, environmental health sciences, behavioral sciences, health education, health communications, and health policy and management.

Bioethics Masters students receive their degree after 30 hours of study over one year. The School of Graduate Studies awards the MPH degree for 36 credit hours over two years. The joint MA/MPH program can be completed in three years of full-time study to complete a minimum of 57 credit hours. It should be noted that in 2007, changes in national education criteria for the Master of Public Health degree will require increasing credit hour requirements to 42 credits.

Options will be available for part-time pursuit of the degree within five years, or for an accelerated plan competed in five semesters. Students will develop individual education plans (IEP) with their advisors and may customize their approach and pace through the program. Each program has a set of core courses that must be completed; 15 core credits in Public Health and 15 core credits in Bioethics for a combined total of 30 required credit hours. The 9-credit Capstone experience is also required of all public health students.

The stand-alone Bioethics program also requires 12 credits taken from a list of approved elective courses plus a 1.5 hour capstone and 1.5 hour mini-elective. In addition to its 24 required credits, the stand-alone MPH program requires 9 concentration credits and 3 elective credits. Joint MA/MPH candidates will combine their Bioethics electives and Public Health concentration and elective courses to complete a total of 18 credit hours of advanced electives.
MA/MSW

This program joins two well-known academic programs to offer students an interdisciplinary experience blending the similar values of social work and medicine. This is a “side-by-side” program composed of existing elements of ongoing programs provided by the faculty usually engaged in these efforts. These new elements will be supplemented by an integrative experience designed to make the interdisciplinary character of the program concrete.

Dual-degree students must receive the MSW and MA degrees simultaneously to be granted credit for specific courses taken in the other program. The dual degree program offered by Case Western Reserve’s Jack, Joseph and Morton Mandel School of Applied Social Sciences and the Department of Bioethics is unlike other programs in the United States. As the number and complexity of ethical dilemmas in health care, aging, and mental health and social work continue to increase, there is a growing need for advanced practice social workers who are knowledgeable about the principles and problem resolution techniques that are fundamental to Bioethics.

In healthcare settings, ethical consultations are often requested on decisions having to do with end-of-life, organ donation, or initiation or withdrawal of medical treatments. In addition, graduates of this program will be able to help counsel health care providers, organizations, and clients, participate in setting policy and teach others about these issues.

Students must apply separately to the Mandel School and the Department of Bioethics for admission into each program. Admission to one program is not a guarantee that the student will gain admission to the other, and application to both programs should be made simultaneously. A joint committee of the two programs will meet and review the joint degree applications.

MA/MD

This program combines the Master of Arts in Bioethics and Medical Humanities with the MD degree, in cooperation with either the School of Medicine or the Cleveland Clinic Lerner College of Medicine of Case Western Reserve University. This program provides physicians with advanced knowledge and experience in Bioethics integrated into the medical curricula in each program.

MA/MS in Genetic Counseling

The Departments of Genetics & Genome Sciences and Bioethics and Medical Humanities offer a dual degree program between the Masters in Genetic Counseling and the Masters in Bioethics and Medical Humanities Programs. The dual degree program provides a comprehensive curriculum integrating foundational principles of genetics and ethics. The goal of the program is to train Genetic Counselors who wish to apply additional Bioethics expertise into their clinical practice and/or research.

The dual degree program allows graduates to engage in both contemplative analysis and application of knowledge in the counseling of patients and should allow graduates to be more prepared to participate in the ongoing national dialogue about the ethical, legal, and social implications of advances in genomic technology as well as research within their home institutions and with other counselors nationwide regarding issues of new genomic testing technology, concerns about genetic services, and issues related to genetic discrimination, privacy, and the return of genetic and genomic results.

The curriculum for the Dual Genetic Counseling/Bioethics Degree consists of 62 credit hours to be completed in 2.5 years. Students enrolled in the dual degree program will spend their first year taking courses entirely within the Genetic Counseling Program and then will spread out their Bioethics coursework over the next 1.5 years while continuing with required coursework and clinical rotations in the genetic counseling program.

In addition to both a written and oral comprehensive examination as part of the Genetic Counseling Training Program, the dual degree requires a research project to be carried out for the completion of both degrees.

For the dual degree, students will be required to choose a research project that includes ethical, legal, or social issues of genetic counseling practice, clinical genetics or genomics, or genetic research. Students will also be required to include at least one Bioethics Faculty member on their Research Project Committee.

Students who would like to enroll in the dual degree program will apply and be admitted into each program separately. While admissions committees for each program will communicate with each other regarding applicants, each admissions committee will decide independently about the suitability of the applicant to their program.

Once students have been admitted, the Director of the Genetic Counseling Training Program and the Director of the MA Program in Bioethics and Medical Humanities will act as student advisors for each of the two programs individually but will meet monthly to assess student progress, address any student or faculty concerns, and assure that student progress in each of the programs, and their overlapping components, are being achieved.

MA/MS in Genetic Counseling Plan of Study

<table>
<thead>
<tr>
<th>First Year</th>
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<tr>
<td>Advanced Medical Genetics: Molecular &amp; Cytogenetics (GENE 524)</td>
<td>2</td>
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<tr>
<td>Advanced Medical Genetics: Quantitative Genetics &amp; Genomics (GENE 526)</td>
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<tr>
<td>Principles and Practices of Genetic Counseling (GENE 528)</td>
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<td>Psychosocial Issues in Genetic Counseling (GENE 529)</td>
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<tr>
<td>Advanced Medical Genetics: Clinical Genetics (GENE 525)</td>
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<td>Cancer Genetics (GENE 531)</td>
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<td>Research in Genetics (GENE 601)</td>
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<tr>
<td>Clinical Practicum in Genetic Counseling (GENE 532)</td>
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<tr>
<td>Advanced Medical Genetics: Biochemical Genetics (GENE 527)</td>
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<tr>
<td>Clinical Practicum in Genetic Counseling (GENE 532)</td>
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<td>Ethical Issues in Genetics/Genomics (BETH 412)</td>
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Foundations in Bioethics II (BETH 402) 6
Research in Genetics (GENE 601) 3
Year Total: 12 13 3

Third Year

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<td>Clinical Ethics Rotation (BETH 405)</td>
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Total Units in Sequence: 59

**Doctoral Program in Bioethics**

The goal of the PhD program is to train scholars in the conceptualization, design, and conduct of interdisciplinary research on issues in bioethics, medical humanities, and related areas. Candidates may enter the program from any discipline. All doctoral students will become fluent in the ways in which bioethics and medical humanities scholarship employs concepts and methods from the humanities, social sciences, clinical research, jurisprudence, and health policy. The Department of Bioethics is a multi-disciplinary learning environment, with faculty representing the fields of philosophy, anthropology, psychology, history, literature, public health, law, medicine, and nursing. The doctoral program’s curriculum is organized around core areas which include: normative and social science theory and methods; research ethics; clinical ethics; public health ethics; and medical humanities. Concentrations are available to students interested in 1) problems in genetics and genomics; 2) stem cell research and regenerative medicine; 3) research ethics and public health ethics; 4) clinical ethics; and 5) medicine, society and culture (medical humanities and social medicine).

**Requirements**

Candidates should have a strong background in the social/behavioral sciences, public health/health services research, legal/health policy research, or philosophy and related humanities disciplines. An overall grade point average of 3.3 out of 4.0 (at the undergraduate level) is preferred. Applicants must demonstrate competency in the English language.

**Courses**

**BETH 210. Perspectives on Health: Introduction to Medical Humanities and Social Medicine. 3 Units.**

This survey course is designed to give students a broad overview of medical humanities and medical social sciences. Students will engage materials from a wide range of disciplines and learn how to analyze which perspectives afford and obscure which types of knowledge relevant to health, illness and clinical practice. Students will learn how to identify epistemology, methodology, theory and data from various disciplinary perspectives. This course is relevant for students engaged in pre-clinical education as well as those interested in medical humanities and medical social sciences.

**BETH 271. Bioethics: Dilemmas. 3 Units.**

We have the genetic technology to change nature and human nature, but should we? We have the medical technology to extend almost any human life, but is this always good? Should we clone humans? Should we allow doctor-assisted suicide for the terminally ill? This course invites students from all academic disciplines and fields to examine current and future issues in bioethics—e.g., theory and methods in bioethics; death and dying; organ transplantation; genetics; aging and dementia; fertility and reproduction; distributive justice in health care access. The course will include guest lecturers from nationally-known Bioethics faculty. Offered as BETH 271 and PHIL 271.

**BETH 302. Independent Studies in Bioethics. 1 - 3 Units.**

This course is for students with Bioethics-related special interests not adequately addressed in regular courses, and who wish to work independently in consultation with faculty.

**BETH 309. Aging, Ageism, and Embodiment. 3 Units.**

We all grow old (if we are so lucky). But who wants to be called "old"? And how does the experience of "growing old" differ based on one's sex or gender, sexuality, race or ethnicity, and socioeconomic or disability status? In this course, we will consider the social, cultural, scientific, medical, and personal meanings of aging, and how these meanings, as well as the embodied experience of aging in America, are influenced by multiple forms of ageism. We will interrogate the assumptions and stereotypes about age that circulate through mainstream American culture and medicine and how these shape interpersonal and institutional practices. How might we begin to recognize, respond to, and change ageism, and thus our own inevitable experiences of aging? The course requires reading quizzes, papers, participation, and attendance, and for graduate students an additional presentation.

**BETH 314. Global Health: India. 3 Units.**

Bioethics is the study of ethical controversies arising at the intersection of biology, medicine, technology, politics, law, philosophy, religion and culture. This course will discuss and analyze the issue of health in India; recognizing that health is more than the diagnosis and treatment of a disease. Using three diseases (HIV/AIDS, leprosy and tuberculosis) students will explore the relationship between culture and health care outcomes. Relevant issues addressed in the course include the history of British rule in India, Hinduism, the Caste system, poverty, access to education and public policy. Faculty will introduce readings on the history of India, medical anthropology, religion and the law. Students will then be given the opportunity to focus on a particular topic, research the existing literature, present their findings to the class and create a plan to observe the chosen topic while in India during the Summer semester. Course instructors include Nicole Deming, JD, MA Assistant Professor of Bioethics; Deepak Sarma, PhD, Associate Professor of South Asian Religions; and Gopal Yadavalli, MD Assistant Professor of Medicine and Chief of the Infectious Diseases Clinic at the Cleveland VA Medical Center. The course will also invite guest lectures from many different departments and schools to share their expertise and experience in the areas of Global Justice, Anthropology, and Human Rights.
BETH 315. International Bioethics: Policy and Practice. 3 Units.
Taught by Case and international faculty, this course will include 7-10 days of intensive didactic and experiential learning in one of several "host" countries. Examples of sites include: Free University of Amsterdam and University of Utrecht in the Netherlands; University of Paris in France; and Ben Gurion University in Israel. It will afford a unique opportunity to gain perspective on important bioethics issues in different societies, i.e., euthanasia, public health policies, access to healthcare, and stem cell research. At the international site, students will spend 6 hours per day (5 days) in seminar (involving didactics, discussion, and guided-observation clinical experience). There will be two 3-hour preparatory sessions, required reading, and two 3-hour post-trip sessions. Requirements: preparation, attendance, and class participation, a 12-15 page paper (undergraduate credit) and a 15-20 page paper (graduate credit). Graduate credit will also require students to prepare a presentation for a post-intensive session. Enrollment will be capped at 25. This course has an additional fee to cover costs of travel and lodging. Limited scholarships are available. Offered as BETH 315 and BETH 415.

BETH 315A. International Bioethics Policy and Practice: Women's Health in the Netherlands. 3 Units.
This 3-credit course allows students to familiarize themselves with social policies and practices related to women's health in the United States and the Netherlands. Issues covered in the course include birth control and family planning, abortion, prenatal testing, childbirth, health care disparities, cosmetic surgery, prostitution and trafficking in women. This course also addresses the US and Dutch national policies regarding the public provision of health care for women. The course places an emphasis on the ways in which social norms shape policies over time, which political actors are involved in shaping women's health policy, and the balance between women's health as a matter of the public good or individual responsibility. This course substantively explores gender-specific cultural values and practices in relation to women's health in the United States and the Netherlands and will help students develop the analytical skills necessary for evaluating social policy and ethical issues related to women's health. Offered as BETH 315A, BETH 415A and WGST 315A. Counts for CAS Global & Cultural Diversity Requirement.

BETH 315B. International Bioethics Policy and Practice: Public Health in the Netherlands. 3 Units.
This one week 3-credit intensive course will be held in Amsterdam, The Netherlands. Taught by faculty from Case and Utrecht University, this course offers students a cross-cultural perspective on ethical dilemmas raised by the practice of public health in the United States and Northern Europe. Additionally, this course examines policies related to prostitution, drug use, sex education, infectious disease prevention, and access to health care and how they differ in the cultural and political settings of U.S. and the Netherlands. We will examine both the rationales and outcomes of Dutch and American policies, stimulating course participants to consider their own views on these often controversial issues. Prior to the trip, students will attend lectures at Case, which will acquaint them with the theoretical approaches to public health ethics and major issues raised in the practice of public health. In these pre-trip sessions, students will also analyze and report on a case study designed to stimulate critical thinking on comparative public health ethics. In Amsterdam, students will attend lectures that will be supplemented by site visits and discussion sessions aimed at exploring the ethics of public health policy and practice in the Netherlands. Following the intensive week in Amsterdam, students will meet with instructors at Case for two hours to discuss their experiences and compare policies and practices in the U.S. and the Netherlands. Offered as BETH 315B and BETH 415B. Counts for CAS Global & Cultural Diversity Requirement.

BETH 315C. International Bioethics Policy and Practice: Health Care Costa Rica. 3 Units.
This 3-credit course gives students the unique opportunity to observe patients and practitioners encounter in a radically different health care system. Costa Rica has one of the most comprehensive health care systems in the Western hemisphere, featuring the innovative use of mid-level health care workers organized in basic comprehensive health care teams. This has resulted in a longer life expectancy than the United States, despite a per capita GDP of only $10,000 per person. Students will gain first-hand experience of Costa Rican health care through field experiences at sites including a national hospital in the capital city, San Jose; a peripheral treatment clinic in a smaller town; and observation of the work of an integrated basic health care team in an indigenous reserve. Following each visit, students will discuss the practical and ethical dilemmas that practitioners face in the context of the Costa Rican health care system. Specific topics include: health inequalities within and between nations; the ethics of transplantation, medical research, and end-of-life care; and health care in rural environments and with indigenous populations. Offered as BETH 315C and BETH 415C. Counts for CAS Global & Cultural Diversity Requirement.

BETH 315D. French Connections, A Cross-Cultural Comparison of Medical Ethics. 3 Units.
This 3-credit course is collaboration between Case Western Reserve University and the University of Paris. The course includes a ten-day trip to Paris, France over Spring Break. This course offers a cross-cultural comparison of the French and American medical systems. Students will have the unique opportunity to learn first-hand how the French medical education system is structured and how the social, cultural and political contexts in France shape medical and ethical issues. The trip includes guided field experiences in French clinical settings as well as opportunities to engage with French faculty members and physicians about contemporary issues in bioethics. Ethical issues that may be considered may include reproductive rights, decision-making involving severely impaired newborns, withholding/withdrawing life-sustaining treatment and issues in organ donation and transplant. The course will also emphasize the role of French culture and history while in Paris with museum and site visits designed to complement seminar content and offer real-life illustrations of course content. Prior to the trip, students attend six hours of lectures, either at Case Western Reserve University or via a web-based tutorial. They are expected to become familiar with the representative articles assigned for the course, and be prepared to integrate those readings into pre-trip class participation and active participation while in France. Following the trip, students meet with the instructor for an additional four hours to discuss and synthesize their experiences. Offered as BETH 315D and BETH 415D. Counts for CAS Global & Cultural Diversity Requirement.

BETH 315F. Comparison in Bioethics, Spanish and American Perspectives on Health, Medicine, and Culture. 3 Units.
This 3-credit intensive course will include several day long sessions at CWRU and two weeks of classes and activities in the city of Granada, Spain. Taught by faculty from CWRU and UPV/EHU, this course offers students a cross-cultural perspective on bioethics in the United States and Spain. It uses the medium of film, complemented by readings in bioethics, film criticism, and medical research, to introduce students to a number of compelling bioethics issues, including end-of-life, reproductive ethics, biomedical research and organ transplantation. Offered as BETH 315F and BETH 415F. Counts for CAS Global & Cultural Diversity Requirement.
BETH 315G. Death, Dying & Euthanasia: Netherlands & the USA. 3 Units.
Is it ever permissible for physicians to kill their patients? In the Netherlands, the answer is yes. In the United States, it is no. Are the Dutch sliding down a moral slippery slope? Are the Americans compromising the rights and dignity of dying patients? This 3-credit course is a unique opportunity to examine a range of Dutch and American end-of-life policies and practices with special focus on the unique ethical, cultural, religious, and legal contexts in which they developed. This course will compare how two liberal democracies, the United States and the Netherlands, have handled difficult end-of-life issues, including: The Dutch regulation of euthanasia; Regulation of physician-assisted suicide in the state of Oregon; Terminal sedation; End-of-life decisions in newborns; Withholding and withdrawing of artificially-provided fluids and nutrition; The legal basis for end-of-life decision making in the USA; Palliative care and hospice; Public trust in medicine and physicians. In the United States, teaching methods will include lectures, case discussion, and exposure to how some of the course’s themes are reflected in popular culture such as movies. Offered as BETH 315G and BETH 415G. Counts for CAS Global & Cultural Diversity Requirement.

BETH 315H. Water Security and Social Justice in Brazil. 3 Units.
CWRU, through the Center for Global Health and Diseases, has had projects, student exchanges and courses with institutions in Brazil and especially with the state of Bahia for over 30 years. In that time, personal and professional relationships have been developed with branches of the Ministry of Health (Oswaldo Cruz Foundation, the Municipal and State Health Departments), the Federal University of Bahia, and the Bahiana School of Medicine and Public Health. Brazil is the second largest country in the Western Hemisphere and the 7th or 8th largest economy in the world. There are more people who speak Portuguese in South America than Spanish. Despite newly discovered oil, enormous natural and human resources, development in Brazil has been uneven with the Northeast remaining the least developed. The Northeastern state of Bahia ranked 22nd out of 27 states on the UN's Index of Human Development (http://www.pnud.org.br/IDH/DH.aspx# and http://www.atlasbrasil.org.br/2013/pt/home/). The State capital, Salvador, ranks 14th out of 20 major metropolitan regions and is one site for this study abroad program. The second site, the rural town of Ubaíra, is ranked 4590 out of 5565 municipalities. Even with large social inequities and health care disparities, the Brazilian government and society have produced remarkable social policies, have shown a willingness to implement these policies and have the resources to significantly improve the lives of its most impoverished citizens. Critical basic infrastructure for health and development is water. Its consumption is essential; it is a mechanism for waste disposal, industry and agriculture are dependent on its supply. The problem of water quantity and quality are common all human societies (witness the drought in California and the burning Cuyahoga). Individuals from all walks of life will need to assess issues of water at some time, from doctors, engineers, urban planners, lawyers and politicians. In Brazil the issues of water are more exposed and easier to examine on different scales than in the U.S. The problem also resides within a social, health care, and political context that compares well and at the same time contrasts sharply with that of the USA. As a student in this course, you will gain first-hand knowledge of the social and public health challenges regarding water security in Brazil. Through field experiences in the capital city of Salvador and the rural town of Ubaíra, you will immerse yourself in interdisciplinary perspectives on the public health, scientific, political, and bioethical dimensions of water security in Brazil. This immersive experience will be facilitated by faculty from the CWRU Dept. of Bioethics and the Center for Global Health and Diseases, the Brazilian Ministry of Health, the Federal University of Bahia, the Bahiana School of Medicine and Public Health, and Brazilian graduate student participants. Offered as: INTH 315, INTH 415, BETH 315H, and BETH 415H. Counts for CAS Global & Cultural Diversity Requirement.
BETH 315J. Dutch Perspectives: Drugs, Decriminalization and Detention. 3 Units.
This course will offer students the opportunity to compare and contrast the ways in which the Netherlands and the United States approach drug use. In particular, students will be asked to carefully examine the ethical dimensions of harm reduction programs, policies regarding the availability and the decriminalization of drugs, and the critical role of detention and correctional medical care in addressing drug use. The course will include an introduction to the Dutch and U.S. health care and health insurance systems and will consider how the construction of the patient-physician relationship impacts the prevalence and treatment of drug use in each country. In addition, students will explore the ethics of public health initiatives and social programs aimed at drug users in both settings, including those designed for particular populations such as immigrants and older users. The course will pay special attention to the unique challenges and ethics of the opioid crisis in the U.S. Offered as BETH 315J and BETH 415J. Counts for CAS Global & Cultural Diversity Requirement.

BETH 315Y. Conservation, Compassion and Awe in Yellowstone National Park: Environmental Ethics and Human Health. 3 Units.
This course brings together the study of conservation, ethics and human well-being in a hands-on investigation at Yellowstone National Park. The course returns to the original meaning of the term bioethics as including the biome. It covers conservation ethics and human relationships with the environment and other species as they impact human health across multiple levels. The course draws on theories, models, and methods from psychological anthropology and political ecology to frame the complex dynamics of interaction. The evolution and psychology of compassion and awe are engaged in processual models of human interaction with the natural world and other species. Both have important implications for human health in everyday behavioral practice and in clinical settings. The course involves pre-departure study and then will integrate the materials in the field in Yellowstone National Park looking at contemporary and historical issues in partnership with Yellowstone Forever Institute instructors. In particular, the case of the conservation of the American bison will be used to understand multi-level issues over time in culture, politics, environment, human behavior, and health. The course requires papers, participation, attendance and a field journal. Offered as BETH 315Y and BETH 415Y.

BETH 319. Medical Science and Technology in Society. 3 Units.
Science, Technology, and Society (STS) is an interdisciplinary field of scholarship that examines how social, cultural, historical, ethical, and political forces impact scientific research and technological development: and, in turn, how our beliefs, values, and perspectives change in response to scientific and technological innovation. This course will take an STS approach to the study of human health and medicine. We will explore how advances in contemporary biomedicine have affected society and culture, and in turn, how society and culture influence medical science, technology, and clinical practice. Topics we will explore include reproductive technologies, genetics, disability, cyborgs and human enhancement, pharmaceuticals, medical practice, and end-of-life care. The course will prepare students to think critically about scientific and medical knowledge, to thoughtfully examine the relationships between science, technology and culture at large, and to consider the ways that new medical technologies shape and re-shape our understandings of illness, health, and the human body. Weekly course meetings will implement a blend of lectures, discussions, and in-class exercises. Offered as BETH 319 and BETH 419.

BETH 360. Science and Society. 3 Units.
This course examines the complex ethical and other value relationships that exist between science and society. Students will be encouraged to question the simplistic view that science proceeds independently of societal values and contentious ethical commitments. A range of other social factors, such as ethical belief systems, political forces, and large-scale financial interests all influence new scientific and technological developments. In order to illuminate each of these larger themes, this course focuses on three exciting areas of scientific inquiry: stem cell research; synthetic biology; and nanotechnology. Each of these contentious scientific fields provides an excellent view into the challenging ethical, cultural, social, political, and economic issues that will face students, both as scholars and as citizens. No prior technical knowledge is necessary for any of these scientific areas. All relevant scientific information will be provided during the course by the professor. Offered as BETH 360, BETH 460 and PHIL 360.

BETH 371. Advanced Bioethics. 3 Units.
This course offers upper-level instruction on many key bioethical issues introduced in BETH/PHIL 271. The class follows a discussion-intensive seminar format. Students begin with an in-depth analysis of ethical issues surrounding the conduct of clinical trials, both within the U.S. and through U.S.-sponsored research abroad. Next students examine the philosophical and practical challenges involved in medical decision making for adults and pediatric patients. This course concludes by addressing the broader ethical problem of what duties we owe to future generations in terms of our reproductive choices and the allocation of health-related public expenditures. Each of these general topic areas - clinical trials, medical decision making, and future generations - is of crucial importance for all students whether one plans to enter a career in biomedical research, the healthcare professions, or some other career path. Everyone is a potential patient or the family member of a potential patient. The topics covered in Advanced Bioethics will help prepare students to become responsible participants in an increasingly complex biomedical world. Offered as BETH 371 and PHIL 371. Prereq: BETH 271 or PHIL 271.

BETH 371C. Advanced Bioethics: Clinical Observation. 1 Unit.
This course is a one credit class intended to supplement BETH 371: Advanced Bioethics. In this course students will become familiar with the clinical, psychological, social, professional, and institutional context in which bioethical problems arise. Students are exposed to clinical cases as they arise, to hospital ethics committees and ethics consultation programs, to institutional review boards (IRB), and to hospital policies covering "do not resuscitate" orders (DNR), advance directives, withdrawal of artificial feeding, and medical futility. The clinical rotation will consist of 20 hours of supervised observation where students attend structured clinical activities such as ICU rounds, case conferences as well as shadow clinicians that work with the Department of Bioethics and are used to having students at various levels of observers. The purpose of the clinical rotation will be to give students first hand observational experience in the health care system and how the key bioethical issues discussed in BETH 371 manifest in the clinical setting. The primary locations for this course are MetroHealth Medical Center and Louis Stokes Cleveland VA Medical Center. Prereq: BETH 271 or PHIL 271. Coreq: BETH 371 or PHIL 371.
BETH 401. Foundations in Bioethics I. 6 Units.
The first of the two required seminar courses, this course covers five basic topic areas in bioethics: death and dying; health professional-patient relationship; method and theory in bioethics; organ transplantation; and ethics and children. The course meets twice weekly and is taught in seminar format by Center faculty members who are experts on specific topics. Recommended preparation: BETH 401.

BETH 402. Foundations in Bioethics II. 6 Units.
This course completes the required seminar core and covers the basic bioethics topic areas: health care justice; defining 'health care needs;' reproduction and fertility ethics; research ethics; and ethics in genetics. The course meets twice weekly and is taught in seminar format by Center faculty members who are experts on specific topics. Recommended preparation: BETH 401.

BETH 402C. Bioethics and Medical Humanities Capstone. 1.5 Unit.
The Capstone paper is an opportunity for the student to demonstrate mastery in an area of Bioethics and Medical Humanities. It is intended to show engagement with interdisciplinary literature in Bioethics and Medical Humanities and also an ability to construct and support an argument. The specific topic in Bioethics and Medical Humanities is chosen by the student in consultation with faculty advisers. Prereq: BETH 401 and student in MA Bioethics and Medical Humanities program. Coreq: BETH 402.

BETH 403. Mental Illness and Bioethics in Film and Literature. 1.5 Unit.
This course examines bioethical issues that arise in the representation of mental illness and its treatment in film and literature. Course requirements include viewing 3 films and reading 3 or more books during the course of the semester, in-class discussion, and assigned writing. The films and works of literature will be rotated each year, with some possible repetitions. Prereq: Graduate Bioethics student or Requisites Not Met permission.

BETH 404. Poetry Boot Camp Workshop: Bioethical Poetry Topics Human, Mental Illness and Animal Welfare. 3 Units.
In this introductory poetry writing workshop and study of bioethical issues in poetry, you will write poems each day and read a wide variety of poems that are organized according to either bioethical themes or demonstrations of types of poem or craft. Participants will undertake in-class study of the following poets: James Wright, John Keats, Sylvia Plath, Robert Lowell, Theodore Roethke, and Langston Hughes, among others. As the week proceeds, we will consider how to read and review poetry with special attention to tone, theme, structure, and response to specific words and lines from poems.

BETH 405. Clinical Ethics Rotation. 1.5 - 3 Units.
In this course students will become familiar with the clinical, psychological, social, professional, and institutional context in which ethical problems arise. This course exposes students to clinical cases, to hospital ethics committees and ethics consultation programs, to institutional review boards (IRB), and to hospital policies covering the "do not resuscitate" orders (DNR), advance directives, withdrawal of artificial feeding, organ procurement and transplantation, and medical futility. Requires minimum of 8 total hours of rotation experience per week during two semester 10-week rotations. Locations for this course include: MetroHealth Medical Center, University Hospitals of Cleveland, and the Hospice of the Western Reserve. Recommended preparation: BETH 401 or concurrent enrollment.

BETH 406. Society, Religion, and Bioethics. 3 Units.
Focus and Scope of Course: The course examines the interplay of politics, governmental structures, culture and religion and their impact on ethics questions that arise in the health arena. The course provides a broad overview of the basic tenets of several major faith traditions and examines how and why the interpretation of such tenets and their impact on bioethics issues varies across different societies. The specific domains in which we explore such issues, e.g., reproductive health, regenerative medicine, end-of-life issues, infectious disease, may be rotated each year. Objectives: Students will be able to *Describe how religious views and interests affect policymaking with respect to a variety of health-related issues *Enunciate strategies for the reconciliation of bioethics perspectives stemming from diverse religious interests in a pluralistic society *Compare and contrast the perspective of various world religions with respect to specific bioethics issues Prereq: Open to Graduate Students and Seniors only.

BETH 407. Interprofessional Integrative Seminar. 0 Unit.
This is an integrative seminar for dual professional degree students in Bioethics, e.g. Bioethics and Law, Bioethics and Public Health, Bioethics and Medicine. It is required for all dual professional degree students in Bioethics who were admitted to Bioethics on or after January 1, 2013. Students are required to take the seminar for two semesters at any time during their Bioethics program. The course focuses on the study of selected texts with respect to ethical issues and interprofessional relationships. Prereq: Must be a dual professional degree student.

BETH 409. Aging, Ageism, and Embodiment. 3 Units.
We all grow old (if we are so lucky!). But who wants to be called "old"? And how does the experience of "growing old" differ based on one's sex or gender, sexuality, race or ethnicity, and socioeconomic or disability status? In this course, we will consider the social, cultural, scientific, medical, and personal meanings of aging, and how these meanings, as well as the embodied experience of aging in America, are influenced by multiple forms of ageism. We will interrogate the assumptions and stereotypes about age that circulate through mainstream American culture and medicine and how these shape interpersonal and institutional practices. How might we begin to recognize, respond to, and change ageism, and thus our own inevitable experiences of aging? The course requires reading quizzes, papers, participation, and attendance, and for graduate students an additional presentation.

BETH 410. Foundations of Medicine, Society and Culture. 3 Units.
Topics will include comparative medical systems and concepts of health, medical history, illness narratives and narrative ethics, social determinants of health and health inequalities, analysis of representations of illness and medicine in literature and the arts, and medical rhetoric. Students who complete the course should develop a command of the basic problems, approaches, and literatures in the social and cultural contexts of health sickness, and medicine. Students will be able to identify epistemology, theory, methodology and data from neighboring disciplines and understand affordances and costs in each.
BETH 411. Narrative Medicine: Methodology in patient-centered medical education. 3 Units.
Narrative Medicine, or medicine practiced with narrative skills (as defined by Rita Charon, MD, PhD), is a methodology in patient-centered medical education. Narrative medicine is informed by the theory and practice of reading, writing, telling, and receiving of stories as a clinically empowering practice for anyone engaged (or planning to engage) in the field of healthcare. This course will employ various methods of learning and experiencing narrative, including fundamental skills of close reading and reflective writing and other forms of self-representation. Narrative competence is an important skill that enables a person to "recognize, absorb, interpret, represent, and be moved by the stories of illness". Major themes throughout the course will include caregivers’ and patients’ empowerment, empathy, narrative ethics, testimony, reflexive writing, and illness and medical stories. The course will be conducted in a seminar-type format. Each session will have readings that relate to the theory of narrative (primarily from the Charon textbook but also from other sources in the Ethics and Humanities professional literature) and related health humanities. Many of the sessions will also include the application of reflective practice/close reading. Additional elements will be writing workshops and use of film and visual art as narrative. The class will meet once weekly for a 3 hour session. This class is open to graduate students in any humanities or healthcare field, and will be especially useful to those who intend to have a future career in which direct care of patients/clients is a part of their work.

BETH 412. Ethical Issues in Genetics/Genomics. 3 Units.
This course is designed to familiarize graduate students with the major controversies over the generation and use of new human genetic information. Topics will include the spread of predictive genetic testing, prenatal diagnosis, genetic discrimination, human genetic variation research, eugenics, genetic counseling, and the limits of human gene therapy. The course will be conducted as a seminar, involving discussions of readings, guest speakers, and student presentations.

BETH 413. A Social Justice Perspective on Digital Medicine and the Digital Divide. 1.5 Unit.
This course begins by exploring bioethical and social justice perspectives related to the digital divide and to efforts to address gaps. We will then consider the risks and benefits to individuals and to populations from the proliferating use of health-relevant data from smartphone apps, wearable devices, data generated from our google searches, etc. We will apply a social justice lens to evaluating how the FDA regulates consumer digital health technology and consider the potential risks and harms that an IRB might consider in evaluating proposals for using devices in clinical research. Finally, we will apply our learning about the digital divide and digital devices to assess individual and societal risks and benefits associated with apps intended to mitigate the risk of COVID-19.

BETH 415. International Bioethics: Policy and Practice. 3 Units.
Taught by Case and international faculty, this course will include 7-10 days of intensive didactic and experiential learning in one of several "host" countries. Examples of sites include: Free University of Amsterdam and University of Utrecht in the Netherlands; University of Paris in France; and Ben Gurion University in Israel. It will afford a unique opportunity to gain perspective on important bioethics issues in different societies, i.e., euthanasia, public health policies, access to healthcare, and stem cell research. At the international site, students will spend 6 hours per day (5 days) in seminar (involving didactics, discussion, and guided-observation clinical experience). There will be two 3-hour preparatory sessions, required reading, and two 3-hour post trip sessions. Requirements: preparation, attendance, and class participation, a 12-15 page paper (undergraduate credit) and a 15-20 page paper (graduate credit). Graduate credit will also require students to prepare a presentation for a post-intensive session. Enrollment will be capped at 25. This course has an additional fee to cover costs of travel and lodging. Limited scholarships are available. Offered as BETH 315 and BETH 415.

BETH 415A. International Bioethics Policy and Practice: Women’s Health in the Netherlands. 3 Units.
This 3-credit course allows students to familiarize themselves with social policies and practices related to women's health in the United States and the Netherlands. Issues covered in the course include birth control and family planning, abortion, prenatal testing, childbirth, health care disparities, cosmetic surgery, prostitution and trafficking in women. This course also addresses the US and Dutch national policies regarding the public provision of health care for women. The course places an emphasis on the ways in which social norms shape policies over time, which political actors are involved in shaping women's health policy, and the balance between women's health as a matter of the public good or individual responsibility. This course substantively explores gender-specific cultural values and practices in relation to women's health in the United States and the Netherlands and will help students develop the analytical skills necessary for evaluating social policy and ethical issues related to women's health. Offered as BETH 315A, BETH 415A and WGST 315A. Counts for CAS Global & Cultural Diversity Requirement.

BETH 415B. International Bioethics Policy and Practice: Public Health in the Netherlands. 3 Units.
This one week 3-credit intensive course will be held in Amsterdam, The Netherlands. Taught by faculty from Case and Utrecht University, this course offers students a cross-cultural perspective on ethical dilemmas raised by the practice of public health in the United States and Northern Europe. Additionally, this course examines policies related to prostitution, drug use, sex education, infectious disease prevention, and access to health care and how they differ in the cultural and political settings of U.S. and the Netherlands. We will examine both the rationales and outcomes of Dutch and American policies, stimulating course participants to consider their own views on these often controversial issues. Prior to the trip, students will attend lectures at Case, which will acquaint them with the theoretical approaches to public health ethics and major issues raised in the practice of public health. In these pre-trip sessions, students will also analyze and report on a case study designed to stimulate critical thinking on comparative public health ethics. In Amsterdam, students will attend lectures that will be supplemented by site visits and discussion sessions aimed at exploring the ethics of public health policy and practice in the Netherlands. Following the intensive week in Amsterdam, students will meet with instructors at Case for two hours to discuss their experiences and compare policies and practices in the U.S. and the Netherlands. Offered as BETH 315B and BETH 415B. Counts for CAS Global & Cultural Diversity Requirement.
BETH 415C. International Bioethics Policy and Practice: Health Care Costa Rica. 3 Units.
This 3-credit course gives students the unique opportunity to observe patients and practitioners encounter in a radically different health care system. Costa Rica has one of the most comprehensive health care systems in the Western hemisphere, featuring the innovative use of mid-level health care workers organized in basic comprehensive health care teams. This has resulted in a longer life expectancy than the United States, despite a per capita GDP of only $10,000 per person. Students will gain first-hand experience of Costa Rican health care through field experiences at sites including a national hospital in the capital city, San Jose; a peripheral treatment clinic in a smaller town; and observation of the work of an integrated basic health care team in an indigenous reserve. Following each visit, students will discuss the practical and ethical dilemmas that practitioners face in the context of the Costa Rican health care system. Specific topics include: health inequalities within and between nations; the ethics of transplantation, medical research, and end-of-life care; and health care in rural environments and with indigenous populations. Offered as BETH 315C and BETH 415C. Counts for CAS Global & Cultural Diversity Requirement.

BETH 415D. French Connections, A Cross-Cultural Comparison of Medical Ethics. 3 Units.
This 3-credit course is collaboration between Case Western Reserve University and the University of Paris. The course includes a ten-day trip to Paris, France over Spring Break. This course offers a cross-cultural comparison of the French and American medical systems. Students will have the unique opportunity to learn first-hand how the French medical education system is structured and how the social, cultural and political contexts in France shape medical and ethical issues. The trip includes guided field experiences in French clinical settings as well as opportunities to engage with French faculty members and physicians about contemporary issues in bioethics. Ethical issues that may be considered may include reproductive rights, decision-making involving severely impaired newborns, withholding/withdrawing life-sustaining treatment and issues in organ donation and transplant. The course also will also emphasize the role of French culture and history while in Paris with museum and site visits designed to complement seminar content and offer real-life illustrations of course content. Prior to the trip, students attend six hours of lectures, either at Case Western Reserve University or via a web-based tutorial. They are expected to become familiar with the representative articles assigned for the course, and be prepared to integrate those readings into pre-trip class participation and active participation while in France. Following the trip, students meet with the instructor for an additional four hours to discuss and synthesize their experiences. Offered as BETH 315D and BETH 415D. Counts for CAS Global & Cultural Diversity Requirement.

BETH 415F. Comparison in Bioethics, Spanish and American Perspectives on Health, Medicine, and Culture. 3 Units.
This 3-credit intensive course will include several day long sessions at CWRU and two weeks of classes and activities in the city of Granada, Spain. Taught by faculty from CWRU and UPV/EHU, this course offers students a cross-cultural perspective on bioethics in the United States and Spain. It uses the medium of film, complemented by readings in bioethics, film criticism, and medical research, to introduce students to a number of compelling bioethics issues, including end-of-life, reproductive ethics, biomedical research and organ transplantation. Offered as BETH 315F and BETH 415F. Counts for CAS Global & Cultural Diversity Requirement.

BETH 415G. Death, Dying & Euthanasia: Netherlands & the USA. 3 Units.
Is it ever permissible for physicians to kill their patients? In the Netherlands, the answer is yes. In the United States, it is no. Are the Dutch sliding down a moral slippery slope? Are the Americans compromising the rights and dignity of dying patients? This 3-credit course is a unique opportunity to examine a range of Dutch and American end-of-life policies and practices with special focus on the unique ethical, cultural, religious, and legal contexts in which they developed. This course will compare how two liberal democracies, the United States and the Netherlands, have handled difficult end-of-life issues, including: The Dutch regulation of euthanasia; Regulation of physician-assisted suicide in the state of Oregon; Terminal sedation; End-of-life decisions in newborns; Withholding and withdrawing of artificially-provided fluids and nutrition; The legal basis for end-of-life decision making in the USA; Palliative care and hospice; Public trust in medicine and physicians. In the United States, teaching methods will include lectures, case discussion, and exposure to how some of the course’s themes are reflected in popular culture such as movies. Offered as BETH 315G and BETH 415G. Counts for CAS Global & Cultural Diversity Requirement.
BETH 415H. Water Security and Social Justice in Brazil. 3 Units.
CWRU, through the Center for Global Health and Diseases, has had projects, student exchanges and courses with institutions in Brazil and especially with the state of Bahia for over 30 years. In that time, personal and professional relationships have been developed with branches of the Ministry of Health (Oswaldo Cruz Foundation, the Municipal and State Health Departments), the Federal University of Bahia, and the Bahiana School of Medicine and Public Health. Brazil is the second largest country in the Western Hemisphere and the 7th or 8th largest economy in the world. There are more people who speak Portuguese in South America than Spanish. Despite newly discovered oil, enormous natural and human resources, development in Brazil has been uneven with the Northeast remaining the least developed. The Northeastern state of Bahia ranked 22nd out of 27 states on the UN’s Index of Human Development (http://www.pnud.org.br/IDH/DH.aspx# and http://www.atlasbrasil.org.br/2013/pt/home/). The State capital, Salvador, ranks 14th out of 20 major metropolitan regions and is one site for this study abroad program. The second site, the rural town of Ubaíra, is ranked 4590 out of 5565 municipalities. Even with large social inequities and health care disparities, the Brazilian government and society have produced remarkable social policies, have shown a willingness to implement these policies and have the resources to significantly improve the lives of its most impoverished citizens. Critical basic infrastructure for health and development is water. Its consumption is essential; it is a mechanism for waste disposal, industry and agriculture are dependent on its supply. The problem of water quantity and quality are common all human societies (witness the drought in California and the burning Cuyahoga). Individuals from all walks of life will need to assess issues of water at some time, from doctors, engineers, urban planners, lawyers and politicians. In Brazil the issues of water are more exposed and easier to examine on different scales than in the U.S. The problem also resides within a social, health care, and political context that compares well and at the same time contrasts sharply with that of the USA. As a student in this course, you will gain first-hand knowledge of the social and public health challenges regarding water security in Brazil. Through field experiences in the capital city of Salvador and the rural town of Ubaíra, you will immerse yourself in interdisciplinary perspectives on the public health, scientific, political, and bioethical dimensions of water security in Brazil. This immersive experience will be facilitated by faculty from the CWRU Dept. of Bioethics and the Center for Global Health and Diseases, the Brazilian Ministry of Health, the Federal University of Bahia, the Bahiana School of Medicine and Public Health, and Brazilian graduate student participants. Offered as: INTH 315, INTH 415, BETH 315H, and BETH 415H. Counts for CAS Global & Cultural Diversity Requirement.

BETH 415J. Dutch Perspectives: Drugs, Decriminalization and Detention. 3 Units.
This course will offer students the opportunity to compare and contrast the ways in which the Netherlands and the United States approach drug use. In particular, students will be asked to carefully examine the ethical dimensions of harm reduction programs, policies regarding the availability and the decriminalization of drugs, and the critical role of detention and correctional medical care in addressing drug use. The course will include an introduction to the Dutch and U.S. health care and health insurance systems and will consider how the construction of the patient-physician relationship impacts the prevalence and treatment of drug use in each country. In addition, students will explore the ethics of public health initiatives and social programs aimed at drug users in both settings, including those designed for particular populations such as immigrants and older users. The course will pay special attention to the unique challenges and ethics of the opioid crisis in the U.S. Offered as BETH 315J and BETH 415J. Counts for CAS Global & Cultural Diversity Requirement.

BETH 415Y. Conservation, Compassion and Awe in Yellowstone National Park: Environmental Ethics and Human Health. 3 Units.
This class brings together the study of conservation, ethics and human well-being in a hands-on investigation at Yellowstone National Park. The course returns to the original meaning of the term bioethics as including the biome. It covers conservation ethics and human relationships with the environment and other species as they impact human health across multiple levels. The course draws on theories, models, and methods from psychological anthropology and political ecology to frame the complex dynamics of interaction. The evolution and psychology of compassion and awe are engaged in processual models of human interaction with the natural world and other species. Both have important implications for human health in everyday behavioral practice and in clinical settings. The course involves pre-departure study and then will integrate the materials in the field in Yellowstone National Park looking at contemporary and historical issues in partnership with Yellowstone Forever Institute instructors. In particular, the case of the conservation of the American bison will be used to understand multi-level issues over time in culture, politics, environment, human behavior, and health. The course requires papers, participation, attendance and a field journal. Offered as BETH 315Y and BETH 415Y.

BETH 416. Death, Dying, and Modern Medicine. 3 Units.
Despite death’s inevitability, we consciously and unconsciously disguise or resist its reality in dreams, fairy tales, allegories, and even jokes. In his book, How We Die: Reflections on Life’s Final Chapter, Sherwin Nuland describes how we have turned increasingly to modern medicine as one more means of denying the reality of death. As a surgeon with more than forty years of experience in a major metropolitan hospital, Nuland admits to actively participating in this denial. Modern medicine, he argues, influences how we as individuals and as a culture not only view but also experience death. "Modern dying," he contends, "takes place in the modern hospital, where it can be hidden, cleansed of its organic blight, and finally packaged for modern burial." This course uses literature, history, and personal and critical accounts related to death as points of reference for examining the role modern medicine has come to play in how we die. The course requires out-of-class service learning, reading quizzes, papers, participation, and attendance. For graduate students, there are additional paper and presentation requirements. No prerequisites required.
**BETH 423. Neuroethics. 3 Units.**
This course is designed to provide an overview of ethical issues related to current and future neurotechnologies as they are applied clinical and research settings. We will cover many topics related to medical care for patients with neurological disorders, including cognitive vulnerability, neurodiversity, stigma and biases in mental health, brain implants, consciousness, selfhood in neurodegenerative disease, and enhancement. Classroom activities will primarily consist of discussion of selected readings related to a topic in neuroethics, moderated by the instructor. In addition, experts will be invited to visit the classroom to assist in the dialogue. Students will actively participate in discussion, debate, written scholarship and presentation to peers. Evaluation will be based on classroom participation, short writing assignments, and an independent project that will be designed in collaboration with the instructor culminate in both a written and oral presentation.

**BETH 430. Bioethics in Literature. 1 Unit.**
This course complements the Foundation course in the MA bioethics program by introducing students to narrative literature (fiction, nonfiction and poetry) that addresses ethical issues in medicine. The material is frequently the work of physicians and patients who narrate their respective experiences. As such, narrative provides direct insights into the practice of modern medicine tested against both accepted and controversial moral norms and serves as a vehicle for discussion and analysis of ethical issues. These issues involve topics such as death and dying, reproduction, pediatrics, public health and medicine as a profession and its practice as a privilege. Students will sample the work, among others, of William Carlos Williams, Lewis Thomas, Toni Morrison, Margaret Atwood, John Donne, Dylan Thomas and Abraham Verghese.

**BETH 436. Reproductive Ethics and Justice. 3 Units.**
Reproductive ethics deals not only with pregnancy and birth, but also with the broader social, biological, and ethical contexts in which reproductive health lives. Principles of autonomy and justice will guide this course as we examine the ways that people have children, avoid having them, and make parenting decisions, and the contexts in which these actions and decisions happen. We will meet weekly for seminar-style discussion.
**BETH 440. Science and Society Through Literature. 3 Units.**
This course will examine the interaction of scientific investigation and discovery with the society it occurred in. What is the effect of science on society and, as importantly, what is the effect of society on science? An introduction will consider the heliocentric controversy with focus on Galileo. Two broad areas, tuberculosis and the Frankenstein myth, will then be discussed covering the period 1800-present. With tuberculosis, fiction, art and music will be examined to understand the changing views of society towards the disease, how society’s perception of tuberculosis victims changed, and how this influenced their treatments and research. With Frankenstein, the original novel in its historical context will be examined. Using fiction and film, the transformation of the original story into myth with different connotations and implications will be discussed. Most classes will be extensive discussions coupled with student presentations of assigned materials. Offered as PHRM 340, BETH 440, PHRM 440, and HSTY 440.

**BETH 455. Research Ethics Journal Club. 1 Unit.**
This seminar course will discuss current topics in biomedical research ethics via recently published articles in both the scholarly literature and the popular science press. For each session, students will choose articles with instructor’s guidance, prepare discussion questions, and lead discussion. Prereq: Enrolled in the M.A. in Bioethics and Medical Humanities program.

**BETH 456. Research Ethics Journal Club. .5 Unit.**
This in-person seminar course will discuss current topics in biomedical research ethics via recently published articles in both the scholarly literature and the popular science press. For each session, students will choose articles with Dr. Michie’s guidance, prepare discussion questions, and lead discussion.

**BETH 460. Science and Society. 3 Units.**
This course examines the complex ethical and other value relationships that exist between science and society. Students will be encouraged to question the simplistic view that science proceeds independently of societal values and contentious ethical commitments. A range of other social factors, such as ethical belief systems, political forces, and large-scale financial interests all influence new scientific and technological developments. In order to illuminate each of these larger themes, this course focuses on three exciting areas of scientific inquiry: stem cell research; synthetic biology; and nanotechnology. Each of these contentious scientific fields provides an excellent view into the larger ethical issues that will face students, both as scholars and as citizens. No prior technical knowledge is necessary for any of these scientific areas. All relevant scientific information will be provided during the course by the professor. Offered as BETH 360, BETH 460 and PHIL 360.

**BETH 466. Promoting Health Across Boundaries. 3 Units.**
This course examines the concepts of health and boundary spanning and how the synergy of the two can produce new, effective approaches to promoting health. Students will explore and analyze examples of individuals and organizations boundary spanning for health to identify practice features affecting health, compare and contrast practices and approaches, and evaluate features and context that promote or inhibit boundary spanning and promoting health. Offered as MPHP 466, PQHS 466, SOCI 466, NURS 466 and BETH 466. Prereq: Graduate student status or instructor consent.

**BETH 501. Advanced Study in Bioethics. 1.5 Unit.**
The focus and content of this course rotates each semester that it is offered. The course provides students with an opportunity to examine in greater depth a particular issue or dimension of bioethics and/or a particular event with significant bioethical implications. Prereq: Graduate Standing.

**BETH 503. Research Ethics and Regulation. 1.5 - 3 Units.**
This course will introduce students to key ethical requirements and issues that arise in the design and implementation of scientific research. Historical developments leading to the establishment of national and international guidelines for ethical conduct in research with human subjects will be addressed. Specific international and national guidelines for ethically responsible research will be explored with attention to their merits and limitations in the conduct of research. Informed consent, a fundamental requirement for ethical research will be examined. The function and role of institutional review boards (IRBs) will be described with attention to challenges faced by investigators in adhering to regulatory requirements. Ethical issues associated with risk assessment and recruitment strategies will be examined. Ethical issues that arise in the implementation of biobanks and stem cell research will be discussed. Challenges associated with the development and production of pharmaceuticals will be assessed. The importance of scientific integrity in the conduct of research will be examined with special attention to conflicts of interest and scientific misconduct such as research fraud. The role of advocacy in promoting research will be addressed. Research ethics and human rights will be explored. The course will end with a discussion of emerging issues in research ethics. Case examples will be used to illustrate ethical complexities surrounding the topics discussed. Offered as BETH 503, CRSP 603 and LAWS 5225.

**BETH 505. Methods Normative Bioethics. 3 Units.**
The purpose of this intensive graduate seminar is to master and to critique core philosophical concepts that are implicit in a wide array of bioethical issues. We will critically examine in a range of contemporary ethical theories beginning with modern conceptions of individual autonomy and concluding with theories of ethical justification. While no advanced knowledge of ethical theories is presupposed, students are expected to come to class prepared with the course readings and to engage in rigorous philosophical discussions with one another and the professor.

**BETH 507. Research Design in Bioethics I. 3 Units.**
The first of two empirical research courses will introduce students to theoretical and methodological approaches in the design and implementation of empirical research on topics in biomedical ethics. Students will be provided with a comprehensive and robust exploration of empirical models for the development of bioethics research and the skills for critically assessing the optimal methods for designing studies relevant to ethical issues in biomedicine.

**BETH 508. Research Design in Bioethics II. 3 Units.**
The second of two empirical research courses will introduce students to theoretical and methodological approaches in the design and implementation of empirical research on topics in biomedical ethics. Students will be provided with a comprehensive and robust exploration of empirical models for the development of bioethics research and the skills for critically assessing the optimal methods for designing studies relevant to ethical issues in biomedicine. Prereq: BETH 507.
BETH 511. Grant Writing. 3 Units.
This course will teach students the fundamentals of writing a grant proposal. We will concentrate on NIH-style applications, although the principals of grant writing can be applied to any venue. In the process of working through devising a research question and study design, students will be encouraged to use this as an opportunity to think about their dissertation topic. In addition to applying theoretical and research design knowledge gained through their other core course work, the course will also teach students about how to complete application forms and to create a budget. We will also familiarize students with the peer review process. Each student will produce a draft grant application. The students will form a mock peer review section and will critique the grants.

BETH 512. Clinical Ethics Rotation - Ph.D. 1.5 Unit.
In this course students will become familiar with the clinical, psychological, social, professional, and institutional context in which ethical problems arise. This course exposes students to clinical cases, to hospital ethics committees and ethics consultation programs, to institutional review boards (IRB), and to hospital policies covering the "do not resuscitate" orders (DNR), advance directives, withdrawal of artificial feeding, organ procurement an transplantation, and medical futility. Requires minimum of 10 total hours of rotation experience per week during two semester 10-week rotations. Locations for this course include: MetroHealth Medical Center, University Hospitals of Cleveland, and the Hospice of the Western Reserve. Recommended preparation: BETH 520/BETH 521 or concurrent enrollment.

BETH 602. Special Topics in Bioethics. 1 - 3 Units.
Students will explore particular issues and themes in biomedical ethics in depth through independent study and research under the direction of a faculty member.

BETH 603. Bioethics Research. 6 Units.
Research leading toward the MD/MA degree is Bioethics.

BETH 701. Dissertation Ph.D.. 1 - 9 Units.
(Credit as arranged.) Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

Environmental Health Sciences
Phone: 216.368.5957
Jonathan Haines, PhD, Interim Chair
jonathan.haines@case.edu

Programs in Environmental Health Sciences are on hiatus and are being reevaluated as part of the merger of the Department of Environmental Health Sciences and the Department of Epidemiology & Biostatistics into the new Department of Population & Quantitative Health Sciences (http://bulletin.case.edu/schoolofmedicine/epidemiologyandbiostatistics/).

General Medical Sciences
The Division of General Medical Sciences was established in 1986 to provide an organizational home for units pursuing interdisciplinary research and education objectives. The division is the equivalent of an academic department, and its constituent units are characterized as Centers. The Dean of the School of Medicine serves as the Chair of the division; each Center is led by a director. The unique nature of each of the General Medical Sciences centers is described in the paragraphs below. (Centers are listed in alphabetical order by full title, and associated academic programs including certificate, MS and PhD programs described in top navigation tabs).

Case Comprehensive Cancer Center
Phone: 216.844.8797
http://cancer.case.edu
Stanton L. Gerson, MD, Director, Case Comprehensive Cancer Center

The Case Comprehensive Cancer Center (Case CCC) based at Case Western Reserve University (CWRU) is a partnership organization supporting cancer-related research efforts at CWRU, University Hospitals Cleveland Medical Center, and Cleveland Clinic. Located in Cleveland, Ohio, the Case CCC serves the cancer research and clinical needs of an urban manufacturing and rural agricultural region containing over 4 million people in Northern Ohio.

The Case CCC provides a unique forum and academic network for cancer researchers across our community to accomplish more than they may individually. Through the Case CCC, our medical institutions are linked in a stronger and more unified effort to understand the causes and progression of cancer and to use that understanding to develop treatments and to reduce the likelihood that our population will develop cancer and suffer from its consequences. The Cancer Center advocates for cancer research support across the institutions; provides funding for promising pilot grants, shared resource development, training programs, and recruitments; and catalyzes multidisciplinary and transdisciplinary cancer research across institutions, emphasizing innovative discovery that will have an impact on cancer patients.

The mission of the Case CCC is to:

- Improve the prevention, diagnosis and therapy of cancer through discovery, evaluation and dissemination.
- Stimulate and support innovative, coordinated interdisciplinary clinical research on cancer diagnosis, treatment, prevention and control.
- Develop clinical applications of discovery and make these available to Northern Ohio residents as quickly as possible through the integrated efforts of the major health systems in the region.
- Develop cancer prevention and control activities that build on the expertise of the Center and result in a reduction of cancer morbidity and mortality in Northern Ohio and the nation.

The research efforts of the Case CCC members are organized into seven interdisciplinary scientific programs. The clinical research effort is supported by 12 Clinical Trials Disease Teams that develop and prioritize clinical trials, and a single Protocol Review and Monitoring System, Data Safety and Monitoring Plan integrate cancer research, cancer therapeutics, and prevention services at the partner institutions and throughout the region.

Research programs of the Case CCC are also extending into community medical centers operated by University Hospitals and Cleveland Clinic. Outreach programs for clinical practice-based prevention and screening initiatives, educational programs, minority recruitment, and facilitation of patient referrals are also supported by the partner institutions.

In addition to successfully competing for a Cancer Center Support Grant from the National Cancer Institute, the Center must meet specific criteria for:

- Breadth and depth of basic cancer research; clinical cancer research; and prevention, control and population/behavioral sciences research in cancer; and
- Strength of interaction among these three major research areas.
The Case Comprehensive Cancer Center is one of only 50 NCI-designated Comprehensive Cancer Centers in the nation. Learn more about the National Cancer Institute’s Cancer Centers program at cancercenters.cancer.gov.

**Center for Clinical Investigation**

Phone: 216.368.3286  
James Spilsbury, PhD, Academic Development Core Director

The Center for Clinical Investigation (CCI) was founded in 2007 and is part of Case Western Reserve University School of Medicine’s Division of General Medical Sciences. The CCI serves as the academic home of Cleveland’s Clinical & Translational Science Collaborative, a partnership of 4 local institutions (Case Western Reserve University, the Cleveland Clinic Foundation, the MetroHealth System, and University Hospitals) and member of a national consortium of approximately 66 institutions funded by the National Institutes of Health to increase the efficiency and speed of clinical and translational research across the country.

The CCI’s mission is to enhance clinical and translational research efforts across the Cleveland area by: (1) spurring advances in knowledge of risk factors, outcomes and treatment effectiveness in the population; (2) facilitating the transfer of scientific advances to the community; and (3) developing a new generation of clinical researchers equipped with the skills needed to efficiently design, implement and interpret novel studies that address important public health questions. To accomplish its mission, the CCI provides computer systems and applications support for basic science and clinical research activities and works closely with the CWRU Schools of Medicine, Nursing, and Dental Medicine, as well as the University Hospitals Case Medical Center, Cleveland Clinic, and MetroHealth System. The CCI has supported hundreds of clinical research and epidemiology projects, including local and national multicenter, longitudinal studies. The CCI has two cores that provide research support to all investigators: the Academic Development Core and Statistical Sciences Core.

The Academic Development Core manages the newly created PhD Program in Clinical Translational Science, the Master’s Degree Program in Clinical Research (Clinical Research Scholars Program - see “Clinical Research” tab above), and the Graduate Certificate Program in Clinical Research. The Academic Development Core also delivers seminars and short courses in clinical research and works to coordinate educational activities in interdisciplinary clinical research across the CTSC’s institutional members. The programs target investigators and other key members of the research team, including data managers and study coordinators. Training efforts in research design, research data management, statistical sciences, statistical software, and scientific communication are emphasized.

**Center for Global Health and Diseases**

Phone: 216.368.6321  
https://case.edu/medicine/globalhealth/node/1  
James W. Kazura, MD, Director

The Center for Global Health and Diseases was formed in 2002 as a result of a merger between the Center for International Health (first established in 1987) and the Division of Geographic Medicine. The new center is located on the fourth floor of the Biomedical Research Building on the Case Western Reserve University’s School of Medicine campus in Cleveland, Ohio. The center provides a coordinating structure to help link the numerous international health resources of the university, its affiliated institutions, and the Northern Ohio community in a multidisciplinary program of research, training and clinical application related to global health. The center brings together many disciplines at CWRU to make life better in developing countries, and thus facilitates international collaborations throughout the institution.

The mission of the Center for Global Health and Diseases is to promote health in the world and enrich the community around CWRU.

This is accomplished by:

- bringing together experts from the university’s community that specialize in infectious diseases, epidemiology, anthropology, tropical diseases, neglected tropical diseases (dengue, dracunculiasis [guinea-worm disease], lymphatic filariasis, onchocerciasis [river blindness], rhabis, schistosomiasis, and various helminthiases), nursing, pediatrics, etc.
- uniting university faculty in programs of collaborative research and education, student and faculty international exchanges, and community enrichment to promote health in the world and enrich the international community.

The center focuses on three main objectives that have been present throughout its history:

- developing a critical mass of creative investigators with multidisciplinary capabilities and providing them with appropriate resources and environments for basic, clinical and epidemiological research, in order to develop linkages within and beyond the university community.
- establishing an education and training program to ensure the continuing replenishment of the pool of intellectual talent in this country and to enhance the scientific proficiency of scientists from developing countries via an educational program based at the university, reaching a wide audience.
- advancing a collaborative interdisciplinary application program in international health overseas to bring together diverse disciplines, adaptation, and adoption of practices and the application of technology to underserved populations of the world.

A certificate in Global Health is available (https://case.edu/medicine/globalhealth/training-courses/certificate-in-global-health/).

**Center for Medical Education**

Phone: 216.368.1948  
Patricia A. Thomas, MD, FACP, Director  
Klara Papp, PhD, Director, CAML

The Center for Medical Education, established in 2010, provides an organizational home for teaching and learning programs in the School of Medicine and a supportive environment for those who want to develop special skills in medical education.

The Center also sponsors faculty appointments, both full- and part-time, for faculty whose roles are predominantly focused on teaching medical students and physician assistant students. These include community clinicians who welcome medical students into their clinics and practices. The Center for the Advancement of Medical Learning (“CAML”) operates its programs under the auspices of the CMED. CAML supports and promotes the development of teaching and lifelong-learning skills among students, faculty, staff, residents, and alumni. CAML pursues research into educational innovations to advance our knowledge of medical learning and teaching. The Center offers workshops to faculty locally,
regionally, and nationally to enhance faculty teaching, research and evaluation skills.

**Center for Proteomics and Bioinformatics**
Phone: 216.368.0291  
http://proteomics.case.edu  
Mark R. Chance, PhD, Director  
Biomedical Research Building, Ninth Floor

The Case Center for Proteomics and Bioinformatics was created, in part, to strengthen Cleveland’s presence in modern proteomics and bioinformatics research to make the region a leader in the field. The vision for the Center has been shaped over the past several years by the leadership of the Center’s Director, Mark Chance, PhD, with over $120 million in grants awarded to the Center and its collaborators since its inception in February 2006. One of the primary goals of the CPB is to develop an infrastructure of sophisticated equipment that facilitates and maximizes shared equipment usage, as well as to offer a wide array of proteomics, and metabolomic services including protein and small molecule mass spectrometry, protein expression/interactions, systems biology, and biostatistical analyses.

The CPB has expanded its vision to include education of graduate students in systems biology and bioinformatics. The Center for Proteomics and Bioinformatics developed a graduate program in Systems Biology and Bioinformatics in collaboration with Schools and Departments across the campus. For more information regarding the SYBB graduate program please see "Systems/Bioinformatics" tab above. You may also visit http://bioinformatics.case.edu/.

In studying proteins and metabolites, bioinformatics analysis enables researchers to take an integrated pan-omics approach for discovering networks involved in human disease. The School of Medicine has established the Center for Proteomics and Bioinformatics to perform research to better understand the genetic and environmental bases of disease as well as provide new technologies to diagnose diseases such as cancer, heart disease, and diabetes. Utilizing bioinformatics enables researchers to take an integrated -omics approach for discovering networks involved in human disease.

New technologies in mass spectrometry are also allowing protein expression, localization, structure, post-translational modifications, and interactions to be studied in increasing detail and on a genome-wide scale. The Center is also developing and applying state-of-the-art structural proteomics technology, metabolomic and small molecule analysis, especially for pharmacokinetic (PK) studies to support clinical, translational, and structural research.

The CPB has three major research areas: Proteomics and Bioinformatics, Metabolomics, and Macromolecular Structure.

**Proteomics and Bioinformatics** faculty and staff support research in protein expression analysis, protein modifications, and protein interactions in a wide variety of biological contexts as well as develop new bioinformatics tools in Proteomics research. This includes multiple Proteomics Cores to support these activities.

**Metabolomics** faculty and staff support metabolite small molecule quantification research in the CWRU community. The services provided range from drug PK studies to quantification of endogenous metabolites in clinical and preclinical samples.

**Macromolecular Structure** faculty and staff support interdisciplinary research in new methods of structure determination, the combination of computational and experimental structural biology approaches and developing and maintaining the infrastructure for macromolecular structure determination.

The CPB also offers a wide range of seminars, workshops, and possibilities for individual training. These activities are posted on the CPB Web site. For a list of services and to explore opportunities to collaborate, please visit the Web site: https://case.edu/medicine/nutrition/case-center-proteomics-and-bioinformatics

**Center for Psychoanalytic Child Development**
Phone: 216.991.4472  
Kimberly Bell (kmb207@case.edu), PhD; John A. Hadden Jr. Assistant Professor of Psychoanalytic Child Development

The Center for Psychoanalytic Child Development was established in 2001 as a memorial to John A. Hadden Jr., past President of the Board of Trustees of the Cleveland Center for Research in Child Development and of the Hanna Perkins School. The mission of the center is to advance the science of psychoanalytic child development at the School of Medicine.

The Center offers medical students and residents who are interested in working with children the opportunity for observational learning in the Hanna Perkins school. In addition, didactic courses, case conferences and supervision are available to deepen students’ understanding of the relationship between physical and psychological development in the first 5 years of life.

**The Center for RNA Science and Therapeutics**
Phone: 216.368.0299  
https://www.rnacenter.org/  
Jeffery M. Coller, PhD, Director

The Center for RNA Science and Therapeutics is a free standing academic unit in the basic sciences within the School of Medicine at Case Western Reserve University. The RNA Center was established in the mid-nineties as a core entity in recognition of the strong cadre of research laboratories devoted to studying post-transcriptional mechanisms of gene expression focusing on various aspects of RNA Biology. The current mission of the RNA Center is to parlay the strengths of RNA Center scientists towards the development of unique therapeutic initiatives. The RNA Center is combining the usage of nanoparticle technology with RNA science to develop new classes of drugs, leading towards the amelioration of a variety of diseases. Current efforts are focused on metabolic disorders, cancer immunotherapies, immunity, and protein replacement. In addition, we are developing new technologies that promise to improve diagnostics, allowing for earlier detection of a variety of human diseases, especially cancer.

The RNA Center contains one of the largest concentrations of RNA scientists in the nation. The faculty of the RNA Center cover nearly every aspect of RNA research. Current research in the Center focuses on several problems ranging from extremely basic questions such as the mechanism of RNA catalysis and how proteins interact with RNA to the roles of RNA processing in disease. Specific research interests include splicing and its regulation, RNA editing, tRNA maturation,
mechanisms of translation regulation, RNA degradation, RNA trafficking, RNA interference and regulation of gene expression by microRNAs and non-coding RNAs.

Collectively, the RNA Center provides a valuable resource for collaborative efforts within the University and its affiliated institutions: the Cleveland Clinic Foundation, MetroHealth Medical Center, the Cleveland VA Medical Center, and University Hospitals Cleveland Medical Center. In addition, the official journal of the RNA Society “RNA” was founded and continues to be housed in the RNA Center. The members of the RNA Center have an excellent funding record and the research performed is regularly published in highly visible journals such as Science, Nature, Molecular Cell, NSMB, Molecular Cell, etc.

Center for Science, Health and Society
Phone: 216.368.2059
http://casemed.case.edu/cshs/
Nathan A. Berger, MD, Director

Recognizing that the successful futures of Case Western Reserve University, the City of Cleveland, and Cuyahoga County are integrally related, the Center for Science, Health and Society (CWSH) was created in 2002 to focus the efforts of the University and the community in a significant new collaboration to impact the areas of health and healthcare delivery systems through community outreach, education, and health policy. The Center, based in the School of Medicine, with university wide associations, is engaging the many strengths of the University and the community to improve the health of the community.

The Center has engaged the community at the level of the individual and the neighborhood, in public and private schools, at civic and faith-based organizations, and at the level of governmental agencies and community leadership to identify community problems, perceptions, assets and resources; advise the community of faculty skills, assets and expertise; and, catalyze that community service based scholarship that benefits community interests and promotes mutual enhancement. The Center coordinates the Scientific Enrichment Opportunity outreach program that brings Cleveland high school students on to the medical school campus in the summer to work along with our distinguished faculty in their research labs, to introduce and stimulate the students and help prepare them to enter careers in the health care professions and biomedical workforce. The Center also coordinates the Mini Medical School Program presented every Spring and Fall to educate the community on the latest developments in healthcare, particularly those developed at CWRU. The overall goal of these programs is to educate and empower the community to become better consumers of healthcare and more informed and stronger advocates for healthcare policy and legislation in their own interests.

Center for the Study of Kidney Biology and Disease
Phone: 216.444.8415
John R. Sedor, MD, Director
Thamas H. Hostetter, MD, Co-director
Jeffrey Garvin, MD, PhD, Co-director
Jeffrey Schelling, MD, Co-director

Chronic Kidney Disease (CKD) is a growing public health problem in the United States. More than seventeen percent of US adults—more than 30 million Americans—have CKD. CKD generally progresses over time and can cause cardiovascular disease, anemia, bone disease, fluid overload, and eventually end-stage kidney disease (ESKD). Patients with ESKD need renal replacement therapy, either from dialysis or a kidney transplant, to live. The risk of death for patients receiving dialysis is nearly eight times higher than the non-ESRD population, leading to a 20% annual probability of death. Kidney disease disproportionately affects minorities and vulnerable populations. Kidney disease treatment is expensive and uniquely tied to federal expenditures through the Medicare entitlement program. The cost of care for ~ 550,000 ESKD patients is nearly $34 billion annually, exceeding the total NIH budget. Treating all health conditions of CKD and ESRD patients consumes nearly 25% of Medicare's budget.

The Center’s mission is to accelerate discovery and its translation for treatment and cure of kidney diseases in an interdisciplinary environment within the rich, research environment of the CWRU School of Medicine. The faculty is an accomplished and highly interactive group of investigators, based in the adult or pediatric Divisions of Nephrology in CWRU-affiliated hospitals as well as other clinical and basic science departments. Research interests of the faculty include digital pathology image analysis, glomerular diseases, diabetic and other chronic kidney diseases, epithelial cell biology and ion transport, tubular physiology, genetic epidemiology, health services research, renal transplantation, health disparities research and clinical trials. Center faculty are members of the NIDDK-funded Kidney Precision Medicine Project. Research projects use cellular, molecular biological, computational, genetic, genomic and epidemiological methods to study in vitro and animal models and/or patients. Many projects by Center investigators use health data, culled from electronic health records, and biological samples from patients with kidney diseases in order to generate novel hypotheses, which can then tested with animal models and cell lines. Training opportunities are available for undergraduate, pre- and post-doctoral students.

National Center for Regenerative Medicine
Phone: 216.368.0846
http://www.ncrm.us/
Stanton L. Gerson, MD, Director

The National Center for Regenerative Medicine (NCRM) is a platform to facilitate translational research, clinical application, and commercialization of regenerative medicine, tissue engineering, and stem cell therapeutics across a consortium of institutions. NCRM is driven by four nationally ranked, medical research powerhouses, Case Western Reserve University, Cleveland Clinic, University Hospitals Cleveland Medical Center and Ohio State University. Through this network of researchers and clinicians, research discoveries are actively being translated into cell-based therapies for patient care.

NCRM is leading the way in Northeast Ohio in the following areas:

- Regenerative medicine and stem cell research
- Cellular manufacturing
- Clinical trials for cellular therapeutics

Global partnerships have been established with academic institutions and biotechnology companies to further expand research and discovery efforts.

NCRM Goals:

- Translational Research: To support stem cell and regenerative medicine research across various disciplines, institutions and commercial entities.
• Education and Training: To develop cutting-edge education programs for researchers, clinicians, trainees and the general public. For more information regarding the RGME graduate program please visit https://case.edu/medicine/ncrm/training-education (https://case.edu/medicine/ncrm/training-education/).
• Strategic Partnership: To build networks across academic, clinical, commercial and public sectors.
• Commercialization: To translate innovative technologies and cell-therapies into business opportunities.

Case Western Reserve University offers three areas of study in Clinical Research/ Clinical Translational Science:
1. Graduate Certificate in Clinical Research (p. 854)
2. Master’s in Clinical Research
3. PhD in Clinical Translational Science

Each of the aforementioned programs was designed to fit an ever growing need for well-trained clinical investigators. The curriculum for each program was designed to make the student a more effective, ethical, and efficient researcher.

The Graduate Certificate in Clinical Research
This 11 credit hour program (https://case.edu/medicine/crsp/programs/certificate-program/) provides the foundational training in clinical research methods to those individuals who are seeking an alternative to the Master of Science in Clinical Research. It is geared towards clinicians and other health-science professionals who are interested in conducting clinical research and/or collaborating with other clinician-scientists who are conducting clinical research. This program is also beneficial to health-science students, basic-science researchers, and other health-science professionals who would like to enhance their skills in patient-oriented research.

Clinical Research Scholars Program (CRSP)
The Clinical Research Scholars Program (CRSP) (https://case.edu/medicine/pqhs/education/clinical-research/ms-clinical-research/) is designed for individuals committed to a career in clinical investigation in an academic or related field. CRSP offers a Master’s Degree in Clinical Research through two pathways (Thesis Pathway or Capstone Pathway).

Training in both clinical research and career development provides CRSP Scholars with an educational experience that prepares them to identify a research question and critically evaluate relevant literature; transform the question into a feasible and valid study design; develop and execute the study protocol; and analyze and effectively communicate the findings.

The PhD in Clinical Translational Science Program
The goal of this program (https://case.edu/medicine/crsp/programs/phd-clinical-translational-science-cts/) is to train and graduate clinical-translational scientists to meet the need for a transformed clinical and translational enterprise. Students in the program will be rigorously educated in the theory and practice of clinical translational science in order to make significant clinical discoveries and to move these discoveries across the translational continuum. The curriculum is based on a set of nationally-developed core competencies to guide the nationwide training of clinical and translational scientists and will provide students with the required knowledge, skills, and experience to become productive and innovative researchers in the field of Clinical Translational Science.

Faculty
The program resides in the Department of Population and Quantitative Health Sciences (PQHS) (http://epbiwww.case.edu/) in the School of Medicine. The academic units involved include the School of Medicine, Nursing, Management, and Dentistry. The faculty is selected for their expertise and commitment to teaching and mentorship in clinical investigation. They are primarily drawn from the Departments of Medicine, Pediatrics, and PQHS from the School of Medicine.

For Questions and Information Please Contact:
Clinical Research Scholars Program
Case Western Reserve University
10900 Euclid Ave., W-G74A
Cleveland, OH 44106-4945
clinical-research@case.edu
216.386.2601

Clinical Research Scholars Program (CRSP)
The Clinical Research Scholars Program (CRSP) (https://case.edu/medicine/pqhs/education/clinical-research/ms-clinical-research/) is designed for individuals committed to a career in clinical investigation in an academic or related field.

CRSP offers a Master’s Degree in Clinical Research through two pathways:

1. Thesis Pathway - (https://case.edu/medicine/crsp/programs/ms-clinical-research-crsp/crsp-courses/)
   • Curriculum was developed for those with an existing degree in medicine, dentistry, nursing, or an allied science such as pharmacy or biomedical engineering.
   • This pathway is to prepare a new generation of clinical investigators for leadership roles in academia, government, and industry.

1. Capstone Pathway - (https://case.edu/medicine/crsp/programs/ms-clinical-research-crsp/crsp-courses/)
   • Curriculum was created for individuals who may not be playing a principal investigator or clinical research study, but who:
     • desire strong preparation in clinical research methods and associated statistical approaches
     • envision themselves playing a critical role on the clinical research team as a research assistant, study coordinator, or data manager
   • This pathway is to provide the student with fundamental knowledge and/or experience in important tasks related to the clinical research endeavor.
The CRSP program consists of three parts:

- Formal didactic modular and semester-long coursework
- A seminar series that focuses on communication skills required for career development
- An intensive mentored experience centered on a specific clinical research problem (Thesis Pathway) or a Capstone project (Capstone Pathway)

It is expected that individuals so trained can master fully the challenges in clinical investigation of the next decade, particularly the new translational opportunities being developed. As such, they should be attractive candidates for positions in clinical science departments, research institutes, or industry.

**CURRICULUM FOR THE THESIS PATHWAY MASTER'S DEGREE IN CLINICAL RESEARCH**

30 credit hours are required (of which 15 are core coursework; 9 of thesis research; and 6 of elective coursework) for completion of this Master of Science in Clinical Research degree.

**Core Courses and Thesis Requirement**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CRSP 401</td>
<td>Introduction to Clinical Research Summer Series</td>
<td>3</td>
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<tr>
<td>PQHS 490</td>
<td>Epidemiology: Introduction to Theory and Methods</td>
<td>3</td>
</tr>
<tr>
<td>CRSP 412</td>
<td>Communication in Clinical Research - Grant Writing</td>
<td>1</td>
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<tr>
<td>CRSP 413</td>
<td>Communication in Clinical Research</td>
<td>1</td>
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<tr>
<td>CRSP 603</td>
<td>Research Ethics and Regulation 1</td>
<td>1</td>
</tr>
<tr>
<td>CRSP 651</td>
<td>Clinical Research Scholars Thesis</td>
<td>9</td>
</tr>
<tr>
<td>CRSP 431</td>
<td>Statistical Methods I Or equivalent (e.g. NURS 630: Advanced Statistics – Linear Models)</td>
<td>3</td>
</tr>
<tr>
<td>CRSP 432</td>
<td>Statistical Methods II Or equivalent (e.g. NURS 631: Advanced Statistics – Multivariate Analysis)</td>
<td>3</td>
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**Total Units** 24

**CURRICULUM FOR THE CAPSTONE PATHWAY MASTER'S DEGREE IN CLINICAL RESEARCH**

30 credit hours are required (of which 12 are core coursework; 3 Capstone; and 15 are elective coursework) for completion of this Master of Science in Clinical Research degree.

**Core Courses and Capstone**

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<td>CRSP 603</td>
<td>Research Ethics and Regulation 2</td>
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<td>CRSP 650</td>
<td>Capstone Experience</td>
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<tr>
<td>CRSP 431</td>
<td>Statistical Methods I Or equivalent (e.g. NURS 630: Advanced Statistics – Linear Models)</td>
<td>3</td>
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</tbody>
</table>

**Total Units** 15

Each scholar is encouraged to develop his/her own area of concentration based on personal interests and needs. Typical areas of concentration include Clinical Research Trials, Health Services Research and Outcomes, and Multidisciplinary/Translational Clinical Research. Please consult with CRSP faculty and your Research Mentor on which electives will best suit your needs.

**MS Clinical Research Thesis Pathway, Plan of Study**

**First Year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRSP 401</td>
<td>Introduction to Clinical Research Summer Series</td>
<td>3</td>
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<td>PQHS 490</td>
<td>Epidemiology: Introduction to Theory and Methods</td>
<td>3</td>
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<tr>
<td>CRSP 412</td>
<td>Communication in Clinical Research - Grant Writing</td>
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<td>CRSP 413</td>
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<tr>
<td>CRSP 603</td>
<td>Research Ethics and Regulation 1</td>
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<tr>
<td>CRSP 651</td>
<td>Clinical Research Scholars Thesis</td>
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**Year Total:** 31

**Second Year**

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<td>Statistical Methods II Or equivalent (e.g. NURS 631: Advanced Statistics – Multivariate Analysis)</td>
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**Year Total:** 15

**Total Units in Sequence:** 46

**MS Clinical Research Capstone Pathway, Potential Plan of Study**

**First Year**

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<tr>
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<td>CRSP 406</td>
<td>Introduction to R Programming (CRSP 406)</td>
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<table>
<thead>
<tr>
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<th>Spring</th>
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<tbody>
<tr>
<td>CRSP 603</td>
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<td>CRSP 650</td>
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<td>CRSP 431</td>
<td>Statistical Methods I Or equivalent (e.g. NURS 630: Advanced Statistics – Linear Models)</td>
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</tbody>
</table>

**Total Units** 15
Program Advisors: Dr. Chris Moravec (moravec@ccf.org) (College students) and Dr. William Merrick (wcm2@case.edu) (University students).

**PhD in Clinical Translational Science**

The goal of the PhD in Clinical Translational Science (https://case.edu/medicine/crsp/programs/phd-clinical-translational-science-cts/) program is to train and graduate clinical-translational scientists to meet the need for a transformed clinical and translational enterprise. Students in the program will be rigorously educated in the theory and practice of clinical translational science in order to make significant clinical discoveries and to move these discoveries across the translational continuum.

The program's curriculum is based on a set of nationally-developed core competencies to guide the nationwide training of clinical and translational scientists and is purposefully designed to furnish our students with the required knowledge, skills and experience to become productive and innovative researchers in the field of clinical translational science.

**Program graduates will be able to:**

- Independently lead, design, execute, manage and interpret multidisciplinary clinical-translational research in a conceptually, methodologically, ethically and regulatory sound manner
- Assume leadership roles in both academic and industry settings
- Establish national reputations as leaders in a given area of expertise.

**Eligible applicants include:**

- Individuals with an advanced clinical degree (e.g., MD, DMD, DRNP)
- Individuals enrolled in dual clinical-research degree programs, such as CWRU's MD-PhD and DMD-PhD programs
- Individuals with an existing Master's degree in a health-related field (e.g., MS, MSN, MPH)
- Individuals with other scientific or clinical backgrounds to be evaluated on a case-by-case basis.

**Curriculum Requirements:**

Curriculum requirements are based on student’s previous education and training:

- **Student with No Existing Advanced Research Degree**
  - Students will complete a minimum of 36 credit hours
  - 19 credit hours will be required coursework
  - 17 credit hours are elective coursework
  - 18 credit hours of Dissertation

- **Students with an Advanced Research Degree (e.g. MS, MPH, MNS)**

  Students with a relevant advanced degree must petition the PhD Steering Committee to obtain a waiver for required coursework. For the waiver, the student must submit transcripts showing the course and grade, as well as the syllabus for the course.

  Per the School of Graduate Studies, curriculum for individual with relevant advanced degree:

  - Minimum of 18 credit hours of coursework, of which 12 must be graded. The courses used to achieve the 18 credit hours will depend
on individual needs and require the academic advisor’s (mentor’s) approval.

- 18 credit hour of Dissertation

Students Seeking Dual Degree MD/PhD Through Case Western Reserve University’s Medical Scientist Training Program and Clinical Translational Science Training Program: (https://case.edu/medicine/crsp/programs/phd-clinical-translational-science-cts/program-study-tracks/seeking-dual-degree/)

Curricula of the two-degree programs are integrated.

Curriculum for Dual-Degree students:

- 39 credit hours of coursework, as follows:
  - 16 credit hours of required courses (CRSP 401, “Introduction to Clinical Research”, is waived as course material is covered in medical school’s curriculum)
  - 2 credit hours of core electives
  - 6 credit hours of research rotations
  - Up to 18 credit hours of CRSP 601, “Research Practicum”, or electives

**The PhD in Clinical Translational Science Curriculum:**

- REQUIRED COURSES:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRSP 401</td>
<td>Introduction to Clinical Research Summer Series</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 490</td>
<td>Epidemiology: Introduction to Theory and Methods</td>
<td>3</td>
</tr>
<tr>
<td>CRSP 412</td>
<td>Communication in Clinical Research - Grant Writing</td>
<td>1</td>
</tr>
<tr>
<td>CRSP 413</td>
<td>Communication in Clinical Research - Oral Presentation, Posters, and the Mass Media</td>
<td>1</td>
</tr>
<tr>
<td>CRSP 431</td>
<td>Statistical Methods I</td>
<td>3</td>
</tr>
<tr>
<td>CRSP 432</td>
<td>Statistical Methods II</td>
<td>3</td>
</tr>
<tr>
<td>CRSP 440</td>
<td>Translational &amp; Patient-Oriented Research Theory</td>
<td>3</td>
</tr>
<tr>
<td>CRSP 450</td>
<td>Seminar in Multidisciplinary Clinical &amp; Translational Research</td>
<td>0</td>
</tr>
<tr>
<td>CRSP 501</td>
<td>Team Science - Working in Interdisciplinary Research Teams</td>
<td>1</td>
</tr>
<tr>
<td>CRSP 550</td>
<td>Meta-Analysis &amp; Evidence Synthesis</td>
<td>2 - 3</td>
</tr>
<tr>
<td>CRSP 603</td>
<td>Research Ethics and Regulation</td>
<td>2</td>
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  **Total Units:** 22-23

- CORE ELECTIVES:

  Student must take a minimum of 2 credit hours of courses from the list below, depending on their specific needs and mentor approval.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>CRSP 500</td>
<td>Design and Analysis of Observational Studies</td>
<td>3</td>
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<tr>
<td>CRSP 502</td>
<td>Leadership Skills for Clinical Research Teams</td>
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</table>

  **Total Units:** 22-23

**Sample Track of Study (Student with No Existing Advanced Research Degree):**

First Year: 22-23 Units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tr>
<td>CRSP 401</td>
<td>Introduction to Clinical Research Summer Series</td>
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</tr>
<tr>
<td>CRSP 440</td>
<td>Seminar in Multidisciplinary Clinical &amp; Translational Research</td>
<td>0</td>
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<tr>
<td>PQHS 431</td>
<td>Statistical Methods I</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 490</td>
<td>Epidemiology: Introduction to Theory and Methods</td>
<td>3</td>
</tr>
<tr>
<td>CRSP 701</td>
<td>Dissertation Ph.D.</td>
<td>18</td>
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</table>

**Total Units:** 18

**Elective**

**Sample Track of Study (Student with Existing Advanced Research Degree):**

First Year: 20-22 Units

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>CRSP 401</td>
<td>Independent Study in Clinical Research</td>
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<tr>
<td>CRSP 503</td>
<td>Innovation and Entrepreneurship</td>
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<tr>
<td>CRSP 510</td>
<td>Health Disparities</td>
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<tr>
<td>NURS 518</td>
<td>Qualitative Nursing Research</td>
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<tr>
<td>PQHS 411</td>
<td>Introduction to Health Behavior</td>
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<tr>
<td>PQHS 416</td>
<td>Computing in Biomedical Health Informatics</td>
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<td>PQHS 490</td>
<td>Epidemiology: Introduction to Theory and Methods</td>
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<td>SASS 614</td>
<td>Models of Qualitative Research</td>
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**Total Units:** 20-22

**RESEARCH COMPONENT:**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>CRSP 601</td>
<td>Research Practicum</td>
<td>Variable</td>
</tr>
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</table>

**Total Units:** 18

**Core Electives:**

- 3 credit hours of electives, which may include CRSP 601 Research Practicum, to satisfy the graded and pass/fail course requirements and to advance to candidacy. These courses are selected based on students’ needs and mentor approval. Any CWRU credit-bearing course may qualify. The courses could be “field specific” or include other core elective courses not taken as part of the requirement above.
### Seminar in Multidisciplinary Clinical & Translational Research (CRSP 450)
- **Units:** 0

### Meta-Analysis & Evidence Synthesis (CRSP 550)
- **Units:** 2 - 3

### Research Practicum (CRSP 601)
- **Units:** 1 - 9

### Statistical Methods II (PQHS 432)
- **Units:** 3

### Second Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clinical Research Scholars Thesis (CRSP 651)</strong></td>
<td>3</td>
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<tr>
<td><strong>Communication in Clinical Research - Oral Presentation, Posters, and the Mass Media (CRSP 413)</strong></td>
<td></td>
<td>1</td>
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<tr>
<td><strong>Seminar in Multidisciplinary Clinical &amp; Translational Research (CRSP 450)</strong></td>
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<td>0</td>
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<tr>
<td><strong>Team Science - Working in Interdisciplinary Research Teams (CRSP 501)</strong></td>
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<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Research Practicum (CRSP 601)</strong></td>
<td></td>
<td>1 - 9</td>
<td></td>
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<tr>
<td><strong>Research Ethics and Regulation (CRSP 603)</strong></td>
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<td>1 - 2</td>
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<tr>
<td><strong>Fundamentals of Clinical Information Systems (SYBB 421)</strong></td>
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<tr>
<td><strong>Research Practicum (CRSP 601)</strong></td>
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<td>1 - 9</td>
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<tr>
<td><strong>Seminar in Multidisciplinary Clinical &amp; Translational Research (CRSP 450)</strong></td>
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### Third Year

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<tbody>
<tr>
<td><strong>Seminar in Multidisciplinary Clinical &amp; Translational Research (CRSP 450)</strong></td>
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<tr>
<td><strong>Dissertation Ph.D. (CRSP 701)</strong></td>
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### Fourth Year

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<tr>
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### Total Units in Sequence:
- **37-95**

### SAMPLE TRACK OF STUDY (STUDENT WITH ADVANCED RESEARCH DEGREE):

#### First Year

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<tbody>
<tr>
<td><strong>Introduction to Clinical Research Summer Series (CRSP 401)</strong></td>
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<tr>
<td><strong>Translational &amp; Patient-Oriented Research Theory (CRSP 440)</strong></td>
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<tr>
<td><strong>Seminar in Multidisciplinary Clinical &amp; Translational Research (CRSP 450)</strong></td>
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</tr>
<tr>
<td><strong>Research Practicum (CRSP 601)</strong></td>
<td></td>
<td>1 - 9</td>
<td></td>
</tr>
<tr>
<td><strong>Meta-Analysis &amp; Evidence Synthesis (CRSP 550)</strong></td>
<td></td>
<td>2 - 3</td>
<td></td>
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<tr>
<td><strong>Research Practicum (CRSP 601)</strong></td>
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<td><strong>Year Total:</strong></td>
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#### Second Year

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<td><strong>Seminar in Multidisciplinary Clinical &amp; Translational Research (CRSP 450)</strong></td>
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<tr>
<td><strong>Dissertation Ph.D. (CRSP 701) (EXAMINATION AND ADVANCEMENT TO CANDIDACY)</strong></td>
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</tr>
<tr>
<td><strong>Dissertation Ph.D. (CRSP 701)</strong></td>
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#### Third Year

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<tr>
<td><strong>Seminar in Multidisciplinary Clinical &amp; Translational Research (CRSP 450)</strong></td>
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<tr>
<td><strong>Dissertation Ph.D. (CRSP 701)</strong></td>
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#### Total Units in Sequence:
- **14-72**

### SAMPLE TRACK OF STUDY (STUDENT SEEKING DUAL DEGREE MD/PHD):

#### First Year

<table>
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<th>Units</th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td><strong>Introduction to Clinical Research Summer Series (CRSP 401)</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Integrated Biological Sciences I (IBIS 401)</strong></td>
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<td>1 - 9</td>
<td></td>
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</table>
Approaches including proteomics, metabolomics, genomics and bioinformatics track equips students in the acquisition of experimental data utilizing data derived from today's "Big data" derived from 'omics approaches. This development of computational approaches to address difficult questions in the pursuit of basic science research, employing the application and integration of bioinformatics tools and technologies into clinical workflows. Graduates trained in the Translational Bioinformatics track work to integrate genomic, epigenomic and functional genomic data into electronic medical records, to developing meta-analysis tools for communicating genomic information into actionable information that can answer some of the world's most pressing problems. Yet there is a distinct need for data science experts who can efficiently interpret data into information that is useful for strategic decision-making. It is the goal of the Systems Biology and Bioinformatics program to produce the scientists that are needed to assist in extracting meaning from the burgeoning biological 'omics field.

The SYBB program offers a multidisciplinary training program personally customized to the student leading to an MS or PhD. The program draws training faculty (currently 38 trainers) from more than 12 departments and 6 schools across the CWRU campus, ensuring students in the program acquire the core competencies needed to succeed in the bioinformatics analysis of biological big data.

Data science is the convergence of data engineering, math, statistics, advanced computing, the scientific method and subject-matter expertise. It involves the collection, management and transformation of "big data" into actionable information that can answer some of the world's most pressing problems. Yet there is a distinct need for data science experts who can efficiently interpret data into information that is useful for strategic decision-making. It is the goal of the Systems Biology and Bioinformatics program to produce the scientists that are needed to assist in extracting meaning from the burgeoning biological 'omics field.

The SYBB program offers the opportunity to combine both experimental and computational or mathematical disciplines to understand complex biological systems. The SYBB program will train scientists who are able to generate and analyze experimental data for biomedical research and to develop physical or computational models of the molecular components that drive the behavior of a biological system. The goal of the program is to produce scientists who are familiar with multiple disciplines and equipped to conduct interdisciplinary research.

The Case Western Reserve University (CWRU) graduate program in Systems Biology and Bioinformatics (SYBB) has two tracks:

**Translational Bioinformatics**

The SYBB track in Translational Bioinformatics poises students to work at the interface of applied 'omics research and clinical medicine. From integrating genomic and functional genomic data into electronic medical records, to developing meta-analysis tools for communicating genomic risk to patients to utilizing this data in personalized medicine. Students trained in the Translational Bioinformatics track work to integrate bioinformatics tools and technologies into clinical workflows. Graduates of this training track will find ample opportunities within industry and, as bioinformatics enters the clinical arena, within hospitals, as well.

**Molecular and Computational Biology**

The SYBB track in Molecular and Computational Biology embraces the pursuit of basic science research, employing the application and development of computational approaches to address difficult questions derived from today's "Big data" derived from 'omics approaches. This track equips students in the acquisition of experimental data utilizing approaches including proteomics, metabolomics, genomics and structural biology and extends this work with interpretation provided by computational analysis. Graduates of this training track will find ample
opportunities within the pharmaceutical industry, contract research organizations as well as more traditional academic career paths.

Students can choose either track for both the MS and PhD programs.

The SYBB participating departments and centers include:

- Biology
- Biomedical Engineering
- Case Comprehensive Cancer Center
- Cleveland Clinic Lerner College of Medicine
- Center for Proteomics and Bioinformatics
- Center for Systems Immunology
- Electrical Engineering and Computer Science
- Epidemiology and Biostatistics
- Genetics and Genome Sciences
- Mathematics
- Nutrition
- Physiology and Biophysics
- Pharmacology

**Program Competencies**

The specific academic requirements of the SYBB Program are intended to provide students with a required core curriculum in Systems Biology and a set of electives designed both to assure minimum competencies in **Fundamental Core Competencies** and equip them for their particular thesis research discipline. Each trainee will be guided in their customized course of study by a mentoring committee to ensure the completion of training in the program competencies as well as maintenance of a focus on molecular systems theory. These competencies include:

- Evaluation of the scientific discovery process and of the role of bioinformatics in it in detail, including data generation steps and understanding biology
- Application of computational and statistical methods appropriate to solve a given scientific problem
- Construction of software systems of varying complexity based on design and development principles
- Effective teamwork to accomplish a common scientific goal
- Building knowledge in local and global impact of bioinformatics and systems biology on individuals, organizations, and society
- Effective communication of bioinformatics and systems biology problems to a range of audiences, including, but not limited to, other bioinformatics professionals.

**Systems Biology and Bioinformatics MS**

**Masters Degree Plan A Summary**

The minimum requirements for the master’s degree under Plan A are 21 semester hours of course work plus a thesis equivalent to at least 9 semester hours of registration for 30 hours total. These must include **SYBB 501** Biomedical Informatics and Systems Biology Journal Club, and a minimum of 9 hours of **SYBB 651** Thesis MS. Additional required courses for the Translational Bioinformatics and Molecular and Computational Biology tracks are **SYBB 459** Bioinformatics for Systems Biology and **SYBB 555** Current Proteomics. The curriculum plan must be approved by the program steering committee and include appropriate coverage of the core competencies in genes and proteins, bioinformatics, and quantitative modeling and analysis. At least 18 semester hours of course work, in addition to thesis hours, must be at the 400-level or higher.

Each student must prepare an individual thesis that must conform to regulations concerning format, quality, and time of submission as established by the dean of graduate studies as well as conforming to the SYBB program guidelines. For completion of master’s degrees under Plan A, an oral examination (defense) of the master’s thesis is required, where the examination is conducted by a committee of at least three members of the university faculty.

**Masters Degree Plan B Summary**

The minimum requirements for the master’s degree under Plan B are 30 semester hours of course work (with at least 18 semester hours of course work at the 400 level or higher) and a written comprehensive examination or major project with report to be administered and evaluated by the program steering committee. The coursework must include **SYBB 501** Biomedical Informatics and Systems Biology Journal Club. Additional required courses for the Translational Bioinformatics and Molecular and Computational Biology tracks are **SYBB 459** Bioinformatics for Systems Biology and **SYBB 555** Current Proteomics. The curriculum plan must be approved by the program steering committee and include appropriate coverage of the core competencies in genes and proteins, bioinformatics, and quantitative modeling and analysis.

**Required Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SYBB 459</td>
<td>Bioinformatics for Systems Biology</td>
<td>3</td>
</tr>
<tr>
<td>SYBB 555</td>
<td>Current Proteomics and Bioinformatics</td>
<td>3</td>
</tr>
<tr>
<td>SYBB 501</td>
<td>Biomedical Informatics and Systems Biology Journal Club</td>
<td>0</td>
</tr>
<tr>
<td>SYBB 601</td>
<td>Systems Biology and Bioinformatics Research</td>
<td>up to 9</td>
</tr>
<tr>
<td>SYBB 651</td>
<td>Thesis M.S. (For MS Students only)</td>
<td>*</td>
</tr>
<tr>
<td>SYBB 701</td>
<td>Dissertation Ph.D. (For PhD students only)</td>
<td>18</td>
</tr>
</tbody>
</table>

**Elective Courses**

**Genes and Proteins Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHOL/CHED/PHRM/ NEUR 475</td>
<td>Protein Biophysics</td>
<td>3</td>
</tr>
<tr>
<td>PHOL 456</td>
<td>Conversations on Protein Structure and Function</td>
<td>2</td>
</tr>
<tr>
<td>PHOL 480</td>
<td>Physiology of Organ Systems</td>
<td>4</td>
</tr>
<tr>
<td>IBMS 453</td>
<td>Cell Biology I</td>
<td>3</td>
</tr>
<tr>
<td>IBMS 455</td>
<td>Molecular Biology I</td>
<td>3</td>
</tr>
<tr>
<td>BIOC 452</td>
<td>Nutritional Biochemistry and Metabolism</td>
<td>3</td>
</tr>
<tr>
<td>BIOC 412</td>
<td>Proteins and Enzymes</td>
<td>3</td>
</tr>
<tr>
<td>BIOC 420</td>
<td>Current Topics in Cancer</td>
<td>3</td>
</tr>
<tr>
<td>BIOC 454</td>
<td>Biochemistry and Biology of RNA</td>
<td>3</td>
</tr>
<tr>
<td>SYBB 528</td>
<td>Contemporary Approaches to Drug Discovery</td>
<td>3</td>
</tr>
<tr>
<td>BETH 412</td>
<td>Ethical Issues in Genetics/ Genomics</td>
<td>3</td>
</tr>
</tbody>
</table>
### Bioinformatics and Computational Biology Courses
- **BIOL/ECSE 419** Applied Probability and Stochastic Processes for Biology 3
- **PQHS 451** A Data-Driven Introduction to Genomics and Human Health 3
- **CSDS 458** Introduction to Bioinformatics 3
- **NEUR 478/BIOL 378/COGS/MATH 378/BIOL 478/EBME 478** Computational Neuroscience 3
- **SYBB 411A** Survey of Bioinformatics: Technologies in Bioinformatics 1
- **SYBB 411B** Survey of Bioinformatics: Data Integration in Bioinformatics 1
- **SYBB 411C** Survey of Bioinformatics: Translational Bioinformatics 1
- **SYBB 412** Survey of Bioinformatics: Programming for Bioinformatics 3
- **SYBB 459** Bioinformatics for Systems Biology 3
- **SYBB 472** BioDesign 3

### Quantitative Analysis and Modeling
- **MPHP 405** Statistical Methods in Public Health 3
- **PQHS 431** Statistical Methods I 3
- **PQHS 432** Statistical Methods II 3
- **CSDS 435** Data Mining 3
- **PQHS 515** Secondary Analysis of Large Health Care Data Bases 3
- **PQHS 480** Introduction to Mathematical Statistics 3
- **CSDS 440** Machine Learning 3
- **MATH 441** Mathematical Modeling 3
- **EBME 300/MATH 449** Dynamics of Biological Systems: A Quantitative Introduction to Biology 3
- **MIDS 301** Introduction to Information: A Systems and Design Approach 3
- **PQHS 457** Current Issues in Genetic Epidemiology: Design and Analysis of Sequencing Studies 3
- **PQHS 451** A Data-Driven Introduction to Genomics and Human Health 3
- **PQHS 452** Statistical Methods for Genetic Epidemiology 3
- **PQHS 453** Categorical Data Analysis 3
- **PQHS 459** Longitudinal Data Analysis 3

### Sample Plan of Study for Systems Biology and Bioinformatics MS

#### Molecular and Computational Biology Track

**Plan of Study includes required courses as well as electives.**

<table>
<thead>
<tr>
<th>First Year</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
</tr>
<tr>
<td>Survey of Bioinformatics: Technologies in Bioinformatics (SYBB 411A)</td>
<td>1</td>
</tr>
<tr>
<td>Survey of Bioinformatics: Data Integration in Bioinformatics (SYBB 411B)</td>
<td>1</td>
</tr>
<tr>
<td>Survey of Bioinformatics: Translational Bioinformatics (SYBB 411C)</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Biomedical Informatics and Systems Biology Journal Club (SYBB 501)
- Year Total: 9

#### Statistical Methods I (PQHS 431)
- Year Total: 3

#### Topical Elective from Elective Course List
- Year Total: 3

#### Survey of Bioinformatics: Programming for Bioinformatics (SYBB 412)
- Year Total: 3

#### Biomedical Informatics and Systems Biology Journal Club (SYBB 501)
- Year Total: 0

#### Current Proteomics and Bioinformatics (SYBB 555)
- Year Total: 3

#### Additional 3 Credit Course TBD
- Year Total: 3

#### Second Year

<table>
<thead>
<tr>
<th>Units</th>
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<tbody>
<tr>
<td>Fall</td>
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<td>Machine Learning (CSDS 440)</td>
</tr>
<tr>
<td>Protein Biophysics (BIOC 475)</td>
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<tr>
<td>Biomedical Informatics and Systems Biology Journal Club (SYBB 501)</td>
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<tr>
<td>Thesis M.S. (SYBB 651)</td>
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<tr>
<td>Thesis M.S. (SYBB 651)</td>
</tr>
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</table>

#### Total Units in Sequence: 30-33

### Part-time SYBB MS program

The Program in systems biology and bioinformatics offers a flexible curriculum with a minimal number of required classes (SYBB 501 Biomedical Informatics and Systems Biology Journal Club, SYBB 459 Bioinformatics for Systems Biology, SYBB 555 Current Proteomics and Bioinformatics are the only required classes); the majority of classes taken toward the MS are tailored to the student’s research interests and thesis project. This flexibility enables students that are interested in pursuing the MS on a part-time basis to maximize employee tuition benefits. A CWRU employee (or spouse) has a total of 15 credit hours/year (6 per semester and 3 per summer session) with which to pursue a degree. Taking only this number will net a part-time student an MS in 5 semesters and 2 summer sessions; not taking a class during the summer sessions will result in taking 6 semesters to get the MS; and if a student were to take a single class a semester, it would take 11 semesters to reach the requisite number of classes needed for the MS.

### Systems Biology and Bioinformatics PhD

The Systems Biology and Bioinformatics program differs from current CWRU programs in the comprehensive requirement for an understanding of biological systems, bioinformatics, and quantitative analysis & modeling. The program includes a minimal set of required courses including (SYBB 501 [http://bulletin.case.edu/search/?P=SYBB%20501] Biomedical Informatics and Systems Biology Journal Club) and a course in the Responsible Conduct of research (IBMS 500 On Being a Professional Scientist: The Responsible Conduct of Research). Additional required courses for the Translational Bioinformatics and Molecular and Computational Biology tracks are SYBB 459 Bioinformatics for Systems Biology and SYBB 555 Current Proteomics. At least six additional courses will be required based upon individualized student interests. Other requirements include a qualifier exam, a PhD Dissertation, and...
oral defense. The total credits required for the PhD is at least 54 credits: 24 graded credits, 12 pre-dissertation research credits, and at least 18 dissertation research credits. Admissions to this program may be obtained through the integrated Biomedical Sciences Training Program, by direct admission to the department in rare cases or via the Medical Scientist Training Program.

**Required Core Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>SYBB 459</td>
<td>Bioinformatics for Systems Biology</td>
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</tr>
<tr>
<td>SYBB 555</td>
<td>Current Proteomics and Bioinformatics</td>
<td>3</td>
</tr>
<tr>
<td>SYBB 501</td>
<td>Biomedical Informatics and Systems Biology Journal Club</td>
<td>0</td>
</tr>
<tr>
<td>SYBB 601</td>
<td>Systems Biology and Bioinformatics Research</td>
<td>up to 9</td>
</tr>
<tr>
<td>SYBB 651</td>
<td>Thesis M.S. (For MS Students only) *9 credits for Plan A, 0 credits for Plan B</td>
<td>*</td>
</tr>
<tr>
<td>SYBB 701</td>
<td>Dissertation Ph.D. (For PhD students only)</td>
<td>18</td>
</tr>
</tbody>
</table>

**Elective Courses**

**Genes and Proteins Courses**

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<tr>
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<td>BIOC 412</td>
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</tr>
<tr>
<td>BETH 412</td>
<td>Ethical Issues in Genetics/Genomics</td>
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**Bioinformatics and Computational Biology Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>BIOC/ECSE 419</td>
<td>Applied Probability and Stochastic Processes for Biology</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 451</td>
<td>A Data-Driven Introduction to Genomics and Human Health</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 458</td>
<td>Introduction to Bioinformatics</td>
<td>3</td>
</tr>
<tr>
<td>NEUR 478/BIOL 378/COS/G/MATH 378/BIOL 478/EBME 478</td>
<td>Computational Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>SYBB 411A</td>
<td>Survey of Bioinformatics: Technologies in Bioinformatics</td>
<td>1</td>
</tr>
<tr>
<td>SYBB 411B</td>
<td>Survey of Bioinformatics: Data Integration in Bioinformatics</td>
<td>1</td>
</tr>
<tr>
<td>SYBB 411C</td>
<td>Survey of Bioinformatics: Translational Bioinformatics</td>
<td>1</td>
</tr>
<tr>
<td>SYBB 412</td>
<td>Survey of Bioinformatics: Programming for Bioinformatics</td>
<td>3</td>
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</table>

**Quantitative Analysis and Modeling**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>MPH 405</td>
<td>Statistical Methods in Public Health</td>
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<td>PQHS 431</td>
<td>Statistical Methods I</td>
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</tr>
<tr>
<td>PQHS 432</td>
<td>Statistical Methods II</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 435</td>
<td>Data Mining</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 515</td>
<td>Secondary Analysis of Large Health Care Data Bases</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 480</td>
<td>Introduction to Mathematical Statistics</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 440</td>
<td>Machine Learning</td>
<td>3</td>
</tr>
<tr>
<td>MATH 441</td>
<td>Mathematical Modeling</td>
<td>3</td>
</tr>
<tr>
<td>EBME 300/MATH 449</td>
<td>Dynamics of Biological Systems: A Quantitative Introduction to Biology</td>
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<td>MIDS 301</td>
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<td>PQHS 452</td>
<td>Statistical Methods for Genetic Epidemiology</td>
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</tr>
<tr>
<td>PQHS 453</td>
<td>Categorical Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 459</td>
<td>Longitudinal Data Analysis</td>
<td>3</td>
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</table>

**Sample Plan of Study for Systems Biology and Bioinformatics PhD Translational Bioinformatics Track**

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
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<tbody>
<tr>
<td>Biomedical Informatics and Systems Biology Journal Club (SYBB 501)</td>
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<td>0</td>
</tr>
<tr>
<td>Survey of Bioinformatics: Technologies in Bioinformatics (SYBB 411A)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Survey of Bioinformatics: Data Integration in Bioinformatics (SYBB 411B)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Survey of Bioinformatics: Translational Bioinformatics (SYBB 411C)</td>
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<td>1</td>
</tr>
<tr>
<td>Cell Biology I (IBMS 453)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Molecular Biology I (IBMS 455)</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Systems Biology and Bioinformatics Research (SYBB 601)</td>
<td>1-9</td>
<td>1-9</td>
</tr>
<tr>
<td>Survey of Bioinformatics: Programming for Bioinformatics (SYBB 412)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Current Proteomics and Bioinformatics (SYBB 555)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Bioinformatics for Systems Biology (SYBB 459)</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Systems Biology and Bioinformatics Research (SYBB 601/651)</td>
<td>1-9</td>
<td>1-9</td>
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<tr>
<td>Biomedical Informatics and Systems Biology Journal Club (SYBB 501)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>On Being a Professional Scientist: The Responsible Conduct of Research (IBMS 500)</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Credits Required**: 10-18 for Fall, 11-19 for Spring
Master's of Science in Regenerative Medicine & Entrepreneurship (RGME)

Stanton L. Gerson, MD (https://case.edu/medicine/ncrm/node/276/)
Professor, Medicine-Hematology/Oncology
Director, Case Comprehensive Cancer Center
Director, National Center for Regenerative Medicine
Associate Professor, Pediatrics
slg5@case.edu

Tracey Bonfield, PhD (https://casemed.case.edu/pediatrics/people/faculty-profile.cfm?people_id=136)
Associate Professor, Pediatrics
tracey.bonfield@case.edu (Tracey.Bonfield@case.edu)

Horst von Recum, PhD (https://case.edu/cancer/members/member-directory/horst-von-recum/)
Associate Professor, Biomedical Engineering
horst.vonrecum@case.edu (horst.vonrecum@case.edu)


The RGME is the first two-year master’s level program in Ohio focused on Regenerative Medicine and Entrepreneurship. Students enrolled in the RGME program will have access to cutting-edge clinical and research facilities along with small biotechnology companies within the network of the National Center for Regenerative Medicine (NCRM).

This unique, interdisciplinary program will provide a rigorous educational pathway targeting individuals seeking the advanced skills and training required to excel in the unique workforce necessary to support the exponential growth and application of the field of regenerative medicine. The Master's program in RGME will train individuals to work in academic, commercial, and clinical settings to support cellular manufacturing, biotechnology innovation, legal and compliance, financial analyst and venture capital, and business development activities taking advantage of our strengths across the disciplines of regenerative medicine as a whole.

Curriculum

Our full-time students complete the 30-credit hour master’s degree in two years while learning from internationally renowned faculty across the University. The core courses provide the foundational elements including stem-cell biology, biomaterial engineering, medical product development, federal regulations, bioethics, and how to take a discovery to market. In addition, students select an independent study in either hands-on laboratory research or an industry internship. Various science and business development electives, paired with seminars and career development opportunities, round out your tailored experience. In lieu of a thesis, students create public presentations and written scientific projects throughout the program.

Required Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>RGME 535</td>
<td>Foundations in Regenerative Medicine</td>
<td>3</td>
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<tr>
<td>RGME 545</td>
<td>Stem Product Biology, Bench to Bedside Development and Therapeutic Translation</td>
<td>3</td>
</tr>
</tbody>
</table>
BIOL 491  Contemporary Biology and Biotechnology for Innovation I  3
BIOL 492  Contemporary Biology and Biotechnology for Innovation II  3
GENE 467  Commercialization and Intellectual Property Management  3

3 Required Independent Study Credits (Students must complete one of two)
RGME 560  Regenerative Medicine Independent Study, Research Project  3
RGME 565  Regenerative Medicine Independent Study, Internship  3

Electives
Science Program Electives (Students must complete 6 credit hours)
CLBY 435  Seminar in Molecular Biology/Microbiology  1
CLBY 450  Cells and Pathogens  3
CLBY 525  Neurodegenerative Diseases of the Brain and the Eye: Molecular Basis of the Brain-Eye Connection  3
CRSP 412  Communication in Clinical Research - Grant Writing  1
EBME 406  Polymers in Medicine  3
EBME 451  Molecular and Cellular Physiology  3
PATH 416  Fundamental Immunology  4
PHRM 409  Principles of Pharmacology  3
PHRM 511  Pharmacology Seminar Series  0 - 1
PHRM 520  The Cellular and Molecular Hallmarks of Cancer  3
PHRM 525  Topics in Cell and Molecular Pharmacology  0 - 18

Business Development Program Electives (Students must complete 6 credit hours)
IIME 450A  Technology Entrepreneurship: Market Opportunity Analysis  3
LAWS 4302  Patent Law  2 - 3
LAWS 4312  Patent Preparation and Prosecution 2  2
LAWS 5341  Commercialization and Intellectual Property Management  3
LAWS 5366  Venture Finance & Transactions  2

* Please visit website (https://case.edu/medicine/ncrm/training-education/masters-program-rgme/curriculum/) for a full list of the Business Development Program Electives.

Total Credit Hours Required for Degree: 30

Recommended Program of Study

First Year

<table>
<thead>
<tr>
<th>Units</th>
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<th>Spring</th>
</tr>
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<tr>
<td>Foundations in Regenerative Medicine (RGME 535)</td>
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<tr>
<td>Contemporary Biology and Biotechnology for Innovation I (BIOL 491)</td>
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<tr>
<td>Science or Business Development Elective(s)</td>
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<td>Seminars</td>
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<tr>
<td>Stem Product Biology, Bench to Bedside Development and Therapeutic Translation (RGME 545)</td>
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<tr>
<td>Contemporary Biology and Biotechnology for Innovation II (BIOL 492)</td>
<td>3</td>
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<tr>
<td>Science or Business Development Elective(s)</td>
<td>1-6</td>
<td>Year Total: 7-12 7-12</td>
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</table>

Second Year

<table>
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<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Regenerative Medicine Independent Study, Research Project (RGME 560) or Regenerative Medicine Independent Study, Internship (RGME 565)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Commercialization and Intellectual Property Management (GENE 467)</td>
<td>3</td>
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<tr>
<td>Science or Business Development Elective(s)</td>
<td>1-6</td>
<td>Seminars</td>
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<tr>
<td>Science or Business Development Elective(s)</td>
<td>1-6</td>
<td>Year Total: 7-12 1-6</td>
</tr>
</tbody>
</table>

Total Units in Sequence: 22-42

Questions? Contact Melanie Prestage (mxp449@case.edu) for more information.

School of Medicine Certificates

Certificate programs in the School of Medicine offer an alternative way to take a deeper dive into a targeted subject area allowing you to advance your career, enhance your credentials, or prepare for graduate or professional school. These programs allow students to strengthen their academic transcripts and gain the foundational knowledge needed for future success!

Certificate in Cancer Biology

216.368.1994
Stanton Gerson, MD, Director
Damian J. Junk (djj40@case.edu), PhD, Assistant Director Cancer Training and Education, Case Comprehensive Cancer Center
http://www.case.edu/cancer/

The Clinical Oncology Research Career Development Program (CORP) provides interdisciplinary training in clinical and translational oncology research for clinical oncology junior faculty physicians who are interested in pursuing academic research careers as physician-scientists. This training addresses the need for clinician investigators to translate
fundamental cancer research discoveries into medical care of cancer patients. Eligible candidates are physicians (MD, DO or MD/PhD) with a clinical training background in one of a number of oncology disciplines, including medical, surgical, pediatric, dermatological, gynecological and radiation oncology. Scholars select one of three areas of concentration:

- Mechanism Based Therapeutics and Clinical Trials
- Stem Cell Biology and Hematopoietic Malignancy Clinical Trials
- Prevention, Aging and Cancer Genetics and Clinical Trials

The Scholars’ individual training plan consists of a 2-year certificate program which includes a didactic curriculum designed to provide basic background and highly individualized advanced training in both clinical and methodological components of clinical and translational cancer research.

Each Scholar is co-mentored by both a basic or behavioral scientist and a clinical investigator. A mentoring committee comprised of faculty in the Scholar's focus of oncology research provides additional guidance and support. During the period of mentored laboratory training, the Scholars develop original hypothesis-based experiments related to disease mechanisms at a molecular or cellular level. As the Scholars build on their laboratory conclusions to create and implement clinical trials, they are mentored by clinical investigators. Clinical trials are aimed at developing new methods for diagnosis and testing promising ideas for novel therapeutic interventions. These components come together with the Scholar's presentations at a national conference, publications in peer review journals and application for independent funding as a physician-scientist.

This two-year certificate program is administered through the Case Comprehensive Cancer Center. The overall goal of the K12 CORP certificate program is to foster interdisciplinary training in clinical and translational oncology therapeutic research for physicians. Upon completion of this 15-19 hour two-year training, scholars will earn the K12 CORP Certificate.

The formal didactic program includes a course in responsible conduct IBMS 500 On Being a Professional Scientist: The Responsible Conduct of Research (0) or CRSP 603 Research Ethics and Regulation (2 hr); CNCR 501 Translational Cancer Research A (Translational Cancer Research Course (1 hr/semester); and one elective (1-3). Additional required activities include Clinical Protocol Tutorials, Intensive Mentored Research Project, Ongoing seminars, Meetings and Presentations; and applications for independent funding.

Formal Didactic Curriculum Coursework *:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>IBMS 500</td>
<td>On Being a Professional Scientist: The Responsible Conduct of Research</td>
<td>1-2</td>
</tr>
<tr>
<td>or CRSP 603</td>
<td>Research Ethics and Regulation</td>
<td></td>
</tr>
<tr>
<td>CNCR 501</td>
<td>Translational Cancer Research A (All four modules required, one each semester of the program (501-1, 501-2, 501-3, 501-4))</td>
<td>1</td>
</tr>
</tbody>
</table>

*Additionally, choose one course from following core courses for credit towards certificate:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRSP 401</td>
<td>Introduction to Clinical Research Summer Series</td>
<td>3</td>
</tr>
<tr>
<td>CRSP 402</td>
<td>Study Design and Epidemiologic Methods</td>
<td>3</td>
</tr>
<tr>
<td>CRSP 406</td>
<td>Introduction to R Programming</td>
<td>3</td>
</tr>
<tr>
<td>CRSP 413</td>
<td>Communication in Clinical Research - Oral Presentation, Posters, and the Mass Media</td>
<td>1</td>
</tr>
<tr>
<td>CRSP 412</td>
<td>Communication in Clinical Research - Grant Writing</td>
<td>1</td>
</tr>
<tr>
<td>CRSP 500</td>
<td>Design and Analysis of Observational Studies</td>
<td>3</td>
</tr>
<tr>
<td>CRSP 501</td>
<td>Team Science - Working in Interdisciplinary Research Teams</td>
<td>1</td>
</tr>
</tbody>
</table>

**Certificate in Experimental Biotechnology**

Dr. Martin Snider, PhD, Director
216.368.1232
biochem_grad_programs@case.edu

The Certificate Program in Experimental Biotechnology program prepares students for employment opportunities in biotechnology as researchers in academia or the biotechnology industry. It provides hands-on experience and marketable skills in biochemistry, molecular biology, and biotechnology. The program can be completed in one year of full-time study or two years of part-time study. Part-time study is ideal for those who wish to pursue the certificate while they are working.

The certificate is offered by the Biochemistry Department. For more information please visit the Certificate in Experimental Biotechnology (https://case.edu/medicine/biochemistry/academics/certificate-experimental-biotechnology/) page on the department’s website.

The program has the following components:

- Classroom courses provide a strong academic foundation in biochemistry and molecular biology (BIOC 407 and 408, 8 hours).
- Classroom courses about experimental design and the practice of biotechnology (BIOC 501 and 511, 4 credit hours), covering experimental design, documentation of experiments, and professional skills
- Laboratory courses (BIOC 500, 502A, 502B, and 502C, 6 credit hours) provide experience at the bench in recombinant protein production, mammalian cell culture, molecular and cell biology, protein detection, immunocytochemistry, and mass spectrometry. During these courses, students receive expert mentoring to help them become expert in these areas.

**Sample schedule for full-time students**

<table>
<thead>
<tr>
<th>First Year</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>Introduction to Biochemistry: From Molecules To Medical Science (BIOC 407)</td>
<td>4</td>
</tr>
<tr>
<td>Biotechnology Laboratory: Molecular Biology Basics (BIOC 500)**</td>
<td>1</td>
</tr>
<tr>
<td>Biochemical and Cellular Techniques for Biotechnology (BIOC 501)</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td><strong>Full PDF  855</strong></td>
<td></td>
</tr>
</tbody>
</table>
The Certificate in Global Health is awarded in recognition of a student’s interest and preparation for continued involvement and a potential career in global health. The certificate will highlight the student’s global health focus and ability to work across disciplines. The requirements for the certificate differ by discipline, but emphasize discipline-specific and interdisciplinary coursework and/or projects that reinforce skills and promote a broad understanding of global health issues. A certificate entails the completion of the course INTH 301/401: Fundamentals of Global Health, a minimum of 2-3 additional courses that relate directly to international or health issues, a project related to global health and successful completion of a major or discipline. Students may also substitute coursework for a project with permission of faculty.

The certificate is the centerpiece of the Framework for Global Health Curricula. This is a group of professors across the Case Western Reserve University campus whose objective is to promote education in global health issues. Nearly every department at CWRU offers multiple educational activities in global health.

Rather than attempt to own all of these activities, the group at CWRU (representing the departments of Anthropology, Bioethics, Biology, Biostatics/Epidemiology, Mathematics, Medicine, Nursing, and Engineering) elected to develop a structure within which each department could develop independently while taking advantage of what the others had to offer. The organizing structure for this became the certificate program rather than a separate degree. This approach enables students to graduate within a recognized discipline and to recognize a student’s focus, time and effort in training. Each student in the certificate program will be grounded in global health by a core course (INTH 301/401) that will allow them to understand concepts and vocabulary across disciplines and that will facilitate meaningful communication with others based in a different discipline. In addition to the certificate, the Framework for Global Health Curricula has identified and is annotating all global health-related courses at CWRU. It has supported the recent revival of Medical Spanish and new courses and electives in global health.

### Requirements for Certificate in Global Health: Anthropology

#### Undergraduate:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTH 301</td>
<td>Fundamentals of Global Health</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 215</td>
<td>Health, Culture, and Disease:</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>An Introduction to Medical Anthropology</td>
<td></td>
</tr>
<tr>
<td>ANTH 359</td>
<td>Introduction to Global Health</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>And one elective selected from list of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>approved electives in the Anthropology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Department</td>
<td></td>
</tr>
</tbody>
</table>

#### Graduate:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTH 401</td>
<td>Fundamentals of Global Health</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 459</td>
<td>Introduction to Global Health</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 511</td>
<td>Seminar in Anthropology and Global Health:</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Topics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>And one elective selected from list of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>approved electives in the Anthropology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Department</td>
<td></td>
</tr>
</tbody>
</table>

Contact: Janet McGrath (janet.mcgrath@case.edu), 216.368.2287
Contact: Janet McGrath (janet.mcgrath@case.edu), 216.368.2287

Bioethics

INTH 401 Fundamental of Global Health 3
And complete two elective selected from list of approved electives in the Bioethics Department

Contact: Patricia Marshall (patricia.marshall@case.edu), 216.368-6196

Population and Quantitative Health Sciences

INTH 401 Fundamental of Global Health 3
PQHS 484 Global Health Epidemiology 1 - 3
Complete one elective selected from list of approved electives in the PQHS Department
And complete an epidemiology research project with global perspective (may be substituted with other coursework)

Contact: Daniel Tisch (daniel.tisch@case.edu), 216.368.0875

Math/Applied Math specialization:

INTH 301 or INTH 401 Fundamental of Global Health 3
PQHS 431 Statistical Methods I 3
or PQHS 490 Epidemiology: Introduction to Theory and Methods
MATH 449 Dynamical Models for Biology and Medicine 3
Complete a health related modeling project with global perspective (may be substituted with other coursework).

Contact: David Gurarie (david.gurarie@case.edu), 216.368.2857

Medicine

INTH 401 Fundamental of Global Health 3
Complete two elective courses selected from list of approved electives in the Medicine Department
Complete a global health related project (may be student’s thesis or may be substituted with other coursework)

Contact: Peter Zimmerman (peter.zimmerman@case.edu), 216.368.0508

Nursing

Undergraduate:

INTH 301 Fundamental of Global Health 3
NURS 372 Health in the Global Community 3
NURS 394 Global Health Seminar 3
Complete a global health related project (may be substituted with other coursework)

Graduate: INTH 401 Fundamental of Global Health 3
PQHS 484 Global Health Epidemiology 1 - 3
NURS 394 Global Health Seminar 3
Complete a global health related project (may be substituted with course work)

Contact: Mary Quinn Griffin (mtq2@case.edu), 216.368.1920

Biology

INTH 301 Fundamental of Global Health 3
or INTH 401 Fundamental of Global Health
Additional Biology electives from approved list

Contact: Christopher Cullis (christopher.cullis@case.edu), 216.368.5362

Engineering

INTH 301 Fundamental of Global Health 3
or INTH 401 Fundamental of Global Health
Approved electives Engineering related courses

Contact: N. Sree Sreenath (n.sreenath@case.edu), 216.368.6219

Mandel School of Applied Social Sciences

INTH 401 Fundamental of Global Health 3
Additional SASS elective from approved list

Contact: Sharon Milligan (sharon.milligan@case.edu), 216.368.2335

Certificate in Maternal and Child Nutrition

216.368.2440
nutrition@case.edu

This transcriptable certificate requires 15 credits of coursework, which can be counted toward an MS degree in nutrition, and a cumulative GPA of 3.0. No transfer courses or work experience may be accepted in lieu of credit courses.

Graduates of this program track are employed as:

• WIC Breastfeeding Coordinator;
• Public Health Analyst for Health Resources and Services Administration;
• Community Outreach Dietitian; and
• Nutrition Education Consultant with the Dairy and Nutrition Council.

Students may complete either the Certificate in Maternal and Child Nutrition or the Certificate in Nutrition for Health Care Professionals but not both.

Required Courses:

NTRN 435 Nutrition during Pregnancy and Lactation 3
NTRN 436 Pediatric Nutrition 3
Electives
Three courses chosen from the following:

NTRN 401 Nutrition for Community and Health Care Professionals * 2 - 3
or NTRN 433 Advanced Human Nutrition I

NTRN 446 Advanced Maternal Nutrition: Special Topics 3

NTRN 456 Pediatric Obesity 3

NTRN 532C Specialized Public Health Nutrition Field Experience 1 - 3

NTRN 533 Nutritional Care of Neonate 3

NTRN 602 Special Project in Nutrition 1 - 3

*Students may apply either NTRN 401 or NTRN 433 to fulfill the certificate requirements, but not both.

Graduate Certificate in Clinical Research
James Spilsbury (james.spilsbury@case.edu), PhD, Director
http://case.edu/medicine/crsp/programs/certificate-program/
Center for Clinical Investigation
Contact Education Administrator (clinical-research@case.edu)
216.368.2601

The Clinical Research Certificate program is a four course, 11 credit hour program. Students who successfully complete the required coursework will receive a Certificate in Clinical Research. Coursework includes Introduction to Clinical and Translational Research; Study Design and Epidemiologic Methods; Advanced Statistics: Linear Models; and a course on Research Ethics and Regulation.

Admissions will be administered by the Clinical Research Scholars program in the Populations and Quantitative Health Science Department. Individuals who want to participate in the program will complete an online application form that includes a brief personal statement describing the reason(s) for seeking clinical research training and a recent CV or resume. Per CWRU School of Graduate Studies requirements, individuals who are not already graduate-degree-seeking students at CWRU must submit to the School of Graduate Studies a completed non-degree application form (https://applygrad.case.edu/apply/?sr=46e59d18-db3d-4dd2-9b36-a96e6eb553fd). Individuals who are not faculty, staff, or employees of CWRU must also submit a transcript or copy of their diploma, documenting completion of a baccalaureate degree. Once accepted into the Certificate program, participants will register for the courses through the Student Information System. The program will have rolling admissions, and students will be able to start taking courses in the summer or fall semester. The coursework for the Certificate will be listed on the official CWRU transcript. However, the Certificate in Clinical Research will be issued by the Clinical Research Scholars Program, not the University, and will not appear on the official CWRU transcript.

Performance Standards: A grade of B or higher in each graded course will be required for successful completion of the Certificate program. It is the responsibility of the student to complete and submit a Program Progress Checklist (https://case.edu/medicine/pqhs/sites/case.edu.pqhs/files/2020-05/CertificatePROGRAMPROGRESSCHECKLIST.pdf) after completion of each course.

Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRSP 401</td>
<td>Introduction to Clinical Research Summer Series</td>
<td>3</td>
</tr>
<tr>
<td>CRSP 603</td>
<td>Research Ethics and Regulation</td>
<td>2</td>
</tr>
<tr>
<td>NURS 630</td>
<td>Advanced Statistics: Linear Models</td>
<td>3</td>
</tr>
<tr>
<td>or CRSP 431</td>
<td>Statistical Methods I</td>
<td></td>
</tr>
<tr>
<td>PQHS 490</td>
<td>Epidemiology: Introduction to Theory and Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional Requirement: All students are required to be certified (Continuing Research Education Credit, or CREC) in human subjects research before they can complete the program. Exit Standards: Students who complete all required coursework and CREC certification will submit a checklist to the Clinical Research Scholars Program (http://case.edu/medicine/crsp/programs/certificate-program/) notifying the Education Administrator/Manager (crsp@case.edu) that all coursework has been completed. This administrator will verify with the registrar’s office that all requirements have been met and will then issue a certificate to the enrollee, documenting completion of the program.

Health Informatics Certificate
Questions and Information:
Nickalaus Koziura, EdM
Graduate Certificate in Health Informatics
Case Western Reserve University
10900 Euclid Avenue, W-G74
Cleveland, Ohio 44106-4945
216.368.5957 - phone
informatics@case.edu

Students who want to explore Biomedical and Health Informatics without – or before – committing to a Master’s, can take a series of four or five courses that provide an overview and grounding in the fundamentals with practical applications in research, clinical care and population health. If you choose to continue to a Master’s program within our department, all courses are transferable.

A 12-credit or 15-credit certificate is available, taking from one year to two-and-a-half years to complete, depending on a student’s chosen pace. Certificates are granted from the CWRU School of Medicine, Department of Population and Health Information Sciences. Only the 15-credit certificate will show on an official CWRU transcript. The Graduate Certificate in Health Informatics requires students to complete 6 credits of required courses and 6-9 credits of courses in a concentration.

Required Courses for the Certificate

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PQHS 416</td>
<td>Computing in Biomedical Health Informatics</td>
<td>3</td>
</tr>
<tr>
<td>MPHP 532</td>
<td>Health Care Information Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives can be selected to tailor a concentration that resonates with your interests.

Health Informatics Management Concentration
Two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EBME 473</td>
<td>Fundamentals of Clinical Information Systems</td>
<td>3</td>
</tr>
</tbody>
</table>
Key features of this program include:

- A highly flexible and individually tailored program of study providing each student the preparation that they need to be competitive applicants.
- A dedicated program director who has experience advising for medical school admissions and who meets regularly with students one-on-one.
- Problem-based Clinical Inquiry (IQ) coursework designed to give students exposure to medical terminology and clinical reasoning and develop professional growth via self-reflection.
- Specialized Medical College Admissions Test (MCAT) preparatory course designed to comprehensively review all MCAT content areas, as well as testing methods.
- Diverse opportunities for shadowing, volunteering, and research in affiliation with 4 world-class health systems (The Cleveland Clinic, University Hospitals Cleveland Medical Center, VA Medical Center, and MetroHealth Medical Center).
- Opportunity to interview with the CWRU School of Medicine for select students.

The PRIME program is highly flexible. To earn the certificate, students must complete at least 24 credit hours. A program of study must be approved by the program director. Each student will work closely with the program director to tailor the program to their needs. Based on previous coursework taken, some students may need to take more than 24 credit hours to complete the prerequisite courses for medical school and earn the PRIME certificate. This program can be completed in 1-2 years, depending on a student’s individual needs.

Required Program Coursework:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGRD 310</td>
<td>Introduction to Clinical Inquiry (IQ)</td>
<td>3</td>
</tr>
<tr>
<td>MGRD 311</td>
<td>Introduction to Clinical Inquiry (IQ) II</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Medical School Coursework:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOC 307</td>
<td>Introduction to Biochemistry: From Molecules To Medical Science</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 214</td>
<td>Genes, Evolution and Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 214L</td>
<td>Genes, Evolution and Ecology Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 215</td>
<td>Cells and Proteins</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 215L</td>
<td>Cells and Proteins Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>or BIOL 216</td>
<td>Development and Physiology</td>
<td></td>
</tr>
<tr>
<td>BIOL 216L</td>
<td>Development and Physiology Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 105</td>
<td>Principles of Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 106</td>
<td>Principles of Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 113</td>
<td>Principles of Chemistry Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 223</td>
<td>Introductory Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 224</td>
<td>Introductory Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 233</td>
<td>Introductory Organic Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>Laboratory I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 234</td>
<td>Introductory Organic Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>Laboratory II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 125</td>
<td>Math and Calculus Applications for Life, Managerial, and Social Sci</td>
<td>4</td>
</tr>
<tr>
<td>MATH 126</td>
<td>Math and Calculus Applications for Life, Managerial, and Social Sci II</td>
<td>4</td>
</tr>
<tr>
<td>or STAT 201</td>
<td>Basic Statistics for Social and Life Sciences</td>
<td></td>
</tr>
<tr>
<td>PHYS 115</td>
<td>Introductory Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 116</td>
<td>Introductory Physics II</td>
<td>4</td>
</tr>
</tbody>
</table>

### Clinical Informatics Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EBME 473</td>
<td>Fundamentals of Clinical Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>MPHP 467</td>
<td>Comparative and Cost Effectiveness Research</td>
<td>1</td>
</tr>
<tr>
<td>MPHP 468</td>
<td>The Continual Improvement of Healthcare: An Interdisciplinary Course</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 471</td>
<td>Machine Learning &amp; Data Mining</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 515</td>
<td>Secondary Analysis of Large Health Care Data Bases</td>
<td>3</td>
</tr>
<tr>
<td>One of the following (for 15 credit certificate):</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CRSP 401</td>
<td>Introduction to Clinical Research Summer Series</td>
<td>3</td>
</tr>
<tr>
<td>MPHP 405</td>
<td>Statistical Methods in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 431</td>
<td>Statistical Methods I</td>
<td>3</td>
</tr>
</tbody>
</table>

### Bioinformatics Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDS 459</td>
<td>Bioinformatics for Systems Biology</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 451</td>
<td>A Data-Driven Introduction to Genomics and Human Health</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 471</td>
<td>Machine Learning &amp; Data Mining</td>
<td>3</td>
</tr>
</tbody>
</table>

### Post-baccalaureate Readiness Instruction for BioMedical Education (PRIME) Certificate Program

216.368.5296  
https://case.edu/medicine/prime  
Anthony Saar, MEd  
Director, PRIME Program  
prime@case.edu  

PRIME is a post-baccalaureate certificate (non-degree) program for students who need additional preparation to have a competitive application for MD or DO programs.

This program is designed for two types of students:

- Career changers - students who have not yet completed all their pre-med requirements.
- Academic enhancers - students who need to improve their undergraduate GPA and their foundation in key pre-med content.

Key features of this program include:

- A highly flexible and individually tailored program of study providing each student the preparation that they need to be competitive applicants.
- A dedicated program director who has experience advising for medical school admissions and who meets regularly with students one-on-one.
- Problem-based Clinical Inquiry (IQ) coursework designed to give students exposure to medical terminology and clinical reasoning and develop professional growth via self-reflection.
- Specialized Medical College Admissions Test (MCAT) preparatory course designed to comprehensively review all MCAT content areas, as well as testing methods.
- Diverse opportunities for shadowing, volunteering, and research in affiliation with 4 world-class health systems (The Cleveland Clinic, University Hospitals Cleveland Medical Center, VA Medical Center, and MetroHealth Medical Center).
- Opportunity to interview with the CWRU School of Medicine for select students.

The PRIME program is highly flexible. To earn the certificate, students must complete at least 24 credit hours. A program of study must be approved by the program director. Each student will work closely with the program director to tailor the program to their needs. Based on previous coursework taken, some students may need to take more than 24 credit hours to complete the prerequisite courses for medical school and earn the PRIME certificate. This program can be completed in 1-2 years, depending on a student’s individual needs.
Students may have completed some of these required courses prior to the start of this program and thus the students would be eligible for exemption from taking these courses for the certificate. Depending on course grades, students, with approval of the program director, may waive the required courses. Students may also elect to retake these courses for reference and/or to improve their undergraduate GPA.

**Elective Coursework**

In consultation with the program director, students will develop the best program of study for their needs. Typically, if a student has already taken the medical school prerequisites, but needs to improve their overall undergraduate GPA, taking upper-level undergraduate courses would show more rigor compared to retaking lower-level courses. With successful grades, a student’s undergraduate GPA will also improve.

Students may take additional elective coursework (http://casemed.case.edu/gradprog/PRIME/electives.php) across the university with program director and instructor approval. Although science and math classes will be the primary focus for most students, some students may also seek to take graduate coursework to demonstrate academic rigor. Further, some students may also elect to take other courses based on interests or a desire to improve technical skills (such as writing or language skills).

**Courses**

**RGME 525. Current Topics in Regenerative Medicine. 2 Units.**
Current Topics in Regenerative Medicine, will be an elective course in the newly approved Master’s Program in Regenerative Medicine and Entrepreneurship. The objective of this course is for each student to develop a general understanding of concepts and current topics related to Regenerative Medicine, Stem Cell research, entrepreneurship and product development. -To expose students to principles in Cell Biology and Tissue Engineering relevant to the field -To review the current landscape and spectrum of topics which makes up the field of regenerative medicine -To explore current and emerging technologies supporting regenerative medicine research -To discuss federal regulatory and compliance issues related to clinical research and the development of therapeutics -To explore cellular manufacturing approaches for regenerative medicine products -Discuss ethical and societal issues related to regenerative medicine research and technologies

**RGME 535. Foundations in Regenerative Medicine. 3 Units.**
Foundations in Regenerative Medicine is a team-taught course using multiple faculty content experts. The objective of this course is for each student to develop a general understanding of the foundations and concepts related to Regenerative Medicine and Stem Cell research. -To expose students to foundational principles in Cell Biology and Tissue Engineering relevant to the field -To review the current landscape and spectrum of topics which makes up the field of regenerative medicine -To explore current and emerging technologies supporting regenerative medicine research -To discuss federal regulatory and compliance issues related to clinical research and the development of therapeutics -To explore cellular manufacturing approaches for regenerative medicine products -Discuss ethical and societal issues related to regenerative medicine research and technologies

**RGME 545. Stem Product Biology, Bench to Bedside Development and Therapeutic Translation. 3 Units.**
This course is a team-taught course using multiple faculty content experts. The objective of this course is for each student to understand the concept of stem cell biology from procurement to therapeutic development. This course will provide an overview of the regulatory framework, concepts, lab operations, and biologic techniques to support cell and regenerative medicine product manufacturing. To work in this emerging field, students must understand the scientific and regulatory development of biologic therapies as well as operational issues related to manufacturing in the cleanroom space under quality systems. The goals are to: 1) Develop an understanding of the infrastructure and compliance required to manufacture biologics for clinical use of stem cells. 2) Identify and critically analyze key operational issues related to clinical development and use of biologics from expansion to pre-clinical validation and therapeutic use. 3) Perform hands on activities using current techniques. 4) Discuss ethical and societal issues related to regenerative medicine research and technologies.

**RGME 547. Gene Therapy and Concepts in Regenerative Medicine. 3 Units.**
This course focuses on the principles of gene therapy for disease treatment or drug delivery. Technical aspects associated with the development of the therapeutic approach will be covered along with the concepts related to the legal, ethical, economic, religious, and philosophical consequences of implementing gene-editing technologies for common and rare (often childhood) diseases. The “agora” will define ethical considerations of risk/benefit, informed consent, priority therapy targets, optimal technologies and delivery, costs, FDA regulation, and desired outcomes across disciplines. This course will be available to all students at CWRU, with consent of instructor. Students must have a foundational understanding in cell biology, exposure to regenerative medicine and genetics. Recommended Preperation: RGME 535 or RGME 525.

**RGME 560. Regenerative Medicine Independent Study, Research Project. 3 Units.**
The RGME 560 Independent Study-Research Project allows students to explore a topic of interest under the close supervision of a RGME program director and mentor. The course may include directed readings, applied work, assisting a faculty member with a research project, carrying out an independent research project, or other activities deemed appropriate. Regardless of the activities, the work must culminate in a formal paper. The specific course requirements are described in the Independent Studies Proposal form to be completed by the student, project mentor and program director prior to enrollment in the course. Prereq: RGME 535 and RGME 545.

**RGME 565. Regenerative Medicine Independent Study, Internship. 3 Units.**
The RGME 565 Independent Study-Industry Internship provides students with the opportunity to gain practical experience within an industry environment. Course objectives are: -Acquire knowledge of the industry sector in which the internship is completed. -Translate knowledge and skills learned in the classroom into a work environment. -Explore additional career options available with the designated industry sector. -Identify areas for future knowledge and skill development. Prereq: RGME 535 and RGME 545.
CMED (CMED)

CMED 401. Intro to Clinical Research and Scientific Writing. 3 Units.
This seminar brings in numerous experts to cover a variety of essential issues and concepts in clinical research and scientific writing. The overarching goal is for students to produce a short but well-crafted research proposal. Topics for reading and discussion include general principles of research design and proposal development; key concepts and issues in biostatistical science for study planning, data management, analysis, interpretation, and presentation; modern medical library informatics; ethical issues in clinical research and necessary rigamarole; technical writing emphasizing research proposals; designing studies of diagnostic tests; outcomes research and medical decision making; clinical genomics research.

CMED 402. Statistical Science for Medical Research. 3 Units.
A rigorous, practical introduction to core concepts and methods in statistical planning, managing, and analyzing data, and interpreting and communicating biostatistical information. Seminar sessions: discuss readings, work through realistic examples using popular commercial software. Project sessions: individuals in small groups discuss their own examples and receive on-the-spot feedback. Topics: types of data and common distributions; database and statistical software; understanding and describing data with simple statistics and effective tables and graphics; statistical transforms (log, logit) and what they imply, basic inference tests, confidence intervals, and related sample-size analyses involving categorical data (analyzing proportions), ordinal data (analyzing ranks), continuous data (analyzing means), and time-to-event data with censoring. A substantial introduction to statistical modeling unifies seemingly diverse methods to induce a cohesive, flexible, and broad understanding of biostatistics. Medical students enrolled in CRSP must complete CCLCM Introduction to Clinical Research, IBIS 431, and IBIS 490 to complete CCLCM Introduction to Clinical Research, IBIS 431, and IBIS 490 to satisfy the CRSP 401, 402, and 403 series. Prereq: Must be enrolled in School of Medicine.

CMED 403. Introduction to Clinical Epidemiology. 3 Units.
Using multiple learning modalities, including case-based seminars, computer-based interactive learning, journal club, and readings from texts as well as contemporary clinical literature, students will receive a rigorous introduction to methods of research in clinical epidemiology. Topics to be covered will include human subjects protections; legal and ethical components of clinical research; measures of disease frequency; basics of clinical study design; nature of and analysis of risk factors; cohort study design and analysis; case-control study design and analysis; confounding; interaction; bias; survey research; diagnostic tests; disease screening; design, analysis, and reporting of clinical trials; meta-analysis; decision analysis; cost-effectiveness analysis; and a brief introduction to health services research. Medical students enrolled in CRSP must complete CCLCM Introduction to Clinical Research, IBIS 431, and IBIS 490 to complete CCLCM Introduction to Clinical Research, IBIS 431, and IBIS 490 to satisfy the CRSP 401, 402, and 403 series. Prereq: Must be enrolled in School of Medicine.

CMED 404. Clinical Research Seminars. 1 Unit.
The Clinical Research Seminars series is intended to give students a broad exposure to issues unique to clinical research as well as career development. Students attend seminars on relevant clinical research topics offered either on the Case or CCF campuses, and will write a short summary of each seminar attended. A total of 12-14 one-hour seminars per semester is required for successful completion of the course. Students are expected to take two semesters. Prereq: Must be enrolled in School of Medicine and consent of CCLCM Office.

CMED 405. Clinical Research Seminars. 1 Unit.
The Clinical Research Seminars series is intended to give students a broad exposure to issues unique to clinical research as well as career development. Students attend seminars on relevant clinical research topics offered either on the Case or CCF campuses, and will write a short summary of each seminar attended. A total of 12-14 one-hour seminars per semester is required for successful completion of the course. Students are expected to take two semesters. Prereq: Must be enrolled in School of Medicine and consent of CCLCM Office.

CMED 450. Clinical Trials. 3 Units.
Design, organization and operation of randomized controlled clinical trials and intervention studies. Topics include legal and ethical issues in design; application of concepts of controls; masking and randomization; steps required for quality data collection; monitoring for evidence of adverse or beneficial treatment effects; elements of organizational structure; sample size calculations and data analysis procedures and mistakes. Prereq: Must be enrolled in School of Medicine.

CMED 458. Statistical Modeling with Applications in Clinical Research. 3 Units.
Statistical modeling methods and strategies for analyzing data in clinical research, including randomized and non-randomized clinical trials. Standard Normal-theory, logistic, and Cox proportional hazard regression methods, emphasizing that these tools provide a unified schema to use linear models for continuous and categorical predictors of outcomes that are continuous, binary, or time-to-event with censoring. Repeated measures analysis using summary measures versus modern mixed models. Spline models for non-linear relationships. Extending the logistic model for ordinal outcomes. Propensity analysis. Software: R. Prereq: Must be enrolled in School of Medicine.

CMED 500. Scientific Integrity in Biomedical Research. 0 Unit.
This course covers a wide variety of topics in ethics for biomedical researchers including Institutional Review Boards for human and animal experimentation, requirements of the Health Insurance Portability and Accountability Act (HIPAA), informed consent, and de-identification of patient data in research databases. Issues of data ownership, responsibilities of authorship, and conflicts of interest are also discussed. Prereq: Enrolled in School of Medicine. Must have completed 1.5 years.

CMED 601. Clinical Research Project. 9 Units.
Clinical research project leading toward the completion of a type B Masters of Science in Biomedical Investigation - CRSP.
IBMS 450. Fundamental Biostatistics to Enhance Research Rigor & Reproducibility. 1 Unit.
This is a required graduate level course for all first year PhD students in the School of Medicine biomedical PhD programs excluding Biomedical Engineering, Population and Quantitative Health Sciences, Molecular Medicine and Clinical Translation Science. This course focuses on providing students with a basic working knowledge and understanding of best practices in biostatistics that can be applied to common biomedical research activities in numerous fields. Weekly sessions involve a combination of basic programming activities, lectures, exercises, hands-on data manipulation and presentation. Topics include experimental design and power analysis, hypothesis testing, descriptive statistics, linear regression, and others with an emphasis on when and in which experimental design a particular test is properly used. The overall goal of the course is to empower students to use these biostatistics to enhance the rigor of their experimental design and reproducibility of their primary data. The major focus is not on theory, but on a practical acquisition of a working knowledge of basic data processing analysis, interpretation, and presentation skills.

IBMS 453. Cell Biology I. 3 Units.
Part of the first semester curriculum for first year graduate students along with IBMS 455. This course is designed to give students an intensive introduction to prokaryotic and eukaryotic cell structure and function. Topics include membrane structure and function, mechanisms of protein localization in cells, secretion and endocytosis, the cytoskeleton, cell adhesion, cell signaling and the regulation of cell growth. Important methods in cell biology are also presented. This course is suitable for graduate students entering most areas of basic biomedical research. Undergraduate courses in biochemistry, cell and molecular biology are excellent preparation for this course. Recommended preparation: Undergraduate biochemistry or molecular biology.

IBMS 455. Molecular Biology I. 3 Units.
Part of the first semester curriculum for first year graduate students along with IBMS 453. This course is designed to give students an intensive introduction to prokaryotic and eukaryotic molecular biology. Topics include protein structure and function, DNA and chromosome structure, DNA replication, RNA transcription and its regulation, RNA processing, and protein synthesis. Important methods in molecular biology are also presented. This course is suitable for graduate students entering most areas of basic biomedical research. Undergraduate courses in biochemistry, cell and molecular biology are excellent preparation for this course. Recommended preparation: Undergraduate biochemistry or molecular biology.

IBMS 456A. Since You Were Born: Nobel Prize Biomedical Research in the Last 21 Years- Section A. 1 Unit.
IBMS 456C. Since You Were Born: Nobel Prize Biomedical Research in the Last 21 Years- Section C. 1 Unit.
This course is one of four sections that will cover major advances in biomedical research by review of Nobel Prize-winning topics from the past 21 years. Each section will cover 8 Nobel prize topics (1 topic/2 hour session/week for 8 weeks). Students will read critical research papers of the Nobel prize scientist(s) in preparation for guided in-class discussion led by the faculty mentor. The IBMS 456B section will cover Nobel Prizes related to the areas of Biochemistry, Nutrition, Pharmacology, and Pathology-Cancer. These include: 1) 2015 Prize, T. Lindahl, P. Modrich, and A. Sancar: Mechanisms of DNA Repair; 2) 2014 Prize, E. Betzig, S. Hell, W. Moerner: Development of super-resolution fluorescence microscopy; 3) 2012 Prize, R. Lefkowitz and B. Kobilka: Structure/function analysis of G protein-coupled receptors; 4) 2004 Prize, A. Ciechanover, A. Hershko, and I. Rose: Mechanisms of ubiquitin-mediated protein degradation; 5) 2003 Prize, P. Lauterbur and P. Mansfield: Development of magnetic resonance imaging (MRI) methods; 6) 2002 Prize, S. Brenner, H.R. Horvitz, and J. Sulston: Mechanisms for genetic regulation of organ development and programmed cell death; 7) 2002 Prize, J. Fenn, K. Tanaka, and K. Wuthrich: Development of mass spec and NMR methods for biological macromolecules; 8) 2001 Prize, L. Hartwell, T. Hunt, and P. Nurse: Mechanisms of cell cycle regulation.

IBMS 456D. Since You Were Born: Nobel Prize Biomedical Research in the Last 21 Years- Section D. 1 Unit.
This course is one of four sections that will cover major advances in biomedical research by review of Nobel Prize-winning topics from the past 21 years. Each section will cover 8 Nobel prize topics (1 topic/2 hour session/week for 8 weeks). Students will read critical research papers of the Nobel prize scientist(s) in preparation for guided in-class discussion led by the faculty mentor. The IBMS 456D section will cover Nobel Prizes related to the areas of Neuroscience, Physiology & Biophysics, and Pathology-Molecular Basis of Disease. These include: 1) 2014 Prize, J. O'Keefe, M-B. Moser, and E. Moser: Mechanisms of nerve cell spatial positioning in the brain; 2) 2013 Prize, J. Rothman, R. Scheckman, and T. Sudhof: Mechanisms of intracellular vesicle trafficking and biomolecule secretion; 3) 2004 Prize, R. Axel and L. Buck: Structure/function of odorant receptors and organization of olfactory system; 4) 2003 Prize: P. Agre and R. MacKinnon:Structure/function analysis of channel proteins in cell membranes; 5) 2000 Prize, A. Carlsson, P. Greengard, and E. Kandel: Mechanisms of signal transduction in the nervous system; 6) 1998 Prize, R. Furchgott, L. Ignarro, and F. Murad: Discovery/mechanisms of nitric oxide as signaling molecule in cardiovascular system; 7) 1997 Prize, S. Prusiner: Discovery/prions as new biological principle of infection in neurological disease; 8) 1997 Prize, P. Boyer, J. Walker, and J. Skou: Mechanisms of mitochondrial ATP synthesis and Na, KATPase pump function.

IBMS 500. On Being a Professional Scientist: The Responsible Conduct of Research. 1 Unit.
The goal of this course is to provide graduate students with an opportunity to think through their professional ethical commitments before they are tested, on the basis of the scientific community's accumulated experience with the issues. Students will be brought up to date on the current state of professional policy and federal regulation in this area, and, through case studies, will discuss practical strategies for preventing and resolving ethical problems in their own work. The course is designed to meet the requirements for "instruction about responsible conduct in research" for BSTP and MSTP students supported through NIH/ADAMHA institutional training grant programs at Case. Attendance is required.

IBMS 501. Responsible Conduct of Research for Advanced Trainees. 0 Unit.
The life of a professional scientist is complicated, and it is not always easy to know how to "do the right thing" with regard to their data, colleagues, and subjects. Responsible Conduct of Research (RCR) is an essential component of research knowledge. Active thought about the issues of RCR should occur throughout a scientist's career. Instruction in RCR should be appropriate to the career stage of the individuals receiving training. All doctoral students in the School of Medicine receive initial RCR training in their second semester and NIH requires another intense exposure if doctoral students are four years beyond their initial training. The goal of this course is to provide fifth year biomedical doctoral students with additional RCR training by exposing them to a variety of research ethics topics through lectures and small group discussions led by professional scientists and ethicists. Students will be brought up to date on the current state of professional policy and federal regulation regarding research (where these exist), and will discuss practical strategies for preventing and resolving ethical problems in their own work. This course is designed for predoctoral graduate students that are in their fifth year of graduate studies and MSTP students that are in their fourth year of their PhD phase of study. These sessions are also appropriate for postdoctoral trainees.

INTH (INTH)

INTH 301. Fundamentals of Global Health. 3 Units.
This course seeks to integrate the multiple perspectives and objectives in global health by investigating how the disciplines of Biology, Medicine, Anthropology, Nursing, Mathematics, Engineering analyze and approach the same set of international health problems. Students will develop a shared vocabulary with which to understand these various perspectives from within their own discipline. The focus sites will emphasize issues related to the health consequences of development projects, emergency response to a health care crisis and diseases of development in presence of underdevelopment. Offered as INTH 301 and INTH 401. Prereq: Junior or senior.
INTH 315. Water Security and Social Justice in Brazil. 3 Units.
CWRU, through the Center for Global Health and Diseases, has had projects, student exchanges and courses with institutions in Brazil and especially with the state of Bahia for over 30 years. In that time, personal and professional relationships have been developed with branches of the Ministry of Health (Oswaldo Cruz Foundation, the Municipal and State Health Departments), the Federal University of Bahia, and the Bahiana School of Medicine and Public Health. Brazil is the second largest country in the Western Hemisphere and the 7th or 8th largest economy in the world. There are more people who speak Portuguese in South America than Spanish. Despite newly discovered oil, enormous natural and human resources, development in Brazil has been uneven with the Northeast remaining the least developed. The Northeastern state of Bahia ranked 22nd out of 27 states on the UN's Index of Human Development (http://www.pnud.org.br/IDH/DH.aspx# and http://www.atlasbrasil.org.br/2013/pt/home/). The State capital, Salvador, ranks 14th out of 20 major metropolitan regions and is one site for this study abroad program. The second site, the rural town of Ubaíra, is ranked 4590 out of 5565 municipalities. Even with large social inequities and health care disparities, the Brazilian government and society have produced remarkable social policies, have shown a willingness to implement these policies and have the resources to significantly improve the lives of its most impoverished citizens. Critical basic infrastructure for health and development is water. Its consumption is essential; it is a mechanism for waste disposal, industry and agriculture are dependent on its supply. The problem of water quantity and quality are common all human societies (witness the drought in California and the burning Cuyahoga). Individuals from all walks of life will need to assess issues of water at some time, from doctors, engineers, urban planners, lawyers and politicians. In Brazil the issues of water are more exposed and easier to examine on different scales than in the U.S. The problem also resides within a social, health care, and political context that compares well and at the same time contrasts sharply with that of the USA. As a student in this course, you will gain first-hand knowledge of the social and public health challenges regarding water security in Brazil. Through field experiences in the capital city of Salvador and the rural town of Ubaíra, you will immerse yourself in interdisciplinary perspectives on the public health, scientific, political, and bioethical dimensions of water security in Brazil. This immersive experience will be facilitated by faculty from the CWRU Dept. of Bioethics and the Center for Global Health and Diseases, the Brazilian Ministry of Health, the Federal University of Bahia, the Bahiana School of Medicine and Public Health, and Brazilian graduate student participants. Offered as: INTH 315, INTH 415, BETH 315H, and BETH 415H. Counts for CAS Global & Cultural Diversity Requirement.

INTH 401. Fundamentals of Global Health. 3 Units.
This course seeks to integrate the multiple perspectives and objectives in global health by investigating how the disciplines of Biology, Medicine, Anthropology, Nursing, Mathematics, Engineering analyze and approach the same set of international health problems. Students will develop a shared vocabulary with which to understand these various perspectives from within their own discipline. The focus sites will emphasize issues related to the health consequences of development projects, emergency response to a health care crisis and diseases of development in presence of underdevelopment. Offered as INTH 301 and INTH 401. Prereq: Graduate student.

INTH 415. Water Security and Social Justice in Brazil. 3 Units.
CWRU, through the Center for Global Health and Diseases, has had projects, student exchanges and courses with institutions in Brazil and especially with the state of Bahia for over 30 years. In that time, personal and professional relationships have been developed with branches of the Ministry of Health (Oswaldo Cruz Foundation, the Municipal and State Health Departments), the Federal University of Bahia, and the Bahiana School of Medicine and Public Health. Brazil is the second largest country in the Western Hemisphere and the 7th or 8th largest economy in the world. There are more people who speak Portuguese in South America than Spanish. Despite newly discovered oil, enormous natural and human resources, development in Brazil has been uneven with the Northeast remaining the least developed. The Northeastern state of Bahia ranked 22nd out of 27 states on the UN's Index of Human Development (http://www.pnud.org.br/IDH/DH.aspx# and http://www.atlasbrasil.org.br/2013/pt/home/). The State capital, Salvador, ranks 14th out of 20 major metropolitan regions and is one site for this study abroad program. The second site, the rural town of Ubaíra, is ranked 4590 out of 5565 municipalities. Even with large social inequities and health care disparities, the Brazilian government and society have produced remarkable social policies, have shown a willingness to implement these policies and have the resources to significantly improve the lives of its most impoverished citizens. Critical basic infrastructure for health and development is water. Its consumption is essential; it is a mechanism for waste disposal, industry and agriculture are dependent on its supply. The problem of water quantity and quality are common all human societies (witness the drought in California and the burning Cuyahoga). Individuals from all walks of life will need to assess issues of water at some time, from doctors, engineers, urban planners, lawyers and politicians. In Brazil the issues of water are more exposed and easier to examine on different scales than in the U.S. The problem also resides within a social, health care, and political context that compares well and at the same time contrasts sharply with that of the USA. As a student in this course, you will gain first-hand knowledge of the social and public health challenges regarding water security in Brazil. Through field experiences in the capital city of Salvador and the rural town of Ubaíra, you will immerse yourself in interdisciplinary perspectives on the public health, scientific, political, and bioethical dimensions of water security in Brazil. This immersive experience will be facilitated by faculty from the CWRU Dept. of Bioethics and the Center for Global Health and Diseases, the Brazilian Ministry of Health, the Federal University of Bahia, the Bahiana School of Medicine and Public Health, and Brazilian graduate student participants. Offered as: INTH 315, INTH 415, BETH 315H, and BETH 415H. Counts for CAS Global & Cultural Diversity Requirement.

INTH 484. Global Health Epidemiology. 1 - 3 Units.
This course provides a rigorous problem-centered training in the epidemiology, prevention, treatment, and control of infectious diseases and, more generally, global health. This is an advanced epidemiology that embraces an active learning environment. Students are expected to invest time out of the classroom reading and working with classmates. Classes will be conducted with discussions, debates, group projects, and group presentations. By taking this course, students will develop a framework for interpreting, assessing, and performing epidemiologic research on issues of global importance. The course will be divided into three modules:1) Global Health Epidemiology 2) Helminth Epidemiology, and 3) Epidemiology of Disease Elimination. Each module is worth 1 credit hour and may be taken separately. Each module will have a separate project and/or exam. The final exam time will be used for group presentations and panel discussion. Active class participation is required through discussions, case studies, and group projects. Offered as PQHS 484, INTH 484, and MPH 484.
INTH 551. World Health Seminar. 1 Unit.
This seminar series examines a broad range of topics related to infectious disease research in international settings. Areas of interest are certain to include epidemiology, bioethics, medical anthropology, pathogenesis, drug resistance, vector biology, cell and molecular biology, vaccine development, diagnosis, and socio-cultural factors contributing to or compromising effective health care delivery in endemic countries. Additionally we will discuss intellectual property policies on global access to medical innovations. Topics will also include neglected diseases and the interactions between these diseases with HIV and malaria infections. Speakers will include a diverse group of regional faculty and post-doctoral trainees, as well as visiting colleagues from around the world. Students will be asked to read a journal article written by the speaker and then discuss this article with the speaker after their seminar.

Department of Genetics and Genome Sciences
Biomedical Research Building
http://genetics.case.edu/
Phone: 216.368.3431
Anthony Wynshaw-Boris, MD, PhD, Chair
ajw168@case.edu
Clarice Young (clarice.young@case.edu), Coordinator

The Department of Genetics & Genome Sciences embraces a unified program devoted to outstanding research and teaching in all areas of genetics, with particular emphases on genomics, human genetics and animal models, development, and chromosome structure and function. Faculty conduct internationally recognized research programs in each of these areas. They also are committed to training the next generations of leading genetics researchers. The department has three special programs: the Center for Human Genetics, the Center for Computational Genomics and the Genomic Medicine Institute (descriptions appear later in this narrative).

Programs offered lead to the PhD, combined MD/PhD degree, MS with a special emphasis in genetic counseling, or MS/MA dual degree in genetic counseling and bioethics. In addition to required and elective coursework, students participate in ongoing journal clubs, research seminars, and grand rounds. A program of departmental and interdepartmental seminars by outstanding visiting scientists provides regular exposure to a broad range of current research in genetics.

Applications to the PhD program in Genetics and Genome Sciences are through the Biomedical Sciences Training Program, which provides access to most of the biomedical science PhD programs at CWRU during the first semester. Students who wish to join Genetics and Genome Sciences directly should apply to the BSTP by selecting “Biomedical Sciences Training Program” as their Academic Program in the “Enrollment Information” section. Then, select Genetics and Genome Sciences as a Priority Program of Interest (PPI) in the Supplemental portion of the BSTP application form. Selecting the PPI option will identify you as a BSTP applicant who seeks admission only to the Genetics and Genome Sciences PhD program. Students interested in pursuing the combined MD/PhD program are admitted through the Medical Scientist Training Program (MSTP, please see separate listing in this publication). Those students interested in careers in genetic counseling apply directly to the Genetic Counseling Training Program, via the common Graduate Studies application (https://case.edu/gradstudies/prospective-students/admissions-information/graduate-program-applications/).

The Center for Human Genetics is an integral part of the Department of Genetics and consists of both research and clinical laboratories involved in human and clinical genetics. This center supports research and clinical programs focusing on the molecular basis of inherited disease, human genetic disease mapping, and the genetic dissection of complex disease, as well as providing clinical care and training for postdoctoral fellows and genetic counseling students.

The Center for Computational Genomics is an interdisciplinary research and training program involving faculty in the Department of Population and Quantitative Health Sciences in the School of Medicine and in the Department of Electrical Engineering and Computer Science in the School of Engineering. The center provides opportunities to combine research in genomics, genomics, epidemiology, bioinformatics, computer science, and systems biology.

The Genomic Medicine Institute is a joint program involving the Cleveland Clinic Foundation and Case. Its emphasis involves translating discoveries in basic and clinical research to clinical practice. The mission is to exploit the discoveries in genomics, epidemiology, ethics, pharmacology, genetics, and physiology to revolutionize the practice of medicine.

MS in Genetic Counseling (plan B)
The Genetic Counseling Training Program, which is accredited by the Accreditation Council for Genetic Counseling (ACGC) is a 40 credit hour program that spans four academic semesters and an intervening summer. Acquisition and mastery of clinical competencies are reflected in the Program's didactic coursework, clinical rotations, research process, and supplementary experiences. The sequence of medical genetics courses and genetic counseling courses are designed to introduce concepts regarding medical genetics, general medical practice, counseling theory and clinical skills such that they build from beginning skills to a more advanced skill set in the order needed for clinical experiences. The goal of the program is to provide students with the knowledge and clinical skills to function as competent and empathetic genetic counselors in a wide range of settings and roles. All of these activities enable successful graduates to meet the clinical competencies as outlined by the ACGC and successfully pass the American Board of Genetic Counseling certification examination (ABGC).

Experiential professional training occurs concurrently with formal coursework and over the summer between years one and two. Clinical settings include a variety of clinics and inpatient services at the Center for Human Genetics at University Hospitals Cleveland Medical Center, the Genomic Medicine Institute at the Cleveland Clinic, Genetic Services at MetroHealth Medical Center and Medical Genetics at Akron Children's Hospital. Students also rotate at the Cleveland Clinic Molecular Laboratory which includes experiences in cytogenetics, molecular genetics, and cancer cytogenetics as well as learning the roles and responsibilities of laboratory genetic counselors. Student participation in these and other departmental professional and educational activities such as lectures, seminars, journal club, grand rounds, genetics conferences, and various research, counseling and patient management conferences is expected throughout the program. Coursework and clinical experiences are designed to develop the competencies expected by the ACGC.
The First Year

The major activities during the first year consist of course work (in the plan of study below), clinical observations and defining a research question and preparing a research proposal. Observational clinical rotations begin early in the fall semester with students observing in prenatal genetics, cancer genetics, and general genetics clinics at the program’s three affiliated institutions. Additionally, students meet several times over the fall semester to discuss the research process, potential topics, development of a research question and are introduced to the faculty’s research areas of interest.

In addition to continuing clinical observational rotations and research, students continue with course work including an introduction to research methods and more in-depth theory and practice in the psychosocial aspects of counseling during the spring semester.

During the intervening summer of years 1 and 2, students begin clinical rotations at the Medical Genetics Division at Akron Children’s Hospital to gain exposure in various clinical settings including prenatal, general genetics, pediatrics, specialty clinics, and cancer genetics clinic. They also rotate through the Cleveland Clinic Molecular Laboratory to become familiarized with the clinical aspects of a diagnostic cytogenetics and molecular genetics laboratory.

The Second Year

The major focus of the second year is continued clinical experiences, research and taking the comprehensive written and oral examinations. Students also complete their coursework, taking one course each semester.

At the beginning of the spring semester in January, the students sit for the written comprehensive examination (covering the didactic and clinical genetic counseling material covered to date in the program) and the oral section of the examination, which is given shortly after the written portion. Both examinations are intended to allow students to expand on their knowledge base of human and medical genetics and genetic counseling. Students are expected to pass both sections of the examination in order to meet graduation requirements by the Program. The written portion of the examination is patterned after the national certification examination given by the American Board of Genetic Counseling.

Students continue to work on data collection and analyses for their research projects, which should result in a publishable document. They meet with the Program Director periodically to review their progress as well as with their research committee and of course, are meeting with their mentor on a more frequent basis. During the fall semester of the second year, the students also attend the National Society of Genetic Counselors annual education meeting. This provides an opportunity for students to meet genetic counselors from across the country, to attend scientific sessions to continue adding to their knowledge base and to meet and discuss job opportunities with prospective employers. Successful completion of the program fulfills the curricular and clinical training requirements for eligibility to sit for the certification examination given by the ABGC.

The sequence of courses for students is as follows:

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<th>Course/Rotation</th>
<th>Fall</th>
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<th>Summer</th>
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<tr>
<td>Intensive: Medical Terminology (1 week)</td>
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<td>Embryology (online course)</td>
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<td>Advanced Medical Genetics: Molecular &amp; Cytogenetics (GENE 524)</td>
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<td>Principles and Practices of Genetic Counseling (GENE 528)</td>
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<td>Advanced Medical Genetics: Quantitative Genetics &amp; Genomics (GENE 526) or Advanced Medical Genetics: Biochemical Genetics (GENE 527)</td>
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<td>Individual Theory and Practice (SASS 508)</td>
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<td>Research in Genetics (GENE 601)</td>
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<td>Intensive: Human Development (1 week)</td>
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<td>Psychosocial Issues in Genetic Counseling (GENE 529)</td>
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<td>Advanced Medical Genetics: Clinical Genetics (GENE 525)</td>
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<td>Cancer Genetics (GENE 531)</td>
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<td>Research in Genetics (GENE 601)</td>
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<td>Clinical Practicum in Genetic Counseling (GENE 532)</td>
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Year Total: 10 9 3

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<th>Spring</th>
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<tr>
<td>Advanced Medical Genetics: Biochemical Genetics (GENE 527) or Advanced Medical Genetics: Quantitative Genetics &amp; Genomics (GENE 526)</td>
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<td>4</td>
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<tr>
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<tr>
<td>Ethical Issues in Genetics/Genomics (BETH 412)</td>
<td>3</td>
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<tr>
<td>Clinical Practicum in Genetic Counseling (GENE 532)</td>
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<tr>
<td>Research in Genetics (GENE 601)</td>
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Year Total: 9 9

Total Units in Sequence: 40

MS in Genetic Counseling/MA in Bioethics (plan B)

The Departments of Genetics & Genome Sciences and Bioethics offers a dual degree program between the Masters in Genetic Counseling and the Masters in Bioethics Programs. The dual degree program provides a comprehensive curriculum integrating foundational principles of genetics
and ethics. The goal of the program is to train Genetic Counselors who wish to apply additional Bioethics expertise into their clinical practice and/or research.

The dual degree program allows graduates to engage in both contemplative analysis and application of knowledge in the counseling of patients and should allow graduates to be more prepared to participate in the ongoing national dialogue about the ethical, legal, and social implications of advances in genomic technology as well as research within their home institutions and with other counselors nationwide regarding issues of new genomic testing technology, concerns about genetic services, and issues related to genetic discrimination, privacy, and the return of genetic and genomic results.

The curriculum for the Dual Genetic Counseling/Bioethics Degree consists of 62 credit hours to be completed in 2.5 years. Students enrolled in the dual degree program will spend their first year taking courses entirely within the Genetic Counseling Program and then will spread out their Bioethics coursework over the next 1.5 years while continuing with required coursework and clinical rotations in the genetic counseling program.

In addition to both a written and oral comprehensive examination as part of the Genetic Counseling Training Program, the dual degree requires a research project be carried out for the completion of both degrees. For the dual degree, students will be required to choose a research project that includes ethical, legal, or social issues of genetic counseling practice, clinical genetics or genomics, or genetic research. Students will also be required to include at least one Bioethics Faculty member on their Research Project Committee.

Students who would like to enroll in the dual degree program will apply and be admitted into each program separately. While admissions committees for each program will communicate with each other regarding applicants, each admissions committee will decide independently about the suitability of the applicant to their program.

Once students have been admitted, the Director of the Genetic Counseling Training Program and the Director of the MA Program in Bioethics will act as student co-advisors for each of the two programs individually as well as collaboratively - meeting monthly to assess student progress, address any student or faculty concerns, and assure that student progress in each of the programs, and their overlapping components, are being achieved.

**MS/MA Dual Degree Plan of Study**

<table>
<thead>
<tr>
<th>First Year</th>
<th>Fall</th>
<th>Units</th>
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<th>Summer</th>
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<td>Principles and Practices of Genetic Counseling (GENE 528)</td>
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<td>Psychosocial Issues in Genetic Counseling (GENE 529)</td>
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<td>Clinical Practicum in Genetic Counseling (GENE 532)</td>
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<td>Foundations in Bioethics I (BETH 401)</td>
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<td>Foundations in Bioethics II (BETH 402)</td>
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**Year Total:** 13 13 3

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**Year Total:** 12

**Total Units in Sequence:** 62

**PhD in Genetics**

Admissions to the Genetics program may be obtained through the integrated Biomedical Sciences Training Program, by direct admission to the department or via the MSTP program. The following summary pertains to most incoming PhD students, regardless of the route through which they enter the program. Exceptions are occasionally made to reflect previous educational experiences (e.g., a prior MS degree).

**The First Year**

Course work, rotations in at least three laboratories, and participation in seminars, journal clubs, and research meetings are the major activities of first year students. During the Fall term, most students take core courses in Cell and Molecular Biology (IBMS 453 Cell Biology I/IBMS 455 Molecular Biology I) that are offered for Biomedical Sciences Training Program departments. Laboratory rotations begin in early July and the choice of a thesis advisor is usually made at the end of December (see below for more details on Choosing an Advisor).

During the Spring term, PhD students take the core Advanced Eukaryotic Genetics course sequence (GENE 500 Advanced Eukaryotic Genetics I/GENE 504 Advanced Eukaryotic Genetics II). This core course is designed to acquaint students with fundamental principles and methodologies used in modern genetic research. The focus is on similarities and differences between different model organisms used in
genetics research. Also during the Spring term and continuing into the Summer, students begin formulating a doctoral research proposal.

**The Second Year and Beyond**

During the second year, students participate in a Proposal Writing Workshop (GENE 511 Grant Writing and Reviewing Skills Workshop) and take other advanced elective courses based on the academic background and interest of the student. The remaining elective credits can be satisfied by choosing from the courses offered by departmental faculty or participating training faculty from other departments (see List of Courses below). At the end of the second academic year, students must pass an oral proposal defense in order to advance to candidacy for the PhD degree. An outline of the typical course of study is shown below.

**PhD Genetics, Plan of Study Sample**

**First Year**

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<th>Units</th>
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<td>Molecular Biology I (IBMS 455)</td>
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<tr>
<td>Complete 3 lab rotations (July 1 to Dec 15)</td>
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<tr>
<td>Choose Ph.D. mentor (end December)</td>
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<td>Research in Genetics (GENE 601)</td>
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<td>CBIO 456 Nobel Prize Biomedical Research</td>
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<td>IBMS 450 Biostatistics Rigor and Reproducibility</td>
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<td>Advanced Eukaryotic Genetics I (GENE 500/504)</td>
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<td>Ph.D. Comprehensive exam (end of May or early June)</td>
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<td>Advanced Eukaryotic Genetics II (GENE 504)</td>
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<tr>
<td>Program Directors meet with students to discuss status, mentor; students begin assembling PhD thesis committee</td>
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**Second Year**

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<td>Research in Genetics (GENE 601)</td>
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<td>Elective course (Genetics or other)</td>
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<td>Research in Genetics (GENE 601)</td>
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<tr>
<td>Oral Defense of Thesis Proposal (to be completed by June 1)</td>
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<td>Elective course (Genetics or other)</td>
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**Third Year**

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<tr>
<td>Dissertation Ph.D. (GENE 701)</td>
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**Fourth Year**

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**Fifth Year**

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**Total Units in Sequence:** 54

**Footnotes:**

* IBMS 501 Responsible Conduct of Research for Advanced Trainees is offered every spring semester (beginning 2020). The SOM requires that PhD students who are 4 years beyond their initial RCR training in IBMS 500 On Being a Professional Scientist: The Responsible Conduct of Research, register for IBMS 501.

Please also see Graduate Studies Academic Requirements for Doctoral Degrees (p. 1333).

**Other Requirements**

- Students meet twice per year with Thesis Committee
- Students meet once per year with Genetics Graduate Education Committee
- Genetics Student Seminar (weekly attendance, yearly presentation)
- Genetics Journal Club (weekly attendance, yearly presentation in spring semester)
- Genetics Retreat (yearly participation, organized by students)
- Two first-author, peer-reviewed publications

**Courses**

**BETH 412. Ethical Issues in Genetics/Genomics. 3 Units.**

This course is designed to familiarize graduate students with the major controversies over the generation and use of new human genetic information. Topics will include the spread of predictive genetic testing, prenatal diagnosis, genetic discrimination, human genetic variation research, eugenics, genetic counseling, and the limits of human gene therapy. The course will be conducted as a seminar, involving discussions of readings, guest speakers, and student presentations.
GENE 367. Commercialization and Intellectual Property Management. 3 Units.
This interdisciplinary course covers a variety of topics, including principles of intellectual property and intellectual property management, business strategies and modeling relevant to the creation of start-up companies and exploitation of IP rights as they relate to biomedical-related inventions. The goal of this course is to address issues relating to the commercialization of biomedical-related inventions by exposing law students, MBA students, and Ph.D. candidates (in genetics and proteomics) to the challenges and opportunities encountered when attempting to develop biomedical intellectual property from the point of early discovery to the clinic and market. Specifically, this course seeks to provide students with the ability to value a given technological advance or invention holistically, focusing on issues that extend beyond scientific efficacy and include patient and practitioner value propositions, legal and intellectual property protection, business modeling, potential market impacts, market competition, and ethical, social, and healthcare practitioner acceptance. During this course, law students, MBA students, and Ph.D. candidates in genomics and proteomics will work in teams of five (two laws students, two MBA students and one Ph.D. candidate), focusing on issues of commercialization and IP management of biomedical-related inventions. The instructors will be drawn from the law school, business school, and technology-transfer office. Please visit the following website for more information: fusioninnovate.com. Offered as LAWS 5341, MGMT 467, GENE 367, GENE 467, EBME 467 and ECSE 467.

GENE 451. A Data-Driven Introduction to Genomics and Human Health. 3 Units.
This course introduces the foundational concepts of genomics and genetic epidemiology through four key principles: 1) Teaching students how to query relational databases using Structure Query Language (SQL); 2) Exposure to the most current data used in genomics and bioinformatics research, providing a quantitative understanding of biological concepts; 3) Integrating newly learned concepts with prior ones to discover new relationships among biological concepts; and 4) Providing historical context to how and why data were generated and stored in the way they were, and how this gave rise to modern concepts in genomics. Offered as PQHS 451, GENE 451, and MPHP 451.

GENE 467. Commercialization and Intellectual Property Management. 3 Units.
This interdisciplinary course covers a variety of topics, including principles of intellectual property and intellectual property management, business strategies and modeling relevant to the creation of start-up companies and exploitation of IP rights as they relate to biomedical-related inventions. The goal of this course is to address issues relating to the commercialization of biomedical-related inventions by exposing law students, MBA students, and Ph.D. candidates (in genetics and proteomics) to the challenges and opportunities encountered when attempting to develop biomedical intellectual property from the point of early discovery to the clinic and market. Specifically, this course seeks to provide students with the ability to value a given technological advance or invention holistically, focusing on issues that extend beyond scientific efficacy and include patient and practitioner value propositions, legal and intellectual property protection, business modeling, potential market impacts, market competition, and ethical, social, and healthcare practitioner acceptance. During this course, law students, MBA students, and Ph.D. candidates in genomics and proteomics will work in teams of five (two laws students, two MBA students and one Ph.D. candidate), focusing on issues of commercialization and IP management of biomedical-related inventions. The instructors will be drawn from the law school, business school, and technology-transfer office. Please visit the following website for more information: fusioninnovate.com. Offered as LAWS 5341, MGMT 467, GENE 367, GENE 467, EBME 467 and ECSE 467.

GENE 488. Yeast Genetics and Cell Biology. 3 Units.
This seminar course provides an introduction to the genetics and molecular biology of the yeasts S. cerevisiae and S. pombe by a discussion of current literature focusing primarily on topics in yeast cell biology. Students are first introduced to the tools of molecular genetics and special features of yeasts that make them important model eukaryotic organisms. Some selected topics include cell polarity, cell cycle, secretory pathways, vesicular and nuclear/cytoplasmic transport, mitochondrial import and biogenesis, chromosome segregation, cytoskeleton, mating response and signal transduction. Offered as CLBY 488, GENE 488, MBIO 488, and PATH 488.

GENE 500. Advanced Eukaryotic Genetics I. 3 Units.
Fundamental principles of modern genetics; transmission, recombination, structure and function of the genetic material in eukaryotes, dosage compensation, behavior and consequences of chromosomal abnormalities, mapping and isolation of mutations, gene complementation and genetic interactions. Recommended preparation: BIOL 362.

GENE 503. Readings and Discussions in Genetics. 0 - 3 Units.
(Credit as arranged.) In-depth consideration of special selected topics through critical evaluation of classic and current literature.

GENE 504. Advanced Eukaryotic Genetics II. 3 Units.
Fundamental principles of modern genetics: population and quantitative genetics, dissection of genome organization and function, transgenics, developmental genetics, genetic strategies for dissecting complex pathways in organisms ranging from Drosophila and C. elegans to mouse and human. Recommended preparation: GENE 500 or permission of instructor.

GENE 505. Genetics Journal Club. 1 Unit.
Genetics Journal Club is a graduate level course designed to facilitate discussion of topics in Genetics. Students choose “hot” papers in Genetics and present them to their peers. Group presentations are designed to encourage audience participation. The intent of this class is to expose students to cutting edge topics in Genetics and to instill teaching and leadership skills.
GENE 511. Grant Writing and Reviewing Skills Workshop. 3 Units.
This is an introductory graduate course in grant writing and reviewing skills. During this course each student will write a research grant on a topic of his or her choice. Proposals may form the basis for the written component of the preliminary examination in the Genetics Department. Students will also participate in editing and reviewing the proposals of their classmates. Prereq: GENE 500 and GENE 504 or consent of instructor.

GENE 524. Advanced Medical Genetics: Molecular & Cytogenetics. 2 - 3 Units.
This course provides an in-depth forum for discussion of fundamental principles regarding clinical cytogenetics and molecular genetics and their relevance to medical genetics, genomics and genetic counseling. Following a historical overview, topics include a discussion of numerical and structural aberrations, sex chromosome abnormalities, issues regarding population cytogenetics, clinical relevance of such findings as marker chromosomes, mosaicism, contiguous gene deletions and uniparental disomy. The course will cover principles of molecular genetics including structure, function and regulations of genes (DNA, RNA, proteins), genetic variation, inheritance patterns and both cytogenetic and molecular laboratory techniques (fluorescence in situ hybridization, micro-array, SNP analyses, sequencing) in the clinical laboratory. Students who register for 3.00 credit hours are required to do an additional paper.

GENE 525. Advanced Medical Genetics: Clinical Genetics. 2 - 3 Units.
Fundamental principles regarding congenital malformations, dysmorphology and syndromes. Discussion of a number of genetic disorders from a systems approach: CNS malformations, neurodegenerative disorders, craniofacial disorders, skeletal dysplasias, connective tissue disorders, hereditary cancer syndromes, etc. Discussions also include diagnosis, etiology, genetics, prognosis and management.

GENE 526. Advanced Medical Genetics: Quantitative Genetics & Genomics. 2 - 3 Units.
The purpose of this course is twofold: first, to provide a foundation in quantitative genetics and second, to focus on genomic approaches and technologies which have greatly expanded our understanding of not only rare genetic disorders but common ones as well. We will cover concepts related to risk assessment and calculation and its application to medical genetics including principles and application of Hardy Weinberg equilibrium as well as applying Bayes’ Theorem as a mechanism to refine risk assessment based on data specific to a patient. We will also focus on understanding the clinical implications of the interpretation of next generation sequencing results, identify limitations of genomic technologies, and practice curation / annotation and interpretation of genomic testing results. In addition, we will discuss resources and bioinformatics tools including national databases and clinical labs to aid in the interpretation of genomic test results including variants of uncertain significance. Students who register for 3.00 credit hours are required to do an additional paper.

GENE 527. Advanced Medical Genetics: Biochemical Genetics. 2 - 3 Units.
Fundamental principles of metabolic testing; amino acid disorders; organic acid disorders; carbohydrate disorders; peroxisomal disorders; mitochondrial disorders; etc. Discussion of screening principles and newborn screening as well as approaches to diagnosis, management and therapy for metabolic diseases.

GENE 528. Principles and Practices of Genetic Counseling. 3 Units.
Fundamental principles needed for the practicing genetic counselor. Topics include skills in obtaining histories (prenatal, perinatal, medical, developmental, psychosocial and family); pedigree construction and analysis, physical growth and development; the genetic evaluation; the physical examination and laboratory analyses; prenatal issues, prenatal screening and diagnosis; and teratogenicity.

GENE 529. Psychosocial Issues in Genetic Counseling. 3 Units.
Fundamental principles regarding the psychosocial aspects of genetic disease and birth defects, its psychological and social impact on the individual and family. Topics include the genetic counseling interview process, issues regarding pregnancy and prenatal diagnosis, chronicity, death and loss. Cultural issues and their impact on the genetic counseling session are addressed. Resources for families are also explored. Basic interviewing skills are presented. Students will have an opportunity for practice of skills through role play and actual interviewing situations.

GENE 531. Cancer Genetics. 2 - 3 Units.
This seminar will discuss basic concepts in cancer epidemiology, principles of cancer genetics, inherited cancer syndromes, cytogenetics of cancers, pedigree analysis for familial cancer risk and approaches to the differential diagnosis of inherited and familial cancers. Additionally, topics of risk assessment, genetic testing, screening, management and psychosocial issues in providing genetic counseling to patients with familial and inherited cancers will be discussed.

GENE 532. Clinical Practicum in Genetic Counseling. 1 - 6 Units.
This clinical practicum provides the student an opportunity to function as a genetic counselor by preparing for cases; obtaining appropriate histories; determining risks; performing psychosocial assessments; discussing disease characteristics, inheritance, and natural history; providing anticipatory guidance and supportive counseling; using medical and community resources; and follow-up. Students rotate through four clinical areas and one laboratory and will register for a total of 12 hours over the course of the program. Recommended preparation: Admission to Genetic Counseling Training Program.

GENE 601. Research in Genetics. 1 - 9 Units.
(Credit as arranged.)

GENE 701. Dissertation Ph.D.. 1 - 9 Units.
(Credit as arranged.) Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

**Molecular Biology and Microbiology**

Room W200, School of Medicine
https://case.edu/medicine/microbio/
Phone: 216.368.3420
Jonathan Karn, PhD, Reinerberger Professor, Chair
jonathan.karn@case.edu

Alan Levine (alan.levine@case.edu), Graduate Program Director
Brinn Omabegho (brinn.omabegho@case.edu), Manager

The Department of Molecular Biology and Microbiology provides a focus within the School of Medicine for the study of the growth and development of microorganisms at the molecular level and the host's response to infection. The Department is home to three PhD programs: Cell Biology, Molecular Biology and Microbiology, and Molecular Virology.
Faculty have nationally-funded research programs. Many faculty serve on study sections of national agencies, publish in the most prestigious journals, serve as editors of journals, and take leadership positions throughout the Case Western Reserve University School of Medicine. The department also enjoys numerous collaborations with faculty in the Departments of Biochemistry, Neuroscience, Pathology, Nutrition, Population and Quantitative Health Sciences, Pharmacology, Genetics and Genome Sciences, the Case Comprehensive Cancer Center, the Visual Sciences Research Center, the Center for AIDS Research, and the Center for RNA Science and Therapeutics at Case Western Reserve University, and the Department of Cell Biology at the Lerner Research Center at CCF, because of shared research interests. All these activities create a vibrant scientific environment.

Research areas include the study of normal cell functions, microbial systems, viruses, immunology, and infectious diseases. It is only by developing a thorough understanding of the fundamental biology of cells and pathogenic microbes, their host organisms, and how the two interact during infection that improved strategies for prevention and treatment of infectious diseases can be achieved.

**Doctoral Programs**

The Department of Molecular Biology and Microbiology offers the following degree programs:

- Cell Biology PhD
- Molecular Biology and Microbiology PhD
- Molecular Virology PhD

Admissions for all three of these programs occurs through the common PhD admissions program, the Biomedical Sciences Training Program (p. 805). In addition, students in the Medical Scientist Training Program (p. 793) (MSTP) can also pursue these three PhD programs.

**PhD Requirements**

Students entering through BSTP begin the first of three research rotations during the summer and participate in the Core Curriculum in Cell and Molecular Biology (C3MB), two integrated courses which provide formal instruction in modern cell and molecular biology. Some exceptional students with strong backgrounds, such as a previous Master's Degree, may be eligible to be exempted from part of the Core Curriculum, and instead, enroll in one or more advanced courses during the fall semester. Some students may be eligible to apply for the transfer of credit from their previous institution (please visit here (http://gradstudies.case.edu/) for more information). Transfer credit must be requested prior to beginning coursework at CWRU.

A student who chooses a thesis mentor from Cell Biology, Molecular Biology and Microbiology, or Molecular Virology can become a member of one of these three PhD programs.

**Cell Biology PhD**

To earn a PhD in Cell Biology, a student must complete 400-level graduate Core and Elective coursework including Responsible Conduct of Research and Research Rigor and Reproducibility as described in the course of study.

Students in the Cell Biology PhD program are expected to attend the joint student seminars. (CLBY 435 Seminar in Molecular Biology/Microbiology) for at least 3 semesters (total of 3 credit hours). Continued participation in the seminars after completion of this requirement is encouraged. Up to 4 credit hours can be allocated to the seminar course (one credit per semester).

Cell Biology students should take CLBY 450 Cells and Pathogens and must take both of the following fundamental courses: CLBY 526 Cell Biology and Human Disease and CLBY 488 Yeast Genetics and Cell Biology.

Any combination of graduate courses from within or outside the department can be used to fulfill the requirement as long as the planned program of study has the approval of the Graduate Program Director, the student's mentor, and their thesis committee.

Students must successfully complete a qualifying examination for advancement to candidacy in the form of a short grant proposal with oral defense. The qualifying exam is generally completed in the summer after year two. During the dissertation period, students are expected to meet twice a year with the thesis committee, present seminars in the department, and fulfill journal publication requirements. Throughout the doctoral training, students are expected to be enthusiastic participants in seminars, journal clubs, and research meetings in the lab and program.

**Plan of Study: Cell Biology PhD**

Please also see Graduate Studies Academic Requirements for Doctoral Degrees (p. 1333).

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<th>Units</th>
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By the end of Year 2: Complete elective coursework so that total graded courses = 24 credits; Research credits switch from 601 to 701 once passed into candidacy

Third Year+: Full-time thesis research (701) - 18 total credit hours total

IBMS 501 Responsible Conduct of Research for Advanced Trainees is offered every spring semester. The SOM requires that PhD students who are 4 years beyond their initial RCR training in IBMS 500 On Being a Professional Scientist: The Responsible Conduct of Research, register for IBMS 501.

Molecular Biology and Microbiology PhD
To earn a PhD in Molecular Biology and Microbiology, a student must complete 400-level graduate Core and Elective coursework including Responsible Conduct of Research and Research Rigor and Reproducibility as described in the course of study.

Students in the Molecular Biology and Microbiology PhD program are expected to attend the joint student seminars (MBIO 435 Seminar in Molecular Biology/Microbiology) for at least 3 semester (total of 3 credit hours). Continued participation in the seminars after completion of this requirement is encouraged. Up to 4 credit hours can be allocated to the seminar course (one credit per semester).

Students should take MBIO 435 Seminar in Molecular Biology/Microbiology and beyond that, any combination of graduate courses from within or outside the department can be used to fulfill the requirement as long as the planned program of study has the approval of the Graduate Program Director, the student’s mentor, and their thesis committee.

Students must successfully complete a qualifying examination for advancement to candidacy in the form of a short grant proposal with oral defense. The qualifying exam is generally completed in the summer after year two. During the dissertation period, students are expected to meet twice a year with the thesis committee, present seminars in the department, and fulfill journal publication requirements. Throughout the doctoral training, students are expected to be enthusiastic participants in seminars, journal clubs, and research meetings in the lab and program.

Plan of Study: Molecular Biology and Microbiology PhD
Please also see Graduate Studies Academic Requirements for Doctoral Degrees (p. 1333).

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Total Units in Sequence: 25-79

Total Units Required: 36

By the end of Year 2: Complete elective coursework so that total graded courses = 24 credits; Research credits switch from 601 to 701 once passed into candidacy

Third Year+: Full-time thesis research (701) - 18 total credit hours total

IBMS 501 Responsible Conduct of Research for Advanced Trainees is offered every spring semester (beginning 2020). The SOM requires that PhD students who are 4 years beyond their initial RCR training in IBMS 500 On Being a Professional Scientist: The Responsible Conduct of Research, register for IBMS 501.

Molecular Virology PhD
To earn a PhD in Molecular Virology, a student must complete 400-level graduate Core and Elective coursework including Responsible Conduct of Research and Research Rigor and Reproducibility as described in the course of study.

Students in the Molecular Virology PhD program are expected to attend the joint student seminars (MVIR 435 Seminar in Molecular Biology/Microbiology) for at least 3 semester (total of 3 credit hours). Continued participation in the seminars after completion of this requirement is encouraged. Up to 4 credit hours can be allocated to the seminar course (one credit per semester).

Students should take MVIR 435 Seminar in Molecular Biology/Microbiology and beyond that, any combination of graduate courses from within or outside the department can be used to fulfill the requirement as long as the planned program of study has the approval of the Graduate Program Director, the student’s mentor, and their thesis committee.

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Plan of Study: Molecular Virology PhD
Please also see Graduate Studies Academic Requirements for Doctoral Degrees (p. 1333).

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Molecular Virology PhD students should take MVIR 450 Cells and Pathogens and must take both of the following fundamental courses: MVIR 445 Molecular Biology and Pathogenesis of RNA and DNA Viruses and MVIR 450 Cells and Pathogens. MVIR 445 and MVIR 450 are offered on alternating spring semesters.

Any combination of graduate courses from within or outside the department can be used to fulfill the requirement as long as the planned...
program of study has the approval of the Graduate Program Director, the student's mentor, and their thesis committee.

Students must successfully complete a qualifying examination for advancement to candidacy in the form of a short grant proposal with oral defense. The qualifying exam is generally completed in the summer after year two. During the dissertation period, students are expected to meet twice a year with the thesis committee, present seminars in the department, and fulfill journal publication requirements. Throughout the doctoral training, students are expected to be enthusiastic participants in seminars, journal clubs, and research meetings in the lab and program.

Plan of Study: Molecular Virology PhD

Please also see Graduate Studies Academic Requirements for Doctoral Degrees (p. 1333).

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**Total Units in Sequence:** 25-52

By the end of Year 2: Complete elective coursework so that total graded courses = 24 credits; Research credits switch from 601 to 701 once passed into candidacy.

**Third Year+:** Full-time thesis research (701) - 18 total credit hours total

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### CLBY Courses

**CLBY 416. Fundamental Immunology. 4 Units.**

Introductory immunology providing an overview of the immune system, including activation, effector mechanisms, and regulation. Topics include antigen-antibody reactions, immunologically important cell surface receptors, cell-cell interactions, cell-mediated immunity, innate versus adaptive immunity, cytokines, and basic molecular biology and signal transduction in B and T lymphocytes, and immunopathology. Three weekly recitations emphasize experimental findings leading to the concepts of modern immunology. An additional recitation hour is required to integrate the core material with experimental data and known immune mediated diseases. Five mandatory 90 minute group problem sets per semester will be administered outside of lecture and recitation meeting times. Graduate students will be graded separately from undergraduates, and 22 percent of the grade will be based on a critical analysis of a recently published, landmark scientific article. Offered as BIOL 316, BIOL 416, CLBY 416, PATH 316 and PATH 416. Prereq: Graduate standing.

**CLBY 435. Seminar in Molecular Biology/Microbiology. 1 Unit.**

Graduate students will attend the departmental seminar given by all graduate students in the Department of Molecular Biology and Microbiology, in the Molecular Virology Program, and in the Cell Biology Program, as well as give a seminar on their own thesis research. Students will be evaluated by the faculty member in charge of that student's seminar with input from the students' own thesis committee. After each seminar, the student presenter will meet with other graduate students for peer-review of the content, delivery, and style of the seminar. Peer reviewers will also be evaluated for the quality of their input. Offered as CLBY 435 and MBIO 435 and MVIR 435.

**CLBY 450. Cells and Pathogens. 3 Units.**

Modern molecular cell biology owes a great debt to viral and bacterial pathogens as model systems. In some instances pathogens operate by faithful mimicry of host proteins, and other cases represent the result of extensive molecular tinkering and convergent evolution. This course will also explore numerous mechanisms utilized by pathogens to subvert the host and enhance their own survival. Topics covered include nuclear regulatory mechanisms, protein synthesis and stability, membrane-bound organelles, endocytosis and phagocytosis, and factors that influence cell behavior such as cytoskeleton rearrangements, cell-cell interactions, and cell migration. Additional topics include cell signaling and co-evolution of pathogens and host cell functions. Students are expected to come to class prepared to discuss pre-assigned readings consisting of brief reviews and seminal papers from the literature. Student assessment will be based on effective class participation (approximately 80%) and successful presentation of an independent research topic (approximately 20%). Offered as CLBY 450, MBIO 450, and MVIR 450. Prereq: CBIO 453 and CBIO 455 or permission of instructor.

**CLBY 466. Cell Signaling. 3 Units.**

This is an advanced lecture/journal/discussion format course that covers cell signaling mechanisms. Included are discussions of neurotransmitter-gated ion channels, growth factor receptor kinases, cytokine receptors, G protein-coupled receptors, steroid receptors, heterotrimeric G proteins, ras family GTPases, second messenger cascades, protein kinase cascades, second messenger regulation of transcription factors, microtubule-based motility, actin/myosin-based motility, signals for regulation of cell cycle, signals for regulation of apoptosis. Offered as CLBY 466, PHOL 466 and PHRM 466.
CLBY 488. Yeast Genetics and Cell Biology. 3 Units.
This seminar course provides an introduction to the genetics and molecular biology of the yeasts S. cerevisiae and S. pombe by a discussion of current literature focusing primarily on topics in yeast cell biology. Students are first introduced to the tools of molecular genetics and special features of yeasts that make them important model eukaryotic organisms. Some selected topics include cell polarity, cell cycle, secretory pathways, vesicular and nuclear/cyttoplasmic transport, mitochondrial import and biogenesis, chromosome segregation, cytoskeleton, mating response and signal transduction. Offered as CLBY 488, GENE 488, MBIO 488, and PATH 488.

CLBY 525. Neurodegenerative Diseases of the Brain and the Eye: Molecular Basis of the Brain-Eye Connection. 3 Units.
This is a graduate-level seminar course that familiarizes students with common neurodegenerative conditions of the brain and the eye. The molecular basis of each disorder and associated ophthalmic pathology will be emphasized. Contribution of heavy metals in brain and ocular pathology will be discussed where appropriate. Specific examples include Alzheimer’s Disease, Parkinson’s Disease, prion disorders, Huntington’s Disease, age-related macular degeneration, glaucoma, and others based on popular demand. The students will be expected to discuss relevant research publications in class in an interactive format. Grading will be based on class participation and completion of an R21 grant proposal. Concurrent enrollment in PATH 526 on grant writing skills is strongly recommended but not required. Offered as PATH 525 and CLBY 525.

CLBY 526. Cell Biology and Human Disease. 3 Units.
This course is designed to provide broad base of knowledge regarding cell structure and function. The basic structure of the cell will be discussed, as will the various functional systems that are superimposed upon and interact with this structure. The course will discuss organelle biogenesis, materials movement inside cells, cell interaction with the external environment, cell cycle and cell death regulation, cytoskeleton dynamics, quality control mechanisms, and basic signal transduction concepts. The course will also discuss how abnormal cell function may lead to human disease, and how basic cell function may be harnessed by intracellular pathogens to provide favorable intracellular environments for replication. The major goals of this course are to provide students with a working knowledge of the cell to facilitate understanding of the scientific literature, and to familiarize students with modern experimental approaches in cell biology. The course will rely heavily on student participation. Students will be provided with study guides with the expectation they will come to class prepared to lead interactive group discussions with minimal input from instructors. Offered as CLBY 526, MBIO 526 and MVIR 526.

CLBY 599. RNA Structure and Function. 3 Units.
This course will cover fundamental aspects of modern RNA biology with emphasis on the interplay of three dimensional structure of nucleic acids and their function. The main focus of the course is on the recent discoveries that indicate a prominent role of RNA as a major regulator of cellular function. Topics discussed will include an introduction to RNA structure, folding and dynamics, RNA/RNA and RNA-protein interactions, and role of RNA in catalysis of biological reactions in ribosome and the role of other catalytic RNAs in RNA biogenesis, pre-mRNA splicing, and viral replication. The course also covers the recently discovered RNA regulatory switches, large noncoding regulatory RNAs, and the role of RNA in human diseases and novel, RNA-based therapeutics. Offered as BIOC 599, CLBY 599, and MBIO 599.

CLBY 601. Special Problems. 1 - 18 Units.
This is the listing for independent research. Students should enroll in this course once they have selected their laboratory for Ph.D. research. The number of credit hours depends on how many didactic courses they are following at the same time. Once they have passed their qualifying examination they should register for CLBY 701.

CLBY 701. Dissertation Ph.D.. 1 - 9 Units.
This is the listing for independent research toward the Ph.D. The number of credit hours depends on how many didactic courses students are following at the same time. Students may register for this course only once they have passed their qualifying examination. Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

MBIO Courses
MBIO 399. Undergraduate Research. 1 - 3 Units.
Permits qualified undergraduates to work in a faculty member's laboratory.

MBIO 420. Current Topics in Cancer. 3 Units.
The concept of cancer hallmarks has provided a useful guiding principle in our understanding of the complexity of cancer. The hallmarks include sustaining proliferative signaling, evading growth suppressors, enabling replicative immortality, activating invasion and metastasis, inducing angiogenesis, resisting cell death, deregulating cellular energetics, avoiding immune destruction, tumor-promoting inflammation, and genome instability and mutation. The objectives of this course are to (1) examine the principles of some of these hallmarks, and (2) explore potential therapies developed based on these hallmarks of cancer. This is a student-driven and discussion-based graduate course. Students should have had some background on the related subjects and have read scientific papers in their prior coursework. Students will be called on to present and discuss experimental design, data and conclusions from assigned publications. There will be no exams or comprehensive papers but students will submit a one-page critique (strengths and weaknesses) of one of the assigned papers prior to each class meeting. The course will end with a full-day student-run symposium on topics to be decided jointly by students and the course director. Grades will be based on class participation, written critiques, and symposium presentations. Offered as BIOC 420, MBIO 420, PATH 422, and PHRM 420. Prereq: IBMS 453 and IBMS 455.

MBIO 435. Seminar in Molecular Biology/Microbiology. 1 Unit.
Graduate students will attend the departmental seminar given by all graduate students in the Department of Molecular Biology and Microbiology, in the Molecular Virology Program, and in the Cell Biology Program, as well as give a seminar on their own thesis research. Students will be evaluated by the faculty member in charge of that student’s seminar with input from the students’ own thesis committee. After each seminar, the student presenter will meet with other graduate students for peer-review of the content, delivery, and style of the seminar. Peer reviewers will also be evaluated for the quality of their input. Offered as CLBY 435 and MBIO 435 and MVIR 435. Prereq: CBIO 453 and CBIO 455.

MBIO 526 and MVIR 526.
MBIO 445. Molecular Biology and Pathogenesis of RNA and DNA Viruses. 3 Units.
Through a combination of lectures by Case faculty and guest lecturers, along with student discussion of current literature, this course emphasizes mechanisms of viral gene expression and pathogenesis. RNA viruses to be discussed include positive, negative, and retroviruses. DNA viruses include SV40, adenovirus, herpes, papilloma, and others. Important aspects of host defense mechanisms, antiviral agents, and viral vectors will also be covered. Students will be evaluated based on their quality of presentation of course papers assigned to them and their overall participation in class discussions. Offered as MBIO 445 and MVIR 445.

MBIO 450. Cells and Pathogens. 3 Units.
Modern molecular cell biology owes a great debt to viral and bacterial pathogens as model systems. In some instances pathogens operate by faithful mimicry of host proteins, and other cases represent the result of extensive molecular tinkering and convergent evolution. This course will also explore numerous mechanisms utilized by pathogens to subvert the host and enhance their own survival. Topics covered include nuclear regulatory mechanisms, protein synthesis and stability, membrane-bound organelles, endocytosis and phagocytosis, and factors that influence cell behavior such as cytoskeleton rearrangements, cell-cell interactions, and cell migration. Additional topics include cell signaling and co-evolution of pathogens and host cell functions. Students are expected to come to class prepared to discuss pre-assigned readings consisting of brief reviews and seminal papers from the literature. Student assessment will be based on effective class participation (approximately 80%) and successful presentation of an independent research topic (approximately 20%). Offered as CLBY 450, MBIO 450, and MVIR 450. Prereq: CBIO 453 and CBIO 455 or permission of instructor.

MBIO 488. Yeast Genetics and Cell Biology. 3 Units.
This seminar course provides an introduction to the genetics and molecular biology of the yeasts S. cerevisiae and S. pombe by a discussion of current literature focusing primarily on topics in yeast cell biology. Students are first introduced to the tools of molecular genetics and special features of yeasts that make them important model eukaryotic organisms. Some selected topics include cell polarity, cell cycle, secretory pathways, vesicular and nuclear/cyttoplasmic transport, mitochondrial import and biogenesis, chromosome segregation, cytoskeleton, mating response and signal transduction. Offered as CLBY 488, GENE 488, MBIO 488, and PATH 488.

MBIO 513. Bacterial Virulence and Host Interactions. 3 Units.
The goal of this seminar course is to familiarize students with bacterial virulence mechanisms and how they interact with the host. The focus will be on current literature pertaining to this field. While the molecular basis of bacterial virulence mechanisms will be the main focus, some time will be spent on the host immune response. Topics covered will include adhesins/pili, secretion mechanisms, AB toxins, bacterial invasion and intracellular survival, regulation of virulence gene expression. Prereq: CBIO 453 and CBIO 455 or equivalent courses.

MBIO 526. Cell Biology and Human Disease. 3 Units.
This course is designed to provide broad base of knowledge regarding cell structure and function. The basic structure of the cell will be discussed, as will the various functional systems that are superimposed upon and interact with this structure. The course will discuss organelle biogenesis, materials movement inside cells, cell interaction with the external environment, cell cycle and cell death regulation, cytoskeleton dynamics, quality control mechanisms, and basic signal transduction concepts. The course will also discuss how abnormal cell function may lead to human disease, and how basic cell function may be harnessed by intracellular pathogens to provide favorable intracellular environments for replication. The major goals of this course are to provide students with a working knowledge of the cell to facilitate understanding of the scientific literature, and to familiarize students with modern experimental approaches in cell biology. The course will rely heavily on student participation. Students will be provided with study guides with the expectation they will come to class prepared to lead interactive group discussions with minimal input from instructors. Offered as CLBY 526, MBIO 526 and MVIR 526.

MBIO 599. RNA Structure and Function. 3 Units.
This course will cover fundamental aspects of modern RNA biology with emphasis on the interplay of three dimensional structure of nucleic acids and their function. The main focus of the course is on the recent discoveries that indicate a prominent role of RNA as a major regulator of cellular function. Topics discussed will include an introduction to RNA structure, folding and dynamics, RNA/RNA and RNA-protein interactions, and role of RNA in catalysis of biological reactions in ribosome and the role of other catalytic RNAs in RNA biogenesis, pre-mRNA splicing, and viral replication. The course also covers the recently discovered RNA regulatory switches, large noncoding regulatory RNAs, and the role of RNA in human diseases and novel, RNA-based therapeutics. Offered as BIOL 599, CLBY 599, and MBIO 599.

MBIO 601. Research in Molecular Biology and Microbiology. 1 - 18 Units.
MBIO 701. Dissertation Ph.D.. 1 - 9 Units.
(Credit as arranged.) Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

MVIR Courses

MVIR 435. Seminar in Molecular Biology/Microbiology. 1 Unit.
Graduate students will attend the departmental seminar given by all graduate students in the Department of Molecular Biology and Microbiology, in the Molecular Virology Program, and in the Cell Biology Program, as well as give a seminar on their own thesis research. Students will be evaluated by the faculty member in charge of that student’s seminar with input from the students’ own thesis committee. After each seminar, the student presenter will meet with other graduate students for peer-review of the content, delivery, and style of the seminar. Peer reviewers will also be evaluated for the quality of their input. Offered as CLBY 435 and MBIO 435 and MVIR 435.
MVIR 445. Molecular Biology and Pathogenesis of RNA and DNA Viruses. 3 Units.
Through a combination of lectures by Case faculty and guest lecturers, along with student discussion of current literature, this course emphasizes mechanisms of viral gene expression and pathogenesis. RNA viruses to be discussed include positive, negative, and retroviruses. DNA viruses include SV40, adenovirus, herpes, papilloma, and others. Important aspects of host defense mechanisms, antiviral agents, and viral vectors will also be covered. Students will be evaluated based on their quality of presentation of course papers assigned to them and their overall participation in class discussions. Offered as MBIO 445 and MVIR 445. Prereq: CBIO 453 and CBIO 455.

MVIR 450. Cells and Pathogens. 3 Units.
Modern molecular cell biology owes a great debt to viral and bacterial pathogens as model systems. In some instances pathogens operate by faithful mimicry of host proteins, and other cases represent the result of extensive molecular tinkering and convergent evolution. This course will also explore numerous mechanisms utilized by pathogens to subvert the host and enhance their own survival. Topics covered include nuclear regulatory mechanisms, protein synthesis and stability, membrane-bound organelles, endocytosis and phagocytosis, and factors that influence cell behavior such as cytoskeleton rearrangements, cell-cell interactions, and cell migration. Additional topics include cell signaling and co-evolution of pathogens and host cell functions. Students are expected to come to class prepared to discuss pre-assigned readings consisting of brief reviews and seminal papers from the literature. Student assessment will be based on effective class participation (approximately 80%) and successful presentation of an independent research topic (approximately 20%). Offered as CLBY 450, MBIO 450, and MVIR 450. Prereq: CBIO 453 and CBIO 455 or permission of instructor.

MVIR 526. Cell Biology and Human Disease. 3 Units.
This course is designed to provide broad base of knowledge regarding cell structure and function. The basic structure of the cell will be discussed, as will the various functional systems that are superimposed upon and interact with this structure. The course will discuss organelle biogenesis, materials movement inside cells, cell interaction with the external environment, cell cycle and cell death regulation, cytoskeleton dynamics, quality control mechanisms, and basic signal transduction concepts. The course will also discuss how abnormal cell function may lead to human disease, and how basic cell function may be harnessed by intracellular pathogens to provide favorable intracellular environments for replication. The major goals of this course are to provide students with a working knowledge of the cell to facilitate understanding of the scientific literature, and to familiarize students with modern experimental approaches in cell biology. The course will rely heavily on student participation. Students will be provided with study guides with the expectation they will come to class prepared to lead interactive group discussions with minimal input from instructors. Offered as CLBY 526, MBIO 526 and MVIR 526.

MVIR 601. Research. 1 - 18 Units.
Grade of S/U only.

MVIR 701. Dissertation Ph.D. 1 - 9 Units.
Grade of S/U only. Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

Molecular Medicine Program

Lerner Research Institute, ND-46
http://www.lerner.ccf.org/molecmed/phd/
Phone: 216.445.9417

Jonathan Smith, PhD, Program Director

The Molecular Medicine PhD Program is a unique collaborative graduate training opportunity that integrates medical knowledge into graduate training. The goal of this program is to produce scientists trained in translational research: basic or applied research relevant to human health and disease that can lead to a new understanding of disease, clinical and diagnostic tools, medications, and therapies.

Students train rigorously to apply basic science discoveries to human health and to the causes and treatments of human disease. The mastery of competencies necessary to translate scientific observations from the research bench to clinical care is the focus of this PhD program. Graduates will be well prepared to collaborate with physicians and for the challenge of using molecular and cellular biology to advance human health.

PhD in Molecular Medicine

Admission into the Molecular Medicine PhD program is obtained through application directly to the program. Graduate students complete didactic coursework, independent research, and other doctoral requirements to earn the PhD. First-year students complete two to four laboratory rotations among the laboratories of training faculty and are exposed to trainer research projects during the Frontiers of Molecular Medicine seminars. The first year begins mid-July. Students from all years present their research and received feedback in the Student Seminar Series.

During subsequent years, students will devote the majority of their time to thesis research while attending advanced graduate courses, and seminars. Advanced elective courses may be chosen from any department or program on campus with the approval of the graduate program director and the student’s thesis committee over the first two years. Students must take a total of 36 semester hours of courses and pre-candidacy thesis research, including 24 graded credit hours, and maintain a B average.

The qualifying exam will be comprised of preparing and defending a grant application in the NIH format. The topic of the grant is the area of the student’s thesis research. At least one aim of this proposal will consist of a specific translational or clinical aim.

All efforts should be made to complete the PhD within five years from the date of matriculation. All students are expected to submit two or more first-authored primary research publications in peer-reviewed scientific journals. At least one manuscript must be accepted for publication prior to the thesis defense.

PRISM Program (Physicians Researchers Innovating in Science and Medicine)

NIH recognizes the need for physician on-ramps into research training, including the option for obtaining a PhD during residency / fellowship. The Molecular Medicine PhD Program offers a track for Cleveland Clinic physician trainees in GME accredited programs, who wish to pursue a PhD in laboratory-based research in the Molecular Medicine PhD Program, a program completely housed and administered at the Cleveland Clinic. If you are a Cleveland Clinic physician trainee and have questions about this opportunity, please email molmedphd@ccf.org.

PhD Program Requirements

Coursework

Students begin in July by taking MMED 402 Tools for Research and MMED 410 Introduction to Human Physiology and Disease. The student
will follow a progressive curriculum including Cell Biology; Metabolism and Pharmacology; Nucleic Acids, Gene Expression and Gene Regulation; Mammalian Genetics; and Infection and Immunity. In the second summer, students take Principles of Clinical and Translational Research. During year 2, students are required to take MMED 521 Molecular aspects of the diagnosis, pathology, and treatment of selected human diseases, focusing on molecular mechanisms of human disease, and an independent study mentored MMED 612 Clinical Experience.

**Research Rotations**

The research rotations allow the student to sample areas of research and become familiar with faculty members and their laboratories. The main purpose of these rotations is to aid the student in selecting a laboratory for the thesis work. Students will begin their rotations in July. At least two rotations are highly recommended prior to choosing the thesis advisor.

**Choosing a Thesis Advisor**

During or after the second semester of the first year, students select an advisor for their dissertation research. The emphasis of the PhD work is on research, culminating in the completion of an original, independent research thesis.

**Plan of Study**

Please also see Graduate Studies Academic Requirements for Doctoral Degrees (p. 1333).

### First Year

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<td>Nucleic Acids, Gene Expression, and Gene Regulation (MMED 413)</td>
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<td>Mammalian Genetics (MMED 414)</td>
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<td>Host Defense: Infection and Immunity (MMED 416)</td>
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<td>Dissertation Research (MMED 601)*</td>
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<td>Clinical Experience (MMED 612)</td>
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<td>Dissertation Ph.D. (MMED 701)</td>
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<td>Advanced Electives (if necessary)**</td>
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<tr>
<td><strong>Year Total:</strong></td>
<td>1-9</td>
</tr>
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</table>

| Total Units in Sequence:                            | 38-54 |

* Starts in July
** Credits vary
+ Credits may vary to yield 9 credits per semester

**Third Year and beyond:** Complete elective coursework so total graded courses equal at least 24 credits; Research credits switch from MMED 601 Dissertation Research to MMED 701 Dissertation Ph.D. once passed into candidacy. Minimum of 1 credit of MMED 701 Dissertation Ph.D. is required each regular semester thereafter for a total of 18 credits to graduate.

### Courses

**MMED 400. Research Rotations. 0 Unit.**

Research rotations are conducted to expose the student to several laboratory environments, a variety of research problems and numerous laboratory techniques as well as to assist them in the selection of their Research Advisor. Rotations will begin immediately upon enrollment and continue through the second semester of the first year. Usually rotations will last 12 weeks, however if a student decides that he/she is not interested in the assigned laboratory a shorter rotation is appropriate. The student is responsible for arranging each rotation with an approved trainer with the consultation of the Graduate Program Director. To assist in this endeavor, the Graduate Program Director will provide a list of approved trainers who have space, time and money to support a graduate student. During the rotation, students are expected to participate in all lab and departmental activities, e.g., lab meetings and seminars. At the completion of a rotation the student is required to submit a written Rotation Report including an outline of the problem being studied, a description of the experimental approaches, a discussion of the results of performed experiments as well as future directions.

**MMED 402. Tools for Research. 2 Units.**

The goal of this course is to provide a thorough and comprehensive review of current laboratory technology essential to research in molecular medicine, focusing on basic underlying principles, important controls and caveats. The students will clone a cytokine during a laboratory component of the course, which will involve designing appropriate primers, obtaining RNA from cytokine-expressing cells, performing RT/PCR, and ligating isolated, characterized fragments into cloning- and expression vectors, followed by transfection into mammalian cells. Additional bench work will include characterizing the cloned product using real time PCR, ELISA, western blot analysis, and immunohistochemistry. Seminars on commonly used molecular techniques will be given intermittently by guest lecturers with the relevant expertise. Evaluation will be based on the student's lab techniques, class participation, and contribution to the group learning process.
MMED 404. Journal Club / Frontiers in Molecular Medicine. 1 Unit.
This course is a combination of a weekly discussion-based Journal Club with selected articles relevant to the core curriculum of the week and the Frontiers in Molecular Medicine Seminar series. The seminars are presented by Molecular Medicine faculty and guest lecturers to introduce first year students to the opportunities and issues in translational and clinical research.

MMED 410. Introduction to Human Physiology and Disease. 4 Units.
The purpose of this course is to give an introduction to the physiology of the major human organ systems, as well as selected associated pathophysiology. The course will provide a physiological basis for subsequent study and research in Molecular Medicine. The integration of clinical faculty into the course will emphasize the importance of bringing scientific knowledge to bear on clinical problems, a theme which will be stressed throughout the Molecular Medicine curriculum. The course will also acquaint students with medical terminology.

MMED 412. Metabolism. 2 Units.
The course will include a combination of interactive lectures, research presentations, related journal club articles, and group projects with presentations. Topics to be covered include: bioenergetics/oxidative phosphorylation, carbohydrate metabolism; lipid and lipoprotein metabolism, amino acid and nucleotide metabolism.

MMED 413. Nucleic Acids, Gene Expression, and Gene Regulation. 2 Units.
The course will include a combination of interactive lectures and problem-based learning. Each week will conclude with at least one clinical correlation where the weekly topic is presented in the context of a clinical problem. Topics to be covered include: DNA structure, chromosome structure, replication and repair; RNA synthesis and RNA processing, the organization of eukaryotic genes and the genetic code and translation; and gene regulation.

MMED 414. Mammalian Genetics. 2 Units.
The course focuses on genetics, genomics, and bioinformatics, and it will include a combination of interactive lectures, problem-based learning and a week-long group project. Topics to be covered include: genetic variation; linkage studies; association studies; complex traits, linkage disequilibrium, the Hap Map, pharmacogenetics; genome-wide expression studies, and mouse models of human disease, and bioinformatics.

MMED 415. Cell Biology. 2 Units.
The course will include a combination of interactive lectures and problem-based learning. Each week will conclude with at least one clinical correlation where the weekly topic is presented in the context of a clinical problem. Topics to be covered include: cell structure and organelles, prokaryotes/eukaryotes; intracellular compartments and protein sorting; receptors/endocytosis/rafts; the nucleus; cell communication; cell division; introduction to pharmacology.

MMED 416. Host Defense: Infection and Immunity. 2 Units.
The course will include a reading program, lectures, and weekly problem-based student-led presentations. Weeks 1 and 2 are dedicated to establishing the scope of the field and forming vocabulary. Week 3 and part of Week 4 will cover immune mechanisms. The remainder of the course will deal with clinical aspects of immunobiology. On a regular basis Clinical Correlations, relevant to weekly topics, are integrated into the material. Topics to be covered include: biology and molecular biology of infectious agents; fundamentals of immunology; innate and adaptive responses to infection, immune effector mechanisms; and clinical aspects of immunobiology.

MMED 501. Principles of Clinical and Translational Research. 4 Units.
To give an introduction to the ethical, statistical, methodologic and informatics basis of clinical and translational research. Topics will include the history of clinical and translational research, regulatory aspects of human subjects research, clinical trials study design, conflicts of interest, human subjects recruitment, research and publication ethics, technology transfer, biobank construction and utilization, and clinical and research database construction and utilization. In addition, students will be introduced to principles of biostatistics and clinical epidemiology relevant to clinical and translational research and gain expertise in statistical tool using problem based learning sets.

MMED 504. Student Seminar Series. 1 Unit.
This course is designed as a weekly seminar series that will include presentations by the MMED graduate students. The format will be as follows: seminar talks by students in years 3 and beyond to provide a research update presentations by second year students involving basic science-clinical case translation topics, and short presentations on lab rotation accomplishments by first year students. Additional sessions include Clinical Connections presentations by practicing physicians and continuing Responsible Conduct of Research case studies with small group discussions led by program trainers. The primary goals of this series are to gain experience and improve oral presentation skills, to share results and thoughts with peers during research discussions, and to learn to take the lead in developing and asking questions during seminars.

MMED 521. Molecular aspects of the diagnosis, pathology, and treatment of selected human diseases. 3 Units.
The goal of this course is to integrate medical knowledge into PhD training. This team-taught seminar course focuses on a top down examination of selected human diseases starting with clinical presentations of the manifestations, diagnoses, and treatment of disease. This is followed by study of the pathology, cell biology, and molecular biology of the disease. This information forms the foundation of a final discussion of current treatment strategies and ongoing research to identify new strategies. One to two separate disease areas will be discussed during each semester, such as diabetes, colon cancer, and heart failure. The specific areas of discussion are selected to demonstrate the strength of an integrated team of clinical and basic scientists; and to provide a model for students to follow in future studies in their own area of expertise. Emphasis will be given to the basic scientific observations that formed the basis of successful clinical practice, and how this was utilized by integrated teams of basic and clinical investigators to provide better patient care. Students will prepare for discussions with close reading of the literature. Faculty will present an overview in a discussion format. It is anticipated that each disease area will be presented by an integrated team of clinical and basic scientists.

MMED 501. Principles of Clinical and Translational Research. 4 Units.
To give an introduction to the ethical, statistical, methodologic and informatics basis of clinical and translational research. Topics will include the history of clinical and translational research, regulatory aspects of human subjects research, clinical trials study design, conflicts of interest, human subjects recruitment, research and publication ethics, technology transfer, biobank construction and utilization, and clinical and research database construction and utilization. In addition, students will be introduced to principles of biostatistics and clinical epidemiology relevant to clinical and translational research and gain expertise in statistical tool using problem based learning sets.

MMED 504. Student Seminar Series. 1 Unit.
This course is designed as a weekly seminar series that will include presentations by the MMED graduate students. The format will be as follows: seminar talks by students in years 3 and beyond to provide a research update presentations by second year students involving basic science-clinical case translation topics, and short presentations on lab rotation accomplishments by first year students. Additional sessions include Clinical Connections presentations by practicing physicians and continuing Responsible Conduct of Research case studies with small group discussions led by program trainers. The primary goals of this series are to gain experience and improve oral presentation skills, to share results and thoughts with peers during research discussions, and to learn to take the lead in developing and asking questions during seminars.

MMED 521. Molecular aspects of the diagnosis, pathology, and treatment of selected human diseases. 3 Units.
The goal of this course is to integrate medical knowledge into PhD training. This team-taught seminar course focuses on a top down examination of selected human diseases starting with clinical presentations of the manifestations, diagnoses, and treatment of disease. This is followed by study of the pathology, cell biology, and molecular biology of the disease. This information forms the foundation of a final discussion of current treatment strategies and ongoing research to identify new strategies. One to two separate disease areas will be discussed during each semester, such as diabetes, colon cancer, and heart failure. The specific areas of discussion are selected to demonstrate the strength of an integrated team of clinical and basic scientists; and to provide a model for students to follow in future studies in their own area of expertise. Emphasis will be given to the basic scientific observations that formed the basis of successful clinical practice, and how this was utilized by integrated teams of basic and clinical investigators to provide better patient care. Students will prepare for discussions with close reading of the literature. Faculty will present an overview in a discussion format. It is anticipated that each disease area will be presented by an integrated team of clinical and basic scientists. The remainder of the sessions will be devoted to instruction in grant proposal writing and student preparation of a research grant proposal based upon their thesis research in advance of the student’s qualifying exam. Grading will be based both upon preparation for and participation in discussions, and upon the research proposal. Recommended Preparation: Introductory Graduate or Medical School courses in Cell Biology, Molecular Biology, and Physiology.
MMED 522. Grant Proposal Writing. 2 Units.
The goal of this course is to learn about the NIH institutes and grant proposal review and administration, how to compose the various sections of an NIH style grant proposal, and to gain practice in grant proposal writing skills. The course includes weekly writing assignments covering the different sections of an NIH style grant proposal. Upon completion of the grant proposal, students engage in a mock study section to review each other’s proposals. Grading will be based on grant writing assignments and participation in the mock study section.

MMED 601. Dissertation Research. 1 - 9 Units.
Research leading toward the Ph.D. dissertation in Molecular Medicine.

MMED 612. Clinical Experience. 2 Units.
Each student will be assigned a Clinical Mentor who will co-advice the student and serve on both the Qualifying Examination Committee and Thesis Committee. The Clinical Mentor will develop an individualized curriculum for the student in consultation with the Thesis Research Mentor and Program Director. The curriculum will be organized around the integrated, multidisciplinary disease groups at the Clinic. The students will attend and actively participate in the regularly scheduled multidisciplinary clinical conference organized by their disease group (most meet for one hour every week or every other week), usually involving a combination of case presentations and research presentations. At the conclusion of the semester the student will make a presentation to the group focused on a relevant translational research problem. The Clinical Mentor will also organize a series of supervised clinical experiences (with a Mentor) to various locations where students will observe clinician interactions with patients to better understand the disease from the patient perspective and to disease-related diagnostic and research laboratories.

MMED 701. Dissertation Ph.D.. 1 - 9 Units.
Research leading toward the Ph.D. dissertation in Molecular Medicine. Recommended preparation: Advancement to candidacy in MMED. Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

Department of Neurosciences
Room E-653, School of Medicine, Robbins Building
http://case.edu/medicine/neurosciences/
Phone: 216.368.6252; Fax: 216.368.4650
Lin Mei, MD, PhD, Chair
lin.mei@case.edu

Katie Wervey (kathleen.wervey@case.edu), Department Assistant

Understanding how the nervous system develops and functions to process information and mediate behavior and how it is altered by disease, injury and the environment is one of the most exciting frontiers remaining in biological science. Neuroscience is inherently multidisciplinary and integrative and solving the major outstanding problems will require knowledge of molecular, cellular, systems and behavioral levels of organization. It also requires a multidisciplinary approach combining the tools of electrophysiology, anatomy, biochemistry and molecular biology in studies of animals, brain slices, and tissue culture models.

The department offers a PhD program that provides interdisciplinary training in modern neurosciences through a combination of course work, seminars, and research experience. Medical students are encouraged to pursue research projects with neurosciences faculty. Neuroscientists at CWRU are using state-of-the-art techniques and instrumentation to study diverse aspects of nervous system function, including neural circuitry and plasticity, development and regeneration, and cellular and molecular neurobiology. Techniques used include electrical recording and imaging to study the behavior of neurons from ion channels to how they function in awake, behaving animals; molecular genetic approaches to discover the roles of specific genes in circuit formation, synaptic function, and in neurological disorders; and anatomical, biochemical, computational, and behavioral methods to understand the normal nervous system and how it is affected by disease and injury.

PhD in Neurosciences

The Neurosciences graduate program has a strong emphasis on cellular and molecular mechanisms that mediate the function and development of the nervous system. Admissions to the Neurosciences PhD program may be obtained through the integrated Biomedical Sciences Training Program or via the Medical Scientist Training Program. To earn a PhD in Neurosciences, a student must complete rotations in at least three laboratories, followed by selection of a research advisor, and complete Core and Elective coursework including responsible conduct of research as described in the plan of study, below. In general, students must be registered for a total of 9 credit hours each fall and spring semester until they advance to candidacy, at the end of their 2nd year. Students who previously completed relevant coursework, for example, with a Master’s of Science, may petition to complete alternative courses. Each graduate program follows the overall regulations established and described in CWRU Graduate Studies and documented to the Regents of the State of Ohio.

In addition, each student must successfully complete a preliminary exam after year one, and a qualifier examination for advancement to candidacy in the form of a short grant proposal with oral defense. The qualifier is generally completed in the summer after year two. During the dissertation period, students are expected to meet at least once a year with their thesis committee, present seminars in the department, and fulfill journal publication requirements. Throughout the doctoral training, students are expected to be enthusiastic participants in seminars, journal clubs, and research meetings in the lab and program. Completion of the PhD degree will require 36 hours of coursework (24 hours of which are graded) and 18 hours of NEUR 701 Dissertation Ph.D.

Plan of Study

Please also see Graduate Studies Academic Requirements for Doctoral Degrees (p. 1333)

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Neuroscience Seminars (NEUR 415) 1
Research in Neuroscience (NEUR 601) 1
Principles of Neural Science (NEUR 402) 3
On Being a Professional Scientist: The Responsible Conduct of Research (IBMS 500) 1

Begin Thesis Research
Complete preliminary exam by July 31

Year Total: 9 9

Second Year

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Third Year

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Fourth Year

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Fifth Year

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Total Units in Sequence: 42-90

* IBMS 501 Responsible Conduct of Research for Advanced Trainees is offered every spring semester (beginning 2020). The SOM requires that PhD students who are 4 years beyond their initial RCR training in IBMS 500 On Being a Professional Scientist: The Responsible Conduct of Research, register for IBMS 501.

Courses

**NEUR 166. Explorations in Neuroscience. 1 Unit.**
This survey course provides students with an opportunity to learn about some of the most exciting and timely concepts in neuroscience, including topics in basic and translational research, as well as perspectives on neuroscience as a profession, through a series of 14 lectures given by members of the Neurosciences Department in the Case Western Reserve University School of Medicine. Topics are presented in a way that can be understood by students who have taken a high school biology class. Every effort is made to explain any new concepts that are included in the lectures. Each lecturer will provide general background reading material for the topics they discuss.

**NEUR 201. Fundamentals of Neuroscience I. 3 Units.**
The purpose of this course is to provide students with a systematic and comprehensive introduction to the field of neuroscience. The topics that will be discussed and the level at which they are discussed assumes that the students have a basic familiarity with general features of cell structure and function and specialized properties of cells found in different physiological systems, from their previous biology coursework. The course will also provide a foundation for elective upper-level courses in the undergraduate neuroscience curriculum. Prereq: BIOL 214 and BIOL 215. Prereq or Coreq: BIOL 216.

**NEUR 202. Fundamentals of Neuroscience II. 3 Units.**
This course is the second in a sequence and designed to provide students with an understanding of signaling mechanisms that are utilized by nerve cells, including mechanisms that are responsible for signaling within cells and mechanisms that underlie signaling between cells. These mechanisms will range from the fast, millisecond timescale transitions of ion channels that contribute to action potentials and synaptic signaling, to slower events that underlie modulation of channel activity and neurotransmitter synthesis and degradation, to even slower events on the hour and day timescale involving changes in gene expression and protein synthesis that underlie phenotypic development and neural plasticity. Prereq: NEUR 201.
NEUR 301. Biological Mechanisms of Brain Disorders. 3 Units.
This course is designed to introduce students to a broad range of neurological and neuropsychiatric diseases and disorders in order to understand how genetic and environmental perturbations can disrupt normal brain function. The primary focus will be on understanding the biological bases of nervous system dysfunction. For each disease discussed, the subject matter will be organized to explain how normal brain function is impacted, the biological mechanisms underlying dysfunction (including still-unanswered questions) and current efforts to develop effective treatments (translational research). With this approach, students will gain an understanding of disease presentation, how animal models and human studies are being used to elucidate pathophysiological mechanisms, and opportunities and challenges in the development of new therapies. The class format will be a mix of lecture-based sessions and discussions of scientific journal articles. Offered as NEUR 301 and NEUR 401. Prereq: BIOL 216 or NEUR 201 or PSCL 352.

NEUR 303. Methods Neuroscience Research. 3 Units.
This course will provide students the knowledge necessary to choose the appropriate methods needed to explore scientific questions, understand ethical research design, use safe laboratory practices and develop research skills that are highly valuable in the field of neuroscience. The topics covered in this course include basic laboratory skills, neuroanatomy, histology, neurophysiology and behavioral neuroscience. Successful completion of this course will equip students with the kinds of practical knowledge and hands-on experiences that can enhance competitiveness for internships, doctoral training programs or careers in research laboratories. Prereq: NEUR 201.

NEUR 388. Undergraduate Research. 3 Units.
Guided laboratory research under the sponsorship of a SOM faculty member who conducts basic and/or translational neuroscience research. Students are required to obtain permission from the prospective research supervisor and the Neuroscience Undergraduate Curriculum Committee (NUCC) prior to enrolling in the course. Appropriate forms must be submitted to the Neurosciences Department office. At the end of the semester, a research report, written in the format of a scientific research publication, must be submitted and approved by the research mentor and the NUCC before credit is granted.

NEUR 388S. Undergraduate Research SAGES Capstone. 3 Units.
Guided laboratory research supervised and guided by a SOM faculty member who conducts basic and/or translational neuroscience research. Students are required to obtain permission from the prospective research supervisor and the Neuroscience Undergraduate Curriculum Committee (NUCC) prior to enrolling in the course. Appropriate forms must be submitted to the Neurosciences Department office. At the end of the semester, a research report, written in the format of a scientific research publication, must be submitted and approved by the research mentor and the NUCC before credit is granted. A public presentation is required. Counts as SAGES Senior Capstone.

NEUR 390. Advanced Undergraduate Research in Neuroscience. 1 - 3 Units.
Guided laboratory research under the sponsorship of a SOM faculty member who conducts basic and/or translational neuroscience research. Students are required to obtain permission from the prospective research supervisor and the Neuroscience Undergraduate Curriculum Committee (NUCC) prior to enrolling in the course. Appropriate forms must be submitted to the Neurosciences Department office. Does not count toward the hours required for a major in neuroscience, but may be counted toward the total number of hours required for graduation. At the end of the semester, a research report, written in the format of a scientific research publication, must be submitted and approved by the research mentor and the NUCC before credit is granted. Prereq: NEUR 388 or NEUR 388S.

NEUR 401. Biological Mechanisms of Brain Disorders. 3 Units.
This course is designed to introduce students to a broad range of neurological and neuropsychiatric diseases and disorders in order to understand how genetic and environmental perturbations can disrupt normal brain function. The primary focus will be on understanding the biological bases of nervous system dysfunction. For each disease discussed, the subject matter will be organized to explain how normal brain function is impacted, the biological mechanisms underlying dysfunction (including still-unanswered questions) and current efforts to develop effective treatments (translational research). With this approach, students will gain an understanding of disease presentation, how animal models and human studies are being used to elucidate pathophysiological mechanisms, and opportunities and challenges in the development of new therapies. The class format will be a mix of lecture-based sessions and discussions of scientific journal articles. Offered as NEUR 301 and NEUR 401.

NEUR 402. Principles of Neural Science. 3 Units.
Lecture/discussion course covering concepts in cell and molecular neuroscience, principles of systems neuroscience as demonstrated in the somatosensory system, and fundamentals of the development of the nervous system. This course will prepare students for upper level Neuroscience courses and is also suitable for students in other programs who desire an understanding of neurosciences. Recommended preparation: CBIO 453. Offered as BIOL 402 and NEUR 402.

NEUR 415. Neuroscience Seminars. 1 Unit.
Current topics of interest in neurosciences. Students attend weekly seminars. From this series, students prepare critiques. No credit is given for less than 75% attendance. Students may register for this course twice for a total of two credit hours over two semesters.

NEUR 419. Critical Thinking in Neuroscience. 3 Units.
The goal of this course is to develop the student’s critical reasoning skills through reading and discussing primary research papers. Each year, the course will focus on 3-4 different topics selected by participating Neuroscience faculty members. Students will receive a letter grade based on their contributions to discussions, and at the discretion of the faculty, performance on exams and/or term paper. Prereq: NEUR 402.
NEUR 432. Current Topics in Vision Research. 3 Units.
Vision research is an exciting and multidisciplinary area that draws on the disciplines of biochemistry, genetics, molecular biology, structural biology, neuroscience, and pathology. This graduate level course will provide the student with broad exposure to the most recent and relevant research currently being conducted in the field. Topics will cover a variety of diseases and fundamental biological processes occurring in the eye. Regions of the eye that will be discussed include the cornea, lens, and retina. Vision disorders discussed include age-related macular degeneration, retinal ciliopathies, and diabetic retinopathy. Instructors in the course are experts in their field and are members of the multidisciplinary visual sciences research community here at Case Western Reserve University. Students will be exposed to the experimental approaches and instrumentation currently being used in the laboratory and in clinical settings. Topics will be covered by traditional lectures, demonstrations in the laboratory and the clinic, and journal club presentations. Students will be graded on their performance in journal club presentations (40%), research proposal (40%), and class participation (20%). Offered as NEUR 432, PATH 432, PHRM 432 and BIOC 432.

NEUR 466. Cell Signaling. 3 Units.
This is an advanced lecture/journal/discussion format course that covers cell signaling mechanisms. Included are discussions of neurotransmitter-gated ion channels, growth factor receptor kinases, cytokine receptors, G protein-coupled receptors, steroid receptors, heterotrimeric G proteins, ras family GTPases, second messenger cascades, protein kinase cascades, second messenger regulation of transcription factors, microtubule-based motility, actin/myosin-based motility, signals for regulation of cell cycle, signals for regulation of apoptosis. Offered as CLBY 466, PHOL 466 and PHRM 466.

NEUR 473. Introduction to Neurobiology. 3 Units.
How nervous systems control behavior. Biophysical, biochemical and molecular biological properties of nerve cells, their organization into circuitry, and their function within networks. Emphasis on quantitative methods for modeling neurons and networks, and on critical analysis of the contemporary technical literature in the neurosciences. Term paper required for graduate students. This course satisfies a lab requirement for the B.A. in Biology, and a Quantitative Laboratory requirements for the B.S. in Biology. Offered as BIOL 373, BIOL 473, and NEUR 473.

NEUR 474. Neurobiology of Behavior. 3 Units.
In this course, students will examine how neurobiologists interested in animal behavior study the linkage between neural circuitry and complex behavior. Various vertebrate and invertebrate systems will be considered. Several exercises will be used in this endeavor. Although some lectures will provide background and context on specific neural systems, the emphasis of the course will be on classroom discussion of specific journal articles. In addition, students will each complete a project in which they will observe some animal behavior and generate both behavioral and neurobiological hypotheses related to it. In lieu of examinations, students will complete three written assignments, including a theoretical grant proposal, a one-page Specific Aims paper related to the project, and a final project paper. These assignments are designed to give each student experience in writing biologically-relevant documents. Classroom discussions will help students understand the content and format of each type document. They will also present their projects orally to the entire class. Offered as BIOL 374, BIOL 474 and NEUR 474. Counts as SAGES Departmental Seminar.

NEUR 475. Protein Biophysics. 3 Units.
This course focuses on in-depth understanding of the molecular biophysics of proteins. Structural, thermodynamic and kinetic aspects of protein function and structure-function relationships will be considered at the advanced conceptual level. The application of these theoretical frameworks will be illustrated with examples from the literature and integration of biophysical knowledge with description at the cellular and systems level. The format consists of lectures, problem sets, and student presentations. A special emphasis will be placed on discussion of original publications. Offered as BIOC 475, CHEM 475, PHOL 475, PHRM 475, and NEUR 475.

NEUR 478. Computational Neuroscience. 3 Units.
Computer simulations and mathematical analysis of neurons and neural circuits, and the computational properties of nervous systems. Students are taught a range of models for neurons and neural circuits, and are asked to implement and explore the computational and dynamic properties of these models. The course introduces students to dynamical systems theory for the analysis of neurons and neural learning, models of brain systems, and their relationship to artificial and neural networks. Term project required. Students enrolled in MATH 478 will make arrangements with the instructor to attend additional lectures and complete additional assignments addressing mathematical topics related to the course. Recommended preparation: MATH 223 and MATH 224 or BIOL 300 and BIOL 306. Offered as BIOL 378, COGS 378, MATH 378, BIOL 478, CSDS 478, EBME 478, ECSE 478, MATH 478 and NEUR 478.

NEUR 601. Research in Neuroscience. 1 - 18 Units.

NEUR 651. Master's Thesis (M.S.). 1 - 6 Units.
(Credit as arranged.) Recommended preparation: M.S. candidates only.

NEUR 701. Dissertation Ph.D.. 1 - 9 Units.
(Credit as arranged.) Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

Department of Nutrition

School of Medicine, Room WG 48
https://case.edu/medicine/nutrition/
Phone: 216.368.2440; Fax: 216.368.6846
Hope Barkoukis, PhD, RDN, LD, FAND, Chair
hdb@case.edu

For general questions please email nutrition@case.edu.

The department's focus is on human nutrition and the application of the science of nutrition to health promotion and disease prevention. Undergraduate programs are designed for students interested in nutritional biochemistry and metabolism, clinical nutrition, professional study in dietetics, public health nutrition, medicine, physical therapy, pharmacy or dentistry. Graduate programs emphasize dietetics, public health nutrition, nutritional biochemistry and clinical nutrition.

The Department of Nutrition offers programs leading to the bachelor of arts degree in nutrition, the bachelor of science degree in nutrition, the bachelor of arts degree in nutritional biochemistry and metabolism, the bachelor of science degree in nutritional biochemistry and metabolism, the master of science degree in nutrition, the dual degree of master of public health/master of science nutrition, and the doctor of philosophy degree. The master of science in nutrition is approved as a Post-baccalaureate Premedical Program (https://apps.aamc.org/postbac/#/program/542). Three minors are available: the minor in nutrition, the minor in sports nutrition, and the minor in environmental nutrition. Graduate certificate programs, which are designated on the student's
transcript, are available in areas such as maternal and child nutrition and nutrition for health care professionals. The certificates are in addition to the basic graduate degree. Students are able to pursue certificates at no additional cost to the student.

**Major Programs**
The undergraduate degree in nutrition is appropriate for students who wish to:

1. pursue graduate programs in nutritional biochemistry, dietetics, public health and community nutrition or other biomedical sciences
2. enter professional schools of dentistry, medicine, physical therapy, or pharmacy
3. apply to dietetic internships or approved experience programs in order to prepare for the professional practice of dietetics
4. pursue careers with the government or in the food or pharmaceutical industry

This major offers flexibility in course selection within a framework of general program requirements. The selection of courses depends on the student’s choice of emphasis. Students wishing to qualify for admission to professional or graduate programs need to include specific courses considered prerequisites for admission. Students interested in applying to dietetic internships must meet specific course requirements (Didactic Program in Dietetics) as required by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics. These requirements are met in the courses that comprise the Didactic Program in Dietetics (DPD). The DPD at Case Western Reserve University is currently granted Accreditation by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 800.877.1600. A department advisor should be consulted in the freshman year to plan the dietetics coursework.

**Nutrition**
**Bachelor of Science degree requires:**

Required Courses:

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Three nutrition electives chosen from:

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<td>NTRN 328</td>
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<td>NTRN 338</td>
<td>Dietary Supplements</td>
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<td>NTRN 341</td>
<td>Food as Medicine: How what we eat influences how we feel, think, and our health status</td>
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<td>NTRN 351</td>
<td>Food Service Systems Management</td>
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<td>NTRN 360</td>
<td>Clinical Assessment and Diagnosis: Nutritional, Functional, Physical</td>
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Additional Required Courses:

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<td>CHEM 113</td>
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<td>CHEM 223</td>
<td>Introductory Organic Chemistry I (before NTRN 363)</td>
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<td>BIOL 214</td>
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<td>BIOL 216</td>
<td>Development and Physiology</td>
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<td>or BIOL 340 &amp; BIOL 346</td>
<td>Human Physiology &amp; Human Anatomy</td>
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<td>Development and Physiology Lab</td>
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<td>BIOC 307</td>
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<td>PSCL 282</td>
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<td>STAT 201</td>
<td>Basic Statistics for Social and Life Sciences</td>
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<td>PQHS 431</td>
<td>Statistical Methods I</td>
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**Total Units** 60

* Only one of these courses is permitted.
400 level courses require instructor consent for undergraduates to enroll.
Bachelor of Arts degree requires:

Required Courses:

- NTRN 201 Nutrition 3
- NTRN 342 Food Science 3
- NTRN 342L Food Science Lab 2
- NTRN 343 Dietary Patterns 3
- NTRN 363 Human Nutrition I: Energy, Protein, Minerals 3
- NTRN 364 Human Nutrition II: Vitamins 3
- NTRN 397 SAGES Capstone Proposal Seminar 3
- NTRN 398 SAGES Senior Capstone Experience 3

Two nutrition electives chosen from the following: 6

- NTRN 300 Healthy Lifestyles as Preventive Medicine
- NTRN 328 Child Nutrition, Development and Health
- NTRN 338 Dietary Supplements
- NTRN 341 Food as Medicine: How what we eat influences how we feel, think, and our health status
- NTRN 351 Food Service Systems Management
- NTRN 360 Clinical Assessment and Diagnosis: Nutritional, Functional, Physical
- NTRN 361 Metabolic Dysregulation of Energy from Obesity to Anorexia
- NTRN 362 Exercise Physiology and Macronutrient Metabolism
- NTRN 365 Nutrition for the Prevention and Management of Disease: Pathophysiology
- NTRN 366 Nutrition for the Prevention and Management of Disease: Clinical Applications
- NTRN 367 Nutrition Strategies and Wellness Programming
- NTRN 371 Special Problems *
- NTRN 388 Seminar in Sports Nutrition
- NTRN 390 Undergraduate Research *
- NTRN 435 Nutrition during Pregnancy and Lactation
- NTRN 436 Pediatric Nutrition
- NTRN 437 Nutrition Communication, Counseling and Behavior Change Strategies
- NTRN 438 Dietary Supplements
- NTRN 439 Food Behavior: Physiological, Psychological and Environmental Determinants
- NTRN 440 Nutrition for the Aging and Aged
- NTRN 452 Nutritional Biochemistry and Metabolism
- NTRN 550A Advanced Community Nutrition
  or NTRN 528 Introduction to Public Health Nutrition

Additional required courses:

- CHEM 106 Principles of Chemistry I 3
- CHEM 223 Introductory Organic Chemistry I 3
- BIOC 307 Introduction to Biochemistry: From Molecules To Medical Science 4
- BIOL 214 Genes, Evolution and Ecology 3
- BIOL 216 Development and Physiology
  or BIOL 340 Human Physiology
  & BIOL 346 and Human Anatomy
- BIOL 216L Development and Physiology Lab 1

Total Units 49

* Only one of these courses is permitted.
400 level courses require instructor consent for undergraduates to enroll.

Bachelor of Science in Nutrition - Nutrition Major Example Plan of Study

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<td>Basic Statistics for Social and Life Sciences (STAT 201) 3</td>
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<td>Elective 3</td>
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<tr>
<td>SAGES Senior Capstone Experience (NTRN 398)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Human Nutrition I: Energy, Protein, Minerals (NTRN 363)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Human Nutrition II: Vitamins (NTRN 364)</td>
<td></td>
<td>3</td>
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<tr>
<td>Nutrition Elective</td>
<td></td>
<td>3</td>
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<tr>
<td>Electives</td>
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</tr>
<tr>
<td><strong>Year Total:</strong></td>
<td><strong>15</strong></td>
<td><strong>15</strong></td>
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</tbody>
</table>

**Total Units in Sequence:** 118

### Bachelor of Arts degree requires:

#### Required courses:

- NTRN 201 Nutrition 3
- NTRN 343 Dietary Patterns 3
- NTRN 363 Human Nutrition I: Energy, Protein, Minerals 3
- NTRN 364 Human Nutrition II: Vitamins 3
- NTRN 397 SAGES Capstone Proposal Seminar 3
- NTRN 452 Nutritional Biochemistry and Metabolism 3

Three nutrition electives at 300-level (or above with instructor consent) chosen from the following:

- NTRN 300 Healthy Lifestyles as Preventive Medicine
- NTRN 328 Child Nutrition, Development and Health
- NTRN 338 Dietary Supplements
- NTRN 341 Food as Medicine: How what we eat influences how we feel, think, and our health status
- NTRN 351 Food Service Systems Management
- NTRN 360 Clinical Assessment and Diagnosis: Nutritional, Functional, Physical
- NTRN 361 Metabolic Dysregulation of Energy from Obesity to Anorexia
- NTRN 365 Nutrition for the Prevention and Management of Disease: Pathophysiology
- NTRN 366 Nutrition for the Prevention and Management of Disease: Clinical Applications
- NTRN 367 Nutrition Strategies and Wellness Programming
- NTRN 371 Special Problems
- NTRN 388 Seminar in Sports Nutrition
- NTRN 390 Undergraduate Research

**Total Units**: 81

### Bachelor of Science degree requires:

#### Required courses:

- NTRN 201 Nutrition 3
- NTRN 343 Dietary Patterns 3
- NTRN 363 Human Nutrition I: Energy, Protein, Minerals 3
- NTRN 364 Human Nutrition II: Vitamins 3
- NTRN 397 SAGES Capstone Proposal Seminar 3
- NTRN 398 SAGES Senior Capstone Experience 3
- NTRN 452 Nutritional Biochemistry and Metabolism 3

Three nutrition electives at 300-level (or above with instructor consent) chosen from the following:

- NTRN 300 Healthy Lifestyles as Preventive Medicine
- NTRN 328 Child Nutrition, Development and Health
- NTRN 338 Dietary Supplements
- NTRN 341 Food as Medicine: How what we eat influences how we feel, think, and our health status
- NTRN 351 Food Service Systems Management

**Total Units**: 81

**Math and Calculus Applications for Life, Managerial, and Social Sci I**

- MATH 125 Math and Calculus Applications for Life, Managerial, and Social Sci I 4
- or MATH 121 Calculus for Science and Engineering I 4

**Chemistry courses**

- CHEM 105 Principles of Chemistry I 3
- CHEM 106 Principles of Chemistry II 3
- CHEM 113 Principles of Chemistry Laboratory 2
- CHEM 223 Introductory Organic Chemistry I 3
- or CHEM 323 Organic Chemistry I 3
- CHEM 224 Introductory Organic Chemistry II 3
- or CHEM 324 Organic Chemistry II 3

**Biology courses**

- BIOL 214 Genes, Evolution and Ecology 3
- BIOL 215 Cells and Proteins 3
- BIOL 216 Development and Physiology 3
- or BIOL 340 Human Physiology and Human Anatomy
- BIOL 216L Development and Physiology Lab 1
- PHYS 115 Introductory Physics I 4
- or PHYS 121 General Physics I - Mechanics
- PHYS 116 Introductory Physics II 4
- or PHYS 122 General Physics II - Electricity and Magnetism
- BIOC 307 Introduction to Biochemistry From Molecules To Medical Science 4
- BIOC 334 Structural Biology 3
- or BIOC 312 Proteins and Enzymes
- or NTRN 454 Advanced Nutrition and Metabolism: Investigative Methods

**Physics courses**

- PHYS 115 Introductory Physics I 4
- or PHYS 121 General Physics I - Mechanics
- PHYS 116 Introductory Physics II 4
- or PHYS 122 General Physics II - Electricity and Magnetism
- NTRN 300 Healthy Lifestyles as Preventive Medicine
- NTRN 328 Child Nutrition, Development and Health
- NTRN 338 Dietary Supplements
- NTRN 341 Food as Medicine: How what we eat influences how we feel, think, and our health status
- NTRN 351 Food Service Systems Management
# Bachelor of Arts in Nutrition - Nutritional Biochemistry and Metabolism Major Example Plan of Study

## First Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Math and Calculus Applications for Life, Managerial, and Social Sci I (MATH 125)</td>
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<td>Nutrition (NTRN 201)</td>
<td>3</td>
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<tr>
<td>Genes, Evolution and Ecology (BIOL 214)</td>
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</tr>
<tr>
<td>SAGES First Seminar</td>
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<tr>
<td>Principles of Chemistry I (CHEM 105)</td>
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<tr>
<td>SAGES Breadth Requirements</td>
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<tr>
<td>Cells and Proteins (BIOL 215)</td>
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<td>Principles of Chemistry Laboratory (CHEM 113)</td>
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<td>Principles of Chemistry II (CHEM 106)</td>
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## Second Year

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<tr>
<td>Introductory Organic Chemistry Laboratory I (CHEM 223)</td>
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<tr>
<td>Introductory Organic Chemistry I (CHEM 224)</td>
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<td>Development and Physiology (BIOL 216) &amp; Development and Physiology Lab (BIOL 216L)</td>
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<td>SAGES University Seminar</td>
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<td>Electives</td>
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<tr>
<td>Introductory Organic Chemistry II (CHEM 224)</td>
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<tr>
<td>Introductory Organic Chemistry Laboratory II (CHEM 234)</td>
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<tr>
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<tr>
<td>Elective</td>
<td>3</td>
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<td>SAGES University Seminar</td>
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## Third Year

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<thead>
<tr>
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<th>Spring</th>
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<tr>
<td>Introduction to Biochemistry: From Molecules To Medical Science (BIOC 307)</td>
<td>4</td>
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<tr>
<td>Introductory Physics I (PHYS 115)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Food Science (NTRN 342)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Food Science Lab (NTRN 342L)</td>
<td>2</td>
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</tbody>
</table>
SAGES Capstone Proposal Seminar (NTRN 397) 3
Elective 3
Introductory Physics II (PHYS 116) 4
SAGES Breadth Requirement 6
Year Total: 13 16

Fourth Year

<table>
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<tr>
<td>SAGES Senior Capstone Experience (NTRN 398)</td>
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<tr>
<td>Nutritional Biochemistry and Metabolism (NTRN 452)</td>
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<tr>
<td>Human Nutrition I: Energy, Protein, Minerals (NTRN 363)</td>
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</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Nutrition Elective (if not already taken)</td>
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<td></td>
</tr>
<tr>
<td>Human Nutrition II: Vitamins (NTRN 364)</td>
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<td></td>
</tr>
<tr>
<td>Structural Biology (BIOC 334)</td>
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<td>Elective</td>
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<td>Year Total:</td>
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</table>

Total Units in Sequence: 114

Nutrition majors are not eligible for this minor.
Non Nutrition majors may only take one minor: either Minor in Nutrition, Minor in Sports Nutrition, or Minor in Environmental Nutrition.

Required courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>NTRN 201</td>
<td>Nutrition</td>
</tr>
<tr>
<td>NTRN 343</td>
<td>Food Science</td>
</tr>
<tr>
<td>Nine credits selected from any NTRN 300 level course that is not an independent study (i.e., excludes NTRN 371, NTRN 390, NTRN 399)</td>
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Total Units 15

Minor in Environmental Nutrition

Nutrition majors are not eligible for this minor.
Non Nutrition majors may only take one minor: either Minor in Nutrition, Minor in Sports Nutrition, or Minor in Environmental Nutrition.

Required courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESTD 101</td>
<td>Introduction to Environmental Thinking</td>
</tr>
<tr>
<td>NTRN 200H</td>
<td>Case Cooks: Healthy Lifestyles</td>
</tr>
<tr>
<td>NTRN 201</td>
<td>Nutrition</td>
</tr>
<tr>
<td>NTRN 342</td>
<td>Food Science</td>
</tr>
<tr>
<td>NTRN 340 Global Food Systems: Environmental Issues, Sustainability, and Health</td>
<td></td>
</tr>
<tr>
<td>One elective selected from:</td>
<td></td>
</tr>
<tr>
<td>NTRN 300</td>
<td>Healthy Lifestyles as Preventive Medicine</td>
</tr>
<tr>
<td>NTRN 328</td>
<td>Child Nutrition, Development and Health</td>
</tr>
<tr>
<td>NTRN 337</td>
<td>Nutrition Communication, Counseling and Behavior Change Strategies</td>
</tr>
<tr>
<td>NTRN 341</td>
<td>Food as Medicine: How what we eat influences how we feel, think, and our health status</td>
</tr>
<tr>
<td>NTRN 343</td>
<td>Dietary Patterns</td>
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</table>

Total Units 16

Didactic Program in Dietetics (DPD)

The following courses must be included in the program*.

Required courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>NTRN 201</td>
<td>Nutrition</td>
</tr>
<tr>
<td>NTRN 337</td>
<td>Nutrition Communication, Counseling and Behavior Change Strategies</td>
</tr>
<tr>
<td>or NTRN 437</td>
<td>Nutrition Communication, Counseling and Behavior Change Strategies</td>
</tr>
<tr>
<td>NTRN 342</td>
<td>Food Science</td>
</tr>
<tr>
<td>NTRN 342L</td>
<td>Food Science Lab</td>
</tr>
<tr>
<td>NTRN 343</td>
<td>Dietitians</td>
</tr>
<tr>
<td>NTRN 351</td>
<td>Food Service Systems Management</td>
</tr>
<tr>
<td>or NTRN 451</td>
<td>Food Service Systems Management</td>
</tr>
<tr>
<td>NTRN 363</td>
<td>Human Nutrition I: Energy, Protein, Minerals</td>
</tr>
<tr>
<td>or NTRN 433</td>
<td>Advanced Human Nutrition I</td>
</tr>
<tr>
<td>NTRN 364</td>
<td>Human Nutrition II: Vitamins</td>
</tr>
<tr>
<td>or NTRN 434</td>
<td>Advanced Human Nutrition II</td>
</tr>
<tr>
<td>NTRN 365</td>
<td>Nutrition for the Prevention and Management of Disease: Pathophysiology</td>
</tr>
<tr>
<td>NTRN 550A</td>
<td>Advanced Community Nutrition (or NTRN 528)</td>
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<tr>
<td>Nutrition Electives (2 courses**)</td>
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<tr>
<td>BIOC 307</td>
<td>Introduction to Biochemistry: From Molecules To Medical Science</td>
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Total Units 15
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tr>
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<td>Development and Physiology (or BIOL 340 and BIOL 346)</td>
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<tr>
<td>BIOL 343</td>
<td>Microbiology</td>
<td>3</td>
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<tr>
<td>CHEM 223</td>
<td>Introductory Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 150</td>
<td>Expository Writing (or SAGES Writing Portfolio)</td>
<td>3</td>
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<tr>
<td>SOCI 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>One of the following:</td>
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<td></td>
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<tr>
<td>ANTH 215</td>
<td>Health, Culture, and Disease: An Introduction to Medical Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 311</td>
<td>Health, Illness, and Social Behavior</td>
<td>3</td>
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</table>

**Total Units: 61-62**

* Please contact DPD Director in Department of Nutrition to confirm DPD courses and other requirements.

**Undergraduate students = Two 3-credit 300-level + NTRN Dept. courses; Master’s students = Two 3-credit 400-level+ NTRN Dept. courses; excluding NTRN 341.

### Masters Degrees

The Department of Nutrition offers six distinct programs leading to Masters Degrees:

1. MS in Nutrition
2. Combined Dietetic Internship/Master’s Degree Program
3. MS in Public Health Nutrition
4. MS in Public Health Nutrition Dietetic Internship
5. Master of Public Health/Master of Science in Nutrition Dual Degree Program
6. MD/MS in Biomedical Investigation - Nutrition Track

### MS in Nutrition

This degree program offers two options. For those pursuing the thesis option, 30 semester hours of a planned program of study are required, including six to nine semester hours of research, as well as a final oral defense of the thesis. The non-thesis option requires 30 semester hours and a final written, comprehensive examination.

All candidates are required to take 21 semester hours of nutrition, including seven hours of advanced human nutrition. In addition, students are encouraged to pursue complementary studies in the biomedical, social and behavioral sciences. The plan of study may vary considerably depending on the education, goals and specific interests of each student. Students may elect to focus on nutritional biochemistry and metabolism or molecular nutrition. The individual program also may be planned to fulfill the academic requirements for dietetic registration (Didactic Program in Dietetics). Students must obtain advisor approval for elective courses selected that will be used to satisfy graduation requirements.

### Combined Dietetic Internship/Master’s Degree Program

The Combined Dietetic Internship/Master’s Degree Program combines academic work with clinical practice at a dietetic internship at University Hospitals Case Medical Center or the Louis Stokes Cleveland Department of Veterans Affairs Medical Center. A minimum of 30 semester hours is required. Admission is contingent on the student being selected and matched to one of the hospitals’ dietetic internship programs. Appointment to these internships follows the admission procedure outlined by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics.

Coursework is planned individually with the student’s academic advisor. This program is a non-thesis program of study.

### MS in Public Health Nutrition

The primary goal of this 16-month program is to prepare students for employment in public health or community agencies where you will work to promote health and reduce the risk of chronic disease and advance the nutritional health of our population. Coursework includes training in public health theory, program development and evaluation, nutritional epidemiology, human nutrition and life-cycle specific nutritional needs and concerns. A minimum of 31 semester hours of academic coursework is required to earn the degree. Note: students who have not previously earned an undergraduate degree in nutrition must complete NTRN 401 before beginning this program.

In addition to the general public health nutrition curriculum, students may elect to complete a certificate in Maternal and Child Nutrition. Specialty certificates may require completion of additional coursework.

#### Sample Program of Study-Fall Start

**First Year**

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
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</tr>
</tbody>
</table>

**Year Total:** 31

**Second Year**

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
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</table>

**Year Total:** 31

**Total Units in Sequence:** 31
### Sample Program of Study - Spring Start

**First Year**

<table>
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<tbody>
<tr>
<td>3</td>
<td>Pediatric Nutrition (NTRN 436)</td>
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<tr>
<td>6</td>
<td>Any two NTRN or related 400 or 500 level courses</td>
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**Year Total:** 9

**Second Year**

<table>
<thead>
<tr>
<th>Units</th>
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<tbody>
<tr>
<td>3</td>
<td>Introduction to Public Health Nutrition (NTRN 528)</td>
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<tr>
<td>4</td>
<td>Advanced Human Nutrition I (NTRN 433)</td>
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<td>3</td>
<td>Nutrition for the Aging and Aged (NTRN 440)</td>
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<tr>
<td>3</td>
<td>Any one NTRN or related 400 or 500 level course</td>
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<tr>
<td>3</td>
<td>Public Health Nutrition (NTRN 530)</td>
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<tr>
<td>6</td>
<td>Any two NTRN or related 400 or 500 level courses</td>
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</table>

**Year Total:** 13

**Total Units in Sequence:** 31

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### MS in Public Health Nutrition Dietetic Internship Program

The primary goal of this program is to prepare Registered Dietitian Nutritionists (RDNs) for employment in public health or community agencies. A minimum of 30 semester hours of combined academic work and supervised practice is required to earn the degree. Supervised practice is concurrent with coursework utilizing local agencies for translation of theory and science into practice. The program includes a ten-twelve week experience in an out of town public health agency that has a strong nutrition program.

In addition to the public health nutrition curriculum, students may elect to complete a certificate in Maternal and Child Nutrition. Specialty certificates may require completion of additional coursework. If a certificate program is selected, supervised practice will be geared toward the specific population group.

Upon completion of the program, students are eligible to take the Registered Dietitian Nutritionist (RDN) exam. The program is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). This program is a non-thesis program of study.

**General Track: Plan of Study**

**Note:** Students must take either NTRN 436 or NTRN 440.

<table>
<thead>
<tr>
<th>Units</th>
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<tbody>
<tr>
<td>3</td>
<td>Introduction to Public Health Nutrition (NTRN 528)</td>
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<td>1 - 4</td>
<td>Research Practicum (NTRN 562)</td>
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<tr>
<td>3</td>
<td>Nutrition for the Aging and Aged (NTRN 440)</td>
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<tr>
<td>3</td>
<td>Seminar in Dietetics I (NTRN 515)</td>
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<tr>
<td>3</td>
<td>Public Health Nutrition (NTRN 530)</td>
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<tr>
<td>3</td>
<td>Elective: Any NTRN 400 or 500 level course, excluding NTRN 401</td>
</tr>
</tbody>
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### Master of Public Health/Master of Science in Nutrition Dual Degree Program

This is a dual degree program that is offered jointly by the Departments of Population and Quantitative Health Sciences and Nutrition. The core Master Degree courses include a mixture of those from nutrition, biochemistry and public health.

The trained graduate could be employed in a wide variety of settings, including (but not limited to) local, state, national, or global public policy, governmental public health, hospital outreach, community-based health non-profit organizations, health organizations, research projects, or the Food and Drug Administration. Additionally, these graduates could serve as health emissaries to foreign countries regarding nutrition, sufficient food supply, sanitary environment, food safety, oral rehydration, or the advisability of food supplements.

The MPH/Nutrition dual degree is envisioned with students able to apply for either degree, then later join the other; or apply directly for the joint degree. Both the MPH and MS programs confer degrees through the School of Graduate Studies and as such are subject to Graduate Studies rules and procedures. Both programs are housed in the School of Medicine. This program is a non-thesis program of study.

<table>
<thead>
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<th>Units</th>
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<tbody>
<tr>
<td>3</td>
<td>History and Philosophy of Public Health (MPHP 406)</td>
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<tr>
<td>3</td>
<td>Introduction to Epidemiology for Public Health Practice (MPHP 483)</td>
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<tr>
<td>4</td>
<td>Advanced Human Nutrition I (NTRN 433)</td>
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<td>3</td>
<td>Public Health Major Elective</td>
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<td>3-4</td>
<td>Molecular Biology (BIOC 408) or Nutritional Biochemistry and Metabolism (NTRN 452)</td>
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<td>3</td>
<td>Introduction to Environmental Health (MPHP 429)</td>
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<td>3</td>
<td>Statistical Methods in Public Health (MPHP 405)</td>
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<td>3</td>
<td>Public Health Management and Policy (MPHP 439)</td>
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**Year Total:** 13-12-13
### Second Year

<table>
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<tbody>
<tr>
<td>Fall</td>
<td>Spring</td>
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<tr>
<td>Introduction to Biochemistry: From Molecules To Medical Science (BIOC 407)</td>
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</tr>
<tr>
<td>Introduction to Health Behavior (MPHP 411)</td>
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<tr>
<td>NTRN Elective</td>
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<tr>
<td>Advanced Human Nutrition II (NTRN 434)</td>
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<tr>
<td>Public Health Practicum (MPHP 650)</td>
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### Third Year

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<td>Fall</td>
<td>Spring</td>
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<tr>
<td>Public Health Capstone Experience (MPHP 652)</td>
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<tr>
<td>2 NTRN Electives</td>
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<tr>
<td>NTRN Elective</td>
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<tr>
<td>Public Health Capstone Experience (MPHP 652)</td>
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<tr>
<td>Master's Comprehensive Exam (EXAM 600)</td>
<td>1</td>
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<tr>
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<td>9-10</td>
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</table>

**Total Units in Sequence:** 60-62

### MD/MS Biomedical Investigation-
**Nutrition Track**

For Admissions and MD requirements, see the MD Dual Degree Programs section (p. 792). This track is designed to provide medical students with more in-depth knowledge and research experience in nutrition. Students may elect to focus on nutrition biochemistry and metabolism or molecular nutrition or clinical nutrition. The student's mentor or the Graduate Program Director will assist the student in selecting the appropriate courses for their interests.

**Students in Nutrition must complete:**

- NTRN 433 Advanced Human Nutrition I 4
- NTRN 434 Advanced Human Nutrition II 3
- NTRN 551 Seminar in Advanced Nutrition 1
- NTRN 601 Special Problems 1-18
- IBIS 600 Exam in Biomedical Investigation 0
- IBIS 401 Integrated Biological Sciences I 1-9
- IBMS 500 On Being a Professional Scientist: The Responsible Conduct of Research 1

And 3 credits or one course from those listed below:

- NTRN 435 Nutrition during Pregnancy and Lactation 3
- NTRN 436 Pediatric Nutrition 3
- NTRN 437 Nutrition Communication, Counseling and Behavior Change Strategies 3
- NTRN 438 Dietary Supplements 3

- NTRN 439 Food Behavior: Physiological, Psychological and Environmental Determinants 3
- NTRN 440 Nutrition for the Aging and Aged 3
- NTRN 452 Nutritional Biochemistry and Metabolism 3
- NTRN 448 Integrative and Functional Nutrition 3
- NTRN 459 Diabetes Prevention and Management 3
- NTRN 454 Advanced Nutrition and Metabolism: Investigative Methods 3
- NTRN 455 Molecular Nutrition 3
- NTRN 456 Pediatric Obesity 3
- NTRN 460 Sports Nutrition 3
- NTRN 461 Metabolic Dysregulation of Energy from Obesity to Anorexia 3
- NTRN 529 Nutritional Epidemiology for Evidence Based Health Practice (online) 3
- NTRN 530 Public Health Nutrition 3
- NTRN 533 Nutritional Care of Neonate 3

**Graduate Certificates in Nutrition**

#### Maternal and Child Nutrition

**Certificate Requirements:** Degree-seeking students who are enrolled in the MS in Nutrition, MS in Public Health Nutrition, MS in Public Health Nutrition Dietetic Internship, the Combined Dietetic Internship/Master's Degree Program and the MD/MS program are eligible for this certificate. Credits for this coursework may be double counted toward the degree program and this certificate. Students must maintain a cumulative GPA of 3.0 to obtain this certificate. **Students may complete either the Certificate in Maternal and Child Nutrition or the Certificate in Nutrition for Health Care Professionals but not both.**

*Please note that only dietetic interns may apply NTRN 516 toward the requirements of this certificate.

**Required Courses**

- NTRN 435 Nutrition during Pregnancy and Lactation 3
- NTRN 436 Pediatric Nutrition 3
- 3 additional NTRN electives at a 400 level or higher from the list below 9

And 3 credits or one course from those listed below:

- NTRN 433 Advanced Human Nutrition I or NTRN 516 Seminar in Dietetics I 3
- NTRN 441 Human Lactation 3
- NTRN 446 Advanced Maternal Nutrition: Special Topics 3
- NTRN 456 Pediatric Obesity 3
- NTRN 532C Specialized Public Health Nutrition Field Experience (PHN students only) 3
- NTRN 533 Nutritional Care of Neonate 3
- NTRN 602 Special Project in Nutrition 3

**Total Units** 15
Health Care Professionals

Certificate Requirements: Students must maintain an average GPA of 3.0 to successfully complete this 15 credit certificate. Students may complete either the Certificate in Maternal and Child Nutrition or the Certificate in Nutrition for Health Care Professionals but not both.

Required Courses

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<thead>
<tr>
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<tr>
<td>NTRN 401</td>
<td>Nutrition for Community and Health Care Professionals</td>
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<tr>
<td>NTRN 433</td>
<td>Advanced Human Nutrition I</td>
<td>4</td>
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</tbody>
</table>

3 additional NTRN electives at a 400 level or higher from the list below.

- NTRN 434: Advanced Human Nutrition II
- NTRN 435: Nutrition during Pregnancy and Lactation
- NTRN 436: Pediatric Nutrition
- NTRN 437: Nutrition Communication, Counseling and Behavior Change Strategies
- NTRN 438: Dietary Supplements
- NTRN 439: Food Behavior: Physiological, Psychological and Environmental Determinants
- NTRN 440: Nutrition for the Aging and Aged
- NTRN 446: Advanced Maternal Nutrition: Special Topics
- NTRN 448: Integrative and Functional Nutrition
- NTRN 452: Nutritional Biochemistry and Metabolism
- NTRN 454: Advanced Nutrition and Metabolism: Investigative Methods
- NTRN 455: Molecular Nutrition
- NTRN 456: Pediatric Obesity
- NTRN 459: Diabetes Prevention and Management
- NTRN 460: Sports Nutrition
- NTRN 461: Metabolic Dysregulation of Energy from Obesity to Anorexia
- NTRN 462: Exercise Physiology and Macronutrient Metabolism
- NTRN 528: Introduction to Public Health Nutrition
- NTRN 529: Nutritional Epidemiology for Evidence Based Health Practice

Total Units: 15-16

PhD in Nutrition

The PhD degree in Nutrition is awarded for study and research in nutrition. Areas of concentration are nutritional biochemistry and metabolism, and molecular nutrition. Admissions to the PhD in Nutrition program are obtained through the integrated Biomedical Scientist Training Program (BSTP) (https://case.edu/medicine/admissions-programs/graduate-programs/phd-programs/bstp/), by direct admission to the department or via the Medical Scientist Training Program (MSTP) (https://case.edu/medicine/admissions-programs/md-phd-program/).

In order to earn a PhD in Nutrition, a student must complete rotations in at least three laboratories followed by selection of a research advisor, completion of Core and Elective coursework, including responsible conduct of research, as described in the plan of study. Each graduate program follows the overall regulations established and described in CWRU Graduate Studies and documented to the Regents of the State of Ohio. Completion of the PhD degree will require 36 hours of coursework (24 hours of which are graded) and 18 hours of NTRN 701 Dissertation Ph.D..

In addition, each student must successfully complete a qualifier examination for advancement to candidacy in the form of a short grant proposal with oral defense. During the dissertation period, students are expected to meet twice a year with the thesis committee, present seminars in the department, and fulfill journal publication requirements. Throughout the doctoral training, students are expected to be enthusiastic participants in seminars, journal clubs, and research meetings in the lab and program.

Sample Plan of Study

Please also see Graduate Studies Academic Requirements for Doctoral Degrees (p. 1333)

First Year

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<td>Metabolic Dysregulation of Energy from Obesity to Anorexia</td>
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<td>NTRN 529</td>
<td>Nutritional Epidemiology for Evidence Based Health Practice</td>
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Year Total: 7 9-20 1

Second Year

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Total Units: 15-16
### Investigative Methods in Nutrition (NTRN 561) 1 - 4
### Special Problems (NTRN 601) 1-9
### Seminar in Advanced Nutrition (NTRN 551) 1
### Electives: 2 courses - Any NTRN 400 and/or graduate course in SOM basic science departments 6
### Investigative Methods in Nutrition (NTRN 561) 1 - 4
### Special Problems (NTRN 601) 1-9
### Dissertation Ph.D. (NTRN 701) 1-9
### Year Total: 10-21 9-20 1-9

#### Third Year

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<tr>
<td>Dissertation Ph.D. (NTRN 701)</td>
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<td>Dissertation Ph.D. (NTRN 701)</td>
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<td>Year Total:</td>
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**Total Units in Sequence:** 41-98

After completion of required coursework, student enrolls in a minimum of one credit of NTRN 701 Dissertation Ph.D., Fall and Spring Semesters until graduation.

IBMS 501 Responsible Conduct of Research for Advanced Trainees is offered every spring semester. The SOM requires that PhD students who are 4 years beyond their initial RCR training in IBMS 500 On Being a Professional Scientist: The Responsible Conduct of Research, register for IBMS 501.

**Courses**

**NTRN 200. Case Cooks: Ethnic Eats. 1 Unit.**
In a world as connected as ours, it is important to learn about others’ cultures; and what better way to learn than through the medium of food! Something as simple as food can be interpreted thousands of ways and can serve as a link from our culture to ethnicities around the world. This half-semester class focuses on exploring cultural diversity in a way that everyone can relate to while also incorporating healthy, simple, budget friendly cooking skills. Course is geared towards the beginner skill level.

**NTRN 200H. Case Cooks: Healthy Lifestyles. 1 Unit.**
Studies say that those who frequently cook meals at home eat healthier, consume fewer calories and are happier than those who eat out. Isn’t it time you learn to cook? Join your classmates for a fun, edible education. This half-semester class focuses on healthy, simple, budget friendly cooking skills to increase your confidence in the kitchen. Course is geared towards the beginner skill level. Weekly cooking topics include: Treasures from the earth, Keep it simple & Make it quick, Protein power, Grocery game plans & Mastering Student Meals, Make it lighter. Note: Please email instructor before registering if you have food allergies.

**NTRN 201. Nutrition. 3 Units.**
The nutrients, their functions, food sources, and factors affecting human needs throughout life.

**NTRN 202. Culinary Lab Teaching Kitchen Experience. 1 Unit.**
The course provides an experiential ‘teaching kitchen classroom, for students to learn foundational culinary skills, food safety techniques, and core food & nutrition education strategies to help Case Cooks course students gain competency in the areas identified in the Case Cooks descriptor included below. Additionally, a core course goal is to offer students the opportunity to translate the ‘science, of their food, nutrition and culinary knowledge into clear and concise instruction and skill development for non-nutrition major Case Cooks students. After successful completion of a boot camp, students will be directly assisting Case Cooks students, under the guidance of a faculty member, during seven 2.25-hour culinary sessions. Students will assist and apply culinary skills, food and nutrition knowledge through assignment to offer guidance during 7 specific Case Cooks classes (labs), offered once weekly during one semester (1/2 semester). Students will be required to plan, set-up, and present one culinary education session to Case Cooks students. Students will also create a teaching kitchen curriculum to serve community/health populations and for use as professionals. Prereq: (Nutrition major and NTRN 201) or (NTRN 200 and NTRN 201) or (NTRN 200H and NTRN 201).

**NTRN 300. Healthy Lifestyles as Preventive Medicine. 3 Units.**
Decades of research have shown that a healthy lifestyle will significantly reduce the risk of chronic disease, improve health and quality of life. Because of this research, support has emerged that healthy lifestyles are in fact the “best preventive medicine”. This course will focus on learning the key components of these healthy lifestyle principles and developing the skills necessary to practice and advocate a healthy lifestyle. It is designed for any student interested in learning how to practice and promote healthy lifestyles, but it is particularly helpful for all pre-health, public health, and nutrition majors. *A unique feature of this course is the opportunity for enrolled students, (who are interested), to pair with advanced nutrition students throughout the semester for ‘healthy eating’ guidance. Enrolled students will have healthy eating coaches!*

**NTRN 310. Understanding Plant-Based Diets in Health and Disease. 3 Units.**
This course presents a holistic understanding of plant-based diets in human health, including influence on disease risk, as well as controversies and confusion associated with these plant-based diets. Students will also learn how to plan budget friendly, easy to prepare plant-based diets.

**NTRN 320. Women's Wellness: From Food and Nutrition to Reproductive Health and Aging. 3 Units.**
An understanding of the impact and role of food, nutrition and one's lifelong dietary and lifestyle patterns is essential to positively impact and optimize the health and well-being of women across the lifespan. In this course, students will be immersed in learning about the importance of these factors on an array of women's wellness topics that range from fad diets, weight management and dietary supplements to reproductive health, healthy gaining, female athlete concerns, mental well-being, stress/anxiety and beauty: hair, skin and nails. This course is intended for undergraduate students of all majors, class rank and gender.

**NTRN 328. Child Nutrition, Development and Health. 3 Units.**
The relationship between nutrition and physical/cognitive growth and development of the child from the prenatal period through adolescence, including individuality, maturation and biological needs. Nutritional influences (nutrient requirements, food choices, and nutritional/feeding problems) and effects on health are emphasized.
NTRN 337. Nutrition Communication, Counseling and Behavior Change Strategies. 3 Units.
How do we help someone make a dietary behavior change, such as choosing a side salad instead of fries when eating a hamburger? Yes, it is a very challenging task and most often, providing just nutrition education is not sufficient. Therefore, the focus of this course is to prepare students for their future career by providing fundamental knowledge about human decision making and developing communication skills that can help improve others nutritional well-being. In addition, the course will critically evaluate and interpret nutrition information for the consumer. Changes in food marketing and sources of nutrition information for consumers over the past five decades will be analyzed and discussed. Furthermore, the impact of nutrition labeling, the food industry and food marketing on the dietary intake of Americans and various demographic groups in the U.S. will be studied. Offered as NTRN 337 and NTRN 437 Prereq: NTRN 201 or Requisites Not Met permission.

NTRN 338. Dietary Supplements. 3 Units.
An examination of dietary supplements specific to health promotion and disease prevention/treatment throughout the life cycle. Topics and concepts include regulation, controversies, safety, efficacy, and the surrounding scientific evidence for dietary supplement use. For NTRN 338, preference will be given to senior level Nutrition majors. Offered as NTRN 338 and NTRN 438. Prereq: Junior or Senior Standing.

NTRN 340. Global Food Systems: Environmental Issues, Sustainability, and Health. 3 Units.
Environmental changes impact humans worldwide, with an influence lasting many generations into the future. An in-depth understanding of the interplay between food systems - global food production, distribution, and selection - and environment and sustainability issues, as related to human nutrition, health, and well-being has never been more important. This course will provide an in-depth analysis regarding how food systems and the environment are interconnected in a multitude of ways. Additionally, the course will examine how issues of sustainability affect food production, distribution, and quality. Further, how environmental and sustainability issues directly affect the nutritive qualities of foods. Course topics initially include a review of environmental factors impacting food systems, types of sustainable food systems, historical perspectives, and aspects of human nutrition. Once students master the initial concepts, then into more detailed topics related to production approaches, biotechnology, soil/water quality, and food security on a local, national, and global level will be studied.

NTRN 341. Food as Medicine: How what we eat influences how we feel, think, and our health status. 3 Units.
This course will discuss key aspects of the interplay between food and health/wellness and in particular food synergy - interactions among dietary components and the effects on health. What are "whole foods" vs. basic nutrients? What are the most common nutrient deficiencies in men, women and children, including the elderly? Students will learn to interpret dietary recommendations/guidelines and which foods are used to improve digestion, optimize cardiovascular health and immune function, and help prevent cancer. Basic discussion of importance of gut micro-flora. Diet and body weight; also pros and cons of different dieting strategies. Increasing awareness of "culinary medicine" (i.e. how food acts as an integrated therapy). How what we eat influences how we feel, think and our general health status. There is an integrated culinary experience. Prereq: NTRN 201 or requisites not met permission.

NTRN 342. Food Science. 3 Units.
Chemical, physical and biological properties of food constituents and their interactions in food preparation and processing and practical application of processing methods and their effect on nutritional quality and acceptability; including global food biodiversity. Prereq: CHEM 105.

NTRN 342L. Food Science Lab. 2 Units.

NTRN 343. Dietary Patterns. 3 Units.
Examination of the food supply in the United States as it is affected by production, processing, marketing, government programs, regulation, and consumer selection. Nutritional evaluation of dietary patterns of different cultures. Counts for CAS Global & Cultural Diversity Requirement. Prereq: NTRN 201.

NTRN 351. Food Service Systems Management. 3 Units.
The application of organizational theory and skills in the preparation and service of quantity food. Laboratory experience in professional food services are included. Graduate students will analyze one aspect of food service management in depth. Offered as NTRN 351 and NTRN 451. Prereq: Nutrition major or consent of instructor.

NTRN 360. Clinical Assessment and Diagnosis: Nutritional, Functional, Physical. 3 Units.
Methods for the provision of nutrition services to individuals and groups. Principles of professional practice including ethics, standards, and regulatory issues. Prereq: NTRN 201 and NTRN 363 or MS in Nutrition or MS in Public Health Nutrition.

NTRN 361. Metabolic Dysregulation of Energy from Obesity to Anorexia. 3 Units.
Energy imbalance and the implications on health will be explored in this course. Key concepts covered in this class include: 1. Energy imbalance refers to positive and negative states of energy balance and occurs when energy intake does not match energy expended in metabolic processes, daily living activities, and physical activity; 2. Obesity is a result of chronic positive energy balance whereas anorexia nervosa is a condition of chronic negative energy balance; 3. Energy metabolism is controlled by a complex array of neural and hormonal signaling; 4. Energy imbalance disrupts the neural and hormonal signaling pathways of energy metabolism resulting in unfavorable health consequences such as pro-inflammatory state, oxidative stress, immune dysregulation, menstrual dysfunction, sarcopenia, and low bone mineral density; and 5. Exercise training can impact energy imbalance health-related outcomes. Learning Outcomes: Students will be able to 1. define energy balance and explain the components of energy expenditure; 2. define disordered eating, female athlete triad, and disordered eating; 3. explain the relationship among energy intake, energy expenditure, and body composition in energy imbalance; 4. describe alterations in skeletal muscle and adipose physiology in energy imbalance; 5. diagram neural control of feeding and energy homeostasis and hormonal control of energy metabolism; 6. explain the neural and hormonal changes that occur in chronic energy imbalance and describe current theories in how it results in menstrual dysfunction, inflammatory response, oxidative stress, immune dysregulation, sarcopenia, and low bone mineral density; and 7. explain how exercise training can influence inflammatory response, oxidative stress, immune function, and musculoskeletal health in energy imbalance. Offered as NTRN 361 and NTRN 461. Prereq: NTRN 201 or requisites not met permission.
NTRN 362. Exercise Physiology and Macronutrient Metabolism. 3 Units.
The purpose of this course is to provide students with the knowledge of theoretical and applied concepts of exercise physiology. Students will gain an understanding of the acute and chronic physiological responses and adaptations of the cardiovascular, metabolic, hormonal, and neuromuscular systems in response to exercise. Additional topics include factors affecting performance, assessing cardiorespiratory and muscular fitness, designing exercise programs for health and wellness, special populations, and athletes, environmental considerations and nutrition’s role in sport and exercise performance. Offered as NTRN 362 and NTRN 462. Prereq: NTRN 201 and BIOL 216.

NTRN 363. Human Nutrition I: Energy, Protein, Minerals. 3 Units.
Chemical and physiological properties of specific nutrients, including interrelationships and multiple factors, in meeting nutritional needs throughout the life cycle. Prereq: BIOL 216 and (Junior or Senior status).

NTRN 364. Human Nutrition II: Vitamins. 3 Units.
Chemical and physiological properties of vitamins, including interrelationships and multiple factors, in meeting nutritional needs throughout the life cycle. Prereq: NTRN 363.

NTRN 365. Nutrition for the Prevention and Management of Disease: Pathophysiology. 4 Units.
Interplay among etiology, metabolic perturbations, pathophysiology, clinical signs and symptoms, and nutrition principles for the prevention and management of disease. Prereq: NTRN 363 and BIOC 307 or equivalent or consent of instructor.

NTRN 366. Nutrition for the Prevention and Management of Disease: Clinical Applications. 3 Units.
Application of nutrition principles and knowledge for the prevention and management of disease. Case studies and other educational approaches and techniques will be used. Course includes evidence-based assessments and interpretation of key data (biochemical, dietary, physical) to develop nutritional interventions. Coreq: NTRN 365.

NTRN 367. Nutrition Strategies and Wellness Programming. 3 Units.
Wellness and its implication on nutritional choices will be explored in this class. Key concepts covered in this class include: 1. Overall well-being extends beyond smart dietary choices including social, emotional, spiritual, occupational, intellectual, and physical wellness. 2. The interrelationship among the wellness areas can alter adherence to a healthy diet. 3. Cultural differences in wellness exist and have an impact on nutritional choices. 4. Nutritional strategies must be individualized taking into account all aspects of wellness and cultural differences. 5. Interprofessional teams that include experts from each area of wellness are essential to provide optimal health care to individuals. Prereq: NTRN 201.

NTRN 368. THE BEST OF THE BEST: Nobel Prizes in Biomedical Research. 3 Units.
According to the will of Alfred Nobel, the prize that bears his name should be awarded "to the person(s) who shall have made the most important discovery within the domain of physiology or medicine (or chemistry)" that year. The Nobel awards are well known and highly publicized: they signify the "absolute best" - a concept close to the hearts of all, especially young students. Yet, the body of scientific work that has been carried out by the award recipient(s), and the criteria used to justify that particular choice are not trivial. Often, thorough understanding of complicated biological processes and experimental systems is required in order to fully appreciate why a particular discovery was chosen by the Nobel committee. In addition to covering in depth critical issues in biomedical research, the course will also address general questions: what is "best" or "most important"? How were the criteria developed and how applied? How do the criteria and findings endure the test of time? Offered as NTRN 368 and NTRN 468. Prereq: BIOC 307 and BIOC 308 and Senior standing.

NTRN 371. Special Problems. 1 - 3 Units.
Independent reading, research, or special projects supervised by a member of the nutrition faculty. Prereq: Junior or senior standing.

NTRN 388. Seminar in Sports Nutrition. 3 Units.
Study of energy and nutrient needs to support recreational exercise and competitive athletics, dietary supplements and specific foods and beverages that are marketed to athletes, and how nutrition can provide optimal muscle development, recovery and sports performance. Prereq: Junior or senior standing.

NTRN 390. Undergraduate Research. 3 - 9 Units.
Guided laboratory research in nutritional biochemistry or molecular nutrition under the sponsorship of a nutrition faculty member.

NTRN 397. SAGES Capstone Proposal Seminar. 3 Units.
In this departmental seminar course, students will conceptualize, develop and prepare a written plan, known as the "Capstone Proposal," for their senior Capstone project (NTRN 398: Senior Capstone Experience). Discussion will include, but not be limited to basic research principles, different types of research, ethics and IRB procedures. The Capstone Proposal shall include the project design, aims, methodology, budget, data analysis and presentation. Upon completion of this course, students will have confirmed student/Capstone advisor and, if applicable, mentor relationships, written a Capstone proposal and given an oral presentation of their proposal at a departmental colloquium. Counts as SAGES Departmental Seminar. Prereq: Declared Nutrition or Nutritional Biochemistry and Metabolism major and junior standing.

NTRN 397C. SAGES Capstone Proposal Seminar: Community. 3 Units.
This course fulfills the SAGES Department Seminar requirement. As such, it focuses on developing writing and discussion skills in your major area. This course will guide you through the process of selecting and planning your SAGES Capstone Experience (Community) to be completed in NTRN 398. Students will be matched to existing faculty projects in the Greater Cleveland community. Concurrent enrollment with any other SAGES requirement is not permitted. Counts as SAGES Departmental Seminar. Prereq: Nutrition major with Junior standing. Completed SAGES First Seminar and both SAGES University Seminars.
NTRN 397R. SAGES Capstone Proposal Seminar: Research. 3 Units.
This course fulfills the SAGES Department Seminar requirement. As such, it focuses on developing writing and discussion skills in your major area. This course will guide you through the process of selecting and planning your SAGES Capstone Experience to be completed in NTRN 398. Students will be matched to existing faculty nutrition research projects for their capstone experience. Concurrent enrollment with any other SAGES requirement is not permitted. Counts as SAGES Departmental Seminar. Prereq: Nutrition major with Junior standing. Completed SAGES First Seminar and both SAGES University Seminars.

NTRN 398. SAGES Senior Capstone Experience. 3 Units.
This course fulfills the SAGES Capstone requirement of a culminating experience in the major with a final public presentation and written report. The project varies year to year but will provide elements of nutrition research and/or nutrition education for the public and assignments to provide scaffolding towards the final presentation and report. Counts as SAGES Senior Capstone. Prereq: (Nutrition or Nutritional Biochem and Metabolism Major) and Senior standing.

NTRN 399. Senior Project. 3 Units.

NTRN 399G. Nutrition Study Abroad: Greece and the Mediterranean Diet. 3 Units.
Mediterranean Diet is a generic term used to describe the typical eating habits in the countries surrounding the Mediterranean Sea. While there is some regional variability, the Mediterranean diet is a primarily plant-based eating plan that is rich in whole grains, olive oil, fruits, vegetables, legumes, nuts, fish, seafood, herbs, and spices. Interestingly, despite endless diets being touted for their ability to reduce risk of cardiovascular disease and overall mortality, the Mediterranean Diet is just one of two diets shown in the literature to consistently reduce risk of cardiovascular disease and overall mortality. Given its important role in disease prevention and overall wellness, this course will enable you to become an expert on the Mediterranean Diet through an experiential learning excursion to Ikaria, Greece. Enrollment preference is given to students majoring in Nutrition. Offered as NTRN 399G and NTRN 499G. Counts for CAS Global & Cultural Diversity Requirement.

NTRN 401. Nutrition for Community and Health Care Professionals. 2 - 3 Units.
This course will focus on understanding how diet and nutrition impact health and wellness throughout the life cycle. There are core concepts in human nutrition that all health care providers should understand to optimize their care of individuals, themselves, and the community. These core concepts are the focus of this course. Students who complete all course modules and assignments with a passing grade will earn 2 credits. In order to earn 3 credits, students must complete all course modules and assignments with a passing grade and complete an additional 20 page paper on a nutrition topic approved by the instructor.

NTRN 402. Culinary and Lifestyle Medicine Coaching I. 3 Units.
This course will focus on learning the key components of healthy lifestyle principles* and develop the counseling and behavior change skills necessary to promote these competencies to advocate a healthy lifestyle. Participation in culinary medicine food labs, (which is the blending of the science of nutrition with skills in fundamental cooking and food education) is also a key component of this class. Culinary medicine is designed to foster a greater understanding of the core principles in medical nutrition therapy and foundational food and nutrition education, which is critical to overall well-being. Students will also have the elective opportunity to participate in the first core online tele-class module towards certification as a health coach by Wellcoaches®. Module 1 is the required first step towards a Wellcoaches® health coaching certification, with two additional online/hybrid modules required to participate in the certification exam, (modules 2 and 3 not provided by the University). These remaining modules and accompanying oral and written skill assessments must be completed within an 18 month period of time after completion of Module 1 to be fully eligible for the Wellcoaches® Health Coach certificate. Certification as a Health and Wellness Coach is available for health care professionals. Certified Personal Coach is available for the non-health care professional. See Wellcoaches website link for more program details, (found under student outcomes).

NTRN 403. Evidence-Based Practice for Healthcare Professionals. 1 Unit.
In this course, students will learn how to use the evidence-based practice process to make decisions and answer questions in a clinical setting. This course may be appropriate for any student pursuing a career in healthcare, however the examples and cases used in class focus on nutrition-related issues. Prereq: Graduate student standing.

NTRN 410. Basic Oxygen & Physiological Function. 3 Units.
On-line lecture only course which explores the significance and consequences of oxygen and oxygen metabolism in living organisms. Topics to be covered include transport by blood tissues, oxygen toxicity, and mitochondrial metabolism. Emphasis will be placed on mammalian physiology with special reference to brain oxidative metabolism and blood flow as well as whole body energy expenditure and oxidative stress related to disease. The course will cover additional spans of physiology, nutrition and anatomy. Offered as NTRN 410 and PHOL 410.

NTRN 433. Advanced Human Nutrition I. 4 Units.
Emphasis on reading original research literature in energy, protein and minerals with development of critical evaluation and thinking skills. Recommended preparation: NTRN 201 and CHEM 223 and BIOL 348 or equivalent.

NTRN 434. Advanced Human Nutrition II. 3 Units.
Emphasis on reading original research literature on vitamins with development of critical evaluation and thinking skills. Recommended preparation: NTRN 433 or consent.

NTRN 435. Nutrition during Pregnancy and Lactation. 3 Units.
Study of current research literature on nutrition for pregnancy and lactation including nutrient requirements, nutrition assessment, and nutrition intervention. Prereq: Graduate Student in Nutrition or Public Health Nutrition or (NTRN 363 and NTRN 364) or requisites not met permission.
NTRN 435. Pediatric Nutrition. 3 Units.
This course will focus on understanding the nutritional needs of infants, children and adolescents. Evidence-based guidelines will be used as we discuss best clinical practice for the management of pediatric nutrition issues. Anthropometric measurements used in growth assessment will be reviewed. Nutrient requirements for each stage of development will be explored with a focus on micronutrients relevant to pediatrics such as fluoride, iron, calcium, and vitamin D. Abnormal growth resulting in malnutrition and obesity will be examined with a focus on prevention, diagnosis, and treatment. Skills necessary to complete a pediatric nutrition assessment will be reviewed with opportunities to practice and demonstrate competency. Prereq: NTRN 435.

NTRN 437. Nutrition Communication, Counseling and Behavior Change Strategies. 3 Units.
How do we help someone make a dietary behavior change, such as choosing a side salad instead of fries when eating a hamburger? Yes, it is a very challenging task and most often, providing just nutrition education is not sufficient. Therefore, the focus of this course is to prepare students for their future career by providing fundamental knowledge about human decision making and developing communication skills that can help improve others nutritional well-being. In addition, the course will critically evaluate and interpret nutrition information for the consumer. Changes in food marketing and sources of nutrition information for consumers over the past five decades will be analyzed and discussed. Furthermore, the impact of nutrition labeling, the food industry and food marketing on the dietary intake of Americans and various demographic groups in the U.S. will be studied. Offered as NTRN 337 and NTRN 437 Prereq: NTRN 201 or Requisites Not Met permission.

NTRN 438. Dietary Supplements. 3 Units.
An examination of dietary supplements specific to health promotion and disease prevention/treatment throughout the life cycle. Topics and concepts include regulation, controversies, safety, efficacy, and the surrounding scientific evidence for dietary supplement use. For NTRN 338, preference will be given to senior level Nutrition majors. Offered as NTRN 338 and NTRN 438. Prereq: NTRN 364 or requisites not met permission.

NTRN 439. Food Behavior: Physiological, Psychological and Environmental Determinants. 3 Units.
Good dietary habits are associated with improved population health. Despite this, a large proportion of individuals do not meet current dietary recommendations and there are significant disparities between groups based on sociodemographic characteristics. Why is this? Traditional views on this question focused solely on individual decision making without taking into account the complex influence of biology, social forces, and environment on dietary behavior. This course will introduce students to the major influences on dietary behavior and their interactions and modifying factors in the context of the socioecological model.

NTRN 440. Nutrition for the Aging and Aged. 3 Units.
Consideration of the processes of aging and needs which continue throughout life. The influences of food availability, intake, economics, culture, physical and social conditions and chronic disease as they affect the ability of the aged to cope with living situations. Recommended preparation: Nutrition major or consent of instructor.

NTRN 441. Human Lactation. 3 Units.
This course explores the complexities and importance of human milk and breastfeeding. Using lectures, group discussion, and experiential learning we will explore the following topics: nutrition and development in the breastfeeding infant/mother dyad; the physiology of breastfeeding; maternal and infant disease states and their effects on breastfeeding; common pathologies in breastfeeding; pharmacology and breastfeeding; psychological, social, and cultural issues and breastfeeding; clinical skills and techniques in advising the breastfeeding mother; public health, ethical, and legal issues in breastfeeding and breastfeeding advocacy; current research topics in breast milk and breastfeeding; and options for certification in lactation education. Prereq: NTRN 363 or NTRN 433 or NTRN 401 or Requisites Not Met permission.

NTRN 444. Advanced Maternal Nutrition: Special Topics. 3 Units.
Analysis of the problems commonly associated with high-risk pregnancies and fetal outcome. Discussion of causes, mechanisms, management and current research. Recommended preparation: NTRN 435 or consent.

NTRN 448. Integrative and Functional Nutrition. 3 Units.
An examination of the core concepts and principles surrounding integrative and functional medical nutrition therapy (IFMNT). The course will emphasize a whole systems approach to addressing clinical imbalances and creating personalized therapeutic interventions based upon an individual’s genetics, environment and lifestyle. Topics include precision medicine, IFMNT nutrition care plan processes, IFMNT laboratory tests and interpretation, dietary supplementation, and discussion of the evidence for integrative therapeutic nutrition/diet plans related to the gut microbiome/gastrointestinal disorders, food sensitivity/intolerance, methylation, immune function, detoxification, cardiometabolic intervention, energy, hormones, and wellness.

NTRN 451. Food Service Systems Management. 3 Units.
The application of organizational theory and skills in the preparation and service of quantity food. Laboratory experience in professional food services are included. Graduate students will analyze one aspect of food service management in depth. Offered as NTRN 351 and NTRN 451. Prereq: Nutrition major.

NTRN 452. Nutritional Biochemistry and Metabolism. 3 Units.
Mechanisms of regulation of pathways of intermediary metabolism; amplification of biochemical signals; substrate cycling and use of radioactive and stable isotopes to measure metabolic rates. Recommended preparation: BIOC 307 or equivalent. Offered as BIOC 452 and NTRN 452.

NTRN 454. Advanced Nutrition and Metabolism: Investigative Methods. 3 Units.
Lecture/discussion course on the use of analytical techniques in metabolic research on whole body metabolism, energy balance, and disease (diabetes, obesity, and neuropathologies); discussions include the design of in-vitro and in-vivo investigative protocols in humans and animals using stable isotope tracer and mass spectrometric analysis; critical interpretation of data from the literature with emphasis on metabolic pathway identification, regulation and kinetics. Recommended preparation: BIOC 407.

NTRN 455. Molecular Nutrition. 3 Units.
Students will gain in-depth understanding of the basic science and translational aspects of ‘hot topics’ in current molecular nutrition. Class will be conducted by interactive discussion of assigned primary research articles. Prereq: BIOC 407 or Requisites Not Met permission.
NTRN 456. Pediatric Obesity. 3 Units.
This is an upper-level, discussion- and case-based course. This course will examine the epidemiology, potential causes, assessment, and treatment of pediatric obesity. Special topics from the current pediatric obesity literature will also be covered. This course has a large discussion component and incorporates weekly readings from the scientific literature. Class sessions take place via synchronous, web-based video conferencing with additional asynchronous video lectures and course work each week. Prereq: MS student in Nutrition or Requisites Not Met permission.

NTRN 459. Diabetes Prevention and Management. 3 Units.
In this course, we will explore the diabetes epidemic, its effects on the healthcare system, and strategies for prevention. The pathophysiology of the disease will be examined as well as environmental factors leading to the increase in diagnoses. Comorbid conditions and acute and chronic complications of diabetes and hyperglycemia will be addressed. Rationale for current therapeutic strategies will be explored, including the use of blood glucose monitoring, physical activity, nutrition counseling, oral medications, and insulin therapy. Patient education and health literacy will be studied in the context of patient centered goal setting. Requirements for developing a Diabetes Self-Management Education Program will be discussed. Community program development will be examined in the context of population-based prevention strategies. Prereq: Graduate Standing.

NTRN 460. Sports Nutrition. 3 Units.
Study of the relationships of nutrition and food intake to body composition and human performance. Laboratory sessions include demonstrations of body composition and fitness measurements and participation in a research project. Recommended preparation: NTRN 363 or NTRN 433 or consent.

NTRN 461. Metabolic Dysregulation of Energy from Obesity to Anorexia. 3 Units.
Energy imbalance and the implications on health will be explored in this course. Key concepts covered in this class include: 1. Energy imbalance refers to positive and negative states of energy balance and occurs when energy intake does not match energy expended in metabolic processes, daily living activities, and physical activity; 2. Obesity is a result of chronic positive energy balance whereas anorexia nervosa is a condition of chronic negative energy balance; 3. Energy metabolism is controlled by a complex array of neural and hormonal signaling; 4. Energy imbalance disrupts the neural and hormonal signaling pathways of energy metabolism resulting in unfavorable health consequences such as pro-inflammatory state, oxidative stress, immune dysregulation, menstrual dysfunction, sarcopenia, and low bone mineral density; and 5. Exercise training can impact energy imbalance health-related outcomes. Learning Outcomes: Students will be able to 1. define energy balance and explain the components of energy expenditure; 2. define disordered eating, female athlete triad, and disordered eating; 3. explain the relationship among energy intake, energy expenditure, and body composition in energy imbalance; 4. describe alterations in skeletal muscle and adipose physiology in energy imbalance; 5. diagram neural control of feeding and energy homeostasis and hormonal control of energy metabolism; 6. explain the neural and hormonal changes that occur in chronic energy imbalance and describe current theories in how it results in menstrual dysfunction, inflammatory response, oxidative stress, immune dysregulation, sarcopenia, and low bone mineral density; and 7. explain how exercise training can influence inflammatory response, oxidative stress, immune function, and musculoskeletal health in energy imbalance. Offered as NTRN 361 and NTRN 461. Prereq: NTRN 201 or requisites not met permission.

NTRN 462. Exercise Physiology and Macronutrient Metabolism. 3 Units.
The purpose of this course is to provide students with the knowledge of theoretical and applied concepts of exercise physiology. Students will gain an understanding of the acute and chronic physiological responses and adaptations of the cardiovascular, metabolic, hormonal, and neuromuscular systems in response to exercise. Additional topics include factors effecting performance, assessing cardiorespiratory and muscular fitness, designing exercise programs for health and wellness, special populations, and athletes, environmental considerations and nutrition's role in sport and exercise performance. Offered as NTRN 362 and NTRN 462. Prereq: Nutrition Major.

NTRN 464. Human Nutrition II. 3 Units.
The focus of this class is on vitamins including metabolism, food sources, status assessment, primary and secondary deficiencies, and toxicity. Current knowledge and research gaps will be discussed for each vitamin. Prereq: NTRN 433.

NTRN 468. THE BEST OF THE BEST: Nobel Prizes in Biomedical Research. 3 Units.
According to the will of Alfred Nobel, the prizes that bears his name should be awarded "to the person(s) who shall have made the most important discovery within the domain of physiology or medicine (or chemistry)" that year. The Nobel awards are well known and highly publicized: they signify the "absolute best" - a concept close to the hearts of all, especially young students. Yet, the body of scientific work that has been carried out by the award recipient(s), and the criteria used to justify that particular choice are not trivial. Often, thorough understanding of complicated biological processes and experimental systems is required in order to fully appreciate why a particular discovery was chosen by the Nobel committee. In addition to covering in depth critical issues in biomedical research, the course will also address general questions: what is "best" or "most important"? How were the criteria developed and how applied? How do the criteria and findings endure the test of time? Offered as NTRN 368 and NTRN 468.

NTRN 470A. Nutrient Drug Interactions: Introduction. 1 Unit.
We rely on the gastrointestinal system for processing not only food and beverages but also drugs. The mass of ingested food (100’s of grams) exceeds that of most drugs (a few mg) by 10,000-fold or more. Nutrients and drugs follow similar processes through absorption, distribution, metabolism and excretion. Nutritional state is also a powerful determinant of drug action. Drugs have potent effects on nutritional status. Conversely, nutrition modifies the action of drugs. Herbal supplements and functional foods have properties of both foods and drugs, but are regulated by the FDA as foods. Flavonoids from foods have mild medicinal properties and interact with multiple drug metabolizing pathways. Current teaching around nutrient-drug interactions consists almost entirely of listings of potential interactions, or interactions that have been reported in humans as seldom as a single instance. Fortunately, most nutrient drug interactions are not dangerous and have a low potential for seriousness. Clinical impact is great only for those drugs with a low therapeutic index, meaning that the threshold concentration for toxicity is close to the concentration needed for therapeutic efficacy. To identify these potentially life-threatening interactions, health care professionals should learn more about the principles of pharmacology. Electrolyte imbalances such as high or low plasma levels of potassium, magnesium and calcium are a common side effect of frequently prescribed medications. The role of nutrition habits and preferences in the incidence and severity of these side effects is not known. NTRN 452 is recommended but not required. Prereq: Graduate standing.
NTRN 470B. Nutrient Drug Interactions: Pharmacology. 1 Unit.
Foods affect every stage of drug kinetics from dissolution of tablets and capsules, through absorption, distribution, metabolism and excretion. Nutritional state is also a powerful determinant of drug action. Herbal supplements and functional foods have properties of both foods and drugs, but are regulated by the FDA as foods. Flavonoids from foods have mild medicinal properties and interact with multiple drug metabolizing pathways. Current teaching around nutrient-drug interactions consists almost entirely of listings of potential interactions, or interactions that have been reported in humans as seldom as a single instance. Fortunately, most nutrient-drug interactions are not dangerous and have a low potential for seriousness. Clinical impact is great only for those drugs with a low therapeutic index, meaning that the threshold concentration for toxicity is close to the concentration needed for therapeutic efficacy. To identify these potentially life-threatening interactions, dieticians and other health care professionals should learn more about the principles of pharmacology. Prereq: Graduate standing and NTRN 470A.

NTRN 470C. Nutrient Drug Interactions: Clinical Applications. 1 Unit.
The clinical management of patients and clients must integrate pharmaotheurapeutics with nutrition based care plans. Drugs can affect nutritional needs and conversely nutrition can modify the efficacy of drugs. Disease states modify the actions of both nutrients and drugs as well as their interactions. Distinct nutrient-drug interactions are prominent in different patient populations. NTRN 452 is recommended but not required. Prereq: Graduate standing and NTRN 470A.

NTRN 499G. Nutrition Study Abroad: Greece and the Mediterranean Diet. 3 Units.
Mediterranean Diet is a generic term used to describe the typical eating habits in the countries surrounding the Mediterranean Sea. While there is some regional variability, the Mediterranean diet is a primarily plant-based eating plan that is rich in whole grains, olive oil, fruits, vegetables, legumes, nuts, fish, seafood, herbs, and spices. Interestingly, despite endless diets being touted for their ability to reduce risk of cardiovascular disease and overall mortality, the Mediterranean Diet is just one of two diets shown in the literature to consistently reduce risk of cardiovascular disease and overall mortality. Given its important role in disease prevention and overall wellness, this course will enable you to become an expert on the Mediterranean Diet through an experiential learning excursion to Ikaria, Greece. Enrollment preference is given to students majoring in Nutrition. Offered as NTRN 399G and NTRN 499G. Counts for CAS Global & Cultural Diversity Requirement.

NTRN 516. Seminar in Dietetics I. 3 Units.
Study of evidence-based guidelines for dietary practice in medical nutrition therapy. Emphasis on life cycle stages and common disease states that require specialized nutrition care. Enrollment restricted to those accepted into Case Coordinated Dietetic Internship/Master Degree Program.

NTRN 517. Seminar in Dietetics II. 3 Units.
Study of scientific basis for clinical and community nutrition practice and developments in food service systems management. Recommended preparation: Dietetic internship.

NTRN 528. Introduction to Public Health Nutrition. 3 Units.
An introduction to the field of public health/community nutrition with a focus on three key themes: (1) The role of nutrition in population based health, (2) the multilevel nature of key influences on dietary behavior, and (3) skills needed to be a successful public health practitioner. Prereq: Graduate Student in Nutrition or Public Health Nutrition or Requisites Not Met permission.

NTRN 529. Nutritional Epidemiology for Evidence Based Health Practice. 3 Units.
This course is designed to establish the foundation in evidence based practice (EBP), which requires you to understand clinical and epidemiological study design and statistical interpretation. It also establishes basic scientific writing skills to ensure students are well prepared for future graduate courses and a career in the medical sciences. The course is based on the core competencies in evidence-based practice for health professionals (Albarqouni et al, JAMA Network Open 2018). In this consensus statement, the authors divide EBP into five steps: (1) Ask, (2) Acquire, (3) Appraise and Interpret, (4) Apply and (5) Evaluate, all of the skills which are developed in this course. Students will work together online to understand how to apply these 5 steps to understand the current research literature to answer questions that might arise in health sciences practice and to identify gaps in the literature that require developing their own research questions.

NTRN 530. Public Health Nutrition. 3 Units.
Exploration of the professional role of the Public Health Dietitian/Nutritionist with a focus on three key themes: (1) The conduct of research and interpretation of research findings related to public health nutrition; (2) development of skills in the domains of public health management, program design and implementation, and communications and marketing; and (3) approaches to thinking about public health more broadly through the use of entrepreneurship and community building. Prereq: Graduate Student in Nutrition or Public Health Nutrition or Requisites Not Met permission.

NTRN 531. Public Health Nutrition Field Experience. 1 - 6 Units.
Individually planned public health experience. May be concurrent with course work in local agencies or in blocks of full-time work with a city, county, or state health agency. Prereq: Open to public health nutrition students only. Consent of instructor.

NTRN 532C. Specialized Public Health Nutrition Field Experience. 1 - 3 Units.
Individually arranged clinical experience. Prereq: Public Health Nutrition students only. Consent of instructor.

NTRN 533. Nutritional Care of Neonate. 3 Units.
Nutritional assessment and management of high-risk newborns with emphasis on prematurity and low birth weight. Review of current literature coordinated with clinical experience in the neonatal intensive care unit. Issues on follow-up included. Recommended preparation: NTRN 435 or consent.

NTRN 534. Advanced Public Health Nutrition Field Experience. 1 - 6 Units.
Individually planned advanced public health experience. Prereq: Open to public health nutrition students only.

NTRN 550A. Advanced Community Nutrition. 3 Units.
An introduction to the field of public health/community nutrition with a focus on three key themes: (1) The role of nutrition in population based health, (2) the multilevel nature of key influences on dietary behavior, and (3) skills needed to be a successful public health practitioner. Prereq: Senior Nutrition major or Requisites Not Met permission.

NTRN 551. Seminar in Advanced Nutrition. 1 Unit.
Ph.D. students meet weekly to discuss topical journal articles. Students gain experience in critical evaluation of research and develop presentation/communication skills. Discussion of research integrity and ethics. Students participate in departmental seminars with invited speakers.
NTRN 561. Investigative Methods in Nutrition. 1 - 4 Units.
Research methods appropriate for nutrition. Methods for conducting research in nutrition and food sciences, food service management and dietetics. Designing research proposals. Prereq: Nutrition major.

NTRN 562. Research Practicum. 1 - 4 Units.
Students will participate in nutrition-related research activities that employ a variety of research methodologies (clinical research, bench science, surveys, systematic reviews, etc.). Students will be engaged in the acquisition of scientific data, and data entry, analysis and interpretation.

NTRN 601. Special Problems. 1 - 18 Units.
Under the supervision of the instructor, the student will develop and/or implement an individual or group special project in global nutrition, community nutrition, wellness, or other area of food and nutrition practice. Prereq: Graduate Standing.

NTRN 610. Oxygen and Physiological Function. 1 Unit.
Lecture/discussion course which explores the significance and consequences of oxygen and oxygen metabolism in living organisms. Topics to be covered include oxygen transport by blood tissues, oxygen toxicity, and mitochondrial metabolism. Emphasis will be placed on mammalian physiology with special reference to brain oxidative metabolism and blood flow as well as whole body energy expenditure and oxidative stress related to disease. The course will cover additional spans of physiology, nutrition and anatomy. Offered as ANAT 610, NTRN 610, and PHOL 610.

NTRN 651. Thesis M.S.. 1 - 18 Units.
(Credit as arranged.)

NTRN 701. Dissertation Ph.D.. 1 - 9 Units.
(Credit as arranged.) Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

Department of Pathology
Wolstein Research Building 5537
http://www.case.edu/med/pathology/
Phone: 216.368.1993; Fax: 216.368.0494
Clifford V. Harding, MD, PhD, Chair
clifford.harding@case.edu
Christine Kehoe (christine.kehoe@case.edu), Student Affairs

The clinical, research and educational activities of the CWRU Department of Pathology (https://case.edu/medicine/pathology/) are centered at CWRU School of Medicine and University Hospitals Cleveland Medical Center (UHCMC). There are five Divisions within the Department, including two basic science units housed in the School of Medicine (the Division of Experimental Pathology and the Center for Global Health and Diseases) and three clinical divisions housed at University Hospitals (the Division of Anatomic Pathology, the Division of Clinical Pathology, and the Division of Community Hospitals Pathology). In addition, our affiliates include the Cuyahoga County Medical Examiner’s Office and the Pathology Department at the Louis Stokes Cleveland VA Medical Center.

The CWRU Department of Pathology NIH funding level is ranked in the top 10 nationally. World-class research is conducted in the department in many areas with the largest research focus areas being, immunology, cancer biology and neurodegenerative diseases. The department’s research activities are characterized by highly cooperative and collaborative interactions within the department, and with many other departments at Case and its affiliated institutions. Research laboratories of the department are located primarily in the Wolstein Research Building and Institute of Pathology.

Educational programs include graduate programs, clinical residency and fellowships and contributions to medical student and undergraduate teaching. The Pathology Graduate Program includes a PhD program with three constituent training programs (Immunology Training Program, Cancer Biology Training Program, Molecular and Cellular Basis of Disease Training Program) and two MS programs (Plan A and Plan B). For information about graduate programs, please see here (https://case.edu/medicine/pathology/). The Pathology Residency includes 24 residency training positions, and the Department provides three clinical fellowship programs (Cytopathology, Hematopathology and Transfusion Medicine). For information about the Pathology Residency, please see here (https://case.edu/medicine/pathology/training/residency-and-clinical-fellowships/).

MS in Pathology (Plan B)
The Molecular and Cellular Basis of Disease (MCBD) Program is intended for students with a background in the biological sciences who are interested in pursuing advanced coursework in the basis of disease. The core curriculum and electives include many topics of medical relevance, including cell and molecular biology, disease pathogenesis, cancer biology, immunology, histology, and gross anatomy. This coursework may be useful for those interested in pursuing a professional doctoral degree (e.g., MD, DO, or PhD) or opportunities in basic or clinical research, teaching, biotechnology, pharmaceuticals, healthcare, or government. Our standard program is now 16 months. The time of matriculation in the MCBD Program is flexible; a typical time to degree for the full-time program is 3 semesters, but extended (21-month) and accelerated (12-month) programs are also available. The course of study will be determined by the student, their Academic advisor, and the Graduate Program Committee and will consist of 30 credit hours of coursework plus a final project. Flexible electives allow students to focus on an area of interest. While the Master’s may be a terminal degree, it may also lead to admission to doctoral programs.

For information on the Pathology MS Program, please contact Pamela Wearsch, PhD, paw28@case.edu/216.368.5059, or Christy Kehoe, cxk15@case.edu/216.368.1993.

Description of Program
Students will earn a Plan B Masters from Case Western Reserve University. The degree program is comprised of core courses in cell biology and disease pathogenesis (PATH 475 Cell and Molecular Foundations of Pathology or IBMS 455 Molecular Biology I/IBMS 453 Cell Biology I; PATH 510 Basic Pathologic Mechanisms), one concentration elective coursework from related disciplines, and a comprehensive final project in the form of a review paper that will ideally be suitable for publication. The topic of the review paper will be determined by the student and their academic advisor. In the final two semesters, student will register for 1-3 credits of PATH 650 Independent Study while writing their paper. An advisor for the paper should be identified by mutual interest during the first year.
Typical Curriculum

First Year

**Fall** | **Units** | **Spring** | **Summer**
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FALL REQUIREMENTS (choose one):

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<tr>
<td>Cell Biology I (IBMS 453) &amp; Molecular Biology I (IBMS 455) or Cell and Molecular Foundations of Pathology (PATH 475)</td>
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Electives (choose one or two):

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<tr>
<td>Introduction to Biochemistry: From Molecules To Medical Science (BIOC 407)</td>
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<td>Introduction to Clinical Inquiry (IQ) (MGRD 410)</td>
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<td>Immunology of Infectious Diseases (PATH 481)</td>
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<td>Since You Were Born: Nobel Prize Biomedical Research in the Last 21 Years- Section A (IBMS 456A)</td>
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<td>Histology and Ultrastructure (ANAT 412)</td>
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SPRING REQUIREMENTS:

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<td>Basic Pathologic Mechanisms (PATH 510)</td>
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<td>Independent Study (PATH 650)</td>
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<td>SPRING ELECTIVES (choose one or two):</td>
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<td>Fundamental Immunology (PATH 416)</td>
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<td>Neurodegenerative Diseases: Pathological, Cell. &amp; Molecular Perspectives (PATH 444)</td>
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<td>Experimental Pathology Seminar II (PATH 512)</td>
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<td>Immunology Journal Club (PATH 513)</td>
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SUMMER TERM: Optional coursework and activities

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<td>Cadaver Dissection-based DHman Anatomy with Histology and Physiologic Correlations (ANAT 410)</td>
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<td>Students may apply to laboratories to do research projects in related fields (e.g. cancer, immunology, neuropathology)</td>
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<td>Pre-professional students may wish to spend time on school applications</td>
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Year Total: 6-12 8-12

Second Year

**Fall**

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<td>FALL REQUIREMENTS:</td>
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<td>Independent Study (PATH 650)</td>
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<td>FALL ELECTIVES (choose two or three for 16 month standard program):</td>
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<td>Current Topics in Cancer (PATH 422)</td>
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Year Total: 6-12 8-12

Advanced Immunobiology (PATH 465)

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<tbody>
<tr>
<td>Neurodegenerative Diseases of the Brain and the Eye: Molecular Basis of the Brain-Eye Connection (PATH 525)</td>
<td></td>
</tr>
<tr>
<td>Aging and the Nervous System (PATH 410)</td>
<td></td>
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<tr>
<td>Immunology Journal Club (PATH 513)</td>
<td></td>
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<tr>
<td>Other electives upon approval</td>
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</tr>
</tbody>
</table>

Year Total: 4-10

Total Units in Sequence: 18-40

Admission Criteria

Applicants will be screened by the Pathology Department Admissions Committee. Students will be required to supply a GRE, MCAT, or USMLE score, a transcript, three letters of recommendation and an application essay that details the student’s interest in the Program. Students will be interviewed on campus or via electronic media (i.e. FaceTime or Skype). Although there are no set requirements, successful applicants would be expected to have an MCAT >500, GRE verbal and quantitative >150, and an undergraduate GPA around 3.0. Applications are accepted on a rolling basis for matriculation during any academic term.

Tuition

Financial aid will not be provided by the Department. Students may apply for financial aid through the federal government at [http://www.fafsa.ed.gov/](http://www.fafsa.ed.gov/).

MS in Pathology (Plan A)

A part-time program leading to the Master of Science degree in Pathology is available to laboratory staff who are employed by Case Western Reserve University. Students in this program must be full-time university employees and must have the agreement of their supervisor to begin studies as a part-time student. Courses are available as an employee fringe benefit (up to 6 credits per semester for Fall and Spring, and 3 credits for Summer) and can only be taken as limited by the fringe benefit regulations.

A formal application for this program must be submitted to the graduate school. Prior to submission of this application, the employee, the supervisor, and the Director of the Pathology Graduate Program must meet to review and facilitate the student’s application for admission. This program can lead to a MS degree through Plan A. Required core courses include IBMS 453 Cell Biology I (3 credits), IBMS 455 Molecular Biology I (3 credits), PATH 510 Basic Pathologic Mechanisms (4 credits), and participation in a seminar course (PATH 511 Experimental Pathology Seminar I and/or PATH 512 Experimental Pathology Seminar II) for at least one semester. IBMS 453 Cell Biology I, IBMS 455 Molecular Biology I and must be taken as graded courses (not P/F).

Plan A requires a minimum of 30 total coursework credits. In addition to the required core courses, the student must take a minimum of 6 credits of PATH 651 Thesis M.S. Thesis, which involves research in the laboratory of the supervisor (who serves as the MS Thesis Mentor) and thesis preparation. The student must register for at least one credit of PATH 651 Thesis M.S. every semester until graduation. A GPA of 2.75 or better must be maintained for a terminal MS degree. (Students considering using the MS in Pathology as a “stepping stone” to the
PhD degree must maintain a GPA of 3.0 or better.) An MS thesis must be prepared based on the research, and the student must pass an MS Degree Examination in which the thesis is defended.

**MD/MS Biomedical Investigation--Pathology Track**

For Program Admissions and MD requirements, see MD Dual Degree Programs (p. 792). This track is designed to provide students with an in-depth understanding of the cellular basis of disease or immunity. During the first year of medical school, the student should identify a mentor and begin planning coursework and a research project leading to the MS degree. Because the background and interest of applicants vary widely, members of the Program Oversight Committee will assist each student in designing an individualized schedule of graduate courses for any track.

Students are expected to complete at least two graduate courses (3 credits each or total 6 credits) before beginning the laboratory research period (year 3), and students should take three graduate courses before the research period if this is possible. For students to receive graduate credit for any medical coursework (as IBIS credit, e.g. IBIS 403 Integrated Biological Sciences III), they must register at the beginning of the semester. Students in the MD/MS joint degree program must attain a cumulative GPA of 3.0 in the graduate courses. Students in this program may participate in any of the three tracks of the Department of Pathology Graduate Program.

For information about the Pathology Track in the MD/MS program, contact Pamela Wearsch, PhD, paw28@case.edu/216.368.5059, or Christy Kehoe, cxk15@case.edu/216.368.1993.

**Students in the Pathology track must complete:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PATH 601</td>
<td>Special Problems</td>
<td>18</td>
</tr>
<tr>
<td>PATH 511</td>
<td>Experimental Pathology Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>or PATH 512</td>
<td>Experimental Pathology Seminar II</td>
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<tr>
<td>IBIS 600</td>
<td>Exam in Biomedical Investigation</td>
<td>0</td>
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</tbody>
</table>

And 9 credits from the Pathology courses listed below or other Approved courses. Other department's graduate level course may be accepted provided it is appropriate to the student's project and is approved by his/her Thesis Committee or the Graduate Program Director in Pathology.

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
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<td>PATH 416</td>
<td>Fundamental Immunology</td>
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<tr>
<td>PATH 430</td>
<td>Oxidative Stress and Disease Pathogenesis</td>
<td>1</td>
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<tr>
<td>PATH 444</td>
<td>Neurodegenerative Diseases: Pathological, Cell. &amp; Molecular Perspectives</td>
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<td>PATH 510</td>
<td>Basic Pathologic Mechanisms</td>
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<td>PATH 525</td>
<td>Neurodegenerative Diseases of the Brain and the Eye: Molecular Basis of the Brain-Eye Connection</td>
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**Example Plan of Study of Minimum Coursework:**

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<tr>
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<th>Units</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>First Year</td>
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<tr>
<td>MD Curriculum</td>
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</tr>
<tr>
<td>Graduate course</td>
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<td>Special Problems (PATH 601) (optional)</td>
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**Second Year**

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**Third Year**

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<tr>
<td>Special Problems (PATH 601)</td>
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<td>or Experimental Pathology Seminar II (PATH 512)</td>
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<tr>
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**Fourth Year**

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<tr>
<td>MD Curriculum</td>
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<td>MD Curriculum</td>
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**Fifth Year**

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<tbody>
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<tr>
<td>MD Curriculum</td>
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<tr>
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</table>

**Total Units in Sequence:** 32-34

* 15 graded credits of graduate school courses should be taken in the first 2 years, including IBIS 403 Integrated Biological Sciences III (6 credits) and three PATH graduate courses (3 credits each). Students may defer a maximum of one 3-credit hour course to Year 3.

PhD Training in the Pathology Graduate Program occurs in three tracks that share a common core curriculum but provide additional track-specific curricular offerings. This provides a cohesive program that addresses the specific needs of different Pathology-related areas of research training. Section II of the handbook “Pathology PhD Program” describes core features of the program that are shared and provides detailed descriptions of the three training tracks:

- Molecular and Cellular Basis of Disease Training Program (MCBTP)
- Immunology Training Program (ITP)
- Cancer Biology Training Program (CBTP)

To earn a PhD in Pathology, a student must complete rotations in at least three laboratories followed by selection of a research advisor, and
complete Core and Elective coursework including responsible conduct of research as described in the Course of Study, below. Students who previously completed relevant coursework, (for example, with a MS) may petition to complete alternative courses. Each training track follows the overall regulations established and described in CWRU Graduate Studies and documented to the Regents of the State of Ohio. Completion of the PhD degree will require 36 hours of coursework (24 hours of which are graded) and 18 hours of PATH 701 Dissertation Ph.D.

In addition, each PhD student must successfully complete a qualifier examination for advancement to candidacy in the form of a short grant proposal with oral defense. The qualifier is generally completed in the summer after year two. During the dissertation period, students are expected to meet twice a year with the thesis committee, present seminars in the department, and fulfill journal publication requirements. Throughout the doctoral training, students are expected to be enthusiastic participants in seminars, journal clubs, and research meetings in the lab and program.

§ Please also see Graduate Studies Academic Requirements for Doctoral Degrees (p. 1333)

### Molecular and Cellular Basis of Disease Training Program (MCBDTP)

#### First Year

<table>
<thead>
<tr>
<th>Course</th>
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<td>Cell Biology I (IBMS 453)</td>
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<td>Molecular Biology I (IBMS 455)</td>
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<tr>
<td>Research Rotation in Biomedical Sciences Training Program (BSTP 400)</td>
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<tr>
<td>Mentor and track chosen</td>
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</tr>
<tr>
<td>Basic Pathologic Mechanisms (PATH 510)</td>
<td>4</td>
</tr>
<tr>
<td>Fundamental Immunology (PATH 416)</td>
<td>4</td>
</tr>
<tr>
<td>Experimental Pathology Seminar II (PATH 512)</td>
<td>1</td>
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<tr>
<td>Special Problems (PATH 601)</td>
<td>1-9</td>
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<tr>
<td>On Being a Professional Scientist: The Responsible Conduct of Research (IBMS 500)</td>
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<tr>
<td>Thesis committee chosen; preproposal meeting scheduled</td>
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**Year Total:** 6-15 11-19

#### Second Year

<table>
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<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental Pathology Seminar I (PATH 511)</td>
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<td>MCBDTP Track Elective</td>
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<td>MCBDTP Track or other Elective</td>
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<tr>
<td>Special Problems (PATH 601)</td>
<td>1-9</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Thesis proposal defense and advancement to candidacy within next 9 months*</td>
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<tr>
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<td></td>
<td>1-9</td>
<td>1-9</td>
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<tr>
<td>Electives (Core, MCBDTP track or other)</td>
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<tr>
<td>Special Problems (PATH 601) or Dissertation Ph.D. (PATH 701)</td>
<td>1-9</td>
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**Year Total:** 8-16 6-16

#### Third Year

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<tbody>
<tr>
<td>Experimental Pathology Seminar I (PATH 511)</td>
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</tr>
<tr>
<td>Dissertation Ph.D. (PATH 701)**</td>
<td>1-9</td>
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<tr>
<td>Experimental Pathology Seminar II (PATH 512)</td>
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</tr>
<tr>
<td>Dissertation Ph.D. (PATH 701)**</td>
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**Year Total:** 2-10 2-10

#### Fourth Year

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<tbody>
<tr>
<td>Experimental Pathology Seminar I (PATH 511)</td>
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<tr>
<td>Dissertation Ph.D. (PATH 701)**</td>
<td>1-9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental Pathology Seminar II (PATH 512)</td>
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<tr>
<td>Dissertation Ph.D. (PATH 701)**</td>
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**Year Total:** 2-10 2-10

#### Fifth Year

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<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>Experimental Pathology Seminar I (PATH 511)</td>
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<td></td>
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<tr>
<td>Dissertation Ph.D. (PATH 701)**</td>
<td>1-9</td>
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<tr>
<td>Experimental Pathology Seminar II (PATH 512)</td>
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<td></td>
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<td>Dissertation Ph.D. (PATH 701)**</td>
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<tr>
<td>Responsible Conduct of Research for Advanced Trainees (IBMS 501)</td>
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**Year Total:** 2-10 2-10

#### Total Units in Sequence:

43-126

* Alternate courses for MSTP students: IBIS 401-404. MSTP students in the MCBDTP do not need to take IBMS 453 Cell Biology I, IBMS 455 Molecular Biology I, PATH 510 Basic Pathologic Mechanisms or PATH 416 Fundamental Immunology although PATH 416 Fundamental Immunology may still be taken as a Track Elective

^ Alternate course is MSTP 400 Research Rotation in Medical Scientist Training Program for MSTP students and PATH 601 Special Problems for direct admit students

† IBMS 501 Responsible Conduct of Research for Advanced Trainees is offered every spring semester (beginning 2020). The SOM requires that PhD students who are 4 years beyond their initial RCR training in IBMS 500 On Being a Professional Scientist: The Responsible Conduct of Research, register for IBMS 501.
### Immunology Training Program (ITP)

#### First Year

<table>
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<th>Units</th>
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<tr>
<td>Molecular Biology I (IBMS 455)</td>
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<td>Cell Biology I (IBMS 453)</td>
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<tr>
<td>Immunology Journal Club (optional this semester)</td>
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<td>Basic Pathologic Mechanisms (PATH 510)</td>
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<td>Fundamental Immunology (PATH 416)</td>
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<tr>
<td>Experimental Pathology Seminar II (PATH 512)</td>
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<td></td>
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<tr>
<td>Immunology Journal Club (optional this semester)</td>
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<tr>
<td>Special Problems (PATH 601)</td>
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<td>On Being a Professional Scientist: The Responsible Conduct of Research (IBMS 500)</td>
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| Year Total: | 6-15 | 11-19 |

#### Second Year

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<tr>
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<td>Electives (Core, ITP Track or other)**</td>
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| Year Total: | 9-17 | 6-16 |

#### Third Year

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<tr>
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#### Fourth Year

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<td>Dissertation Ph.D. (PATH 701)**</td>
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| Year Total: | 2-10 | 2-10 |

#### Fifth Year

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<td>Immunology Journal Club (required this semester)</td>
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<td>Experimental Pathology Seminar II (PATH 512)</td>
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</tr>
<tr>
<td>Dissertation Ph.D. (PATH 701)**</td>
<td>1-9</td>
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<tr>
<td>Immunology Journal Club (required this semester)</td>
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</table>

| Year Total: | 2-10 | 2-10 |

**Total Units in Sequence:** 44-127

* Alternate courses for MSTP students: IBIS 401-404. MSTP students in the ITP do not need to take IBMS 453 Cell Biology I, IBMS 455 Molecular Biology I or PATH 510 Basic Pathologic Mechanisms. PATH 416 Fundamental Immunology is required for MSTP students in the ITP unless they have sufficient prior immunology background as determined by the ITP Chair and curriculum coordinators (e.g. Drs. Harding and Nedrud).

† Alternate course is MSTP 400 (http://bulletin.case.edu/search/?P=MSTP%20400) Research Rotation in Medical Scientist Training Program for MSTP students and PATH 601 (http://bulletin.case.edu/search/?P=PATH%20601) Special Problems for direct admit students.

‡ Alternate course is MSTP 400 (http://bulletin.case.edu/search/?P=MSTP%20400) Research Rotation in Medical Scientist Training Program for MSTP students and PATH 601 (http://bulletin.case.edu/search/?P=PATH%20601) Special Problems for direct admit students.

§ Alternate course is PATH 520 (http://bulletin.case.edu/search/?P=PATH%20520) Basic Cancer Biology and the Interface with Clinical Oncology + PATH 521 (http://bulletin.case.edu/search/?P=PATH%20521) Special Problems in Cancer Biology and Clinical Oncology is included as a Track Elective for ITP students.
IBMS 501 Responsible Conduct of Research for Advanced Trainees is offered every spring semester (beginning 2020). The SOM requires that PhD students who are 4 years beyond their initial RCR training in IBMS 500 On Being a Professional Scientist: The Responsible Conduct of Research, register for IBMS 501.

### Cancer Biology Training Program (CBTP)

#### First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>Cell Biology I (IBMS 453)</td>
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<tr>
<td>Molecular Biology I (IBMS 455)</td>
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<tr>
<td>Research Rotation in Biomedical Sciences Training Program (BSTP 400)</td>
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<tr>
<td>Basic Pathologic Mechanisms (PATH 510)</td>
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<tr>
<td>The Cellular and Molecular Hallmarks of Cancer (PATH 520)</td>
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<tr>
<td>Special Topics in Cancer Biology and Clinical Oncology (PATH 521)</td>
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<tr>
<td>On Being a Professional Scientist: The Responsible Conduct of Research (IBMS 500)</td>
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<td>Experimental Pathology Seminar II (PATH 512)</td>
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<tr>
<td>Special Problems (PATH 601)</td>
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Year Total: 6-15 11-19

#### Second Year

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<tr>
<td>Experimental Pathology Seminar I (PATH 511)</td>
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<tr>
<td>CBTP Track Elective</td>
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<td>Electives (Core, CBTP track or other)**</td>
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<td>Special Problems (PATH 601)</td>
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<tr>
<td>Thesis proposal defense and advancement to candidacy with next 9 months*</td>
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<tr>
<td>Electives (Core, CBTP track or other)**</td>
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<tr>
<td>Special Problems (PATH 601) or Dissertation Ph.D. (PATH 701)</td>
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<tr>
<td>Thesis proposal defense and advancement to candidacy must be completed**</td>
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Year Total: 8-16 6-16

#### Third Year

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<th>Course</th>
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<td>Experimental Pathology Seminar I (PATH 511)</td>
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<tr>
<td>Dissertation Ph.D. (PATH 701)***</td>
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#### Fourth Year

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<th>Course</th>
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<tr>
<td>Experimental Pathology Seminar I (PATH 511)</td>
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<tr>
<td>Dissertation Ph.D. (PATH 701)***</td>
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<tr>
<td>Experimental Pathology Seminar II (PATH 512)</td>
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<tr>
<td>Dissertation Ph.D. (PATH 701)***</td>
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Year Total: 2-10 2-10

#### Fifth Year

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<tr>
<td>Dissertation Ph.D. (PATH 701)***</td>
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<tr>
<td>Experimental Pathology Seminar II (PATH 512)</td>
<td></td>
<td>1</td>
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<tr>
<td>Dissertation Ph.D. (PATH 701)***</td>
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Year Total: 2-10 2-10

Total Units in Sequence: 43-126

* Alternative courses for MSTP students: IBIS 401-404. MSTP students in the CBTP do not need to take IBMS 453 Cell Biology I, IBMS 455 Molecular Biology I, PATH 510 Basic Pathologic Mechanisms, or PATH 416 Fundamental Immunology, although PATH 416 Fundamental Immunology may still be taken as a Track Elective.

^ Alternate course is MSTP 400 (http://bulletin.case.edu/search/?P=MSTP%20400) Research Rotation in Medical Scientist Training Program for MSTP students with PATH 601 (http://bulletin.case.edu/search/?P=PATH%20601) Special Problems for direct admit students.

** PATH 416 Fundamental Immunology is included as a Track Elective for CBTP students.

† IBMS 501 Responsible Conduct of Research for Advanced Trainees is offered every spring semester (beginning 2020). The SOM requires that PhD students who are 4 years beyond their initial RCR training in IBMS 500 On Being a Professional Scientist: The Responsible Conduct of Research, register for IBMS 501.

+ Petition to convert 601 credits to 701 credits for semester in which advancement occurs.

++ Once 36 credits including 24 graded credits have been completed, register for up to 6 credits of PATH 701 Dissertation Ph.D.

# Exception: Take 1-3 credits of PATH 701 Dissertation Ph.D.
PATH 316. Fundamental Immunology. 4 Units.
Introductory immunology providing an overview of the immune system, including activation, effector mechanisms, and regulation. Topics include antigen-antibody reactions, immunologically important cell surface receptors, cell-cell interactions, cell-mediated immunity, innate versus adaptive immunity, cytokines, and basic molecular biology and signal transduction in B and T lymphocytes, and immunopathology. Three weekly lectures emphasize experimental findings leading to the concepts of modern immunology. An additional recitation hour is required to integrate the core material with experimental data and known immune mediated diseases. Five mandatory 90 minute group problem sets per semester will be administered outside of lecture and recitation meeting times. Graduate students will be graded separately from undergraduates, and 22 percent of the grade will be based on a critical analysis of a recently published, landmark scientific article. Offered as BIOL 316, BIOL 416, CLBY 416, PATH 316 and PATH 416. Prereq: BIOL 215 and BIOL 218L.

PATH 410. Aging and the Nervous System. 1 Unit.
Lectures and discussion on aspects of neurobiology of aging in model systems; current research on Alzheimer’s, Parkinson’s, and Huntington’s diseases.

PATH 412. Histology and Ultrastructure. 4 Units.
Comprehensive functional histology course integrating microscopic identification (‘structure plus nomenclature’) of normal cells, tissues, and organs with aspects of their cell biology, biochemistry, and physiology (‘function’). Topical coverage includes complete (head-to-toe) tissue and organ survey with human emphasis. Offered as ANAT 412 and PATH 412.

PATH 414. Discussions in Molecular Immunology (Health and Disease). 2 Units.
Targeted student population would be undergraduate (Biology major), PhD, MD, or MD/PhD students interested in emerging research on the mechanisms of molecular immunology and effects on health and defects in disease. Readings will be assigned, and students will come to class prepared for discussions. P/NP grades will be based on these discussions. 5 or fewer students will be selected for this class. Prereq: Undergraduate Biology majors, PhD, MD, or MD/PhD students.

PATH 416. Fundamental Immunology. 4 Units.
Introductory immunology providing an overview of the immune system, including activation, effector mechanisms, and regulation. Topics include antigen-antibody reactions, immunologically important cell surface receptors, cell-cell interactions, cell-mediated immunity, innate versus adaptive immunity, cytokines, and basic molecular biology and signal transduction in B and T lymphocytes, and immunopathology. Three weekly lectures emphasize experimental findings leading to the concepts of modern immunology. An additional recitation hour is required to integrate the core material with experimental data and known immune mediated diseases. Five mandatory 90 minute group problem sets per semester will be administered outside of lecture and recitation meeting times. Graduate students will be graded separately from undergraduates, and 22 percent of the grade will be based on a critical analysis of a recently published, landmark scientific article. Offered as BIOL 316, BIOL 416, CLBY 416, PATH 316 and PATH 416. Prereq: Graduate standing and consent of instructor.

PATH 418. Tumor Immunology. 3 Units.
Interactions between the immune system and tumor cells. Topics include the historical definition of tumor specific transplantation antigens, immune responses against tumor cells, the effects of tumor cell products on host immune responses, molecular identification of tumor specific transplantation antigens and recent advances in the immunotherapy of human cancers. Prereq: PATH 416.
PATH 420. Topics in Evolution and Medicine. 3 Units.
The course will be based primarily on the textbook, as well as additional readings to supplement this lucid but relatively brief introduction to the field. Topics to be covered include the overview of the relevance of evolution to medicine; human demography, history and disease; basic and evolutionary genetics; cystic fibrosis; life history trade-offs and the evolutionary biology of aging; cancer; host-pathogen interactions and co-evolution; somatic cell mutation, selection, and evolution in health and disease (not in textbook); sexually transmitted diseases; malaria; gene culture co-evolution; and man-made diseases. Recommended Preparation: Undergraduate knowledge of genetics, biochemistry, cell biology, microbiology, and immunology is advisable. Prior consultation and permission from the Course Director is strongly advised.

PATH 422. Current Topics in Cancer. 3 Units.
The concept of cancer hallmarks has provided a useful guiding principle in our understanding of the complexity of cancer. The hallmarks include sustaining proliferative signaling, evading growth suppressors, enabling replicative immortality, activating invasion and metastasis, inducing angiogenesis, resisting cell death, deregulating cellular energetics, avoiding immune destruction, tumor-promoting inflammation, and genome instability and mutation. The objectives of this course are to (1) examine the principles of some of these hallmarks, and (2) explore potential therapies developed based on these hallmarks of cancer. This is a student-driven and discussion-based graduate course. Students should have had some background on the related subjects and have read scientific papers in their prior coursework. Students will be called on to present and discuss experimental design, data and conclusions from assigned publications. There will be no exams or comprehensive papers but students will submit a one-page critique (strengths and weaknesses) of one of the assigned papers prior to each class meeting. The course will end with a full-day student-run symposium on topics to be decided jointly by students and the course director. Grades will be based on class participation, written critiques, and symposium presentations. Offered as BIOL 420, M BIO 420, PATH 422, and PHRM 420. Prereq: IB MS 453 and IB MS 455.

PATH 430. Oxidative Stress and Disease Pathogenesis. 1 Unit.
Oxidative stress and free radicals are implicated in a number of disease processes including aging, arthritis, emphysema, Alzheimer’s disease and cancer. Lecture course with discussion of recent studies concerning the formation and destructive mechanisms of free radicals in the context of various disease processes. Students read assigned papers and discuss these in class.

PATH 432. Current Topics in Vision Research. 3 Units.
Vision research is an exciting and multidisciplinary area that draws on the disciplines of biochemistry, genetics, molecular biology, structural biology, neuroscience, and pathology. This graduate level course will provide the student with broad exposure to the most recent and relevant research currently being conducted in the field. Topics will cover a variety of diseases and fundamental biological processes occurring in the eye. Regions of the eye that will be discussed include the cornea, lens, and retina. Vision disorders discussed include age-related macular degeneration, retinal ciliopathies, and diabetic retinopathy. Instructors in the course are experts in their field and are members of the multidisciplinary visual sciences research community here at Case Western Reserve University. Students will be exposed to the experimental approaches and instrumentation currently being used in the laboratory and in clinical settings. Topics will be covered by traditional lectures, demonstrations in the laboratory and the clinic, and journal club presentations. Students will be graded on their performance in journal club presentations (40%), research proposal (40%), and class participation (20%). Offered as NEUR 432, PATH 432, PHRM 432 and BIOC 432.

PATH 444. Neurodegenerative Diseases: Pathological, Cell. & Molecular Perspectives. 3 Units.
This course, taught by several faculty members, encompasses the full range of factors that contribute to the development of neurodegeneration. Subjects include pathological aspects, neurodegeneration, genetic aspects, protein conformation and cell biology in conditions such as Alzheimer’s disease, Parkinson’s disease, amyotrophic lateral sclerosis and prion diseases. Students read assigned primary literature and present and discuss these in class.

PATH 465. Advanced Immunobiology. 4 Units.
This course will cover fundamental (innate and adaptive responses, antigen recognition, cell activation, etc.) and applied (immune evasion, autoimmunity, allergy, transplantation, vaccines, etc.) immunology topics, highlighting the most important and recent advancements found in the primary literature. Lectures will be derived largely from the primary literature, but will also include modern techniques and fundamental background knowledge to enhance the learning environment for the immunology concepts presented. Course organization consists of two lectures per week by the immunology faculty, midterm and final examinations, and an oral presentation. Enrolled students have the option of concurrent enrollment in PATH 466 Writing for Immunologists. Prereq: PATH 416

PATH 466. Proposal Writing for Immunologists. 1 Unit.
This course is an introduction to research proposal writing and evaluation for immunology graduate students. One of the most important aspects of being an active investigator in academia, biotechnology, or pharmaceutical industries is being a skilled communicator of one’s ideas. This course is designed to teach these practical writing skills and will include lectures and discussions of key writing strategies. Throughout the semester, students will write a research proposal on a topic outside of their thesis research focus (but it can be related), present their ideas in front of the class, and take part in an end-of-semester review panel of the proposals of their classmates. Enrollment requires concurrent enrollment in PATH 465 Advanced Immunobiology and instructor permission. Prereq: PATH 416. Coreq: PATH 465.
PATH 475. Cell and Molecular Foundations of Pathology. 3 Units.
This course is designed for M.S. students in the Pathology Graduate Program, and is an introductory course covering normal cell and molecular biology as well as cell physiology. Additional topics to be discussed in the course will include cell structure and function, as well as correlates to cellular and molecular pathology. Recommended Preparation: Should have undergrad-level cell biology and biochemistry.

PATH 480. Logical Dissection of Biomedical Investigations. 3 Units.
PATH 480 is an upper level graduate course encompassing discussion and critical appraisal of both published and pre-published research papers, book chapters, commentaries and review articles. Emphasis will be placed on evaluating the logical relationships connecting hypotheses to experimental design and experimental data to conclusions drawn. Thus, the course will aim to develop students’ capacities for independent thinking and critical analysis. Half of the course will be devoted to an analysis of fundamental conceptual issues pertaining to immunology, but this material will be applicable to a wide variety of fields. The other half of the course will be devoted to the analysis of papers that have been submitted for publication (with the students acting as primary reviewers of these papers). Our expectation is that this course will have practical relevance for students by providing them with methods to review their own prepublication manuscripts and eliminate common errors. It should also give students the tools to question widely held beliefs in diverse biomedical fields. Recommended preparation is completion of the C3MB curriculum and 2nd year or higher graduate school training. Previous exposure to immunology and molecular biology will be helpful but not required.

PATH 481. Immunology of Infectious Diseases. 3 Units.
This course centers on mechanisms of immune defense, immune escape and disease pathogenesis caused by important human pathogens. Some of the infectious diseases covered in this course include AIDS, TB and Malaria. Most topics focus on immunology of viral, bacterial, protozoan and fungal infections. Topics will also include aspects of epidemiology and global health. Classes will consist of literature review of current scientific articles, faculty lectures and student presentations. Grades will be determined by exams, class presentations, participation, and short reports. Graduate students will also be asked to write a brief research proposal. PATH 481 involves faculty from: Division of Infectious Diseases and HIV Medicine, Center for Global Health & Diseases, Department of Pathology. Prereq: PATH 416.

PATH 488. Yeast Genetics and Cell Biology. 3 Units.
This seminar course provides an introduction to the genetics and molecular biology of the yeasts S. cerevisiae and S. pombe by a discussion of current literature focusing primarily on topics in yeast cell biology. Students are first introduced to the tools of molecular genetics and special features of yeasts that make them important model eukaryotic organisms. Some selected topics include cell polarity, cell cycle, secretory pathways, vesicular and nuclear/cyttoplasmic transport, mitochondrial import and biogenesis, chromosome segregation, cytoskeleton, mating response and signal transduction. Offered as CLBY 488, GENE 488, MBIO 488, and PATH 488.

PATH 510. Basic Pathologic Mechanisms. 4 Units.
An interdisciplinary introduction to the fundamental principles of molecular and cellular biology as they relate to the pathologic basis of disease. Lectures, laboratories, conferences.

PATH 511. Experimental Pathology Seminar I. 1 Unit.
Weekly discussions of current topics and research by students, staff and distinguished visitors.

PATH 512. Experimental Pathology Seminar II. 1 Unit.
Weekly discussions of current topics and research by students, staff and distinguished visitors.

PATH 513. Immunology Journal Club. 1 Unit.
The Immunology Journal Club is a weekly seminar course in which enrolled students present recently published articles from the primary immunology literature for discussion by the group. Registered students are required to present one article and participate in discussions. Articles are selected by the students, must not be directly related to their own research project, and are approved by the course director. The purpose of the course is to provide the opportunity to practice presentation skills and to foster discussion of recent and high profile advances in immunology. Prereq: Enrolled in M.S. Pathology program.

PATH 520. The Cellular and Molecular Hallmarks of Cancer. 3 Units.
This course is a comprehensive overview of cancer biology led by faculty content experts. The objective of this course is for students to gain an understanding of the complex properties that define cancer through team-based learning, critical reading of literature, and an introduction to grant writing for future NIH grant submissions. Specific goals include: - To review current concepts and hallmarks of cancer as defined by Dr. Robert Weinberg’s The Biology of Cancer, 2nd edition (suggested reading). - To learn tools and approaches to critically read and review cancer biology literature. - To understand the NIH scoring system and use this to develop preliminary grant proposal ideas regarding cancer hallmarks. - To gain experience in presenting scientific ideas, and leading group discussions on topics related to cancer biology. - To discuss ethical and societal issues related to emerging technologies in cancer research. Offered as PHRM 520 and PATH 520.

PATH 521. Special Topics in Cancer Biology and Clinical Oncology. 1 Unit.
This one credit hour course in Cancer Biology is intended to give students an opportunity to do independent literature research while enrolled in PHRM 520/PATH 520. Students must attend weekly Hematology/Oncology seminar series and write a brief summary of each of the lectures attended. In addition, students must select one of the seminar topics to write a term paper which fully reviews the background related to the topic and scientific and clinical advances in that field. This term paper must also focus of Clinical Oncology, have a translational research component, and integrate with concepts learned in PHRM 520/PATH 520. Pharmacology students must provide a strong discussion on Therapeutics, while Pathology students must provide a strong component on Pathophysiology of the disease. Recommended preparation: CBIO 453 and CBIO 455, or concurrent enrollment in PHRM 520 or PATH 520. Offered as PATH 521 and PHRM 521.

PATH 523. Histopathology of Organ Systems. 3 Units.
Comprehensive course covering the underlying basic mechanisms of injury and cell death, inflammation, immunity, infection, and neoplasia followed by pathology of specific organ systems. Material will include histological ('structure') and physiological ('function') aspects related to pathology (human emphasis). Recommended preparation: ANAT 412 or permission of instructor. Offered as ANAT 523 and PATH 523.
PATH 525. Neurodegenerative Diseases of the Brain and the Eye: Molecular Basis of the Brain-Eye Connection. 3 Units.
This is a graduate-level seminar course that familiarizes students with common neurodegenerative conditions of the brain and the eye. The molecular basis of each disorder and associated ophthalmic pathology will be emphasized. Contribution of heavy metals in brain and ocular pathology will be discussed where appropriate. Specific examples include Alzheimer’s Disease, Parkinson’s Disease, prion disorders, Huntington’s Disease, age-related macular degeneration, glaucoma, and others based on popular demand. The students will be expected to discuss relevant research publications in class in an interactive format. Grading will be based on class participation and completion of an R21 grant proposal. Concurrent enrollment in PATH 526 on grant writing skills is strongly recommended but not required. Offered as PATH 525 and CLBY 525.

PATH 526. Introduction to Scientific Grant Writing. 1 Unit.
PATH 526 is a graduate-level course that will familiarize students with grant writing and reviewing skills. The students will be exposed to material pertaining to different grant opportunities, the grant review process, and strategies for maximizing chances of success. Grading will be based on class participation and the preparation and presentation of an R21 grant proposal in class. Coreq: PATH 525.

PATH 601. Special Problems. 1 - 18 Units.
Research on the nature and causation of disease and on host factors which tend to protect against disease. Special courses and tutorials in subspecialty areas of general and/or systemic anatomic and/or clinical pathology.

PATH 650. Independent Study. 1 - 9 Units.
Laboratory rotation experience in a selected faculty research laboratory designed to introduce the M.S. student to all aspects of modern laboratory research including the design, execution and analysis of original experimental work.

PATH 651. Thesis M.S.. 1 - 18 Units.
(Credit as arranged.)

PATH 701. Dissertation Ph.D.. 1 - 9 Units.
(Credit as arranged.) Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

CNCR (CNCR)
CNCR 501. Translational Cancer Research A. 1 Unit.
In this course Case K12 Paul Calabresi Scholars will learn about the steps to receive an IRB approval for their research proposal and clinical trials; how to design and conduct clinical trials-designing a protocol, developing a research question, the purpose of the LOI, funding and budge issues, working with pharmaceutical companies; essential writing skills for successfully submitting a manuscript for publication in a peer reviewed journal. The class will discuss Social Intelligence and the Biology of Disease, age-related macular degeneration, glaucoma, and others based on popular demand. The students will be expected to discuss relevant research publications in class in an interactive format. Grading will be based on class participation and completion of an R21 grant proposal. Concurrent enrollment in PATH 526 on grant writing skills is strongly recommended but not required. Offered as PATH 525 and CLBY 525.

CNCR 502. Translational Cancer Research B. 1 Unit.
In this course Case K12 Paul Calabresi Scholars will learn how to manage clinical trials; including staffing, multi or single site, contracting issues, translation and incorporation of laboratory research/correlative science into clinical trials design, getting involved with ECOG. The scholars will learn about mentored and independent funding resources, how to select the appropriate mechanism, and strategies for successful grant submissions and resubmissions. They will learn how to present research and clinical trials progress orally and written to peers/faculty for evaluation my making two PowerPoint presentations: one to the class and their two K12 mentors and a second to the K12 CORP Advisory Committee for written evaluation. Both of these sections will be videotaped and a copy of the tape will be reviewed with the scholar. Each scholar will also provide a written summary of their research to date along with their goals for the next 12 months on April 1. Recommended preparation: Acceptance to Case K12 Clinical Oncology Career Development Training Program as Paul Calabresi Research Scholar.

CNCR 503. Translational Cancer Research C. 1 Unit.
In this course each Case K12 Paul Calabresi Scholar will present a summary of their experience from attending either the ASCO/AACR or ASH Clinical Trial Protocol Writing Workshop; two sessions will cover how to write a research proposal-hypothesis, specific aims, methods, and study design. Each scholar will write a sample research proposal which will be critiqued by the other members of the class; two sessions will cover the organization and analysis of biostatistic data used in research. One of these sessions will be a working session based on the scholar’s own data. The scholars will learn about the essential components and issues in developing a successful career in clinical and translational research. Recommended preparation: Acceptance to Case K12 Clinical Oncology Career Development Training Program as Paul Calabresi Research Scholars.

CNCR 504. Translational Cancer Research D. 1 Unit.
In this course Case K12 Paul Calabresi Scholars will discuss an article on essential components of leadership in an academic and clinical setting: how to advance their clinical research career to the level that they can present at the ASCO national conference; learn how to present research and clinical trials progress orally and written to peers/faculty for evaluation by making two PowerPoint presentations: one to the class and their two K12 mentors and a second to the K12 CORP Advisory Committee for written evaluation. Both of these sessions will be videotaped and a copy of the tape will be reviewed with the scholar. Each scholar will also provide a written summary of their research and date along with their goals for the next 12 months on April 1. Recommended preparation: Acceptance to Case K12 Clinical Oncology Career Development Training Program as Paul Calabresi Research Scholar.

Department of Pharmacology
Room W-321, School of Medicine
http://pharmacology.case.edu/
Phone: 216.368.0248
Edward Yu, PhD, Interim Chair
ewy5@case.edu

The Department of Pharmacology offers training leading to MS, PhD, or MD/PhD degrees for highly qualified post-undergraduate candidates committed to research careers in the biomedical sciences. Adequate preparation in the biological sciences, mathematics, organic chemistry, and physics or physical chemistry is a prerequisite for admission.
Multidisciplinary training carried out by faculty in pharmacology and other basic science departments, emphasizes molecular, cellular, physiological, and translational aspects of the pharmacological sciences. Areas of faculty expertise include drug/xenobiotic metabolism; receptor-ligand interactions, and biochemical reaction mechanisms; cell biology of signaling pathways; structure-function of membrane components; endocrine and metabolic regulation; cell surface and nuclear receptors, hormonal regulation of gene expression; cancer biology and therapeutics, bacterial and viral pathogenesis, neuroscience/neuropharmacology, and drug resistance.

Students who desire the combined MD/PhD degrees are admitted to the Medical Scientist Training Program (http://bulletin.case.edu/schoolofmedicine/dualdegreeprograms/medicalscientisttrainingprogramtext) (MSTP). These students participate in the two-year integrated preclinical curriculum of the School of Medicine (University Program), which features clinical correlation of basic biologic concepts. Combined degree students who select the PhD in pharmacology undertake a series of advanced courses, research rotations, preliminary examinations, and dissertation research in the same manner as that described for the PhD program.

Facilities

The Department of Pharmacology occupies about 25,000 net square feet distributed among several locations, namely the School of Medicine Harland Goff Wood Building and the adjacent Wood Research Tower, as well as facilities in the West Quad Bldg. Facilities include extensive chromatographic and tissue culture facilities, a transgenic mouse laboratory, imaging and confocal microscopy equipment, and ready access to specialized research techniques, including various aspects of recombinant DNA and hybridoma technology, in situ hybridization histochemistry, fluorescence cell sorting, NMR spectroscopy and mass spectrometry, X-ray crystallography, and cryo electron microscopy.

Masters Degrees

Although training efforts by the Department of Pharmacology are primarily directed toward the award of the PhD degree, training for the MS degree is offered also in a variety of contexts. For example, research assistants in the Department who seek educational advancement may pursue the MS degree via Plan A (thesis) or Plan B (coursework only). Medical students who seek to specialize in Pharmacology during the scholarly research component of their preclinical program may pursue the MS degree. Employees in the Biotechnology Industry may seek advanced training in Pharmacology by pursuing the MS degree at Case. Finally, a PhD candidate who is unable to complete the PhD requirements for extraordinary reasons may petition to have earned credits transferred to fulfill MS degree requirements.

Masters Plan B (Coursework, MS direct admit)

This program is aimed at students who seek a Master’s Degree but do not intend to specialize in research following their Master’s work. To satisfy the requirement for a Comprehensive Exam for the MS Degree, students register for 1 credit of EXAM 600 Master’s Comprehensive Exam during their final semester and sit for an integrative essay question-style examination on the content of the required coursework. A total of 30 credit hours are required (see below).

The advancement of understanding and practice of therapeutics is based on research. Therefore all students in degree programs in Pharmacology are expected to become involved in independent research and scholarship. Registration for PHRM 601 Independent Study and Research requires a pre-arrangement with a faculty mentor who will oversee the combination of study and bench research and prescribe the basis for satisfactory performance, including oral and written reports. With pre-approval of the Departmental Director of Graduate Studies, a student’s study plan may substitute additional specific advanced courses to replace PHRM 601 Independent Study and Research credits.

Sample Plan of Study for Plan B

<table>
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<tr>
<th>First Year</th>
<th>Units</th>
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<tbody>
<tr>
<td>Fall</td>
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</tr>
<tr>
<td>Cell Biology I (IBMS 453)</td>
<td>3</td>
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<tr>
<td>Molecular Biology I (IBMS 455)</td>
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</tr>
<tr>
<td>Since You Were Born: Nobel Prize Biomedical Research in the Last 21 Years- Section A (IBMS 456A)</td>
<td>1</td>
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<tr>
<td>Fundamental Biostatistics to Enhance Research Rigor &amp; Reproducibility (IBMS 450)</td>
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</tr>
<tr>
<td>Principles of Pharmacology I: The Molecular Basis of Therapeutics (PHRM 401)</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Pharmacology II: The Physiological Basis of Therapeutics (PHRM 402)</td>
<td>3</td>
</tr>
<tr>
<td>Independent Study and Research (PHRM 601)</td>
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<td>Pharmacology Seminar Series (PHRM 511)</td>
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<tr>
<td>PHRM Elective</td>
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<tr>
<td>Independent Study and Research (PHRM 601)</td>
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Total Units in Sequence: 30

Masters Plan A (Research, direct admit)

In addition to the course requirements below, candidates for this degree are required to submit an acceptable written thesis based on their original research and register for at least 9 credit hours of PHRM 651 Thesis M.S. (master’s dissertation research). The acceptability of the thesis will be determined by an oral examination administered by the student’s Thesis Advisory Committee. This committee must be chaired by a member of the primary Faculty of Pharmacology, and it should include the research mentor and two other faculty members (total of four faculty members, two from the Department of Pharmacology). As above, a minimum of 27 credit hours is required. For these students, passing the final exams in PHRM 401 Principles of Pharmacology I: The Molecular Basis of Therapeutics and PHRM 402 Principles of Pharmacology II: The Physiological Basis of Therapeutics satisfies the requirement for a Comprehensive Exam for the MS Degree.

Required courses for Plan A

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<td>Cell Biology I (IBMS 453)</td>
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<td>Molecular Biology I (IBMS 455)</td>
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**MD/MS Biomedical Sciences - Pharmacology**

For Program Admissions information and MD requirements, see MD Dual Degree Programs (p. 792). A sample plan of study for the Pharmacology track is below.

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<td>Principles of Pharmacology II: The Physiological Basis of Therapeutics (PHRM 402)</td>
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**Third Year**

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**Fourth Year**

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**Fifth Year**

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**Total Units in Sequence:** 36

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**PhD in Pharmacology**

Students seeking a PhD degree in Pharmacology are admitted into the Department of Pharmacology through the administrative structure of Biomedical Sciences Training Program (http://casemed.case.edu/bstp/) which provides an introduction to many related training areas within the biomedical field during the first year. PhD applicants may indicate Pharmacology as their "primary program of interest" (PPI) during the application process. Alternatively, admission may be through the Medical Scientist Training Program (MSTP) (https://case.edu/medicine/admissions-programs/md-phd-program/prospective-students/mstp-admissions/).

The PhD program is divided into three phases. The first phase allows students to follow an integrated first-year sequence of course work that involves a core curriculum in cell and molecular biology. In addition, the first year includes three research rotations that allow the students to sample areas of research and become familiar with faculty members and their laboratories. Selection of a specific training program and thesis advisor is made before the end of the first year. The second phase involves a two-part core course in the fundamentals of pharmacology, oral presentations, and laboratory experience, which is concluded with a
A comprehensive written exam designed to challenge students to apply key concepts in new contexts. Successful completion of this phase leads to admission to PhD candidacy.

After advancing to PhD candidacy, students enter one of four Research Interest Groups according to the interest of the student, the mentor, and the anticipated nature of the thesis project. The four interest Groups are: Cancer Therapeutics, Membrane & Structural Biology and Pharmacology, Molecular Pharmacology and Cellular Regulation, and Translational Therapeutics.

Upon completion of coursework requirements (54 total credits, see below), the PhD degree is awarded to students who also complete and defend a research project leading to two original and meritorious scientific contributions that are submitted for publication to leading journals in the field of study; at least one manuscript must be accepted for publication before scheduling the PhD thesis defense.

### Core course requirements for the PhD in Pharmacology

The first year consists of the Core curriculum in Cell Biology and Molecular Biology (IBMS 453 Cell Biology I, IBMS 455 Molecular Biology I), research rotations, scientific ethics, part one of the Pharmacology core course, and an advanced course (18 credit hours total). During Year two, part two of the Pharmacology core course, a second advanced course, two seminar presentation courses, and independent study complete the course requirements. In all, 24 credits of graded coursework and 12 credits of P/N coursework are completed. Then 18 credits of dissertation research fulfill the program of study.

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<tr>
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<td>Molecular Biology I</td>
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<td>PHRM 401</td>
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<td>PHRM 402</td>
<td>Principles of Pharmacology II: The Physiological Basis of Therapeutics</td>
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<td>PHRM 511</td>
<td>Pharmacology Seminar Series</td>
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<td>Two advanced electives (from the Advanced Track offerings)</td>
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<td></td>
<td>Prelim I Comprehensive Examination</td>
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<td>IBMS 500</td>
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<td>Total Units</td>
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### Plan of Study

§ Please also see Graduate Studies Academic Requirements for Doctoral Degrees (p. 1333)

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<td>Selection of Thesis Advisor</td>
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<td>Spring</td>
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<td>Principles of Pharmacology II: The Physiological Basis of Therapeutics (PHRM 402)</td>
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<td>Pharmacy Seminar Series (PHRM 511)</td>
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<tr>
<td>Grant Writing Tutorial (PHRM 526)</td>
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<tbody>
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<td>Fall</td>
<td>Spring</td>
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<tr>
<td>Dissertation Ph.D. (PHRM 701)</td>
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<tr>
<td>Fall</td>
<td>Spring</td>
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<tr>
<td>Dissertation Ph.D. (PHRM 701)</td>
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<td>Dissertation Ph.D. (PHRM 701)</td>
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<tr>
<td>Responsible Conduct of Research for Advanced Trainees (IBMS 501)</td>
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Courses

PHRM 309. Principles of Pharmacology. 3 Units.
Principles of Pharmacology introduces the basic principles that underlie all of Pharmacology. The first half of the course introduces, both conceptually and quantitatively, drug absorption, distribution, elimination and metabolism (pharmacokinetics) and general drug receptor theory and mechanism of action (pharmacodynamics). Genetic variation in response to drugs (pharmacogenetics) is integrated into these basic principles. The second half of the course covers selected drug classes chosen to illustrate these principles. Small group/recitation sessions use case histories to reinforce presentation of principles and to discuss public perceptions of therapeutic drug use. Graduate students will be expected to critically evaluate articles from the literature and participate in a separate weekly discussion session. Recommended preparation for PHRM 409: Undergraduate degree in science or permission of instructor. Offered as PHRM 309 and PHRM 409. (CHEM 223 and CHEM 224), or (CHEM 323 and CHEM 324), or (EBME 201 and EBME 202), or (BIOL 116 and BIOL 117).

PHRM 340. Science and Society Through Literature. 3 Units.
This course will examine the interaction of scientific investigation and discovery with the society it occurred in. What is the effect of science on society and, as importantly, what is the effect of society on science? An introduction will consider the heliocentric controversy with focus on Galileo. Two broad areas, tuberculosis and the Frankenstein myth, will then be discussed covering the period 1800-present. With tuberculosis, fiction, art and music will be examined to understand the changing views of society towards the disease, how society’s perception of tuberculosis victims changed, and how this influenced their treatments and research. With Frankenstein, the original novel in its historical context will be examined. Using fiction and film, the transformation of the original story into myth with different connotations and implications will be discussed. Most classes will be extensive discussions coupled with student presentations of assigned materials. Offered as PHRM 340, BETH 440, PHRM 440, and HSTY 440.

PHRM 400. Research Experience in Pharmacology. 0 - 1 Units.
Research rotation in pharmacology.

PHRM 401. Principles of Pharmacology I: The Molecular Basis of Therapeutics. 3 Units.
This core course focuses on the chemical and biochemical properties of therapeutic agents and molecular mechanisms of therapeutic action, including kinetic and thermodynamic principles of enzyme catalysis and drug-receptor interactions. Moreover, emphasis is placed on fundamental principles of pharmacokinetics, including the absorption, distribution, metabolism, and excretion of drugs. Mathematical concepts needed to understand appropriate administration of drugs and maintaining therapeutic concentrations of drugs in the body are discussed. A second broad area of emphasis is on fundamental principles of pharmacodynamics, including drug-receptor theory, log dose-response relationships, therapeutic index, receptor turnover, and signal transduction mechanisms. The primary learning objective is to develop a self-directed, critical approach to the evaluation and design of experimental research in the broad context of receptor interactions with endogenous ligands and therapeutic agents in the context of disease models. This is a team-coordinated course involving session organized by faculty to facilitate student-directed learning experiences including discussion of study questions, problem solving applications, and primary literature presentations. A two-part laboratory exercise introduces experimental methodologies widely applied during the study of molecular interactions between therapeutic agents and receptor targets to reinforce fundamental principles of drug action. This 3-credit hour course meets 3 hr per week during the spring semester of year 1.

PHRM 402. Principles of Pharmacology II: The Physiological Basis of Therapeutics. 3 Units.
This course focuses on human physiology of organ systems including the central nervous system, cardiovascular system, and those systems (gastrointestinal, hepatic, and renal) that are involved in determining the pharmacokinetics or time course of drug action in vivo. A second major emphasis is placed on disease-based sessions where normal physiology, pathophysiology, and key drug classes to treat pathophysiologies are discussed. The students learn key concepts in endocrine pathologies, inflammatory disorders, pulmonary diseases, infectious diseases, and cancer. The main learning objectives are for the student to gain an understanding of basic principles of modern pharmacology and physiology and to build self-directed learning skills. This is a highly interactive course in which faculty lectures are minimized. A heavy emphasis is placed on student-directed learning experiences including presentation and discussion of primary literature, problem solving applications, small group discussion and team-based learning. This 3-credit hour course meets 3 hr per week during the fall semester of year 2.

PHRM 403. Public and Professional Views of Modern Therapeutics. 3 Units.
This course will present the students with headline news stories from the popular press along with pertinent published articles from the scientific literature. The object is to engage the students in critical evaluation of the scientific literature and news reports to discern the scientific basis for decisions such as removal of drugs from the market. The course will focus on topics such as Cox-2 Inhibitors and Heart Disease, Antidepressant Use for Adolescents, and Parkinson’s Disease and Stem Cell Therapy, among others. Evaluation will be based on participation in student-led discussion sessions, weekly topical quizzes, and on written critiques of the primary literature.
PHRM 409. Principles of Pharmacology. 3 Units.
Principles of Pharmacology introduces the basic principles that underlie all of Pharmacology. The first half of the course introduces, both conceptually and quantitatively, drug absorption, distribution, elimination and metabolism (pharmacokinetics) and general drug receptor theory and mechanism of action (pharmacodynamics). Genetic variation in response to drugs (pharmacogenetics) is integrated into these basic principles. The second half of the course covers selected drug classes chosen to illustrate these principles. Small group/recitation sessions use case histories to reinforce presentation of principles and to discuss public perceptions of therapeutic drug use. Graduate students will be expected to critically evaluate articles from the literature and participate in a separate weekly discussion session. Recommended preparation for PHRM 409: Undergraduate degree in science or permission of instructor. Offered as PHRM 309 and PHRM 409.

PHRM 412. Membrane Transport Processes. 3 Units.
Membranes and membrane transporters are absolutely required for all cells to take up nutrient, maintain membrane potential and efflux toxins. This course will consider the classification and structure of membrane transport proteins and channels, examine the common mechanistic features of all systems and the specific features of different classes of transporter. Understanding the physiological integration of transport processes into cell homeostasis and consideration of transporters and channels as drug targets will be a goal. Course format is minimal lecture, primarily student presentations of primary literature papers. Offered as PHOL 412 and PHRM 412. Prereq: CBIO 453 and CBIO 455.

PHRM 420. Current Topics in Cancer. 3 Units.
The concept of cancer hallmarks has provided a useful guiding principle in our understanding of the complexity of cancer. The hallmarks include sustaining proliferative signaling, evading growth suppressors, enabling replicative immortality, activating invasion and metastasis, inducing angiogenesis, resisting cell death, deregulating cellular energetics, avoiding immune destruction, tumor-promoting inflammation, and genome instability and mutation. The objectives of this course are to (1) examine the principles of some of these hallmarks, and (2) explore potential therapies developed based on these hallmarks of cancer. This is a student-driven and discussion-based graduate course. Students should have had some background on the related subjects and have read scientific papers in their prior coursework. Students will be called on to present and discuss experimental design, data and conclusions from assigned publications. There will be no exams or comprehensive papers but students will submit a one-page critique (strengths and weaknesses) of one of the assigned papers prior to each class meeting. The course will end with a full-day student-run symposium on topics to be decided jointly by students and the course director. Grades will be based on class participation, written critiques, and symposium presentations. Offered as BIOC 420, Mbio 420, PATH 422, and PHRM 420. Prereq: IBMS 453 and IBMS 455.

PHRM 432. Current Topics in Vision Research. 3 Units.
Vision research is an exciting and multidisciplinary area that draws on the disciplines of biochemistry, genetics, molecular biology, structural biology, neuroscience, and pathology. This graduate level course will provide the student with broad exposure to the most recent and relevant research currently being conducted in the field. Topics will cover a variety of diseases and fundamental biological processes occurring in the eye. Regions of the eye that will be discussed include the cornea, lens, and retina. Vision disorders discussed include age-related macular degeneration, retinal ciliopathies, and diabetic retinopathy. Instructors in the course are experts in their field and are members of the multidisciplinary visual sciences research community here at Case Western Reserve University. Students will be exposed to the experimental approaches and instrumentation currently being used in the laboratory and in clinical settings. Topics will be covered by traditional lectures, demonstrations in the laboratory and the clinic, and journal club presentations. Students will be graded on their performance in journal club presentations (40%), research proposal (40%), and class participation (20%). Offered as NEUR 432, PATH 432, PHRM 432 and BIOL 432.

PHRM 440. Science and Society Through Literature. 3 Units.
This course will examine the interaction of scientific investigation and discovery with the society it occurred in. What is the effect of science on society and, as importantly, what is the effect of society on science? An introduction will consider the heliocentric controversy with focus on Galileo. Two broad areas, tuberculosis and the Frankenstein myth, will then be discussed covering the period 1800-present. With tuberculosis, fiction, art and music will be examined to understand the changing views of society towards the disease, how society’s perception of tuberculosis victims changed, and how this influenced their treatments and research. With Frankenstein, the original novel in its historical context will be examined. Using fiction and film, the transformation of the original story into myth with different connotations and implications will be discussed. Most classes will be extensive discussions coupled with student presentations of assigned materials. Offered as PHRM 340, BETH 440, PHRM 440, and HSTY 440.

PHRM 466. Cell Signaling. 3 Units.
This is an advanced lecture/journal/discussion format course that covers cell signaling mechanisms. Included are discussions of neurotransmitter-gated ion channels, growth factor receptor kinases, cytokine receptors, G protein-coupled receptors, steroid receptors, heterotrimeric G proteins, ras family GTPases, second messenger cascades, protein kinase cascades, second messenger regulation of transcription factors, microtubule-based motility, actin/myosin-based motility, signals for regulation of cell cycle, signals for regulation of apoptosis. Offered as CLBY 466, PHOL 466 and PHRM 466.

PHRM 475. Protein Biophysics. 3 Units.
This course focuses on in-depth understanding of the molecular biophysics of proteins. Structural, thermodynamic and kinetic aspects of protein function and structure-function relationships will be considered at the advanced conceptual level. The application of these theoretical frameworks will be illustrated with examples from the literature and integration of biophysical knowledge with description at the cellular and systems level. The format consists of lectures, problem sets, and student presentations. A special emphasis will be placed on discussion of original publications. Offered as BIOL 475, CHEM 475, PHOL 475, PHRM 475, and NEUR 475.

PHRM 511. Pharmacology Seminar Series. 0 - 1 Units.
Current topics of interest in the pharmacologist sciences.
PHRM 513. Structural Journal Club. 1 Unit.
Current topics of interest in structural biology, and protein biophysics. Offered as PHLM 513 and PHRM 513.

PHRM 520. The Cellular and Molecular Hallmarks of Cancer. 3 Units.
This course is a comprehensive overview of cancer biology led by faculty content experts. The objective of this course is for students to gain an understanding of the complex properties that define cancer through team-based learning, critical reading of literature, and an introduction to grant writing for future NIH grant submissions. Specific goals include: - To review current concepts and hallmarks of cancer as defined by Dr. Robert Weinberg's The Biology of Cancer, 2nd edition (suggested reading). - To learn tools and approaches to critically read and review cancer biology literature. - To understand the NIH scoring system and use this to develop preliminary grant proposal ideas regarding cancer hallmarks. - To gain experience in presenting scientific ideas, and leading group discussions on topics related to cancer biology. - To discuss ethical and societal issues related to emerging technologies in cancer research. Offered as PHRM 520 and PATH 520.

PHRM 521. Special Topics in Cancer Biology and Clinical Oncology. 1 Unit.
This one credit hour course in Cancer Biology is intended to give students an opportunity to do independent literature research while enrolled in PHRM 520/PATH 520. Students must attend weekly Hematology/Oncology seminar series and write a brief summary of each of the lectures attended. In addition, students must select one of the seminar topics to write a term paper which fully reviews the background related to the topic and scientific and clinical advances in that field. This term paper must also focus on Clinical Oncology, have a translational research component, and integrate with concepts learned in PHRM 520/PATH 520. Pharmacology students must provide a strong discussion on Therapeutics, while Pathology students must provide a strong component on Pathophysiology of the disease. Recommended preparation: CBIO 453 and CBIO 455, or concurrent enrollment in PHRM 520 or PATH 520. Offered as PATH 521 and PHRM 521.

PHRM 525. Topics in Cell and Molecular Pharmacology. 0 - 18 Units.
Individual library research project under the guidance of a pharmacology sponsor. Projects will reflect the research interest of the faculty sponsor, including molecular endocrinology, neuropharmacology, receptor activation and signal transduction, molecular mechanisms of enzyme action and metabolic regulation.

PHRM 526. Grant Writing Tutorial. 1 - 3 Units.
Students will be expected to provide critiques of a grant proposal to bring to a workshop. At the workshop, a faculty review panel will discuss the grant proposal and provide critiques to illustrate the key components that are necessary for any grant proposal, and the specific items that enhance the quality of the proposal or detract from it. The students will be able to compare what they emphasized in their critiques to what the expert panel focused on. After completing the workshop, each student will prepare a proposal based on their thesis topic; this document will be scored, and the student will also be evaluated for an oral defense of the proposal.

PHRM 527. Pathways to Personalized Medicine. 3 Units.
This is a course of independent study designed to take the student from the bedside to the bench and back again. Students will select a problem from a list of important therapeutic issues related to variability in drug responsiveness and design a research program to elucidate its molecular, biochemical, genetic and pathophysiological basis. The resulting research proposal is expected to be multidimensional and include molecular, cellular, whole animal and clinical investigations. To guide the process students will assemble a mentoring group including at least one member of the Translational Therapeutics Track Faculty, a clinician working in the clinical realm in which the problem originates and a basic scientist with relevant experience. The written proposal will be defended orally. Recommended preparation: 1st year Pharm Graduate required courses.

PHRM 528. Contemporary Approaches to Drug Discovery. 3 Units.
This course is designed to teach the students how lead compounds are discovered, optimized, and processed through clinical trials for FDA approval. Topics will include: medicinal chemistry, parallel synthesis, drug delivery and devices, drug administration and pharmacokinetics, and clinical trials. A special emphasis will be placed on describing how structural biology is used for in silico screening and lead optimization. This component will include hands-on experience in using sophisticated drug discovery software to conduct in silico screening and the development of drug libraries. Each student will conduct a course project involving in silico screening and lead optimization against known drug targets, followed by the drafting of an inventory disclosure. Another important aspect of this course will be inclusion of guest lectures by industrial leaders who describe examples of success stories of drug development. Offered as BIOL 528, PHLM 528, PHRM 528, and SYBB 528.

PHRM 555. Current Proteomics and Bioinformatics. 3 Units.
This course is designed for graduate students across the university who wish to acquire a better understanding of fundamental concepts of proteomics and related bioinformatics as well as hands-on experience with techniques used in current proteomics. Lectures will cover protein/peptide separation techniques, protein mass spectrometry, and biological applications which include quantitative proteomics, protein modification proteomics, interaction proteomics, structural genomics and structural proteomics. Also, it will cover experimental design, basic statistical concept and issues related to high-dimensional data from high-throughput technologies. Laboratory portion will involve practice on the separation of proteins by two-dimensional gel electrophoresis, molecular weight measurement of proteins by mass spectrometry, peptide structural characterization by tandem mass spectrometry. It will also include bioinformatics tools for protein identification and protein-protein interaction networks. The instructors' research topics will also be discussed. Recommended preparation: CBIO 453, CBIO 455, and PQHS 431. Offered as PHRM 555 and SYBB 555.
PHRM 600. Preparation for Qualifying Exam. 1 Unit.
Students pursuing the M.S. or Ph.D. degrees in Pharmacology are required to prepare systematically for the comprehensive qualifying exam by reviewing the concepts of cellular and molecular biology and pharmacology. The qualifier is comprised of a two-part written exam administered simultaneously to all eligible students. It is designed to evaluate their understanding of concepts presented in the various core courses. It also assesses their skills in critical reading of research articles and design of experiments. The division into two parts allows each student to receive feedback on deficient areas and work toward improvement on the second segment. Eligibility: Students may register for the exam when they have fulfilled two criteria: (a) Successful completion (grade B or better) in all of the Core Courses, and an overall GPA of 3.0 or better. (b) Satisfactory performance in all research rotations and consistent research effort in the thesis laboratory as documented formally by the Ph.D. mentor. No student on probation may sit for the Qualifying Exam (Prelim I). Prereq: CBIO 453, CBIO 455, PHRM 401 and PHRM 402.

PHRM 601. Independent Study and Research. 1 - 18 Units.
(Credit as arranged.)

PHRM 701. Dissertation Ph.D.. 1 - 9 Units.
(Credit as arranged.) Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

Department of Physiology and Biophysics
Room E-524, School of Medicine
http://physiology.case.edu/
Phone: 216.368.2084
Walter F. Boron, MD, PhD, Chair
walter.boron@case.edu

Bart Jarmusch (bbj2@case.edu), Manager of Graduate Education

The Department of Physiology and Biophysics at Case is a multidisciplinary department that takes great pride in its history of conducting research and training graduate students. The department includes 23 Primary and 20 Secondary faculty members, more than 25 post-doctoral associates, and over 300 full-time PhD, MD/PhD, and Master of Science degree students. The training programs are designed to provide a mentored training environment that maximizes faculty-student interaction.

As outlined below, the department offers PhD, MD/PhD, and Master of Science degrees. These programs are tailored to prepare students for successful careers in biomedical, pharmaceutical and industrial research. The department offers multiple graduate-level programs, each of which uses state-of-the-art molecular, cell biology, and biophysical approaches to study physiological questions at a variety of different organizational levels. The goal is to provide an outstanding training opportunity. The major goals of the PhD and Tech Masters programs are to provide students with a broad knowledge base in organ systems and integrated physiology and in-depth expertise and outstanding research potential in the fields of cellular and molecular physiology and molecular and cellular biophysics. These goals are accomplished using a series of foundation and advanced topic courses, skill development courses, laboratory rotations, and thesis research. The MS in Medical Physiology program is a post-baccalaureate program designed to help students prepare for admission to medical, dental, pharmacy, or veterinary school or for opportunities to work in the biotechnology industry.

Master's Degrees
The Master's Program in Medical Physiology is designed for students with at least a bachelor's degree in a chemical, physical, or biological science who are seeking advanced training in the physiological sciences, typically in preparation for admission to a professional medical program (e.g. Medical School, Dental School). The program is flexible in duration. It can take as little as 1 year (3 semesters including summer) to complete the required 32 credit hours of course work. However, students who wish to decompress the program can take 22 months or more to complete the requirements. Core courses and flexible electives allow students to focus their work in key areas of medical physiology. Graduates of the Medical Physiology Master's Program also can pursue careers in basic and clinical research, research administration, teaching or management in academia, the pharmaceutical and biotechnology industries, private research institutions, government science or regulatory agencies, or medicine and health care.

MS Medical Physiology - Type B Non-Thesis Option

First Year

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<td>Translational Physiology I (PHOL 483)</td>
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Second Year

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<td>Clinical Reasoning: Applied Medical Physiology (PHOL 479)*</td>
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<td>Clinical Reasoning II (PHOL 492)*</td>
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Year Total: 6 6

Total Units in Sequence: 32

* This course can be used as 1 of 2 required electives.

MS Physiology - Type A Thesis Option

The Department of Physiology and Biophysics encourages research staff members to expand their critical research knowledge and skills by enrolling in our Master's of Science in Physiology and Biophysics.
program. This Tech Master’s Program is specifically designed for staff working full time. Each employer has their own policy on allowing staff to take classes and enroll in graduate programs. CWRU’s policy is to allow staff, with their supervisor’s permission, to take up to 6 credit hours per term, with tuition being covered by CWRU as part of the employee benefits package. Staff are expected to make up the time they spend in class during the day, after hours.

**First Year**

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**Second Year**

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**Total Units in Sequence:** 19-70

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**PhD in Physiology and Biophysics**

The Physiology and Biophysics Graduate Program provides comprehensive training leading to the PhD degree and MD/PhD degrees. This program has three tracks of study with emphasis on **Cell and Molecular Physiology, Structural Biology and Biophysics, and Organ Systems Physiology**. Admissions to the Physiology and Biophysics program may be obtained in the integrated Biomedical Sciences Training Program (http://casemed.case.edu/bstp/), by direct admission to the department or via the Medical Scientist Training Program (https://case.edu/medicine/admissions-programs/md-phd-program/).

To earn a PhD in Physiology and Biophysics, a student must complete rotations in at least three laboratories followed by selection of a research advisor, and complete Core and Elective coursework including responsible conduct of research as described in the course of study, below. Students who previously completed relevant coursework, for example with an MS, may petition to complete alternative courses. Each graduate program follows the overall regulations established and described in CWRU Graduate Studies and documented to the Regents of the State of Ohio. Completion of the PhD degree will require 36 hours of coursework (24 hours of which are graded) and 18 hours of PHOL 701 Dissertation Ph.D..

In addition, each student must successfully complete a qualifier examination for advancement to candidacy in the form of a short grant proposal with oral defense. The qualifier is generally completed in the summer after year two. During the dissertation period, students are expected to meet twice a year with the thesis committee, present seminars in the department, and fulfill journal publication requirements. At the completion of the program, successful defense of a doctoral dissertation is required. Throughout the doctoral training, students are expected to be enthusiastic participants in seminars, journal clubs, and research meetings in the lab and program.

**Plan of Study for PhD in Physiology & Biophysics**

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<tr>
<th>Units</th>
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**Second Year**

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**Third Year**

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**Total Units in Sequence:** **25-83**

* After passing qualifying exam - full-time thesis research (701) - 18 total credit hours total
* IBMS 501 Responsible Conduct of Research for Advanced Trainees is offered every spring semester (beginning 2020). The SOM requires that PhD students who are 4 years beyond their initial RCR training in IBMS 500 On Being a Professional Scientist: The Responsible Conduct of Research, register for IBMS 501.

**Courses**

**PHOL 351. Independent Study. 1 - 6 Units.**

This course is a guided program of study in physiology textbooks, reviews, and original articles. Guided laboratory projects to reproduce and extend classical physiological experiments are offered to the undergraduate science major. This course is being offered in conjunction with the Graduate level course PHOL 451. Students are required to consult with the faculty member whose work they have interest in and plan their individual experience.

**PHOL 401A. Physiology and Biophysics of Molecules and Cells. 2 Units.**

Physiology and Biophysics of Molecules and Cells is a graduate-level introductory course designed to provide the fundamental principles of modern physiology, protein science and structural biology, and to prepare students for advanced courses in the biomedical sciences. The course is divided into 2 blocks that can be taken independently as PHOL 401A or PHOL 401B (2 credit hrs each) during the Spring semester of each year. The first block will cover the structure and function of proteins and lipids, and the organization of cellular membranes. Topics will include primary, secondary, tertiary and quaternary protein structure and analysis, enzyme kinetics, allostery and cooperativity, lipid membrane organization and domain structure, and protein-protein and protein-lipid interactions. The second block will cover molecular pathways and processes critical for cellular homeostasis, function, and signaling. Topics will include molecular mechanisms of transport across biological membranes and cellular compartments, ionic basis of the resting membrane potential, action potential generation and propagation, osmosis and Gibbs-Donnan equilibria, regulation of voltage-gated channels and electrogenic transporters, cellular pH regulation, and the biophysics of epithelial transport. Format will be a combination of lecture, discussion-based problem sets, journal paper presentations, and computer lab exercises and demonstrations. Grading will be based on performance on two essay-type exams administered in the middle and at the end of each block (80%), and on class participation (20%).

**PHOL 401B. Physiology and Biophysics of Molecules and Cells. 2 Units.**

Physiology and Biophysics of Molecules and Cells is a graduate-level introductory course designed to provide the fundamental principles of modern physiology, protein science and structural biology, and to prepare students for advanced courses in the biomedical sciences. The course is divided into 2 blocks that can be taken independently as PHOL 401A or PHOL 401B (2 credit hrs each) during the Spring semester of each year. The first block will cover the structure and function of proteins and lipids, and the organization of cellular membranes. Topics will include primary, secondary, tertiary and quaternary protein structure and analysis, enzyme kinetics, allostery and cooperativity, lipid membrane organization and domain structure, and protein-protein and protein-lipid interactions. The second block will cover molecular pathways and processes critical for cellular homeostasis, function, and signaling. Topics will include molecular mechanisms of transport across biological membranes and cellular compartments, ionic basis of the resting membrane potential, action potential generation and propagation, osmosis and Gibbs-Donnan equilibria, regulation of voltage-gated channels and electrogenic transporters, cellular pH regulation, and the biophysics of epithelial transport. Format will be a combination of lecture, discussion-based problem sets, journal paper presentations, and computer lab exercises and demonstrations. Grading will be based on performance on two essay-type exams administered in the middle and at the end of each block (80%), and on class participation (20%).
PHOL 401C. Human Physiology: A Molecular Understanding of Organ System Function. 2 Units.
This course is designed to integrate effectively with PHOL 401A and PHOL 401B, bringing the knowledge of the PhD students to the next level of integration and organ function. Structured on a 2 hour lecture per week, the course will cover the main molecular determinant and signaling components (e.g. neurotransmitters, hormones, adipokines, etc.) that regulate the integrated functioning of our main organ systems: respiratory, renal, cardiovascular, gastrointestinal, central and autonomic nervous systems, and integrated metabolism. The main topics relative to these 6 blocks will be covered in class through lectures, leaving ample opportunity for the students to engage in an interactive discussion with the instructor or among themselves throughout the lecture and at the end of it. Upon completion of each organ system, the students will elaborate on an assigned research article as part of their home-assignment. The intent of this 2-page essay is to assess the application of the knowledge provided in-class to the research topic discussed in the paper, and further integrate the student's knowledge of the academic material discussed. The course will conclude with a final mini-essay exam. Prereq or Coreq: PHOL 401A and PHOL 401B.

PHOL 402A. Physiological Basis for Disease. 3 Units.
Physiological Basis for Disease is a graduate-level course designed to provide the fundamental physiology of a select group of organ systems and examples of how the molecular basis of disease affects physiological function of these systems. As such, PHOL402 will prepare students for future study in advanced biomedical sciences. The course is 3 credit hours and will be offered in the both the Fall (402A) and Spring (402B) semesters of each academic year. Course content of PHOL402 builds on knowledge learned in Medical Physiology-- PHOL481 and PHOL482, and is designed to be taken concurrently or in series with Medical Physiology courses. Topics to be covered during the Fall (402A) semester include pathophysiology of cancer, and select diseases of the central nervous system, cardiovascular system, and renal system. Topics to be covered in the Spring (402B) semester include select diseases of the respiratory, gastrointestinal, and endocrine systems. The format will be a combination of lectures, in class discussions, and take-home problem sets to facilitate student-directed learning. Grading will be based on problem sets (30%) and weekly quizzes (70%). Due to the course format and large class size, this course is intended primarily for master’s students. PhD students that desire to take this course must first seek approval from their graduate program directors.

PHOL 402B. Physiological Basis for Disease. 3 Units.
Physiological Basis for Disease is a graduate-level course designed to provide the fundamental physiology of a select group of organ systems and examples of how the molecular basis of disease affects physiological function of these systems. As such, PHOL402 will prepare students for future study in advanced biomedical sciences. The course is 3 credit hours and will be offered in the both the Fall (402A) and Spring (402B) semesters of each academic year. Course content of PHOL402 builds on knowledge learned in Medical Physiology-- PHOL481 and PHOL482, and is designed to be taken concurrently or in series with Medical Physiology courses. Topics to be covered during the Fall (402A) semester include pathophysiology of cancer, and select diseases of the central nervous system, cardiovascular system, and urinary/renal system. Topics to be covered in the Spring (402B) semester include select diseases of the respiratory, gastrointestinal, and endocrine systems. The format will be a combination of lectures, in class discussions, and take-home problem sets to facilitate student-directed learning. Grading will be based on problem sets (30%) and weekly quizzes (70%). Due to the course format and large class size, this course is intended primarily for master’s students. PhD students that desire to take this course must first seek approval from their graduate program directors.

PHOL 410. Basic Oxygen & Physiological Function. 3 Units.
On-line lecture only course which explores the significance and consequences of oxygen and oxygen metabolism in living organisms. Topics to be covered include transport by blood tissues, oxygen toxicity, and mitochondrial metabolism. Emphasis will be placed on mammalian physiology with special reference to brain oxidative metabolism and blood flow as well as whole body energy expenditure and oxidative stress related to disease. The course will cover additional spans of physiology, nutrition and anatomy. Offered as NTRN 410 and PHOL 410.

PHOL 412. Membrane Transport Processes. 3 Units.
Membranes and membrane transporters are absolutely required for all cells to take up nutrient, maintain membrane potential and efflux toxins. This course will consider the classification and structure of membrane transport proteins and channels, examine the common mechanistic features of all systems and the specific features of different classes of transporter. Understanding the physiological integration of transport processes into cell homeostasis and consideration of transporters and channels as drug targets will be a goal. Course format is minimal lecture, primarily student presentations of primary literature papers. Offered as PHOL 412 and PHRM 412. Prereq: CBIO 453 and CBIO 455.
PHOL 419. Applied Probability and Stochastic Processes for Biology. 3 Units.
Applications of probability and stochastic processes to biological systems. Mathematical topics will include: introduction to discrete and continuous probability spaces (including numerical generation of pseudo random samples from specified probability distributions), Markov processes in discrete and continuous time with discrete and continuous sample spaces, point processes including homogeneous and inhomogeneous Poisson processes and Markov chains on graphs, and diffusion processes including Brownian motion and the Ornstein-Uhlenbeck process. Biological topics will be determined by the interests of the students and the instructor. Likely topics include: stochastic ion channels, molecular motors and stochastic ratchets, actin and tubulin polymerization, random walk models for neural spike trains, bacterial chemotaxis, signaling and genetic regulatory networks, and stochastic predator-prey dynamics. The emphasis will be on practical simulation and analysis of stochastic phenomena in biological systems. Numerical methods will be developed using a combination of MATLAB, the R statistical package, MCell, and/or URDME, at the discretion of the instructor. Student projects will comprise a major part of the course. Offered as BIOL 319, ECSE 319, MATH 319, SYBB 319, BIOL 419, EBME 419, MATH 419, PHOL 419, and SYBB 419.

PHOL 430. Advanced Methods in Structural Biology. 1 - 6 Units.
The course is designed for graduate students who will be focusing on one or more methods of structural biology in their thesis project. This course is divided into 3-6 sections (depending on demand). The topics offered will include X-ray crystallography, nuclear magnetic resonance spectroscopy, optical spectroscopy, mass spectrometry, cryo-electron microscopy, and computational and design methods. Students can select one or more modules. Modules will be scheduled so that students can take all the offered modules in one semester. Each section is given in 5 weeks and is worth 1 credit. Each section covers one area of structural biology at an advanced level such that the student is prepared for graduate level research in that topic.

PHOL 451. Independent Study. 1 - 18 Units.
Guided program of study using physiology textbooks, research reviews, and original research articles. An independent laboratory research project may also be included.

PHOL 456. Conversations on Protein Structure and Function. 2 Units.
The goal of this course is to supplement the short and basic presentation of Proteins in C3MB by lectures and discussions for students with backgrounds in physical-chemical sciences or students who already have a good basic background in protein science. The course presents an overview of Protein structure/function. Following an introduction to the principles of protein structure, the physical basis of protein folding and stability, and a brief overview of structural and bioinformatics approaches to protein analysis is presented. Typically two lecture/discussion style presentations are followed by a student lead journal club on recent high profile papers. The way the Journal club is done is that one student presents a paper (background and figures in powerpoint slides) while presentation of the main figures is shared between the class. Papers and Figures will be assigned by instructor. Typically two papers will be presented per session. Offered as PHOL 456 and BIOL 457.

PHOL 466. Cell Signaling. 3 Units.
This is an advanced lecture/journal/discussion format course that covers cell signaling mechanisms. Included are discussions of neurotransmitter-gated ion channels, growth factor receptor kinases, cytokine receptors, G protein-coupled receptors, steroid receptors, heterotrimeric G proteins, ras family GTPases, second messenger cascades, protein kinase cascades, second messenger regulation of transcription factors, microtubule-based motility, actin/myosin-based motility, signals for regulation of cell cycle, signals for regulation of apoptosis. Offered as CLBY 466, PHOL 466 and PHRM 466.

PHOL 467. Topics in Evolutionary Biology. 3 Units.
The focus for this course on a special topic of interest in evolutionary biology will vary from one offering to the next. Examples of possible topics include theories of speciation, the evolution of language, the evolution of sex, evolution and biodiversity, molecular evolution. ANAT/ANTH/EEPS/PHIL/PHOL/BIOL 468 will require a longer, more sophisticated term paper, and additional class presentation. Offered as ANTH 367, BIOL 368, EEPS 367, PHIL 367, ANAT 467, ANTH 467, BIOL 468, EEPS 467, PHIL 467 and PHOL 467.

PHOL 475. Protein Biophysics. 3 Units.
This course focuses on in-depth understanding of the molecular biophysics of proteins. Structural, thermodynamic and kinetic aspects of protein function and structure-function relationships will be considered at the advanced conceptual level. The application of these theoretical frameworks will be illustrated with examples from the literature and integration of biophysical knowledge with description at the cellular and systems level. The format consists of lectures, problem sets, and student presentations. A special emphasis will be placed on discussion of original publications. Offered as BIOC 475, CHEM 475, PHOL 475, PHRM 475, and NEUR 475.

PHOL 479. Clinical Reasoning: Applied Medical Physiology. 3 Units.
Physicians, detectives, scientists and mechanics all use deductive reasoning with multiple hypotheses to solve problems. The primary objective of this course is to help students apply their knowledge of medical physiology to solving clinical problems. The second objective is to develop an overall view of the clinical reasoning process as a problem-solving method. This will be done primarily through problem-based case studies of patients with cardiovascular, pulmonary and renal disease. Case studies will be supplemented by video presentations of patient history and physical exam, and student-led presentations. Prereq: PHOL 482 and PHOL 484.
PHOL 480. Physiology of Organ Systems. 4 Units.
Our intent is to expand the course from the current 3 hours per week (1.5 hour on Monday and Wednesday) to 4 hours per week (1.5 hours on Monday and Wednesday plus 1 hour on Friday). Muscle structure and Function, Myasthenia gravis and Sarcopenia; Central Nervous System, (Synaptic Transmission, Sensory System, Autonomic Nervous System, CNS circuits, Motor System, Neurodegenerative Diseases, Paraplegia and Nerve Compression); Cardiovascular Physiology (Regulation of Pressure and flow; Circulation, Cardiac Cycle, Electrophysiology, Cardiac Function, Control of Cardiovascular function, Hypertension); Hemorrhage, Cardiac Hypertrophy and Fibrillation; Respiration Physiology (Gas Transport and Exchange, Control of Breathing, Acid/base regulation, Cor Pulmonari and Cystic Fibrosis, Sleep apnea and Emphysema); Renal Physiology (Gomerul Filtration, Tubular Function/transport, Glomerulonephritis, Tubulopathies); Gastro-Intestinal Physiology (Gastric motility, gastric function, pancreas and bile function, digestion and absorption, Liver Physiology; Pancreatitis, Liver Disease and cirrhosis); Endocrine Physiology (Thyroid, Adrenal glands, endocrine pancreas, Parathyroid, calcium sensing receptor, Cushing and diabetes, Reproductive hormones, eclampsia); Integrative Physiology (Response to exercise, fasting and feeding, aging). For all the classes, the students will receive a series of learning objectives by the instructor to help the students address and focus their attention to the key aspects of the organ physiology (and physioptahology). The evaluation of the students will continue to be based upon the students' participation in class (60% of the grade) complemented by a mid-term and a final exam (each one accounting for 20% of the final grade). Offered as BIOL 480 and PHOL 480.

PHOL 481. Medical Physiology I. 6 Units.
Physiology is the dynamic study of life. It describes the vital functions of living organisms and their organs, cells, and molecules. For some, physiology is the function of the whole person. For many practicing clinicians, physiology is the function of an individual organ system. For others, physiology may focus on the cellular principles that are common to the function of all organs and tissues. Medical physiology deals with how the human body functions, which depends on how the individual organ systems function, which depends on how the component cells function, which in turn depends on the interactions among subcellular organelles and countless molecules. Thus, it requires an integrated understanding of events at the level of molecules, cells, and organs. Medical Physiology I is a lecture course (1, 2 hr lecture/week, and 1, 1 hr lecture/week) taught primarily by clinical faculty and is focused on applying physiological principles to clinical cases of pathophysiology. The 1 hour lecture will be given primarily by clinical science faculty and is focused on applying physiological principles to clinical cases of pathophysiology. The 1 hour lecture will be given primarily by basic science faculty and will expose students to the process of translating fundamental basic science research to the clinic, that is bench-to-bedside. It is the first of a two-part course that follows the topics being simultaneously covered in the Medical Physiology I course. It is divided into 4 blocks: Block 1 covers the physiology of cells and molecules, signal transduction, basic electrophysiology, and muscle physiology; Block 2 covers the nervous system; Block 3 covers the cardiovascular system, and; Block 4 covers the respiratory system. Grading in the course will be based on performance on multiple choice/short essay examinations administered at the end of each block with each examination weighted according to the number of lectures contained in that block.

PHOL 482. Medical Physiology II. 6 Units.
Physiology is the dynamic study of life. It describes the vital functions of living organisms and their organs, cells, and molecules. For some, physiology is the function of the whole person. For many practicing clinicians, physiology is the function of an individual organ system. For others, physiology may focus on the cellular principles that are common to the function of all organs and tissues. Medical physiology deals with how the human body functions, which depends on how the individual organ systems function, which depends on how the component cells function, which in turn depends on the interactions among subcellular organelles and countless molecules. Thus, it requires an integrated understanding of events at the level of molecules, cells, and organs. Medical Physiology II is a lecture course (3, 2 hr lecture/week). It is the second of a two-part, comprehensive survey of physiology that is divided into five blocks: Block 5 covers the physiology of the urinary system; Block 6 covers the gastrointestinal system; Block 7 covers the endocrine system; Block 8 covers reproduction; and Block 9 covers the physiology of everyday life. Grading in the course will be based on performance on multiple choice/short essay examinations administered at the end of each block with each examination weighted according to the number of lectures contained in that block.

PHOL 483. Translational Physiology I. 3 Units.
Physiology is the dynamic study of life, describing the vital functions of living organisms and their organs, cells, and molecules. For some clinicians, physiology is the function of an individual organ system. For others, it focuses on the cellular principles that are common to the function of all organs and tissues. Medical physiology deals with how the human body functions, which depends on individual organ systems function, which depends on cellular function, which in turn depends on molecular interactions. Translational Physiology I will explore examples of how the latest basic research in physiology and biophysics is being applied to the treatment of human disease. For example, while the students are studying the basic principles of cardiovascular physiology, they will also be investigating how these principles are being applied to treat/cure human cardiovascular disorders such as congestive heart failure, coronary artery disease, etc. Translational Physiology I is a lecture course (1, 2 hr lecture/week, and 1, 1 hr lecture/week) taught by clinical and basic science faculty. The 2 hour lecture will be given primarily by clinical faculty and is focused on applying physiological principles to clinical cases of pathophysiology. The 1 hour lecture will be given primarily by basic science faculty and will expose students to the process of translating fundamental basic science research to the clinic, that is bench-to-bedside. It is the first of a two-part course that follows the topics being simultaneously covered in the Medical Physiology I course. It is divided into 4 blocks: Block 1 covers the physiology of cells and molecules, signal transduction, basic electrophysiology, and muscle physiology; Block 2 covers the nervous system; Block 3 covers the cardiovascular system, and; Block 4 covers the respiratory system. Grading in the course will be based on performance on multiple choice examinations administered at the end of each block with each examination weighted according to the number of lectures contained in the block.
PHOL 484. Translational Physiology II. 3 Units.
Physiology is the dynamic study of life, describing the vital functions of living organisms and their organs, cells, and molecules. For some clinicians, physiology is the function of an individual organ system. For others, it focuses on the cellular principles that are common to the function of all organs and tissues. Medical physiology deals with how the human body functions, which depends on how the individual organ systems function, which depends on how the component cells function, which in turn depends on the interactions among subcellular organelles and countless molecules. Translational Physiology II will explore examples of how the latest basic research in physiology and biophysics is being applied to the treatment of human disease. For example, while the students are studying the basic physiology of the urinary system, they will also be investigating how these principles are being applied to treat/cure human kidney disorders such as renal failure, high blood pressure, glomerular disease, etc. Translational Physiology II is a lecture course (1, 2hr lecture/week, and 1, 1hr lecture/week) taught by clinical and basic science faculty. The 2 hour lecture will be given primarily by clinical faculty and is focused on applying physiological principles to clinical cases of pathophysiology. The 1 hour lecture will be given primarily by basic science faculty and will expose students to the process of translating fundamental basic science research to the clinic, that is bench-to-bedside. It is the second of a two-part course that follows topics being simultaneously covered in the Medical Physiology II course. It is divided into 4 blocks: Block 5 covers the physiology of the urinary system; Block 6 covers the gastrointestinal system and metabolism; Block 7 covers the endocrine system and reproduction, and, Block 8 covers the physiology of everyday life. Grading in the course will be based on performance on multiple choice examinations administered at the end of each block with each examination weighted according to the number of lectures contained in the block. Coreq: PHOL 482.

PHOL 485. Comparative & Evolutionary Physiology. 4 Units.
This course presents physiological concepts from the comparative and evolutionary perspective. Aspects of vertebrate and mammalian evolution will be considered with respect to the generation of adaptive advantages for organisms to changing environmental challenges since the Cambrian. Comparative physiological concepts include scaling, variations in nutrition, energy metabolism and work efficiency. The important influences of time, temperature, water and energy on mammalian biology will be presented. The course is a lecture based course that can be taken in person or on-line. Evaluations will be by regular quizzes, a mid-term and a final exam, all MCQ. Offered as PHOL 485 and ORIG 485.

PHOL 487. Exercise Physiology for Health and Disease. 3 Units.
Lifestyle Medicine is a graduate level course designed to provide an understanding of the fundamentals of the physiological and biochemical principles of exercise physiology and the application of these principles in health and disease. As such, this course will prepare students for future study in advanced biomedical sciences. The course is three credit hours and will be offered in the both the Fall and Summer semesters of each academic year. Course content builds on knowledge learned in Medical Physiology and is designed to be taken concurrently or in series with Medical Physiology courses. Topics to be covered include physiology of exercise, metabolism, and the application of exercise to select diseases of the musculoskeletal, gastrointestinal, neurological, and cardiovascular systems.

PHOL 492. Clinical Reasoning II. 3 Units.
The objective of this course is to help students use principles of medical physiology to solve clinical problems. The second objective is to develop an overall view of clinical reasoning and improve critical thinking skills. The topics in Clinical Reasoning II are neurology, gastroenterology and endocrine/metabolic diseases. PHOL 479 Clinical Reasoning I, which covers cardiovascular, pulmonary and renal diseases, is not required. I anticipate that you will learn to: - Recognize physiologic mechanisms underlying abnormal physical findings, laboratory tests and imaging. - Use signs, symptoms, physical findings, laboratory tests and imaging to generate patient problem lists. - Develop and refine diagnostic hypotheses, i.e., differential diagnosis. - Understand the physiological basis of appropriate treatment plans. Prereq: PHOL 481.

PHOL 497. Journal Club in Structural Biology and Biophysics. 1 Unit.
Biweekly Journal club to engage faculty and students in discussion of recent high profile papers in structural biology and protein biophysics. Registered students have to present one entire seminar on an assigned paper and attend all seminars, as well as participate in discussion. Recommended Preparation: undergraduate biochemistry or equivalent.

PHOL 497A. Neurology Grand Rounds. 1 Unit.
This course is a weekly seminar series offered summer, fall, and spring semesters by the Department of Neurology at University Hospitals Case Medical Center. To earn a Passing grade in this course, students must attend at least 75% of the grand rounds offered by the Department of Neurology during the semester (signing in at the session) and submit to the course director within the week following the Grand Rounds, a one page report containing: 1) the name of the presenter and their professional affiliation; 2) the title of the presentation; 3) time and place of the Grand Rounds; 4) a one paragraph synopsis of the content of the presentation. Recommended Preparation: Pass the NBME Subject Exam in Physiology and Neurophysiology. Prereq: PHOL 481, PHOL 482, PHOL 483, PHOL 484, PHOL 498A and PHOL 498B.

PHOL 497B. Neurology Grand Rounds. 1 Unit.
This course is a weekly seminar series offered summer, fall, and spring semesters by the Department of Neurology at University Hospitals Case Medical Center. To earn a Passing grade in this course, students must attend at least 75% of the grand rounds offered by the Department of Neurology during the semester (signing in at the session) and submit to the course director within the week following the Grand Rounds, a one page report containing: 1) the name of the presenter and their professional affiliation; 2) the title of the presentation; 3) time and place of the Grand Rounds; 4) a one paragraph synopsis of the content of the presentation. Recommended Preparation: Pass the NBME Subject Exam in Physiology and Neurophysiology. Prereq: PHOL 481, PHOL 482, PHOL 483, PHOL 484, PHOL 497A, PHOL 498A and PHOL 498B.

PHOL 497C. Clinical Nephrology Conference. 1 Unit.
Clinical Nephrology Conference (CNC) at MetroHealth Medical Center, Dept. Medicine, Division of Nephrology. This course must be taken at least once and can be taken up to 2 times for a total of 2 credit hours. For the 15-week semester, students are responsible for attending and reporting on 12 of the scheduled CNC. For each CNC, the student must submit to the course director (Dr. Liedtke) within the week following the CNC, a one page report stating: a. The name of the presenter and their professional affiliation b. The title of the presentation c. Time and place of the CNC d. A one paragraph synopsis of the presentation. The course director is responsible for assigning the grades for this course. Prior or concurrent CITI training must be completed. Prereq: PHOL 481, PHOL 482, PHOL 483, PHOL 484, PHOL 498A and PHOL 498B.
PHOL 497D. Clinical Nephrology Conference. 1 Unit.
Clinical Nephrology Conference (CNC) at MetroHealth Medical Center, Dept. Medicine, Division of Nephrology. This course must be taken at least once and can be taken up to 2 times for a total of 2 credit hours. For the 15-week semester, students are responsible for attending and reporting on 12 of the scheduled CNC. For each CNC, the student must submit to the course director (Dr. Liedtke) within the week following the CNC, a one page report stating: a. The name of the presenter and their professional affiliation b. The title of the presentation c. Time and place of the CNC d. A one paragraph synopsis of the presentation. The course director is responsible for assigning the grades for this course. Prior or concurrent CITI training must be completed. Prereq: PHOL 481, PHOL 482, PHOL 483, PHOL 484, PHOL 498A and PHOL 498B.

PHOL 497E. Pulmonary Grand Rounds. 1 Unit.
Students are responsible for attending 10 of 15 sessions for that semester. Pulmonary Science Grand Rounds (adult pulmonology) and Pediatric Basic Science Seminar Series are convened Friday mornings at UH Case Medical Center at 8:00 am and 9:00 am, respectively. For each session attended, the student must submit to the course director (Dr. Liedtke) within the week following the session, a one page report stating: a. name of the presenter and their professional affiliation, b. title of the presentation, c. time and place of the session, and d. one paragraph synopsis of the presentation. The course director is responsible for assigning the grades for this course. Prereq: PHOL 481, PHOL 482, PHOL 483, PHOL 484, PHOL 498A, and PHOL 498B.

PHOL 497F. Pulmonary Grand Rounds. 1 Unit.
This course must be taken once and can be taken up to 2 times for a total of 2 credit hours. Students are responsible for attending 10 of 15 sessions for that semester. Pulmonary Science Grand Rounds (adult pulmonology) and Pediatric Basic Science Seminar Series are convened Friday mornings at UH Case Medical Center at 8:00 am and 9:00 am, respectively. For each session attended, the student must submit to the course director (Dr. Liedtke) within the week following the session, a one page report stating: a. name of the presenter and their professional affiliation, b. title of the presentation, c. time and place of the session, and d. one paragraph synopsis of the presentation. The course director is responsible for assigning the grades for this course. Prereq: PHOL 481, PHOL 482, PHOL 483, PHOL 484, PHOL 498A and PHOL 498B.

PHOL 498A. Physiology and Biophysics Departmental Seminar. 1 Unit.
Weekly one-hour reviews by invited speakers of their research. Students present literature reviews or summaries of their research.

PHOL 498B. Physiology Seminar B (Spring Semester). 1 Unit.
Weekly one-hour reviews by invited speakers of their research. Offered spring semester.

PHOL 498C. Physiology and Biophysics Department Seminar for Medical Physiology Students. 1 Unit.
Weekly one-hour research reviews offered by various speakers, upon invitation. Students will present literature reviews or summaries of their own research throughout the course. Grades will be determined by quizzes based on the research presented.

PHOL 498D. Physiology MSMP Seminar B (Spring Semester). 1 Unit.
Weekly one-hour research reviews offered by various speakers, upon invitation. Students will present literature reviews or summaries of their own research throughout the course. Grades will be determined by quizzes based on the research presented. Offered spring semester.

PHOL 505. Laboratory Research Rotation. 1 Unit.
Six week experience in a selected faculty research laboratory designed to introduce the student to all aspects of modern laboratory research including the design, execution and analysis of original experimental work. Recommended preparation: Consent of instructor and scheduled laboratory.

PHOL 513. Structural Journal Club. 1 Unit.
Current topics of interest in structural biology, and protein biophysics. Offered as PHOL 513 and PHRM 513.

PHOL 514. Cardiovascular Physiology. 3 Units.
The goal of this course is to provide the student with a solid foundation in cardiovascular physiology and pathophysiology. The course will begin by providing a solid foundation in the structure, phenotype and function of cardiac and vascular muscle. In addition, electrophysiology and metabolism will be addressed. Both basic physiology and more advanced topics, such as pathophysiology, will be covered using a journal club format. (Twice weekly; 1.5hrs/class.) Student participation is required.

PHOL 519. Cardio-Renal Physiology. 3 Units.
This course is designed to integrate systemic, cellular and molecular aspects of cardio-renal systems in physiological and pathophysiological states. The course requires prior knowledge of basic physiology of the cardiovascular systems. Extensive student participation is required. Instructors provide a brief overview of the topic followed by presentation and critical appraisal of recent scientific literature by students.

PHOL 528. Contemporary Approaches to Drug Discovery. 3 Units.
This course is designed to teach the students how lead compounds are discovered, optimized, and processed through clinical trials for FDA approval. Topics will include: medicinal chemistry, parallel synthesis, drug delivery and devices, drug administration and pharmacokinetics, and clinical trials. A special emphasis will be placed on describing how structural biology is used for in silico screening and lead optimization. This component will include hands-on experience in using sophisticated drug discovery software to conduct in silico screening and the development of drug libraries. Each student will conduct a course project involving in silico screening and lead optimization against known drug targets, followed by the drafting of an inventory disclosure. Another important aspect of this course will be inclusion of guest lectures by industrial leaders who describe examples of success stories of drug development. Offered as BIOC 528, PHOL 528, PHRM 528, and SYBB 528.

PHOL 601. Research. 1 - 18 Units.
Cellular physiology laboratory research activities that are based on faculty and student interests.

PHOL 610. Oxygen and Physiological Function. 1 Unit.
Lecture/discussion course which explores the significance and consequences of oxygen and oxygen metabolism in living organisms. Topics to be covered include oxygen transport by blood tissues, oxygen toxicity, and mitochondrial metabolism. Emphasis will be placed on mammalian physiology with special reference to brain oxidative metabolism and blood flow as well as whole body energy expenditure and oxidative stress related to disease. The course will cover additional spans of physiology, nutrition and anatomy. Offered as ANAT 610, NTRN 610, and PHOL 610.
PHOL 614. Sleep Physiology - Neurobiology of Sleep/Wake. 3 Units.
Participants in this course will gain an understanding of the neural mechanisms contributing to the states of sleep and wakefulness. Contemporary theories regarding why humans need to sleep will be reviewed. We will also review how perturbations within specific neurotransmitter systems become manifest as sleep related disorders and the pharmacological interventions used to normalize activity within those neural pathways. Prereq: PHOL 481 and PHOL 482 or requisites not met permission.

PHOL 620A. Clinical Observer: Neurology Service. 2 Units.
This course is a 2 week intensive experience offered summer, fall, and spring semesters on a schedule set by the Department of Neurology at University Hospitals Case Medical Center. Students are expected to be present and observe at all of the times set forth by the house staff and attending, generally a 40 hour week minimum. The Objective of the course is to provide the students with the experience of observing patient care provided by 3rd year medical students on a clinical rotation under direct supervision by house staff and attending on an active acute Neurology Service. The PGY-2 Neurology Resident and PGY-3 Chief Resident will always be available for immediate supervision. Students round as Clinical Observers with the CWRU medical students according to their daily schedule. They will learn the basics of neurological history-taking, neurological examination, neurodiagnostic studies, and neurological therapeutics. Didactic sessions covering a wide range of neurologic and neuromuscular topics are covered by faculty members from both departments. The lectures cover the gamut of neurological and neuromuscular disease processes and treatments. Neurosurgery lectures include such topics as cerebrovascular disease, brain tumors, hydrocephalus, spinal disorders, and head trauma as well as doctor-patient communication. Unlike the medical students on the rotation, a Clinical Observer will only observe procedures and will not actively take part in any health care - he/she will act strictly as an observer, but will act as a physiological consultant to the team responsible for providing basic science input to the clinical cases. Prereq: PHOL 481, PHOL 482, PHOL 483, PHOL 484, PHOL 498A and PHOL 498B.

PHOL 620B. Clinical Observer: Stroke Service. 2 Units.
This course is a 2 week intensive experience offered summer, fall, and spring semesters on a schedule set by the Department of Neurology at University Hospitals Case Medical Center. Students are expected to be present and observe at all of the times set forth by the house staff and attending, generally a 40 hour week minimum. The Objective of the course is to provide the students with the experience of observing patient care provided by 3rd year medical students on a clinical rotation under direct supervision by house staff and attending on an active acute Neurology Service. The PGY-2 Neurology Resident and PGY-3 Chief Resident will always be available for immediate supervision. Students round as Clinical Observers with the CWRU medical students according to their daily schedule. They will learn the basics of neurological history-taking, neurological examination, neurodiagnostic studies, and neurological therapeutics. Didactic sessions covering a wide range of neurologic and neuromuscular topics are covered by faculty members from both departments. The lectures cover the gamut of neurological and neuromuscular disease processes and treatments. Neurosurgery lectures include such topics as cerebrovascular disease, brain tumors, hydrocephalus, spinal disorders, and head trauma as well as doctor-patient communication. Unlike the medical students on the rotation, a Clinical Observer will only observe procedures and will not actively take part in any health care - he/she will act strictly as an observer, but will act as a physiological consultant to the team responsible for providing basic science input to the clinical cases. Prereq: PHOL 481, PHOL 482, PHOL 483, PHOL 484, PHOL 498A and PHOL 498B.

PHOL 620C. Clinical Observer: Epilepsy Service. 2 Units.
This course is a 2 week intensive experience offered summer, fall, and spring semesters on a schedule set by the Department of Neurology at University Hospitals Case Medical Center. Students are expected to be present and observe at all of the times set forth by the house staff and attending, generally a 40 hour week minimum. The Objective of the course is to provide the students with the experience of observing patient care provided by 3rd year medical students on a clinical rotation under direct supervision by house staff and attending on an active acute Neurology Service. The PGY-2 Neurology Resident and PGY-3 Chief Resident will always be available for immediate supervision. Students round as Clinical Observers with the CWRU medical students according to their daily schedule. They will learn the basics of neurological history-taking, neurological examination, neurodiagnostic studies, and neurological therapeutics. Didactic sessions covering a wide range of neurologic and neuromuscular topics are covered by faculty members from both departments. The lectures cover the gamut of neurological and neuromuscular disease processes and treatments. Neurosurgery lectures include such topics as cerebrovascular disease, brain tumors, hydrocephalus, spinal disorders, and head trauma as well as doctor-patient communication. Unlike the medical students on the rotation, a Clinical Observer will only observe procedures and will not actively take part in any health care. He/she will act strictly as an observer, but will act as a physiological consultant to the team responsible for providing basic science input to the clinical cases. Prereq: PHOL 481, PHOL 482, PHOL 483, PHOL 484, PHOL 498A, and PHOL 498B. Coreq: PHOL 620A, PHOL 620B, or PHOL 620C.
PHOL 621. Clinical Nephrology Observer. 4 Units.
This course is a total of 4 week intensive experience offered on the School of Medicine elective schedule. Students will round with fellow and Medicine residents rotating during the elective on a daily basis starting with morning work rounds. Attending rounds generally begin in the afternoon. The student is restricted to a total of 15 hrs/ week on clinical rounds. The student is expected to read appropriate or assigned text, journal and internet resources for necessary background reading; the time spent on these resources do not count toward the 15 hrs/week for rounds. The fellow or attending physician on the service will recommend to the course director (Dr. Liedtke) whether the student earned a Pass or Fail in the course based upon attendance, professional demeanor, active participation, and knowledge of the area. The course director is responsible for assigning the grades for this course. CITI training must be completed prior to enrollment. Prereq: PHOL 481, PHOL 482, PHOL 483, PHOL 484, PHOL 498A, PHOL 498B.

PHOL 622. Pediatric Pulmonology Observation. 2 Units.
Pulmonary Observation (must be approved). 2 credit hours. Location: University Hospital, Rainbow Babies & Children Hospital. This course is an intensive experience with 2 weeks offered on the elective schedule detailed in Appendix A and 1 week with attending physician reading PFTs. For 2 weeks, students will round with attending staff and medical students according to their daily schedule at Rainbow Babies & Children Hospital, Pulmonary Division, starting with morning work rounds. Attending rounds generally begin in the afternoon. The student will not have direct patient contact. The student is expected to read appropriate or assigned text, journal and internet resources for necessary background reading. Students will journal their daily experience. Students will write a paper relating basic physiology to a case identified during rounds; the Director (Dr. Liedtke) will grade the paper. The attending physician on the service will recommend to the course director (Dr. Liedtke) based upon attendance, professional demeanor, active participation, and knowledge of the area. The course director is responsible for assigning the grades for this course. Dr. Ross Meyers will serve as the student’s mentor and assign students to services. Prereq: PHOL 481, PHOL 482, PHOL 483, PHOL 484, PHOL 498A, and PHOL498B.

PHOL 623. Adult Pulmonology Observation. 2 Units.
Adult Pulmonology AOC (must be approved). 2 credit hours. Location: University Hospital and VA Hospital. This course is an intensive experience with 2 weeks offered on the elective schedule detailed in Appendix A and 1 week with attending physician reading PFTs to evaluate 25 adult PFT, 6 exercise tests, and 6 methacholine challenges. For 2 weeks, students will round with attending staff and medical students according to their daily schedule at University Hospital starting with morning work rounds. Attending rounds generally begin in the afternoon. The student will not have direct patient contact. The student is expected to read appropriate or assigned text, journal and internet resources for necessary background reading. Students will journal their daily experience. Students will write a paper relating basic physiology to a case identified during rounds; the Director (Dr. Liedtke) will grade the paper. The attending physician on the service will recommend to the course director (Dr. Liedtke) based upon attendance, professional demeanor, active participation, and knowledge of the area. The course director is responsible for assigning the grades for this course. Dr. (TBN) will serve as the student’s mentor and assign students to services. Prereq: PHOL 481, PHOL 482, PHOL 483, PHOL 484, PHOL 498A, and PHOL 498B.

PHOL 631. Medical Physiology for Clinicians I. 1 - 15 Units.
This course is for MD students to get credit for medical school curriculum.

PHOL 632. Medical Physiology for Clinicians II. 0 - 15 Units.
This course is for MD students to get credit for medical school curriculum.

PHOL 633. Medical Physiology for Clinicians III. 0 - 15 Units.
This course is for MD students to get credit for medical school curriculum.

PHOL 634. Medical Physiology for Clinicians IV. 0 - 5 Units.
This course is for MD students to get credit for medical school curriculum.

PHOL 651. Thesis M.S.. 1 - 18 Units.
(Credit as arranged.)

PHOL 701. Dissertation Ph.D.. 1 - 9 Units.
(Credit as arranged.) Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

Population and Quantitative Health Sciences

Room W-G57, School of Medicine
http://pqhs.case.edu/
Phone: 216.368.5957
Jonathan Haines, PhD, Chair
jonathan.haines@case.edu

The Department of Population and Quantitative Health Sciences (http://epbiwww.case.edu/) (formerly the Department of Epidemiology and Biostatistics) is a multidisciplinary department offering a range of educational programs rooted in Epidemiology, Biostatistics, Biomedical and Health Informatics, Clinical Research and Public Health. These programs include an undergraduate minor, 2 graduate certificates, 4 Master’s degrees, and 3 PhD degrees. Our graduates develop the knowledge, skills, and competencies needed to assume positions of leadership with the ultimate goal of advancing the public’s health. Through challenging coursework, independent and collaborative research opportunities, and internships students will develop a thorough understanding of the multiple determinants of population health outcomes and the research and analytic skills to answer today's complex health problems.

The Department of Population and Quantitative Health Sciences offers the following degrees:

- Doctor of Philosophy (PhD)
  - Epidemiology & Biostatistics (p. 933)
  - Biomedical & Health Informatics (p. 932)
  - Clinical and Translational Science (p. 844)
- Master of Science (MS)
  - Biostatistics (p. 925)
  - Biomedical & Health Informatics (p. 931)
  - Clinical Research (p. 844)
- Master of Public Health (MPH) (p. 927)
- Graduate Certificate
  - Health Informatics (p. 934)
  - Clinical Research (http://bulletin.case.edu/schoolofmedicine/generalmedicalsciences/#globalhealthcertificatetext)
- Undergraduate Minor
  - Public Health (p. 926)
Faculty and Research
Department faculty are nationally recognized and have more than $12 million in grants that support projects including HIV/TB research in Uganda, the search for genes that cause disease, cancer prevention and control, studies of interventions to change human behaviors that promote good health, design of clinical trials, studies to change high-risk behaviors related to AIDS, studies of public policies concerning the health of the elderly, and cost/benefit studies of medical interventions. Many research projects are performed in collaboration with the four affiliated hospitals; the University Hospitals, Metro Health, the Cleveland Clinic and the Louis Stokes Cleveland VA Medical Center. Faculty members work closely with our local health departments and serve on many community task forces. The department has offices in multiple locations at the university, (Wood Building and Wolstein Research Building) and in the Prevention Research Center for Healthy Neighborhoods (PRHCN). The department maintains two scientific computer centers comprised of 14 lab computers and over a dozen servers. Several very large national health care and demographic databases are stored on these servers and are used for faculty and student research and educational projects.

Master of Science in Biostatistics
Questions and Information:
Nickalaus Koziura, EdM
Master of Science - Biostatistics Program
Case Western Reserve University
10900 Euclid Avenue, W-G74
Cleveland, Ohio 44106-4945
216.368.5957 - phone
ms-biostatistics@case.edu

The Department of Population and Quantitative Health Sciences offers a revolutionary new, Master of Science (MS) Program in Biostatistics (and a BS/MS paired with any BS major), a discipline in high and exploding demand. The program can be done intensively in 11 months, or at a slower pace to finish in 1.5 or 2 years. Part-time students are welcome to do the program at their preferred pace! The program was designed after extensive interviews were conducted with a wide array of potential employers to make sure our graduates will have the edge in a marketplace that has been rapidly changing, while also prepared to continue in a PhD program. More and more, biostatisticians are expected to have familiarity with the area of application. The CWRU MS Biostatistics program reflects these new needs. Students may elect to take the program part-time and complete it at their own pace.

Picture yourself saving and improving lives:
- Analyzing data from health studies to determine the best treatment
- Working with data from millions of patients
- Identifying genes linked to specific diseases
- Using data to develop instruments to measure latent constructs like psychosocial well-being

There are four tracks our students can choose from Biostatistics, Genomics & Bioinformatics, Health Care Analytics, and Social & Behavioral Science.

Students do internships at leading academic medical centers and research centers, at the National Institutes of Health and in industry. Graduates are going on to jobs at leading health institutions and getting funded PhD slots at top Universities.

Core Courses for this Program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PQHS 414</td>
<td>Data Management and Statistical Programming</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 431</td>
<td>Statistical Methods I</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 432</td>
<td>Statistical Methods II</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 453</td>
<td>Categorical Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 490</td>
<td>Epidemiology: Introduction to Theory and Methods</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 502</td>
<td>Introduction to Statistical Consulting</td>
<td>1</td>
</tr>
<tr>
<td>PQHS 602</td>
<td>Practicum (Internship/Practicum)</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Total Units</strong></td>
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Biostatistics Track:
The biostatistics-track students will receive a carefully designed balanced training in biostatistical theories, methods, and biomedical applications. This track student will gain mastery of basic probability theory and statistical inference, learn the methods of survival and longitudinal data analysis, and still have the flexibility to choose an elective from advanced courses. The didactic methods and theory, and hands-on analytical training would lead to either the pursuit of an advanced relevant degree and/or work as a master’s level biostatistician in various settings, e.g. academia, industry, hospitals, Pharmaceutical companies or government agencies.

Track Leader:
Dr. Abdus Sattar, PhD
Email: sattar@case.edu
Phone Number: 216.368.1501
Website: sattar.case.edu

Required Courses (9 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PQHS 435</td>
<td>Survival Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 480</td>
<td>Introduction to Mathematical Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 459</td>
<td>Longitudinal Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Select 1 of the following Track Electives (3 Credits)</strong></td>
<td></td>
</tr>
<tr>
<td>PQHS 471</td>
<td>Machine Learning &amp; Data Mining</td>
<td>3</td>
</tr>
<tr>
<td>STAT 426</td>
<td>Multivariate Analysis and Data Mining</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 450</td>
<td>Clinical Trials and Intervention Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

Genomics and Bioinformatics Track:
Students will be trained to work in genomics and bioinformatics areas. In addition to the basics in biostatistics, they will learn the designs, methods, techniques, and tools that are commonly used in genetic epidemiology, statistical genomics, and bioinformatics research. Big Data methods of data mining and machine learning are also required in this track. Target job positions are analyst, statistician and bioinformatician in genomics or genetic epidemiology research team in a research institute/university, pharmaceutical or biotech company.

Track Leader:
Fredrick Schumacher
Email: frs2@case.edu
teams in community-practice / biomedical settings, with a focus on developmental, social/behavioral, cognitive, and/or mental health outcomes. This track is intended for students whose undergraduate work involved a major or minor in one of the social and behavioral sciences. It was created to serve the needs of social and behavioral science researchers who need research analysts trained in statistics, but with an understanding of their field and familiarity with qualitative and mixed methods as well. Target job positions are in academia, government, and research institutes.

**Track Leader:**

Thomas Love, PhD
Email: tel3@case.edu
Phone Number: 216.778.1265

**Required Track Courses (12 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PQHS 471</td>
<td>Machine Learning &amp; Data Mining</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 451</td>
<td>A Data-Driven Introduction to Genomics and Human Health</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 452</td>
<td>Statistical Methods for Genetic Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 457</td>
<td>Current Issues in Genetic Epidemiology: Design and Analysis of Sequencing Studies</td>
<td>3</td>
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</table>

**Health Care Analytics Track:**

Biostatistics is a vital part of clinical research, which includes both observational studies and randomized clinical trials. Modern clinical, or patient, research takes advantage of innovative methodologies for the design and analysis of such studies to increase the likelihood of success and minimize patient burden and the use of scarce resources. Clinical research biostatisticians work as part of multi-disciplinary teams with clinical and statistical investigators to develop and execute study designs and analysis plans with scientific rigor and in support of regulatory requirements by sanctioning bodies and funding agencies. Principal roles include the design, analysis, coordination and reporting of observational and trial-based clinical research studies. Most of a clinical research biostatistician’s work is dedicated to evaluating, executing and reporting on well-designed studies to help investigators meet their scientific objectives. Related job titles include biostatistician, lead, senior or principal biostatistician, consulting statistician, statistical researcher, statistical programmer, clinical informaticist, data scientist and clinical research manager. Such positions require strong written and verbal communication skills, and the ability to work as part of a team with subject matter experts on protocol development and statistical reporting. Biostatisticians completing the Health Care Analytics track will be well-positioned to apply for positions in industry, academia (including teaching hospitals), pharmaceutical companies and government.

**Track Leader:**

Thomas Love, PhD
Email: tel3@case.edu
Phone Number: 216.778.1265

**Required Track Courses (12 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PQHS 459</td>
<td>Longitudinal Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MPH 482</td>
<td>Qualitative and Mixed Methods in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>NURS 632</td>
<td>Advanced Statistics: Structural Equation Modeling</td>
<td>3</td>
</tr>
<tr>
<td>PSCL 412</td>
<td>Measurement of Behavior</td>
<td>3</td>
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</table>

Graduates from accredited universities and colleges will be considered for admission to the department. All applicants must satisfy both CWRU and department requirements for graduate admission. The MS program in Biostatistics consists of a 16-credit core curriculum, plus a 12 credit major and a 3 credit internship or practicum.

**General Requirements**

Students must satisfy the requirements of the School of Graduate Studies as stated here, as well as those outlined by the Biostatistics program. The MS program in Biostatistics offers “Plan B”, as defined by the CWRU School of Graduate Studies. For Plan B, the student must successfully submit and pass their written internship/practicum project.

**Minor in Public Health**

Questions and Information:

Nickalaus Koziura, EdM
Undergraduate Minor in Public Health
Case Western Reserve University
10900 Euclid Avenue, W-G74
Cleveland, Ohio 44106-4945
216.368.5957 - phone
ph-minor@case.edu

The impact of public health and the need for the general public to know more is periodically highlighted by the impact of opioid addiction being the leading cause of death of Ohioans under age 55, obesity being the leading cause of death, and during crises such as epidemics and pandemics like Zika, Ebola, and Avian Flu. Education in public health is not only necessary for those entering the public health workforce, but is a critical complementary subject for all those considering a career in a health related field.

The Undergraduate Minor in Public Health is a 15 credit program that exposes students to the field of public health. This minor is designed to equip students with the core concepts of Public Health and is highly collaborative with many departments to provide a robust option for
students who are pre-health or pursuing medical anthropology, medical sociology, mental health, global health, or nutrition and health promotion.

Courses for the Minor may be double-counted from Majors.

**Required Courses (9 Credits):**

**Required Courses (6 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MPHP 101</td>
<td>Introduction to Public Health</td>
<td>3</td>
</tr>
<tr>
<td>MPHP 301</td>
<td>Introduction to Epidemiology</td>
<td>3</td>
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**One of the following courses in Global Health (3 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>INTH 301</td>
<td>Fundamentals of Global Health</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 359</td>
<td>Introduction to Global Health</td>
<td>3</td>
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**Electives (6 credits from one of the following areas):**

**Global Health**

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>ANTH 323</td>
<td>AIDS: Epidemiology, Biology, and Culture</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 354</td>
<td>Health and Healing in East Asia</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 359</td>
<td>Introduction to Global Health</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 379</td>
<td>Topics in Cultural and Social Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 352</td>
<td>Ecology and Evolution of Infectious Diseases</td>
<td>3</td>
</tr>
<tr>
<td>BETH 315B</td>
<td>International Bioethics Policy and Practice: Public Health in the Netherlands</td>
<td>3</td>
</tr>
<tr>
<td>INTH 301</td>
<td>Fundamentals of Global Health</td>
<td>3</td>
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**Medical Anthropology**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ANTH 215</td>
<td>Health, Culture, and Disease: An Introduction to Medical Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 316</td>
<td>Current Global Health Events</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 323</td>
<td>AIDS: Epidemiology, Biology, and Culture</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 326</td>
<td>Power, Illness, and Inequality: The Political Economy of Health</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 328</td>
<td>Medical Anthropology and Public Health</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 337</td>
<td>Comparative Medical Systems</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 338</td>
<td>Maternal Health: Anthropological Perspectives on Reproductive Practices and Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 354</td>
<td>Health and Healing in East Asia</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 359</td>
<td>Introduction to Global Health</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 379</td>
<td>Topics in Cultural and Social Anthropology</td>
<td>3</td>
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**Medical Sociology**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>SOCI 264</td>
<td>Body, Culture and Disability</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 311</td>
<td>Health, Illness, and Social Behavior</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 344</td>
<td>Health Disparities</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 345</td>
<td>Sociology of Mental Illness</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 365</td>
<td>Health Care Delivery</td>
<td>3</td>
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**Mental Health**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSCL 315</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSCL 317</td>
<td>Health Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSCL 321</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSCL 344</td>
<td>Developmental Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 345</td>
<td>Sociology of Mental Illness</td>
<td>3</td>
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**Nutrition and Health Promotion**

<table>
<thead>
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<th>Course</th>
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<tbody>
<tr>
<td>MPHP 313</td>
<td>Health Education, Communication, and Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>NTRN 328</td>
<td>Child Nutrition, Development and Health</td>
<td>3</td>
</tr>
<tr>
<td>NTRN 337</td>
<td>Nutrition Communication, Counseling and Behavior Change Strategies</td>
<td>3</td>
</tr>
<tr>
<td>NTRN 341</td>
<td>Food as Medicine: How what we eat influences how we feel, think, and our health status</td>
<td>3</td>
</tr>
<tr>
<td>NTRN 343</td>
<td>Dietary Patterns</td>
<td>3</td>
</tr>
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</table>

**Master of Public Health (MPH)**

Questions and Information:

Tara Hannum, MA

Master of Public Health Program
Case Western Reserve University
10900 Euclid Avenue, W-G74
Cleveland, Ohio 44106-4945
216.368.7567- phone
mph-info@case.edu

A Master of Public Health degree is designed to prepare students to address the broad mission of public health, defined as “enhancing health in human populations, through organized community effort,” utilizing education, research and community service. Public health practitioners are prepared to identify and assess the health needs of different populations, and then to plan, implement and evaluate programs to meet those needs. It is the task of the public health practitioner to protect and promote the wellness of humankind. The master of public health program prepares students to enhance health in human populations through organized community effort. Graduates are qualified to work in local and state health departments, universities and colleges, hospitals, ambulatory medical centers, non-profit organizations, and the insurance and pharmaceutical industries. The program seeks to attract a rich mix of students, including those pursuing degrees in medicine, nursing, dentistry, law, social work, anthropology, bioethics, management and other fields, as well as students holding undergraduate degrees.

Students in the MPH program can complete the program using one of two plans of study: Common Core and Intensive Research Pathway. The Common Core is the standard plan of study for MPH Students and the Intensive Research Pathway (IRP) is an alternative plan of study that allows students to gain exposure to more quantitative coursework. Students can complete any concentration regardless of their plan of study. Previous experience or education pertaining to public health may increase the student's flexibility in course selection. Students may also enroll part-time and take courses over a three to five-year period.

Both the Common Core and the IRP address and meet all Foundational Knowledge and Core Competencies. Regardless of plan of study, all
MPH students will complete the same Applied Practical Experience and Integrated Learning Experience requirements. Below is a direct plan of study comparison between the Common Core and the IRP.

**Common Core Course Requirements:**

**Core required courses (18 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MPHP 405</td>
<td>Statistical Methods in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>MPHP 406</td>
<td>History and Philosophy of Public Health</td>
<td>3</td>
</tr>
<tr>
<td>MPHP 411</td>
<td>Introduction to Health Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MPHP 429</td>
<td>Introduction to Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>MPHP 439</td>
<td>Public Health Management and Policy</td>
<td>3</td>
</tr>
<tr>
<td>MPHP 483</td>
<td>Introduction to Epidemiology for Public Health Practice</td>
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</table>

**Culminating Experience**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MPHP 652</td>
<td>Public Health Capstone Experience</td>
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</tr>
<tr>
<td>MPHP 650</td>
<td>Public Health Practicum</td>
<td>3</td>
</tr>
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</table>

**Complete 9 credits within chosen Concentration**

**Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPHP 405</td>
<td>Statistical Methods in Public Health</td>
<td>3</td>
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<tr>
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<td>MPHP 439</td>
<td>Public Health Management and Policy</td>
<td>3</td>
</tr>
<tr>
<td>MPHP 483</td>
<td>Introduction to Epidemiology for Public Health Practice</td>
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**Total Units**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>42</td>
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**Intensive Research Pathway Course Requirements:**

**Core required courses (27 credits)**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MPHP 406</td>
<td>History and Philosophy of Public Health</td>
<td>3</td>
</tr>
<tr>
<td>MPHP 411</td>
<td>Introduction to Health Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MPHP 429</td>
<td>Introduction to Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>MPHP 439</td>
<td>Public Health Management and Policy</td>
<td>3</td>
</tr>
<tr>
<td>MPHP 483</td>
<td>Introduction to Epidemiology for Public Health Practice</td>
<td>3</td>
</tr>
<tr>
<td>MPHP 484</td>
<td>Global Health Epidemiology</td>
<td>3</td>
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**Culminating Experience**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MPHP 652</td>
<td>Public Health Capstone Experience</td>
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</tr>
<tr>
<td>MPHP 650</td>
<td>Public Health Practicum</td>
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</table>

**Complete 6 credits within chosen Concentration**

<table>
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<tbody>
<tr>
<td>42</td>
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</table>

**Concentrations**

Currently, five different concentrations are offered by the CWRU MPH Program: Population Health Research, Global Health, Health Policy & Management, Health Promotion & Disease Prevention, and Health Informatics. Each concentration has two required courses (in addition to the core required courses), plus selective offerings to be combined for a total of 9 credit hours in concentration coursework. Students develop a Capstone project relevant to the concentration area to expand and apply the knowledge of the subject. Individual emphasis will differ from student to student within each concentration.

MPH students can also choose to expand the emphasis and depth of their program of study by electing to do a double concentration plan of study. For the double concentration, the student chooses two areas (two concentrations) of equal emphasis. The student's Capstone project must embrace and integrate both emphases. Students choosing to do the double concentration plan of study should also work closely with an advisor to ensure optimal course selection and foster the evolution of a successful Capstone project.

**Population Health Research Concentration**

Coordinator - Mendel Singer, PhD, MPH

**Concentration Competencies:**

- Construct a conceptual model and choose an appropriate existing data set, such as electronic health records, Medicare/Medicaid, Medical Expenditure Panel Survey, Health Care Utilization Project and Health and Retirement Study, to address a specific population health research question.
- Design and perform a study consisting of a retrospective analysis of an existing data set to address a population health research question of interest
- Design efficient computer programs for data management and manipulation, statistical analysis, as well as presentation using R (or another statistical programming language, such as SAS)
- Apply advanced statistical methods for analyzing count data, categorical data, and time to event data: specifically, Poisson regression models, multinomial and ordinal logistic regression models, and Cox proportional hazard models
- Perform predictive modeling employing different strategies for model selection (best subsets and shrinkage approaches), imputation of missing values, and splitting data into training and test data sets

**Required Concentration Courses (6 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPHP 432</td>
<td>Statistical Methods II</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 515</td>
<td>Secondary Analysis of Large Health Care Data Bases</td>
<td>3</td>
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</tbody>
</table>

**Concentration Elective (3 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPHP 482</td>
<td>Qualitative and Mixed Methods in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>HSNC 421</td>
<td>Health Economics and Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MPHP 421</td>
<td>Health Economics and Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MPHP 450</td>
<td>Clinical Trials and Intervention Studies</td>
<td>3</td>
</tr>
<tr>
<td>MPHP 467</td>
<td>Comparative and Cost Effectiveness Research</td>
<td>1</td>
</tr>
<tr>
<td>MPHP 484</td>
<td>Global Health Epidemiology</td>
<td>1 - 3</td>
</tr>
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</table>

**Concentration Elective**

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<tr>
<th>Course Code</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PQHS 414</td>
<td>Data Management and Statistical Programming</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 435</td>
<td>Survival Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 440</td>
<td>Introduction to Population Health</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 451</td>
<td>A Data-Driven Introduction to Genomics and Human Health</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 452</td>
<td>Statistical Methods for Genetic Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 459</td>
<td>Longitudinal Data Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>
Global Health Concentration  
Coordinator - Peter Zimmerman, PhD

Concentration Competencies:

- Describe the relationships among agencies focused on colonial health, tropical medicine, international health and global health in a historical context
- Prioritize diseases of global health importance and their epidemiological context
- Apply methods for strengthening and focusing existing capacities and resources for health program sustainability and enhancement
- Contrast application of technology to impact priority diseases with addressing the underlying social and economic determinants of global health linked to health care delivery systems
- Apply the fundamental international principles and standards for the protection of human research subjects in diverse cultural setting

Required Concentration Courses (6 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTH 401</td>
<td>Fundamentals of Global Health</td>
<td>3</td>
</tr>
<tr>
<td>MPHP 484</td>
<td>Global Health Epidemiology</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentration Electives (3 Credits)

- MPHP 510: Health Disparities
- ANTH 480: Medical Anthropology and Global Health
- ANTH 511: Seminar in Anthropology and Global Health: Topics
- LAWS 4101: International Law
- LAWS 5123: Trade Law
- MGMT 460: Managing in a Global Economy

Health Care Policy & Management Concentration  
Coordinator - Kate Nagel, DrPH

Concentration Competencies:

- Apply the principles of program development, planning, budgeting, and resource management in organizational or community initiatives
- Describe how policy impacts healthcare delivery and outcomes
- Apply a continuous quality and performance improvement framework to address organizational coordination and performance
- Identify methods for decision making using evidence-based, systems thinking, and data-driven approaches to health policy and management
- Identify how access, quality, and cost are influenced by organizational or financial structures

Required Concentration Course (6 Credits)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPHP 468</td>
<td>The Continual improvement of Healthcare: An Interdisciplinary Course</td>
<td>3</td>
</tr>
<tr>
<td>MPHP 421</td>
<td>Health Economics and Strategy</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MPHP 456</td>
<td>Health Policy and Management Decisions</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentration Elective (3 Credits)

- BETH 417: Introduction to Public Health Ethics
- HSMC 420: Health Finance
- LAWS 5205: Public Health Law

Health Informatics Concentration  
Coordinator - Siran Koroukian, PhD

Concentration Competencies:

- Understand the fundamentals of using biomedical ontologies for integration of biomedical and health data
- Differentiate between standard health data exchange formats and vocabularies
- Explain how clinical data originating from different systems are collected and coded and how they are normalized, aggregated, and analyzed
- Describe how biomedical terminological systems are used in natural language processing workflow for unstructured biomedical text
- Describe the ethical, regulatory, managerial, financial, and practical aspects of data security

Required Concentration Courses (6 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PQHS 416</td>
<td>Computing in Biomedical Health Informatics</td>
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<tr>
<td>IIME 473</td>
<td>Fundamentals of Clinical Information Systems</td>
<td>3</td>
</tr>
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</table>

Concentration Elective (3 Credits)

- HSMC 432: Health Care Information Systems
- HSMC 446: Models of Health Care Systems
- HSMC 457: Health Decision Making & Analytics
- MPHP 432: Statistical Methods II
- NUND 510: Application of Health Information Technology and Systems
- PQHS 515: Secondary Analysis of Large Health Care Data Bases

Health Promotion & Disease Prevention Concentration  
Coordinator - Erika Trapl, PhD

Concentration Competencies:

- Assess needs for health interventions for the general public as well as at-risk populations
- Systematically evaluate health promotion strategies across typologies of evidence
- Apply system complexity concepts in the context of nested individuals, social networks, organizations, and communities (i.e., systems nested within systems) in the analysis of public health problems and solutions
- Develop health education/health promotion strategies that create an understanding of and respect for the importance of culture in practice and policy
• Apply social and behavioral theory and planning models and evidence-based health promotion strategies for a variety of populations in the development of a health education/health promotion plan

**Required Concentration Courses (6 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPHP 433</td>
<td>Community Interventions and Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>MPHP 413</td>
<td>Health Education, Communication, and Advocacy</td>
<td>3</td>
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</table>

**Select 1 Concentration Course from the list below (3 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPHP 464</td>
<td>Obesity and Cancer: Views from Molecules to Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>MPHP 475</td>
<td>Management of Disasters Due to Nature, War, or Terror</td>
<td>3</td>
</tr>
<tr>
<td>MPHP 485</td>
<td>Adolescent Development</td>
<td>3</td>
</tr>
<tr>
<td>MPHP 510</td>
<td>Health Disparities</td>
<td>3</td>
</tr>
</tbody>
</table>

**Dual Degree Options**

Because of the breadth of the field of public health, the MPH Program is an ideal degree to integrate with other professional schools and graduate programs at Case. University leadership has recognized collaboration as one of the priorities for the future of the university and has approved 11 MPH dual degree programs. They are:

- JD/MPH (School of Law)
- MA or PhD/MPH (Department of Anthropology, School of Graduate Studies)
- MA/MPH (Department of Bioethics, School of Medicine)
- MBA/MPH (Weatherhead School of Management)
- MD/MPH (School of Medicine)
- MS/MPH (Department of Nutrition)
- MSN/MPH (School of Nursing)
- MSW/MPH (Social Work, Mandel School of Applied Social Sciences)
- DMD/MPH (School of Dentistry)
- BA/MPH (Integrated Graduate Studies (IGS) Program)
- MHcm/MPH (Healthcare Management, Weatherhead School of Management)

Generally, dual degree students complete both degrees by adding one year of study to the partner degree. For example, an MD student could add one year to the four-year MD Program to complete his/her MD/MPH dual degree in five years. In addition to the requirements for the partner degree program, all dual degree students will complete 27 credits of core MPH requirements (18 core credits plus 9 Culminating Experience credits). Of the remaining 15 credits, it is anticipated that 9 will be selected from courses taught by the Department of Population and Quantitative Health Sciences. The remaining 6 credits can be selected from the list of approved courses in the partner program. Students wishing to take courses not previously approved in the dual degree plan may petition to do so in writing to both partner programs. In most cases, it will be assumed that dual degree students will adopt an area of concentration specific to their shared degree area.

Dual degree students should have academic advisors from both the MPH Program and the partner program faculty. Advisors of dual degree students are encouraged to develop dialogues with their partner advisors and collaborate on students’ programs of study. This dialogue should be accomplished by a minimum of one annual group meeting of both advisors with the student to be arranged by the student. During the initial meeting, before the end of the student’s first semester, a Planned Program of Study (PPOS) is developed. The PPOS can be revised later, also with the approval of both advisors. Academic performance issues, or any other issues, are presented by the advisors to the MPH Dual Degree Partners Committee for final disposition. The MPH Dual Degree Partners Committee will adjudicate any difference in opinion between advisors.

The Director of the MPH Program, assisted by the Administrative Director, is the coordinator of the dual degree programs and provides services for student support, including special events and publications dedicated to serving the needs of dual degree students and building their sense of scholarship and community as a group.

**Dual Degree Contacts**

**MBA/MPH**
Deborah Bibb
Assistant Dean of Admissions
Weatherhead School of Management
216.368.6702
deborah.bibb@case.edu

**JD/MPH**
Jessica Berg, JD, MPH
Dean and Professor, School of Law
216.368.6363
jessica.berg@case.edu

**MSN/MPH**
Latina Brooks, PhD, CNP
Assistant Professor
School Of Nursing
216-368-1196
lmb3@case.edu

**Anthropology/MPH**
Janet McGrath, PhD
Professor and Chair of Anthropology
Department of Anthropology
Mather Memorial 238
216.368.2287
jwm6@case.edu

**Bioethics/MPH**
Aaron Goldenberg, PhD, MPH
Associate Professor
Bioethics - School of Medicine
216.368.8729
aaron.goldenberg@case.edu

**Integrated Graduate Studies (BA/MPH)**
Nancy Dílulio
Senior Assistant Dean
Office of Undergraduate Studies
216.368.2928
The Master of Science in Biomedical and Health Informatics (BHI) program offers non-thesis and thesis-based options. While the usual time to completion with a full-time schedule is 16 months, students have the option of doing the non-thesis program intensively in 11 months. Part-time students are welcome to do the program at their preferred pace!

The BHI program offers pragmatic, interdisciplinary areas of study immediately relevant in contemporary health systems or research enterprises. Our Master’s degree program is unique in that it encompasses both biomedical research and clinical care informatics with applications to precision medicine, accountable care organizations, and reproducible science. Our program provides grounding across multiple disciplines and will be of interest if you seek a career in which you:

• Analyze patient diagnoses, treatments and outcomes, based on electronic health records, to inform best practices in clinical care
• Design or manage studies in the clinical setting to inform quality and safety process improvements

• Collaborate in biomedical research, including the analysis of large genetic and various “omics” studies, integrated with clinical or population data, to advance the understanding of diseases
• Design and manage studies that draw from clinical, cohort or population data to inform the assessment and development of devices, therapeutics or other interventions

We bring together a diverse group of faculty from across Case Western Reserve University – the School of Medicine, clinical faculty from our affiliated hospitals, the Weatherhead School of Business, and the School of Engineering – for a cross-disciplinary approach that offers the opportunity to craft tailored areas of study grounded in core competencies:

• Data analytics
• Biomedical, clinical and/or population health research
• Computational and systems research design

Non-Thesis Program (with 11-month intensive option)

27 credits of course work and a 3 credit project or internship/practicum, with a report that is evaluated by the student’s mentorship/advisory committee.

Thesis Program (no intensive option)

This is for students who may want to continue into a PhD program. It requires 24 credits of course work and six credits developing and presenting a thesis, evaluated by the mentoring/advisory committee.

Required Core Courses (9 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPHP 532</td>
<td>Health Care Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 431</td>
<td>Statistical Methods I</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 416</td>
<td>Computing in Biomedical Health Informatics</td>
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</tr>
</tbody>
</table>

Biomedical and Health (3 Credits)

Choose one of the following:

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
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<tbody>
<tr>
<td>EBM 410</td>
<td>Medical Imaging Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>MPHP 406</td>
<td>History and Philosophy of Public Health</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 440</td>
<td>Introduction to Population Health</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 451</td>
<td>A Data-Driven Introduction to Genomics and Human Health</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 465</td>
<td>Design and Measurement in Population Health Sciences</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 490</td>
<td>Epidemiology: Introduction to Theory and Methods</td>
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</tbody>
</table>

Computation and System Design (3 Credits)

Choose one of the following:

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>CSDS 410</td>
<td>Analysis of Algorithms</td>
<td>3</td>
</tr>
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<td>Database Systems</td>
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<td>Advanced Algorithms</td>
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<tr>
<td>CSDS 493</td>
<td>Software Engineering</td>
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</tr>
<tr>
<td>PQHS 471</td>
<td>Machine Learning &amp; Data Mining</td>
<td>3</td>
</tr>
</tbody>
</table>

Data Analytics (3 Credits)

Choose one of the following:

• Collaborate in biomedical research, including the analysis of large genetic and various “omics” studies, integrated with clinical or population data, to advance the understanding of diseases
• Design and manage studies that draw from clinical, cohort or population data to inform the assessment and development of devices, therapeutics or other interventions

We bring together a diverse group of faculty from across Case Western Reserve University – the School of Medicine, clinical faculty from our affiliated hospitals, the Weatherhead School of Business, and the School of Engineering – for a cross-disciplinary approach that offers the opportunity to craft tailored areas of study grounded in core competencies:

• Data analytics
• Biomedical, clinical and/or population health research
• Computational and systems research design

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Biomedical and Health (3 Credits)

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Computation and System Design (3 Credits)

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<td>PQHS 471</td>
<td>Machine Learning &amp; Data Mining</td>
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</tr>
</tbody>
</table>
The purpose of a rotation is to provide students with exposure to the laboratory/scientific culture pervasive in that discipline and research group and to determine if the student-mentor fit is appropriate. Faculty members conduct their independent research and run their laboratories using a variety of styles. The rotation gives the student and faculty member an opportunity to determine if they have similar work styles and if the scientific culture and training will lead to successful training of the student. By the end of the first year, all students will choose a mentor and a lab in which to do their dissertation work.

Students will master the rigorous scientific and analytic methods necessary to be at the forefront of efforts to not only describe but also effectively evaluate and improve health. Exposure to cutting edge research will be facilitated by our department-wide seminar that includes talks by world-leading experts both from off- and on-campus. As part of their training, all students will participate in these seminars, including as speakers. This will help develop the necessary communication skills that are expected of successful researchers.

The PhD in Biomedical Health Informatics welcomes applicants from a diverse field of backgrounds and training experiences. Graduates from accredited universities and colleges will be considered for admission to the department. Applicants may apply straight from baccalaureate programs from other institutions – and offers a focus on core domain areas: Biomedical, clinical and/or population health, and bioinformatics. We take time getting to know candidates and in cultivating junior colleagues who can expect that our interdisciplinary approach will offer a solid intellectual grounding for a future career.

The PhD program is a full-time, research oriented program, based in Cleveland, that typically takes four years (post-Master’s) to complete. PhD candidates take core requirements intended to support capabilities essential to the interdisciplinary research that this program advances. Additionally, there are courses at the 400 level and higher across these domain areas available for a tailored program, based on recommendations from the student’s mentorship/advisory committee and the student’s areas of interest. In total, there are 36 credits of coursework plus 18 of dissertation research, all in line with CWRU PhD program requirements.

All first-year full-time students in the PhD program are fully funded by the School of Medicine (Stipend, Tuition, and Health Insurance are included). After the conclusion of their first year, students will be supported by grants (research and training) held by their research mentor.

In addition to coursework in their first year, all students will do three research rotations chosen from an approved list of potential mentors. The purpose of a rotation is to provide students with exposure to the

### Core Curriculum

All incoming PhD students take a required common core curriculum supplemented by additional coursework as determined by their mentoring or dissertation committees.

#### Required Core Courses (12 Credits)

<table>
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<tr>
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<tbody>
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<tr>
<td>PQHS 431</td>
<td>Statistical Methods I</td>
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</tr>
<tr>
<td>PQHS 432</td>
<td>Statistical Methods II</td>
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</tbody>
</table>

#### Biomedical and Health (3 Credits)

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<td>PQHS 490</td>
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#### Computation and System Design (3 Credits)

Choose one of the following:

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<tbody>
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<td>Analysis of Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 433</td>
<td>Database Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 458</td>
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<td>PQHS 471</td>
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</table>

#### Data Analytics (3 Credits)

Choose one of the following:

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EBME 419</td>
<td>Applied Probability and Stochastic Processes for Biology</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 432</td>
<td>Statistical Methods II</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 453</td>
<td>Categorical Data Analysis</td>
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<td>PQHS 467</td>
<td>Comparative and Cost Effectiveness</td>
<td>1</td>
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<tr>
<td>PQHS 515</td>
<td>Secondary Analysis of Large Health Care Data Bases</td>
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### Electives (6 Credits)

#### Thesis OR Practicum/Internship

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PQHS 651</td>
<td>Thesis M.S.</td>
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<tr>
<td>OR</td>
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<tr>
<td>PQHS 602</td>
<td>Practicum</td>
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</table>

<table>
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<tbody>
<tr>
<td>Addtional Elective</td>
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</tbody>
</table>
structural factors that may lead to disparities in those outcomes, and the multiple determinants of population health outcomes, the individual and collaborative, students will develop a thorough understanding of the challenges coursework and research opportunities, both independent and improved understanding of how to advance public health. Through competencies necessary to be leading researchers in areas that provide biochemical, broadly defined, but may also include a wide range of other academic areas, ranging from human genetics to health policy. The program draws on the core disciplines of epidemiology and biostatistics, which is to train students using an integrated approach that draws broadly from the population and quantitative health sciences. These include global, population, public, and community health, biostatistics, epidemiology, health behavior and prevention, genomic epidemiology, bioinformatics, and computational biology. This training provides the foundation for trainees to play integral roles in successfully solving our most pressing health problems.

Through our rigorous coursework, exposure to discussion of important health related issues, and their research experiences during graduate training, students will develop into junior colleagues of the faculty who will develop the capacity to work independently. To develop into the research leaders expected of our graduates, each student will take a common set of first and second-year courses that provides extensive exposure to each of the areas noted above. By the end of their first year, students will choose a mentor and laboratory in which to do their dissertation work. Research areas span all of the above and often combine these approaches with the expectation that cross-disciplinary studies will result in broader and more complete solutions to complex public health problems.

Exposure to cutting-edge research will be facilitated by our department-wide seminar that includes talks by world-leading experts both from off- and on-campus. As part of their training, all students will participate in these seminars, including as speakers. This will help develop the necessary communication skills that are expected of successful researchers.

Graduates from accredited universities and colleges will be considered for admission to the department. All applicants must satisfy both CWRU and department requirements for graduate admission. Upon acceptance into the PhD program, each student will be assigned an academic advisor, who will guide the student through department and graduate school regulations, assist him or her in designing the initially planned program of study, and track the student’s progress toward degree completion.

Research and training will be guided by a committee of faculty including the student’s research advisor. The research advisor will have the major responsibility for facilitating, guiding, and advising the student in his or her research, but this will be done in consultation with the faculty committees. A Mentoring Committee, selected after the first year of PhD training, will help students select courses and educational goals most useful for their research interests. This committee will be replaced at the end of the second year by a Dissertation committee that will play an important role in guiding the student’s research project.

On completion of all Core Curriculum course requirements, students take a qualifying examination that is necessary to remain and advance in the

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EBME 419</td>
<td>Applied Probability and Stochastic Processes for Biology</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 453</td>
<td>Categorical Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 459</td>
<td>Longitudinal Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 467</td>
<td>Comparative and Cost Effectiveness Research</td>
<td>1</td>
</tr>
<tr>
<td>PQHS 515</td>
<td>Secondary Analysis of Large Health Care Data Bases</td>
<td>3</td>
</tr>
</tbody>
</table>

### Required Research Courses (3 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PQHS 444</td>
<td>Communicating in Population Health Science Research (2 Credits - Students take this course twice)</td>
</tr>
<tr>
<td>PQHS 445</td>
<td>Research Ethics in Population Health Sciences</td>
</tr>
<tr>
<td>IBMS 500</td>
<td>On Being a Professional Scientist: The Responsible Conduct of Research</td>
</tr>
<tr>
<td>PQHS 501</td>
<td>Research Seminar (Must take for at least 6 semesters)</td>
</tr>
<tr>
<td>IBMS 501</td>
<td>Responsible Conduct of Research for Advanced Trainees (The SOM requires that PhD students who are 4 years beyond their initial RCR training in IBMS 500, register for IBMS 501)</td>
</tr>
</tbody>
</table>

### Electives (4 Courses, 12 credits)

- The selection of elective courses is made by each student in consultation with mentoring committee.

### Dissertation (18 total credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PQHS 701</td>
<td>Dissertation Ph.D. (PhD students can take between 1-9 credits of 701 per semester)</td>
<td>1-9</td>
</tr>
</tbody>
</table>

**PhD Epidemiology and Biostatistics**

Questions and Information:

Nicklaus Kozlura, EdM

PhD - Epidemiology & Biostatistics Program
Case Western Reserve University
10900 Euclid Avenue, W-G74
Cleveland, Ohio 44106-4945
216.368.9957 - phone
nicklaus.kozlura@case.edu

The mission of the Doctoral Program in Epidemiology and Biostatistics in the Department of Population and Quantitative Health Sciences is to prepare students for an active, fulfilling, and lifelong research career, with the goal of improving human health.

The program draws on the core disciplines of epidemiology and biostatistics, broadly defined, but may also include a wide range of other academic areas, ranging from human genetics to health policy. As part of their training students will develop the knowledge, skills, and competencies necessary to be leading researchers in areas that provide improved understanding of how to advance public health. Through challenging coursework and research opportunities, both independent and collaborative, students will develop a thorough understanding of the multiple determinants of population health outcomes, the individual and structural factors that may lead to disparities in those outcomes, and the way in which specific policies and interventions can influence the nature and impacts of population health determinants. A key aspect of the program is to train students to define important, unanswered questions and design appropriate strategies to solve our pressing health problems, locally, nationally and globally. In addition, the program in Epidemiology and Biostatistics is committed to developing the skills necessary for lifelong learning as we recognize this as being key to continued success.

The program is designed to train students to address critical research questions to advance human and population health utilizing a wide variety of research tools and trans-disciplinary collaborations. This is distinct from historical training in a single discipline (e.g., statistics or genetics) or expertise in a small number of technical skills. The educational mission of the PhD Program in Epidemiology & Biostatistics is to train students using an integrated approach that draws broadly from the population and quantitative health sciences. These include global, population, public, and community health, biostatistics, epidemiology, health behavior and prevention, genomic epidemiology, bioinformatics, and computational biology. This training provides the foundation for trainees to play integral roles in successfully solving our most pressing health problems.

Through our rigorous coursework, exposure to discussion of important health related issues, and their research experiences during graduate training, students will develop into junior colleagues of the faculty who will develop the capacity to work independently. To develop into the research leaders expected of our graduates, each student will take a common set of first and second-year courses that provides extensive exposure to each of the areas noted above. By the end of their first year, students will choose a mentor and laboratory in which to do their dissertation work. Research areas span all of the above and often combine these approaches with the expectation that cross-disciplinary studies will result in broader and more complete solutions to complex public health problems.

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Research and training will be guided by a committee of faculty including the student’s research advisor. The research advisor will have the major responsibility for facilitating, guiding, and advising the student in his or her research, but this will be done in consultation with the faculty committees. A Mentoring Committee, selected after the first year of PhD training, will help students select courses and educational goals most useful for their research interests. This committee will be replaced at the end of the second year by a Dissertation committee that will play an important role in guiding the student’s research project.

On completion of all Core Curriculum course requirements, students take a qualifying examination that is necessary to remain and advance in the
program. Exceptions to required courses based on prior course work will be decided on a case by case basis.

Curriculum

The Doctor of Philosophy degree in Epidemiology and Biostatistics in the Department of Population and Quantitative Health Sciences comprises 42 credits from the following components:

- Core Curriculum (22 credits)
- Electives (20 credits)
- Department Research Seminar (6 semesters)
- Passing the Qualifying Exam
- Dissertation Research (18 credits)

Core Curriculum

The Core Curriculum is designed to provide PhD students with a strong foundation in epidemiology and biostatistics and related areas - the fields that comprise population and quantitative health sciences - and the methodological and analytic training to conduct rigorous, high quality research in the student's selected specialization or concentration.

Core required courses include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PQHS 431</td>
<td>Statistical Methods I</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 432</td>
<td>Statistical Methods II</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 440</td>
<td>Introduction to Population Health</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 444</td>
<td>Communicating in Population Health Research</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Health Sciences Research (1 unit, taken twice)</td>
<td></td>
</tr>
<tr>
<td>PQHS 465</td>
<td>Design and Measurement in Population Health</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 472</td>
<td>Integrated Thinking in Population Health Sciences</td>
<td>2</td>
</tr>
<tr>
<td>PQHS 473</td>
<td>Integrated Thinking in Population Health Sciences II</td>
<td>2</td>
</tr>
<tr>
<td>PQHS 490</td>
<td>Epidemiology: Introduction to Theory and Methods</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 501</td>
<td>Research Seminar</td>
<td>0</td>
</tr>
<tr>
<td>IBMS 500</td>
<td>On Being a Professional Scientist:</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>The Responsible Conduct of Research</td>
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<td>IBMS 501</td>
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</tr>
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<td></td>
<td>Advanced Trainees (The SOM requires that PhD students who are 4 years beyond their initial RCR training in IBMS 500, register for IBMS 501.)</td>
<td></td>
</tr>
</tbody>
</table>

Electives

Electives are chosen in consultation with the student's mentor and mentoring committee.

Seminars (0 credits)

Attending research seminars is integral to our graduate program and student's professional development. Students are required to attend weekly research seminars. These seminars provide a forum for students to develop skills in scientific presentation, thought and communication, and balance general and concentration-specific speakers and topics.

Meeting locations may vary from week to week depending upon the speaker. Each student is required to attend in person six semesters of seminars. All students are required to present once a year during research seminars after their first year in the program.

Qualifying Exam

Following the completion of the core required courses at the end of their second year, students will take an oral exam based on required coursework that involves analyses of a novel data set. This will include a description of the results, their interpretation and a short proposal on alternative or future research directions based on these findings. Students will be given two attempts to pass this examination. A second failure will result in dismissal from the program.

Dissertation (18 credits)

After passing the qualifying examination and completing second-year coursework, students will select a dissertation committee and develop a thesis proposal, based on anticipated research for their dissertation. This will be presented to the student’s Dissertation committee that will evaluate the written document and an oral defense of the document. This will be completed no later than the end of the fall semester of the third year. Successful completion of this exam will move the student to candidacy. Each student will be allowed two attempts to pass the oral defense of the proposal.

Students are required to complete 18 credits of dissertation (PQHS 701 Dissertation Ph.D.) prior to graduation.

Health Informatics Certificate

Questions and Information:

Nickalaus Koziura, EdM

Graduate Certificate in Health Informatics
Case Western Reserve University
10900 Euclid Avenue, W-G74
Cleveland, Ohio 44106-4945
216.368.5957 - phone
informatics@case.edu

Students who want to explore Biomedical and Health Informatics without – or before – committing to a Master’s, can take a series of four or five courses that provide an overview and grounding in the fundamentals with practical applications in research, clinical care and population health. If you choose to continue to a Master’s program within our department, all courses are transferable.

A 12-credit or 15-credit certificate is available, taking from one year to two-and-a-half years to complete, depending on a student’s chosen pace. Certificates are granted from the CWRU School of Medicine, Department of Population and Health Information Sciences. Only the 15-credit certificate will show on an official CWRU transcript. The Graduate Certificate in Health Informatics requires students to complete 6 credits of required courses and 6-9 credits of courses in a concentration.

** Required Courses for the Certificate

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PQHS 416</td>
<td>Computing in Biomedical Health Informatics</td>
<td>3</td>
</tr>
<tr>
<td>MPHP 532</td>
<td>Health Care Information Systems</td>
<td>3</td>
</tr>
</tbody>
</table>
Electives can be selected to tailor a concentration that resonates with your interests.

### Health Informatics Management Concentration

Two of the following:

- **EBME 473** Fundamentals of Clinical Information Systems 3
- **HSMC 412** Lean Services Operations 3
- **HSMC 456** Health Policy and Management Decisions 3
- **HSMC 420** Health Finance 3
- **PQHS 471** Machine Learning & Data Mining 3

One of the following (for 15 credit certificate):

- **PQHS 431** Statistical Methods I 3
- **CRSP 401** Introduction to Clinical Research Summer Series 3

### Clinical Informatics Concentration

Two of the following:

- **EBME 473** Fundamentals of Clinical Information Systems 3
- **MPHP 467** Comparative and Cost Effectiveness Research 1
- **MPHP 468** The Continual Improvement of Healthcare: An Interdisciplinary Course 3
- **PQHS 471** Machine Learning & Data Mining 3
- **PQHS 515** Secondary Analysis of Large Health Care Data Bases 3

One of the following (for 15 credit certificate):

- **CRSP 401** Introduction to Clinical Research Summer Series 3
- **MPHP 405** Statistical Methods in Public Health 3
- **PQHS 431** Statistical Methods I 3

### Bioinformatics Concentration

Two of the following (all three for 15 credit certificate):

- **CSDS 459** Bioinformatics for Systems Biology 3
- **PQHS 451** A Data-Driven Introduction to Genomics and Human Health 3
- **PQHS 471** Machine Learning & Data Mining 3

### MPHP Courses

**MPHP 101. Introduction to Public Health. 3 Units.**

The purpose of this course is to introduce students to the science and art of public health through understanding historical and current issues through public health case histories and controversies. Students will be introduced to social, behavioral, cultural, and environmental influences on population health. Emphasis is placed on social justice as a central component of public health, with an overview of health inequity and commitment to vulnerable populations. Core public health practices relating to health promotion program design, community assessment and improvement planning, health communication, health policy and enforcement, and health behavior change will be featured. The course will promote understanding of health care and public health systems domestically and globally, including preparedness for and response to public health emergencies.

**MPHP 301. Introduction to Epidemiology. 3 Units.**

This course begins with the exploration of the history, philosophy and uses of epidemiology. It then moves to the basic descriptive functions of epidemiology such as condition, frequency and severity. Data is used to describe qualitatively and quantitatively diseases and injuries in a population. Applications include identifying patterns of disease and injury over time and geography. The course then moves to analytical epidemiology with focus on estimation, inference, bias, confounding and adjustment in the determination of what factors are associated with, or cause disease or injury. The different kinds of study designs are introduced including ecologic, cross-sectional, case-control, retrospective and prospective cohort, and experimental designs such as clinical trials. Students are introduced to evidence-based public health with analysis of harm, benefit and cost, and intervention effectiveness. The course concludes with applications to policy, covering outbreak investigation/testing/screening, public health policy and special epidemiologic applications including molecular and genetic epidemiology, environmental health and safety, unintentional injury and violence prevention and behavioral sciences. Recommended preparation: A course in statistics taken before or concurrently with MPHP 301.

**MPHP 306. History and Philosophy of Public Health. 3 Units.**

The purpose of this course is to introduce students to the science and art of public health through an understanding of the history and philosophies that represent its foundation. Students will learn about the essentials of public health and applications of those precepts throughout history and in the present. The course will examine public health case histories and controversies from the past and present, in order to better understand solutions for the future. Offered as MPHP 306 and MPHP 406. Prereq: Enrollment limited to juniors and seniors only.

**MPHP 313. Health Education, Communication, and Advocacy. 3 Units.**

Historical, sociological, and philosophical factors that have influenced definitions and the practice of health education and health promotion are studied. Advanced concepts in health communication theory will also be explored. This course is designed to educate, motivate, and empower undergraduate and graduate students to become advocates for their own health, the health of their peers, and the health of the community. Offered as MPHP 313 and MPHP 413.

**MPHP 405. Statistical Methods in Public Health. 3 Units.**

This one-semester survey course for public health students is intended to provide the fundamental concepts and methods of biostatistics as applied predominantly to public health problems. The emphasis is on interpretation and concepts rather than calculations. Topics include descriptive statistics; vital statistics; sampling; estimation and significance testing; sample size and power; correlation and regression; spatial and temporal trends; small area analysis; statistical issues in policy development. Examples of statistical methods will be drawn from public health practice. Use of computer statistical packages will be introduced. Prereq: Enrollment limited to MPH students (Plan A or Plan B) and EPBI students only. All others require instructor consent.

**MPHP 406. History and Philosophy of Public Health. 3 Units.**

The purpose of this course is to introduce students to the science and art of public health through an understanding of the history and philosophies that represent its foundation. Students will learn about the essentials of public health and applications of those precepts throughout history and in the present. The course will examine public health case histories and controversies from the past and present, in order to better understand solutions for the future. Offered as MPHP 306 and MPHP 406. Prereq: Enrollment limited to MPH students (Plan A or Plan B) and EPBI students or instructor consent.
MPHP 411. Introduction to Health Behavior. 3 Units.
Using a biopsychosocial perspective, an overview of the measurement and modeling of behavioral, social, psychological, and environmental factors related to disease prevention, disease management, and health promotion is provided. Offered as PQHS 411 and MPHP 411. Prereq: Enrollment limited to MPH students (Plan A or Plan B) and EPBI students or consent.

MPHP 413. Health Education, Communication, and Advocacy. 3 Units.
Historical, sociological, and philosophical factors that have influenced definitions and the practice of health education and health promotion are studied. Advanced concepts in health communication theory will also be explored. This course is designed to educate, motivate, and empower undergraduate and graduate students to become advocates for their own health, the health of their peers, and the health of the community. Offered as MPHP 313 and MPHP 413.

MPHP 419. Topics in Urban Health in the United States. 3 Units.
The focus of this course is on designing sustainable urban policies and programs for advancing health equity in Greater Cleveland. The course builds on recent declarations of racism as a public health crisis in Cuyahoga County and the City of Cleveland and ongoing work in applying system dynamics to addressing structural racism for advancing regional equity. The course introduces the use of system dynamics for understanding urban health inequities and designing sustainable social policies and programs for advancing health equity. The course will cover model structure and its relationships to prior knowledge and assumptions, measurable quantities, and ultimate use in solving problems. Application areas focus on social issues of equity in health, education, and general wellbeing emphasizing transdisciplinary integration of systems (vertically from cells to society and horizontality across systems). Model verification is discussed, along with the basic theory and practice of system dynamics. Quantitative methods are emphasized including the formulation and testing of mathematical models of feedback systems and the use of numeric data and estimation of parameters. Special attention will be given to understanding the dynamics of social and economic justice, value and ethical issues, as well as issues related to race, ethnicity, culture, gender, sexual orientation, religion, physical or mental disability or illness, age, and national origin. Offered as PQHS 419 and MPHP 419.

MPHP 421. Health Economics and Strategy. 3 Units.
The purpose of this course is to develop the analytical skills necessary for understanding how the U.S. health care sector operates, how it has evolved, the forces at work behind perceived deficiencies (in quality and cost control), and the impact of alternative policy proposals. Special attention is given to recent developments in the healthcare marketplace, and the strategic considerations they create for providers and insurers. These issues are addressed through the lens of microeconomic theory. Under this framework, outcomes result from the interaction of decisions made by participants in the healthcare economy (e.g. patients, providers, insurers, government), with those decisions governed by the preferences, incentives and resource constraints facing each decision-maker. Principles of microeconomics will be reviewed as necessary to ensure consistent understanding of basic concepts. The course is designed to appeal to a broad audience, particularly students interested in healthcare management, public health, medical innovation, health law, and public policymaking. Offered as HSMC 421 and MPHP 421.

MPHP 426. An Introduction to GIS for Health and Social Sciences. 3 Units.
This course is designed to give students a first exposure to understanding how GIS is integral to understanding a wide variety of public health problems. It introduces students to current spatial approaches in health research and provides a set of core skills that will allow students to apply these techniques toward their own interests. Subject matter will include chronic diseases, infectious diseases, and vectorized diseases examples. Other topics related to social determinants of health and current events (e.g., violence, overdoses, disaster and homelessness) will also be incorporated. Students will be exposed to different types of data and different applications of these data (for example, hospitals, police departments), enabling them to think "outside the box" about how GIS can be utilized to solve real-world problems. Students will learn classic mapping and hotspot techniques. In addition, they will be introduced to novel ways to collect geospatial field data using online sources (Google Street View), primary data collection (spatial video) and mixed method approaches (spatial video geonarratives), all of which represent the cutting edge of spatial epidemiology. Offered as MPHP 426 and PQHS 426.

MPHP 429. Introduction to Environmental Health. 3 Units.
This survey course will introduce students to environmental and occupational health topics including individual, community, population, and global issues. Students will develop an understanding of the human health impacts of physical, biological, and chemical agents in the environment and workplace including basic principles of toxicology. Presentation of concepts including risk assessment, communication and management as well as discussion of environmental and occupational practices, policies and regulations that promote public and population health is included.

MPHP 431. Statistical Methods I. 3 Units.
Application of statistical techniques with particular emphasis on problems in the biomedical sciences. Basic probability theory, random variables, and distribution functions. Point and interval estimation, regression, and correlation. Problems whose solution involves using packaged statistical programs. First part of year-long sequence. Offered as ANAT 431, BIOL 431, CRSP 431, PQHS 431 and MPHP 431.

MPHP 432. Statistical Methods II. 3 Units.
Methods of analysis of variance, regression and analysis of quantitative data. Emphasis on computer solution of problems drawn from the biomedical sciences. Design of experiments, power of tests, and adequacy of models. Offered as BIOL 432, PQHS 432, CRSP 432 and MPHP 432. Prereq: PQHS/EPBI 431 or equivalent.

MPHP 433. Community Interventions and Program Evaluation. 3 Units.
This course prepares students to design, conduct, and assess community-based health interventions and program evaluation. Topics include assessment of need, evaluator/stakeholder relationship, process vs. outcome-based objectives, data collection, assessment of program objective achievement based on process and impact, cost-benefit analyses, and preparing the evaluation report to stakeholders. Recommended preparation: PQHS/EPBI 490, PQHS/EPBI 431, or MPHP 405. Offered as PQHS 433 and MPHP 433. Prereq: MPHP 411
MPHP 439. Public Health Management and Policy. 3 Units.
This course is designed to introduce students to the basics of health policy-making and includes a background on the basic structure and components of the US Health Care System (such as organization, delivery and financing). It will also cover introductory concepts in public health management, including the role of the manager, organizational design and control, and accountability. We will address relevant legal, political and ethical issues using case examples. At the end of the course, students will understand how health policy is developed and implemented in various contexts, and the challenges facing system-wide efforts at reform. This is a required course for the MPH degree. Grades will be based on a series of assignments. Prereq: Enrollment limited to MPH students (Plan A or Plan B) and EPBI Students or instructor consent.

MPHP 441. Climate Change and Health. 3 Units.
This course will teach students from a variety of disciplinary backgrounds about i) the effects of climate change on human health, ii) the social, political, and economic contexts of climate change and health, and iii) potential approaches to address these challenges.

MPHP 450. Clinical Trials and Intervention Studies. 3 Units.
Issues in the design, organization, and operation of randomized, controlled clinical trials and intervention studies. Emphasis on long-term multicenter trials. Topics include legal and ethical issues in the design; application of concepts of controls, masking, and randomization; steps required for quality data collection; monitoring for evidence of adverse or beneficial treatment effects; elements of organizational structure; sample size calculations and data analysis procedures; and common mistakes. Recommended preparation: PQHS/EPBI 431 or consent of instructor. Offered as PQHS 450 and MPHP 450.

MPHP 451. A Data-Driven Introduction to Genomics and Human Health. 3 Units.
This course introduces the foundational concepts of genomics and genetic epidemiology through four key principles: 1) Teaching students how to query relational databases using Structure Query Language (SQL); 2) Exposing students to the most current data used in genomics and bioinformatics research, providing a quantitative understanding of biological concepts; 3) Integrating newly learned concepts with prior ones to discover new relationships among biological concepts; and 4) providing historical context to how and why data were generated and stored in the way they were, and how this gave rise to modern concepts in genomics. Offered as PQHS 451, GENE 451, and MPHP 451.

MPHP 456. Health Policy and Management Decisions. 3 Units.
This seminar course combines broad health care policy issue analysis with study of the implications for specific management decisions in organizations. This course is intended as an applied, practical course where the policy context is made relevant to the individual manager. Offered as HSMC 456 and MPHP 456.

MPHP 464. Obesity and Cancer: Views from Molecules to Health Policy. 3 Units.
This course will provide an overview of the components of energy balance (diet, physical activity, resting metabolic rate, dietary induced thermogenesis) and obesity, a consequence of long term positive energy balance, and various types of cancer. Following an overview of energy balance and epidemiological evidence for the obesity epidemic, the course will proceed with an introduction to the cellular and molecular biology of energy metabolism. Then, emerging research on biologically plausible connections and epidemiological associations between obesity and various types of cancer (e.g., colon, breast) will be presented. Finally, interventions targeted at decreasing obesity and improving quality of life in cancer patients will be discussed. The course will be cooperatively-taught by a transdisciplinary team of scientists engaged in research in energy balance and/or cancer. Didactic lectures will be combined with classroom discussion of readings. The paper assignment will involve application of course principles, lectures and readings. Offered as PQHS 464 and MPHP 464.

MPHP 466. Promoting Health Across Boundaries. 3 Units.
This course examines the concepts of health and boundary spanning and how the synergy of the two can produce new, effective approaches to promoting health. Students will explore and analyze examples of individuals and organizations boundary spanning for health to identify practice features affecting health, compare and contrast practices and approaches, and evaluate features and context that promote or inhibit boundary spanning and promoting health. Offered as MPHP 466, PQHS 466, SOCI 466, NURS 466 and BETH 466. Prereq: Graduate student status or instructor consent.

MPHP 467. Comparative and Cost Effectiveness Research. 1 Unit.
Comparative effectiveness research is a cornerstone of healthcare reform. It holds the promise of improved health outcomes and cost containment. This course is presented in a convenient 5-day intensive format in June. There are reading assignments due prior to the 1st session. Module A, Days 1-2: Overview of comparative effectiveness research (CER) from a wide array of perspectives: individual provider, institution, insurer, patient, government, and society. Legal, ethical and social issues, as well as implications for population and public health, including health disparities will also be a component. Module B, Day 3: Introduction to the various methods, and their strengths, weaknesses and limitations. How to read and understand CER papers. Module C, Days 4-5: Cost-Effectiveness Analysis. This will cover costing, cost analysis, clinical decision analysis, quality of life and cost-effectiveness analysis for comparing alternative health care strategies. Trial version of TreeAge software will be used to create and analyze a simple cost-effectiveness model. The full 3-credit course is for taking all 3 modules. Modules A or C can be taken alone for 1 credit. Modules A and B or Modules B and C can be taken together for a total of 2 credits. Module B cannot be taken alone. If taking for 2 or 3 credits, some combination of term paper, project and/or exam will be due 30 days later. Offered as PQHS 467 and MPHP 467.

MPHP 468. The Continual Improvement of Healthcare: An Interdisciplinary Course. 3 Units.
This course prepares students to be members of interprofessional teams to engage in the continual improvement in health care. The focus is on working together for the benefit of patients and communities to enhance quality and safety. Offered as PQHS 468, MPHP 468, and NURS 468.
MPHP 475. Management of Disasters Due to Nature, War, or Terror. 3 Units.
The purpose of this course is to make participants aware of the special needs of children and families in disaster situations and understand public health approaches to address these needs. The learning objectives for this course are: 1) Identify the most important problems and priorities for children in disaster situations, 2) Identify the organizations most frequently involved in providing assistance in disaster situations and define their roles and strengths, 3) Describe the reasons why children are among the most vulnerable in disaster events, 4) Conduct emergency nutritional assessments for children, 5) Develop health profiles on displaced children and plan interventions based on results, 6) Define common psychosocial issues of children and the means to address them, 7) List basic points of international law including the Geneva Convention that relate to all persons involved in disaster situations, 8) List important security issues, 9) Appreciate ethical issues involved in disaster situations and employ skills of cross cultural communication, 10) Recognize and respond to special issues for children involved in biological and chemical terrorist attacks.

MPHP 482. Qualitative and Mixed Methods in Public Health. 3 Units.
Understanding complex public health issues requires both qualitative and quantitative inquiry. The exploration of the perceptions and experiences of people is as essential as analyzing the relationships among variables. Often, the integration of the two methods is required in order to effectively address the significant health issues faced by today’s society. It is the purpose of this course to facilitate a meaningful and substantive learning process around engaging in, and critically analyzing, qualitative and mixed methods research in public health. This includes gaining first-hand experience in research design and collecting, managing, analyzing, and interpreting data for the purposes of making data-driven program and policy recommendations. In addition, students will have the opportunity to engage with local professionals engaged in qualitative and mixed methods research.

MPHP 483. Introduction to Epidemiology for Public Health Practice. 3 Units.
This course is designed to introduce the basic principles and methods of epidemiology. Epidemiology has been referred to as the basic science for public health. Application of epidemiologic principles is critical to disease prevention, as well as in the development and evaluation of public policy. The course will emphasize basic methods (study design, measures of disease occurrence, measures of association, and causality) necessary for epidemiologic research. It is intended for students who have a basic understanding of the principals of human disease as well as statistics. Prereq: Must be an MPHP Plan A or MPHP Plan B, or EPBI student in order to enroll in the course.

MPHP 484. Global Health Epidemiology. 1 - 3 Units.
This course provides a rigorous problem-centered training in the epidemiology, prevention, treatment, and control of infectious diseases and, more generally, global health. This is an advanced epidemiology that embraces an active learning environment. Students are expected to invest time out of the classroom reading and working with classmates. Classes will be conducted with discussions, debates, group projects, and group presentations. By taking this course, students will develop a framework for interpreting, assessing, and performing epidemiologic research on issues of global importance. The course will be divided into three modules: 1) Global Health Epidemiology 2) Helminth Epidemiology, and 3) Epidemiology of Disease Elimination. Each module is worth 1 credit hour and may be taken separately. Each module will have a separate project and/or exam. The final exam time will be used for group presentations and panel discussion. Active class participation is required through discussions, case studies, and group projects. Offered as PQHS 484, INTH 484, and MPHP 484.

MPHP 485. Adolescent Development. 3 Units.
Adolescent Development can be viewed as the overriding framework for approaching disease prevention and health promotion for this age group. This course will review the developmental tasks of adolescence and identify the impact of adolescent development on youth risk behaviors. It will build a conceptual and theoretical framework through which to address and change adolescent behavior to promote health.

MPHP 489. Women's Public Health. 3 Units.
This course aims to cover local and global issues as they pertain to women. Many major issues of global health concern will be addressed, including the health-damaging effects of poverty, racism, patriarchy, and inhumane conditions of life and labor in many countries; men's and women's sexuality in the era of HIV/AIDS; the politics of epidemic disease control and other disasters, and the role of communities, nation-states, and international organizations in responding to such crises; issues of coercion in population control and the quest for reproductive rights; and how child health is ultimately dependent on the health and well-being of mothers. The underlying purpose of the course is to develop students' awareness of the political, socioeconomic, ecological, and cultural complexity of most health problems in resource-constrained and resource-rich nations and the consequent need for cultural sensitivity, contextualization, and activist involvement in the field of global health.

MPHP 490. Epidemiology: Introduction to Theory and Methods. 3 Units.
This course provides an introduction to the principles of epidemiology covering the basic methods necessary for population and clinic-based research. Students will be introduced to epidemiologic study designs, measures of disease occurrence, measures of risk estimation, and casual inference (bias, confounding, and interaction) with application of these principles to specific fields of epidemiology. Classes will be a combination of lectures, discussion, and in-class exercises. It is intended for students who have a basic understanding of the principals of human disease and statistics. Offered as PQHS 490 and MPHP 490. Prereq or Coreq: PQHS/EPBI 431 or Requisites Not Met permission.

MPHP 496. The Evolution of Public Health into Global Health Practice. 3 Units.
This short course will use readings and case studies to explore the motivating factors in the emergence of global health interventions over the last 200 years, with a focus on its roots in public health practice, its expanding scope in the early to mid-20th century, and the strengths and weaknesses of modern global health interventions. Readings and seminar discussions will involve consideration of the changing definitions of "public health", and of the spaces in which public health interventions are expected to occur.
MPHP 499. Independent Study. 1 - 18 Units.

MPHP 510. Health Disparities. 3 Units.
This course aims to provide theoretical and application tools for students from many disciplinary backgrounds to conduct research and develop interventions to reduce health disparities. The course will be situated contextually within the historical record of the United States, reviewing social, political, economic, cultural, legal, and ethical theories related to disparities in general, with a central focus on health disparities. Several frameworks regarding health disparities will be used for investigating and discussing the empirical evidence on disparities among other subgroups (e.g., the poor, women, uninsured, disabled, and non-English speaking populations) will also be included and discussed. Students will be expected to develop a research proposal (observational, clinical, and/or intervention) rooted in their disciplinary background that will incorporate materials from the various perspectives presented throughout the course, with the objective of developing and reinforcing a more comprehensive approach to current practices within their fields. Offered as CRSP 510, PQHS 510, MPHP 510, NURS 510, and SASS 510.

MPHP 532. Health Care Information Systems. 3 Units.
This course covers concepts, techniques and technologies for providing information systems to enhance the effectiveness and efficiency of health care organizations. Offered as HSMC 432 and MPHP 532.

MPHP 540. Operational Aspects of Global Health and Emergency Response. 3 Units.
Among professional in the medical field and the field of public health, there is a gap in knowledge, structure and research in best practices surrounding emergency response. This gap results from the limited number of training programs in the United States that focus on this very specialized field and the limited number of academic partnerships with international non-governmental organizations (NGOs). This course helps remedy this gap by introducing public health students and international emergency medicine fellows to the overall structure and operations of international humanitarian coordination systems, types of emergency response, morbidity and mortality associated with various emergencies, and the actors and institutions involved. The course highlights, through reading, workshops, and examples, the real world issues that must be faced and overcome in the field during emergency response operations.

MPHP 650. Public Health Practicum. 1 - 3 Units.
The Public Health Practicum is an integral component of the MPH curriculum, allowing students to apply, develop, and refine their conceptual knowledge and skills as part of a planned, supervised, and evaluated community-based experience. The Practicum is designed to move students beyond the walls of academia, to understand the political, economic, social, and organizational contexts within which public health activities are conducted. To complete the Practicum, students must complete three credits of MPHP 650, dedicating at least 120 hours to a substantial public health experience, and attend Community Health Research and Practice (CHRP) group meetings. Prereq: Complete at least 9 credit hours in the MPH program and be in good academic standing.

MPHP 652. Public Health Capstone Experience. 1 - 9 Units.
Public health field practicum, involving a placement at a community-based field site, and a Master's essay. The field placement will provide students with the opportunity to apply the knowledge and skills acquired through their Master of Public Health academic program to a problem involving the health of the community. Students will learn to communicate with target groups in an effective manner; to identify ethical, social, and cultural issues relating to public health policies, research, and interventions; to identify the process by which decisions are made within the agency or organization; and to identify and coordinate use of resources at the placement site. The Master's essay represents the culminating experience required for the degree program and may take the form of a research thesis, an evaluation study, or an intervention study. Each student is required to formally present the experience and research findings. In any semester in which a student is registered for MPHP 652 credit, it is required that the student attend the Community Health Research and Practice (CHRP) group at a minimum of two sessions per 3 credits. CHRP is held once a week for approximately an hour and a half for the duration of fall, spring, and summer semesters. MPHP 652 credit is available only to Master of Public Health students.

MPHP 653. Public Health Capstone Experience. 1 - 6 Units.
The Public Health Capstone is a multi-semester project intended to provide students with the opportunity to develop a broad understanding of their chosen topic area, the ability to communicate effectively with target groups and professionals, and develop skills necessary for scientific investigation. The Public Health Capstone provides students with the opportunity to apply the knowledge and skills acquired through their Master of Public Health academic program to a problem involving the health of the community. Students work in conjunction with a community organization; therefore, the Capstone is expected to be mutually beneficial to both the student's educational goals as well as the host organization. At the conclusion of the Capstone experience, students are required to submit a capstone essay, which represents the culminating experience required for the degree program and may take the form of a research thesis, an evaluation study, or an intervention study. Each student is required to formally present the experience and research findings. While engaged in the Public Health Capstone, students are expected to attend the Community Health Research and Practice (CHRP) seminar, held weekly on Tuesdays at 12:00pm. Counts as SAGES Senior Capstone.

MPHP 655. Dual Degree Field Practicum II. 3 Units.
This course is designed to be taken by MSSA/MPH joint degree students as the second field period of their master's program. It consists of a field practicum and participation in professional development opportunities. The Field Practicum is an integral component of the MSASS and MPH curriculums, allowing students to apply, develop, and refine their conceptual knowledge and skills as part of a planned, supervised, and evaluated community-based experience. The Practicum is designed to move students beyond the walls of academia, to understand the political, economic, social, and organizational contexts within which social work and public health activities are conducted. These collective experiences provide students with a forum to develop skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent developing practitioners. (EPAAS Program Objective M6 and EPAAS Content Area 4.7) The overall goal of this course is to provide graduate level MSSA/MPH joint degree students with field related opportunities to continue to develop foundation level competencies in the eight MSSAS abilities by helping students apply knowledge of social work and public health theory, skills, values and ethics acquired in the classroom in an agency setting. Offered as MPHP 655 and SASS 655.
MPHP 656. Dual Degree Field Capstone III. 3 Units.
The Public Health Capstone Project is an integral component of the MPH curriculum, allowing students to apply, develop, and refine their conceptual knowledge and skills as part of a planned, mentored, and evaluated public health scholarly project. This course is designed to be taken by advanced level students. It consists of a 288 hour field based Capstone experience and participation in 12 hours of professional development opportunities. The overall goal of this course is designed to move students beyond the walls and constraints of the classroom, to understand the political, economic, social, and organizational contexts within which public health and social work activities are conducted. It is also designed to provide graduate level dual degree students with field related opportunities to begin to develop advanced level competencies in the eight abilities by helping students apply knowledge of social work theory, skills, values and ethics acquired in the classroom in an agency setting. These collective experiences provide students with a forum to continue to develop and hone social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent developing practitioners. (EPAS Program Objective M6 and EPAS Content Area 4.7) Offered as SASS 656 and MPHP 656. Prereq: MPHP 655.

MPHP 657. Dual Degree Field Capstone IV. 3 Units.
The Public Health Capstone Project is an integral component of the MPH curriculum, allowing students to apply, develop, and refine their conceptual knowledge and skills as part of a planned, mentored, and evaluated public health scholarly project. This course is designed to be taken by advanced level students. It consists of a 288 hour field based Capstone experience and participation in 12 hours of professional development opportunities. The overall goal of this course is designed to move students beyond the walls and constraints of the classroom, to understand the political, economic, social, and organizational contexts within which public health and social work activities are conducted. It is also designed to provide graduate level dual degree students with field related opportunities to begin to develop advanced level competencies in the eight abilities by helping students apply knowledge of social work theory, skills, values and ethics acquired in the classroom in an agency setting. Offered as MPHP 657 and SASS 657.

PQHS Courses

PQHS 411. Introduction to Health Behavior. 3 Units.
Using a biopsychosocial perspective, an overview of the measurement and modeling of behavioral, social, psychological, and environmental factors related to disease prevention, disease management, and health promotion is provided. Offered as PQHS 411 and MPHP 411. Prereq: Enrollment limited to MPH students (Plan A or Plan B) and EPBI students or consent.
PQHS 414. Data Management and Statistical Programming. 3 Units.
This is an online course that offers no in-person meetings. This course serves as a general introduction to the use of computer systems in epidemiologic investigations and biostatistical applications. Students will develop a conceptual understanding of data types, basic data structures, relational database systems and data normalization, data warehousing, control statements, and programming logic. Further, students will develop basic scripting skills and will learn to read in, manipulate, and perform basic descriptive analyses on research data using the SAS programming language. Primary emphasis in this course is on developing the knowledge and familiarity required to work with data in a statistical programming context. Basic familiarity with statistics is beneficial, as this course does not teach inferential statistical analysis in detail, but it is not vital to learning the course material.
PQHS 415. Statistical Computing and Data Analytics. 3 Units.
Statistical computing is an essential part of modern statistical training. This course emphasizes on statistical and data analytic problem solving skills, covers elements of statistical computing, and special topics in modern data analytics. This includes numerical methods for statistics, stochastic simulation, symbolic and graphical computation, plus special topics in resampling methods, EM algorithms, Gibbs Sampling/MCMC, projection pursuit, Laplace approximation, parallel computing, and selected methods for big and high dimensional data. The course will use R/Splus predominantly. However, interface of R with another high level programming language such as C, C++, Fortran, JAVA or Python will be essential for Big Data and intensive computation. Some Matlab, Mathematica, and mathviz will be used for symbolic and graphical computation. Prerequisite: Knowledge in statistics, equivalent to that in either STAT 325/425, or STAT 345/445, or PQHS/EPBI 481, or PQHS/EPBI 431, or by permission. Experience with at least one programming language is required: R/Splus, Matlab, C/C++, Fortran, JAVA, or Python. Prereq: STAT 312, STAT 325, STAT 425, STAT 345, STAT 445, PQHS/EPBI 431 or PQHS/EPBI 481.
PQHS 416. Computing in Biomedical Health Informatics. 3 Units.
This course introduces students to computational techniques and concepts that underpin biomedical and health informatics data management and analysis. In particular, the course will focus on the three topics of: (1) Biomedical terminologies and formal logic used in building knowledge models such as ontologies; (2) Natural language processing (NLP), and (3) Big Data technologies, including components of Hadoop stack and Apache Spark. This is a lecture-based course that relies on both materials covered in class and out-of-class readings of published literature. Students will be assigned reading assignments, homework exercise assignments and they are expected to complete homework assignment for each class. The students will be involved in a team project and they will be expected to prepare a project report at the end of the semester.
PQHS 419. Topics in Urban Health in the United States. 3 Units.
The focus of this course is on designing sustainable urban policies and programs for advancing health equity in Greater Cleveland. The course builds on recent declarations of racism as a public health crisis in Cuyahoga County and the City of Cleveland and ongoing work in applying system dynamics to addressing structural racism for advancing regional equity. The course introduces the use of system dynamics for understanding urban health inequities and designing sustainable social policies and programs for advancing health equity. The course will cover model structure and its relationships to prior knowledge and assumptions, measurable quantities, and ultimate use in solving problems. Application areas focus on social issues of equity in health, education, and general wellbeing emphasizing transdisciplinary integration of systems (vertically from cells to society and horizontality across systems). Model verification is discussed, along with the basic theory and practice of system dynamics. Quantitative methods are emphasized including the formulation and testing of mathematical models of feedback systems and the use of numeric data and estimation of parameters. Special attention will be given to understanding the dynamics of social and economic justice, value and ethical issues, as well as issues related to race, ethnicity, culture, gender, sexual orientation, religion, physical or mental disability or illness, age, and national origin. Offered as PQHS 419 and MPHP 419.
PQHS 426. An Introduction to GIS for Health and Social Sciences. 3 Units.
This course is designed to give students a first exposure to understanding how GIS is integral to understanding a wide variety of public health problems. It introduces students to current spatial approaches in health research and provides a set of core skills that will allow students to apply these techniques toward their own interests. Subject matter will include chronic diseases, infectious diseases, and vectored diseases examples. Other topics related to social determinants of health and current events (e.g., violence, overdoses, disaster and homelessness) will also be incorporated. Students will be exposed to different types of data and different applications of these data (for example, hospitals, police departments), enabling them to think "outside the box" about how GIS can be utilized to solve real-world problems. Students will learn classic mapping and hotspot techniques. In addition, they will be introduced to novel ways to collect geospatial field data using online sources (Google Street View), primary data collection (spatial video) and mixed method approaches (spatial video geonarratives), all of which represent the cutting edge of spatial epidemiology. Offered as MPHP 426 and PQHS 426.

PQHS 431. Statistical Methods I. 3 Units.
Application of statistical techniques with particular emphasis on problems in the biomedical sciences. Basic probability theory, random variables, and distribution functions. Point and interval estimation, regression, and correlation. Problems whose solution involves using packaged statistical programs. First part of year-long sequence. Offered as ANAT 431, BIOL 431, CRSP 431, PQHS 431 and MPHP 431.

PQHS 432. Statistical Methods II. 3 Units.
Methods of analysis of variance, regression and analysis of quantitative data. Emphasis on computer solution of problems drawn from the biomedical sciences. Design of experiments, power of tests, and adequacy of models. Offered as BIOL 432, PQHS 432, CRSP 432 and MPHP 432. Prereq: PQHS/EPBI 431 or equivalent.

PQHS 433. Community Interventions and Program Evaluation. 3 Units.
This course prepares students to design, conduct, and assess community-based health interventions and program evaluation. Topics include assessment of need, evaluator/stakeholder relationship, process vs. outcome-based objectives, data collection, assessment of program objective achievement based on process and impact, cost-benefit analyses, and preparing the evaluation report to stakeholders. Recommended preparation: PQHS/EPBI 431, or MPHP 405. Offered as PQHS 433 and MPHP 433.

PQHS 435. Survival Data Analysis. 3 Units.
Basic concepts of survival analysis including hazard function, survival function, types of censoring; non-parametric models; extended Cox models: time dependent variables, piece-wise Cox model, etc.; sample size requirements for survival studies. Prereq or Coreq: PQHS 432.

PQHS 440. Introduction to Population Health. 3 Units.
Introduces graduate students to the multiple determinants of health including the social, economic and physical environment, health services, individual behavior, genetics and their interactions. It aims to provide students with the broad understanding of the research development and design for studying population health, the prevention and intervention strategies for improving population health and the disparities that exist in morbidity, mortality, functional and quality of life. Format is primarily group discussion around current readings in the field; significant reading is required.

PQHS 444. Communicating in Population Health Science Research. 1 Unit.
Doctoral seminar on writing journal articles to report original research, and preparing and making oral and poster presentations. The end products are ready-to-submit manuscripts and related slide and poster presentations for the required first-year research project in the PhD program in the Department of Epidemiology and Biostatistics. While this course provides a nucleus for this endeavor, students work intensively under the supervision of their research mentors, who guide all stages of the work including providing rigorous editorial support. Seminar sessions are devoted to rigorous peer critiques of every stage of the projects and in-depth discussions of assigned readings. Recommended preparation: PhD students in the Department of Biostatistics and Epidemiology. Non-PhD EPBI students permitted if space available. Fluency in English writing (e.g., in accord with the Harbrace College Handbook). Prereq: PQHS 431 and PQHS 490. Prereq or Coreq: PQHS 432.

PQHS 445. Research Ethics in Population Health Sciences. 0 Unit.
This zero credit course is a required add-on for PhD students in EPBI. Students will register and fulfill all requirements for IBMS 500 "Being a Professional Scientist". The purpose of PQHS 445 is to address specialized population health topics not covered by IBMS 500, including international research, human genomics, and/or big data/electronic medical records. There will be no meetings/lectures for this course. Students will complete a short written assignment due at the end of the semester.

PQHS 450. Clinical Trials and Intervention Studies. 3 Units.
Issues in the design, organization, and operation of randomized, controlled clinical trials and intervention studies. Emphasis on long-term multicenter trials. Topics include legal and ethical issues in the design; application of concepts of controls, masking, and randomization; steps required for quality data collection; monitoring for evidence of adverse or beneficial treatment effects; elements of organizational structure; sample size calculations and data analysis procedures; and common mistakes. Recommended preparation: PQHS/EPBI 431 or consent of instructor. Offered as PQHS 450 and MPHP 450.

PQHS 451. A Data-Driven Introduction to Genomics and Human Health. 3 Units.
This course introduces the foundational concepts of genomics and genetic epidemiology through four key principles: 1) Teaching students how to query relational databases using Structure Query Language (SQL); 2) Exposing students to the most current data used in genomics and bioinformatics research, providing a quantitative understanding of biological concepts; 3) Integrating newly learned concepts with prior ones to discover new relationships among biological concepts; and 4) Providing historical context to how and why data were generated and stored in the way they were, and how this gave rise to modern concepts in genomics. Offered as PQHS 451, GENE 451, and MPHP 451. Prereq: PQHS/EPBI 431 or Requisites Not Met permission.

PQHS 452. Statistical Methods for Genetic Epidemiology. 3 Units.
Analytic methods for evaluating the role of genetic factors in human disease, and their interactions with environmental factors. Statistical methods for the estimation of genetic parameters and testing of genetic hypotheses, emphasizing maximum likelihood methods. Models to be considered will include such components as genetic loci of major effect, polygenic inheritance, and environmental, cultural and developmental effects. Topics will include familial aggregation, segregation and linkage analysis, ascertainment, linkage disequilibrium, and disease marker association studies. Recommended preparation: PQHS/EPBI 431 and PQHS/EPBI 451.
PQHS 453. Categorical Data Analysis. 3 Units.
Categorical data are often encountered in many disciplines including in the fields of clinical and biological sciences. Analysis methods for analyzing categorical data are different from the analysis methods for continuous data. There is a rich a collection of methods for categorical data analysis. The elegant "odds ratio" interpretation associated with categorical data is a unique one. This online course will cover cross-sectional categorical data analysis theories and methods. From this course students will learn standard categorical data analysis methods and its applications to the biomedical and clinical studies. This particular course will focus mostly on statistical methods for categorical data analysis arising from various fields of studies including clinical studies; those who take it will come from a wide variety of disciplines. The course will include video lectures, group discussion and brainstorming, homework, simulations, and collaborative projects on real and realistic problems in human health tied directly to the student's own professional interests. Focus will be given to logistic regression methods. Topics include (but not limited to) binary response, multi-category response, count response, model selection and evaluation, exact inference, Bayesian methods for categorical data, and supervised statistical learning methods. This course stresses how the core statistical principles, computing tools, and visualization strategies are used to address complex scientific aims powerfully and efficiently, and to communicate those findings effectively to researchers who may have little or no experience in these methods. Recommended preparation: Advanced undergraduate students, and graduate students in Biostatistics or other quantitative sciences with a background in statistical methods (at least one statistics course, equivalent to the PQHS/EPBI 431 course experience).

PQHS 457. Current Issues in Genetic Epidemiology: Design and Analysis of Sequencing Studies. 3 Units.
Statistical methods to deal with the opportunities and challenges in Genetic Epidemiology brought about by modern sequencing technology. Some computational issues that arise in the analysis of large sequence data sets will be discussed. The course includes hands-on experience in the analysis of large sequence data sets, in a collaborative setting. Prereq: PQHS/EPBI 451 and PQHS/EPBI 452.

PQHS 459. Longitudinal Data Analysis. 3 Units.
This course will cover statistical methods for the analysis of longitudinal data with an emphasis on application in biological and health research. Topics include exploratory data analysis, response feature analysis, growth curve models, mixed-effects models, generalized estimating equations, and missing data. Prereq: PQHS/EPBI 432.

PQHS 464. Obesity and Cancer: Views from Molecules to Health Policy. 3 Units.
This course will provide an overview of the components of energy balance (diet, physical activity, resting metabolic rate, dietary induced thermogenesis) and obesity, a consequence of long term positive energy balance, and various types of cancer. Following an overview of energy balance and epidemiological evidence for the obesity epidemic, the course will proceed with an introduction to the cellular and molecular biology of energy metabolism. Then, emerging research on biologically plausible connections and epidemiological associations between obesity and various types of cancer (e.g., colon, breast) will be presented. Finally, interventions targeted at decreasing obesity and improving quality of life in cancer patients will be discussed. The course will be cooperatively-taught by a transdisciplinary team of scientists engaged in research in energy balance and/or cancer. Didactic lectures will be combined with classroom discussion of readings. The paper assignment will involve application of course principles, lectures and readings. Offered as PQHS 464 and MPHP 464.

PQHS 465. Design and Measurement in Population Health Sciences. 3 Units.
This course focuses on common design and measurement approaches used in population health sciences research. This course covers the preliminary considerations used in selecting qualitative, quantitative and mixed methods research approaches including an understanding of different philosophical worldviews, strategies of inquiry and methods and procedures for each approach. The course also includes an introduction to survey design and related concepts of latent variables, factor analysis and reliability and validity. Students will develop an in-depth knowledge of these design and measurement approaches through readings, lectures, group discussions and written and oral project presentations. Prereq: PQHS/EPBI 440, PQHS/EPBI 431, PQHS/EPBI 490, PQHS/EPBI 432, PQHS/EPBI 460, PQHS/EPBI 444 and PQHS/EPBI 445.

PQHS 466. Promoting Health Across Boundaries. 3 Units.
This course examines the concepts of health and boundary spanning and how the synergy of the two can produce new, effective approaches to promoting health. Students will explore and analyze examples of individuals and organizations boundary spanning for health to identify practice features affecting health, compare and contrast practices and approaches, and evaluate features and context that promote or inhibit boundary spanning and promoting health. Offered as MPHP 466, PQHS 466, SOCI 466, NURS 466 and BETH 466. Prereq: Graduate student status or instructor consent.
PQHS 467. Comparative and Cost Effectiveness Research. 1 Unit.
Comparative effectiveness research is a cornerstone of healthcare reform. It holds the promise of improved health outcomes and cost containment. This course is presented in a convenient 5-day intensive format in June. There are reading assignments due prior to the 1st session. Module A, Days 1-2: Overview of comparative effectiveness research (CER) from a wide array of perspectives: individual provider, institution, insurer, patient, government, and society. Legal, ethical and social issues, as well as implications for population and public health, including health disparities will also be a component. Module B, Day 3: Introduction to the various methods, and their strengths, weaknesses and limitations. How to read and understand CER papers. Module C, Days 4-5: Cost-Effectiveness Analysis. This will cover costing, cost analysis, clinical decision analysis, quality of life and cost-effectiveness analysis for comparing alternative health care strategies. Trial version of TreeAge software will be used to create and analyze a simple cost-effectiveness model. The full 3-credit course is for taking all 3 modules. Modules A or C can be taken alone for 1 credit. Modules A and B or Modules B and C can be taken together for a total of 2 credits. Module B cannot be taken alone. If taking for 2 or 3 credits, some combination of term paper, project and/or exam will be due 30 days later. Offered as PQHS 467 and MPHP 467.

PQHS 468. The Continual Improvement of Healthcare: An Interdisciplinary Course. 3 Units.
This course prepares students to be members of interprofessional teams to engage in the continual improvement in health care. The focus is on working together for the benefit of patients and communities to enhance quality and safety. Offered as PQHS 468, MPHP 468, and NURS 468.

PQHS 471. Machine Learning & Data Mining. 3 Units.
Vast amount of data are being collected in medical and social research and in many industries. Such big data generate a demand for efficient and practical tools to analyze the data and to identify unknown patterns. We will cover a variety of statistical machine learning techniques (supervised learning) and data mining techniques (unsupervised learning), with data examples from biomedical and social research. Specifically, we will cover prediction model building and model selection (shrinkage, Lasso), classification (logistic regression, discriminant analysis, k-nearest neighbors), tree-based methods (bagging, random forests, boosting), support vector machines, association rules, clustering and hierarchical clustering. Basic techniques that are applicable to many of the areas, such as cross-validation, the bootstrap, dimensionality reduction, and splines, will be explained and used repeatedly. The field is fast evolving and new topics and techniques may be included when necessary. Prereq: PQHS/EPBI 431.

PQHS 472. Integrated Thinking in Population and Quantitative Health Sciences. 2 Units.
The determinants of common disease are multifactorial and may involve complex interactions among factors, both known and unknown. These risk factors span domains as diverse as social determinants to biochemical lesions. However, most studies of disease risk usually involve a single class of determinants, defined within a single academic discipline. The goal of this course is to teach students to recognize and define explicit and implicit assumptions about studies of disease and to understand how one may integrate different domains of knowledge to improve our understanding of disease etiology and ultimately prevention and treatment efforts. They will learn to understand assumptions built into conceptual models used to describe and predict disease risk. Prereq: PQHS 431 and PQHS 440 and PQHS 490.

PQHS 473. Integrated Thinking in Population and Quantitative Health Sciences II. 2 Units.
The determinants of common disease are multifactorial and may involve complex interactions among factors, both known and unknown. These risk factors span domains as diverse as social determinants to biochemical lesions. The goal of this course is to teach students to recognize and define explicit and implicit assumptions about studies of disease and to understand how one may integrate different domains of knowledge to improve our understanding of disease etiology and ultimately prevention and treatment efforts. This is the second of a two course sequence required of all PhD in Epidemiology and Biostatistics students. PQHS 472 is the first course in the sequence and is a required prerequisite. This course meets weekly and in-person. Prereq: PQHS 472.

PQHS 480. Introduction to Mathematical Statistics. 3 Units.
An introduction to statistical inference at an intermediate mathematical level. The concepts of random variables and distributions, discrete and continuous, are reviewed. Topics covered include: expectations, variance, moments, the moment generating function; Bernoulli, binomial, hypergeometric, Poisson, negative binomial, normal, gamma and beta distributions; the central limit theorem; Bayes estimation, maximum likelihood estimators, unbiased estimators, sufficient statistics; sampling distributions (chi-square, t) confidence intervals, Fisher information; hypothesis testing, uniformly most powerful tests and multi-decision problems. Prereq: MATH 122, MATH 124 or MATH 126.

PQHS 481. Theoretical Statistics I. 3 Units.
Topics provide the background for statistical inference. Random variables; distribution and density functions; transformations, expectation. Common univariate distributions. Multiple random variables; joint, marginal and conditional distributions; hierarchical models, covariance. Distributions of sample quantities, distributions of sums of random variables, distributions of order statistics. Methods of statistical inference. Offered as STAT 345, STAT 445, and PQHS 481. Prereq: MATH 122 or MATH 223 or Coreq: PQHS/EPBI 431.

PQHS 482. Theoretical Statistics II. 3 Units.
Point estimation: maximum likelihood, moment estimators. Methods of evaluating estimators including mean squared error, consistency, "best" unbiased and sufficiency. Hypothesis testing; likelihood ratio and union-intersection tests. Properties of tests including power function, bias. Interval estimation by inversion of test statistics, use of pivotal quantities. Application to regression. Graduate students are responsible for mathematical derivations, and full proofs of principal theorems. Offered as STAT 346, STAT 446 and PQHS 482. Prereq: STAT 345 or STAT 445 or PQHS/EPBI 481.

PQHS 484. Global Health Epidemiology. 1 - 3 Units.
This course provides a rigorous problem-centered training in the epidemiology, prevention, treatment, and control of infectious diseases and, more generally, global health. This is an advanced epidemiology course that embraces an active learning environment. Students are expected to invest time out of the classroom reading and working with classmates. Classes will be conducted with discussions, debates, group projects, and group presentations. By taking this course, students will develop a framework for interpreting, assessing, and performing epidemiologic research on issues of global importance. The course will be divided into three modules: 1) Global Health Epidemiology 2) Helminth Epidemiology, and 3) Epidemiology of Disease Elimination. Each module is worth 1 credit hour and may be taken separately. Each module will have a separate project and/or exam. The final exam time will be used for group presentations and panel discussion. Active class participation is required through discussions, case studies, and group projects. Offered as PQHS 484, INTH 484, and MPHP 484.
PQHS 490. Epidemiology: Introduction to Theory and Methods. 3 Units.
This course provides an introduction to the principles of epidemiology covering the basic methods necessary for population and clinic-based research. Students will be introduced to epidemiologic study designs, measures of disease occurrence, measures of risk estimation, and casual inference (bias, confounding, and interaction) with application of these principles to specific fields of epidemiology. Classes will be a combination of lectures, discussion, and in-class exercises. It is intended for students who have a basic understanding of the principals of human disease and statistics. Offered as PQHS 490 and MPHP 490. Prereq or Coreq: PQHS/EPBI 431 or Requisites Not Met permission.

PQHS 499. Independent Study. 1 - 18 Units.

PQHS 500. Design and Analysis of Observational Studies. 3 Units.
An observational study investigates treatments, policies or exposures and the effects that they cause, but it differs from an experiment because the investigator cannot control assignment. We introduce appropriate design, data collection and analysis methods for such studies, to help students design and interpret their own studies, and those of others in their field. Technical formalities are minimized, and the presentations will focus on the practical application of the ideas. A course project involves the completion of an observational study, and substantial use of the R statistical software. Topics include randomized experiments and how they differ from observational studies, planning and design for observational studies, adjustments for overt bias, sensitivity analysis, methods for detecting hidden bias, and focus on propensity score methods for selection bias adjustment, including multivariate matching, stratification, weighting and regression adjustments. Recommended preparation: a working knowledge of multiple regression, some familiarity with logistic regression, with some exposure to fitting regression models in R. Offered as CRSP 500 and PQHS 500.

PQHS 501. Research Seminar. 0 Unit.
This seminar series includes faculty and guest-lecturer presentations designed to introduce students to on-going research at the University and elsewhere. Seminars will emphasize the application of methods learned in class, as well as the introduction of new methods and tools useful in research.

PQHS 502. Introduction to Statistical Consulting. 1 Unit.
What challenges are faced by a Biostatistician working in a collaborative and consulting environment? In order to successfully interact with a client, in addition to a solid foundation in statistical methods, the consultant needs to be prepared to deal with issues such as ill-posed research questions, unrealistic expectations on the part of a client, difficulty in understanding the subject of the consultation, thorny ethical issues, and many others. Courses on statistical consulting are essential components of graduate programs in Statistics. Other courses teach students statistical methods and how to use them to address various problems, but those problems are presented by course instructors who typically have as the goal teaching the appropriate choice and utilization of available statistical tools. This course prepares students to the challenges involved in ‘real life’ consulting situations, exposing the students to different encounter types, while honing their communication and statistical skills and raising their awareness of their professional responsibilities.

PQHS 505. Seminar in Global Health Epidemiology. 0 Unit.
This seminar series examines a broad range of topics related to infectious disease research in international settings. Areas of interest are certain to include epidemiology, bioethics, medical anthropology, pathogenesis, drug resistance, vector biology, cell and molecular biology, vaccine development, diagnosis, and socio-cultural factors contributing to or compromising effective health care delivery in endemic countries. Speakers will include a diverse group of regional faculty and post-doctoral trainees, as well as visiting colleagues from around the world. Students will be asked to read a journal article written by the speaker and then discuss this article with the speaker after their seminar.

PQHS 510. Health Disparities. 3 Units.
This course aims to provide theoretical and application tools for students from many disciplinary backgrounds to conduct research and develop interventions to reduce health disparities. The course will be situated contextualized within the historical record of the United States, reviewing social, political, economic, cultural, legal, and ethical theories related to disparities in general, with a central focus on health disparities. Several frameworks regarding health disparities will be used for investigating and discussing the empirical evidence on disparities among other subgroups (e.g., the poor, women, uninsured, disabled, and non-English speaking populations) will also be included and discussed. Students will be expected to develop a research proposal (observational, clinical, and/or intervention) rooted in their disciplinary background that will incorporate materials from the various perspectives presented throughout the course, with the objective of developing and reinforcing a more comprehensive approach to current practices within their fields. Offered as CRSP 510, PQHS 510, MPHP 510, NURS 510, and SASS 510.

PQHS 515. Secondary Analysis of Large Health Care Data Bases. 3 Units.
Development of skills in working with the large-scale secondary data bases generated for research, health care administration/billing, or other purposes. Students will become familiar with the content, strength, and limitations of several data bases; with the logistics of obtaining access to data bases; the strengths and limitations of routinely collected variables; basic techniques for preparing and analyzing secondary data bases and how to apply the techniques to initiate and complete empirical analysis. Recommended preparation: PQHS/EPBI 414 or equivalent; PQHS/EPBI 431 or PQHS/EPBI 460 and PQHS/EPBI 461 (for HSR students).
**PQHS 550. Meta-Analysis & Evidence Synthesis. 2 - 3 Units.**

Systematic reviews use reproducible methods to systematically search the literature and synthesize the results of a specific topic area. Meta-analysis is a specific analytic technique used to pool results of individual studies. Systematic reviews are useful ways to establish one's knowledge in a particular field of study, and can highlight gaps in research which can be pursued in future work. They can also inform the background of a grant. This course is designed to introduce students to the methods of conducting a high quality systematic review and meta-analysis of intervention studies. We will cover the design, methods, and analytic techniques involved in systematic reviews. These concepts will prepare students to conduct their own systematic review or evaluate the systematic reviews of others. Sessions will be lectures, labs, and presentations. Topics include developing a search strategy, abstracting key data, synthesizing the results qualitatively, meta-analytic techniques, grading the quality of studies, grading the strength of the evidence, and manuscript preparation specific to systematic reviews and meta-analysis of intervention studies. Caveat: If you would like to conduct a systematic review of your own that can be published after the course ends, you will need to have several other class members or colleagues willing to work with you on the project. The systematic review should be on a topic where you expect no more than 20-30 included studies in order to be able to complete the review soon after the course ends. Offered as CRSP 550 and PQHS 550. Prereq: CRSP 401, PQHS/EPBI 431, MPHP 405, NURS 532 or Requisites Not Met permission.

**PQHS 601. Master's Project Research. 1 - 18 Units.**

This course focuses on gaining experience as a biostatistician and enhancing the skills needed to become an effective biostatistician, serving as consultant and collaborator. The objectives of this mentored experience course are: to learn the role of the consulting biostatistician and the accompanying responsibilities, experience the life cycle of a project, develop and apply the interpersonal and communications skills required for a biostatistician, strengthen skills learned in the program, and often to enhance the skill set of the student, as well as to gain insight into the life and career of a biostatistician. This experience helps prepare the student for future job interviews and jobs, and may lead directly to a job. The deliverable is a professionally written report in the format of a report to a client or a research paper.

**PQHS 602. Practicum. 3 Units.**

This course is designed to introduce students to the methods of conducting a high quality systematic review and meta-analysis of intervention studies. We will cover the design, methods, and analytic techniques involved in systematic reviews. These concepts will prepare students to conduct their own systematic review or evaluate the systematic reviews of others. Sessions will be lectures, labs, and presentations. Topics include developing a search strategy, abstracting key data, synthesizing the results qualitatively, meta-analytic techniques, grading the quality of studies, grading the strength of the evidence, and manuscript preparation specific to systematic reviews and meta-analysis of intervention studies. Caveat: If you would like to conduct a systematic review of your own that can be published after the course ends, you will need to have several other class members or colleagues willing to work with you on the project. The systematic review should be on a topic where you expect no more than 20-30 included studies in order to be able to complete the review soon after the course ends. Offered as CRSP 550 and PQHS 550. Prereq: CRSP 401, PQHS/EPBI 431, MPHP 405, NURS 532 or Requisites Not Met permission.

**PQHS 651. Thesis M.S.. 1 - 18 Units.**

(Credit as arranged.)

**PQHS 701. Dissertation Ph.D.. 1 - 9 Units.**

(Credit as arranged.) Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

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**School of Medicine Faculty**

Croft, Darin; PhD, Professor, Anatomy, SOM

Crofton, Andrew; PhD, Assistant Professor, Anatomy, SOM

Katz, Michael; MD PhD, Associate Professor, Anatomy, SOM

Simpson, Scott; PhD, Professor, Anatomy, SOM

Singelyn, Bryan; MS, Instructor, Anatomy, SOM

Wish-Baratz, Susanne; PhD, Associate Professor, Anatomy, SOM

Arvidson, Ryan; PhD, Assistant Professor, Biochemistry, SOM

Carey, Paul; PhD, Professor, Biochemistry, SOM

Diehl, J.; PhD, Professor, Biochemistry, SOM

Gerken, Thomas; PhD, Professor, Biochemistry, SOM

Kao, Hung-Ying; PhD, Professor, Biochemistry, SOM

Merrick, William; PhD, Professor, Biochemistry, SOM

Abbott, Derek; MD PhD, Professor, Pathology, SOM

Adams, Drew; PhD, Associate Professor, Genetics & Genome Sc, SOM

Adoro, Stanley; PhD, Assistant Professor, Pathology, SOM

Albert, Jeffrey; PhD, Professor, Pop & Quant Hlth Sci, SOM

Anderson, James; MD PhD, Professor, Biomedical Eng, SOM

Anderson-Fye, Eileen; EdD, Associate Professor, Bioethics, SOM

Anthony, Donald; MD, Associate Professor, Div Gen Med Sciences, SOM

Arvidson, Ryan; PhD, Assistant Professor, Biochemistry, SOM

Aulisio, Mark; PhD, Professor, Bioethics, SOM

Baker, Kristian; PhD, Associate Professor, Genetics & Genome Sc, SOM

Barkoukis, Hope; PhD, Associate Professor, Nutrition, SOM

Basilion, James; PhD, Professor, Biomedical Eng, SOM

Bebek, Gurkan; , Assistant Professor, Nutrition, SOM

Bell, Kimberly; PhD, Assistant Professor, Div Gen Med Sciences, SOM

Bonfield, Tracey; PhD, Associate Professor, Genetics & Genome Sc, SOM

Borawski, Elaine; PhD, Professor, Nutrition, SOM

Boron, Walter; MD PhD, Professor, Physiology/Biophysic, SOM

Brady-Kalnay, Susann; PhD, Professor, Moleculr Bio & Micro, SOM

Briggs, Farren; PhD, Assistant Professor, Pop & Quant Hlth Sci, SOM

Broihier, Heather; PhD, Associate Professor, Neurosciences, SOM

Bruce, Anna; PhD, Instructor, Pathology, SOM

Brunenger, Henri; MD PhD, Professor, Nutrition, SOM

Buchner, David; PhD, Associate Professor, Genetics & Genome Sc, SOM

Buck, Matthias; PhD, Professor, Physiology/Biophysic, SOM

Burberry, Aaron; PhD, Assistant Professor, Pathology, SOM

Burgener, Adam; , Professor, Pathology, SOM

Bush, William; PhD, Associate Professor, Pop & Quant Hlth Sci, SOM

Cali, Ignazio; PhD, Instructor, Pathology, SOM

Cameron, Cheryl; Ph.D., Assistant Professor, Nutrition, SOM

Cameron, Mark; PhD, Associate Professor, Pop & Quant Hlth Sci, SOM

Cao, Kaixiang; PhD, Assistant Professor, Biochemistry, SOM
<table>
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<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
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<tr>
<td>Kelley, Thomas</td>
<td>PhD, Professor</td>
<td>Genetics &amp; Genome Sc</td>
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<td>Kim-Mozeleski, Jin</td>
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<td>King, Christopher</td>
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<td>Randall, Tamara</td>
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Rose, Johnie; MD PhD, Assistant Professor, Div Gen Med Sciences, SOM
Safar, Jiri; MD, Professor, Pathology, SOM
Sahoo, Satya; PhD, Associate Professor, Pop & Quant Hlth Sci, SOM
Salz, Helen; PhD, Professor, Genetics & Genome Sc, SOM
Samols, David; PhD, Professor, Biochemistry, SOM
Sattar, Abdus; PhD, Professor, Pop & Quant Hlth Sci, SOM
Scacheri, Peter; PhD, Professor, Genetics & Genome Sc, SOM
Schaffer, Ashleigh; PhD, Assistant Professor, Genetics & Genome Sc, SOM
Schenkel, Joan; MA/MS, Instructor, Nutrition, SOM
Schiemann, William; PhD, Professor, Div Gen Med Sciences, SOM
Schilling, William; PhD, Professor, Physiology/Biophysic, SOM
Schirokauer, Oliver; MD PhD, Assistant Professor, Bioethics, SOM
Schumacher, Fredrick; PhD MPH, Associate Professor, Pop & Quant Hlth Sci, SOM
Schwan, Ben; PhD, Instructor, Bioethics, SOM
Silver, Jerry; PhD, Professor, Neurosciences, SOM
Simpson, Scott; PhD, Professor, Anatomy, SOM
Singelyn, Bryan; MS, Instructor, Anatomy, SOM
Singer, Ethan; PhD, Associate Professor, Pop & Quant Hlth Sci, SOM
Singer, Lynn; PhD, Professor, Pop & Quant Hlth Sci, SOM
Singh, Neena; MD, PhD, Professor, Pathology, SOM
Skowronski, Jacek; MD PhD, Professor, Moleculr Bio & Micro, SOM
Smith, Corey; PhD, Professor, Physiology/Biophysic, SOM
Snider, Martin; PhD, Associate Professor, Biochemistry, SOM
Song, Yeunjoo; PhD, Instructor, Pop & Quant Hlth Sci, SOM
Spilsbury, James; PhD, Associate Professor, Pop & Quant Hlth Sci, SOM
Stange, Kurt; MD PhD, Professor, Div Gen Med Sciences, SOM
Stein, Catherine; PhD, Professor, Pop & Quant Hlth Sci, SOM
Stelzer, Julian; PhD, Professor, Physiology/Biophysic, SOM
Stewart, Phoebe; PhD, Professor, Pharmacology, SOM
Strowbridge, Benjamin; PhD, Professor, Neurosciences, SOM
Su, Chih-Chia; PhD, Instructor, Pharmacology, SOM
Sun, Qian; PhD, Assistant Professor, Neurosciences, SOM
Surewicz, Witold; PhD, Professor, Physiology/Biophysic, SOM
Swain, James; PhD, Associate Professor, Nutrition, SOM
Sy, Man-Sun; PhD, Professor, Pathology, SOM
Tabuchi, Masashi; PhD, Assistant Professor, Neurosciences, SOM
Tajima, Nami; PhD, Assistant Professor, Physiology/Biophysic, SOM
Tartakoff, Alan; PhD, Professor, Pathology, SOM
Tatsuoka, Curtis; PhD, Associate Professor, Pop & Quant Hlth Sci, SOM
Taylor, Derek; PhD, Professor, Pharmacology, SOM
Taylor, Jessica; PhD, Assistant Professor, Physiology/Biophysic, SOM
Tesar, Paul; PhD, Professor, Genetics & Genome Sc, SOM
Thompson, Cheryl; PhD, Associate Professor, Nutrition, SOM
Tilton, John; MD, Associate Professor, Nutrition, SOM
Tisch, Daniel; PhD, Associate Professor, Pop & Quant Hlth Sci, SOM
Tiwari, Pallavi; PhD, Assistant Professor, Biomedical Eng, SOM
Trapl, Erika; PhD, Associate Professor, Pop & Quant Hlth Sci, SOM
Triolo, Ronald; PhD, Professor, Biomedical Eng, SOM
Valadkhan, Saba; MD PhD, Assistant Professor, Moleculr Bio & Micro, SOM
Van den Akker, Focco; PhD, Associate Professor, Biochemistry, SOM
Veigl, Martina; PhD, Associate Professor, Div Gen Med Sciences, SOM
Viswanath, Satish; PhD, Assistant Professor, Biomedical Eng, SOM
von Lintig, Johannes; PhD, Professor, Pharmacology, SOM
Wang, Susan; PhD, Associate Professor, Biochemistry, SOM
Wang, Wenzhang; PhD, Assistant Professor, Pathology, SOM
Wang, Zhenghe; PhD, Professor, Genetics & Genome Sc, SOM
Ward, Nicole; PhD, Professor, Nutrition, SOM
Watowicz, Rosanna; PhD, Assistant Professor, Nutrition, SOM
Wearsch, Pamela; PhD, Assistant Professor, Pathology, SOM
Williams, Scott; PhD, Professor, Pop & Quant Hlth Sci, SOM
Wilson-Delfosse, Amy; PhD, Professor, Pharmacology, SOM
Wise, Jo Ann; PhD, Professor, Biochemistry, SOM
Wish-Baratz, Susanne; PhD, Associate Professor, Anatomy, SOM
Wu, Chen-Han; MD PhD, Assistant Professor, Genetics & Genome Sc, SOM
Wynshaw-Boris, Anthony; MD PhD, Professor, Genetics & Genome Sc, SOM
Xiao, Tsan; PhD, Associate Professor, Pathology, SOM
Xiong, Wen-Cheng; PhD, Professor, Neurosciences, SOM
Xu, Kui; MD, Instructor, Physiology/Biophysic, SOM
Xu, Rong; PhD, Professor, Div Gen Med Sciences, SOM
School of Medicine Faculty

Attala, Mohamed; MB, Bch, Professor, Anesthesiology, CCLCM
Attaway, Amy; MD, Assistant Professor, Medicine, CCLCM
Aucejo, Federico; MD, Associate Professor, Surgery, CCLCM
Augustin, Toms; MBBS, Assistant Professor, Surgery, CCLCM
Augustine, Joshua; MD, Associate Professor, Medicine, CCLCM
Aulak, Kulwant; PhD, Assistant Professor, Molecular Medicine, CCLCM
Auron, Moises; MD, Professor, Medicine, CCLCM
Avitsian, Rafi; MD, Professor, Anesthesiology, CCLCM
Ayad, Sabry; MD, Professor, Anesthesiology, CCLCM
Ayoub, Chadi; MBBS, Assistant Professor, Medicine, CCLCM
Aziz, Peter; MD, Associate Professor, Pediatrics, CCLCM
Azzato, Elizabeth; MD, Assistant Professor, Pathology, CCLCM
Babic, Maja; MD, Assistant Professor, Medicine, CCLCM
Babiuch, Amy; MD, Assistant Professor, Ophthalmology, CCLCM
Bahntge, Michael; MD, Assistant Professor, Neurology, CCLCM
Bain, Mark; MD, Associate Professor, Neurological Surgery, CCLCM
Bajic, Petar; MD, Assistant Professor, Urology, CCLCM
Bakaeen, Faisal; MD, Professor, Surgery, CCLCM
Bakdash, Suzanne; MD, Assistant Professor, Pathology, CCLCM
Baker, Jeremy; DO, Assistant Professor, Pediatrics, CCLCM
Baker, Mark; MD, Professor, Radiology, CCLCM
Baldwin, William; MD PhD, Professor, Molecular Medicine, CCLCM
Bales, Robert; MD, Assistant Professor, Family Medicine, CCLCM
Ballock, Robert; MD, Professor, Surgery, CCLCM
Bandopadhayay, Smarajit; PhD, Assistant Professor, Molecular Medicine, CCLCM
Banerjee, Shuvojit; Assistant Professor, Molecular Medicine, CCLCM
Barnett, Brian; MD, Assistant Professor, Medicine, CCLCM
Barnett, Gene; MD, Professor, Neurological Surgery, CCLCM
Barry, Jessica; MD, Assistant Professor, Pediatrics, CCLCM
Barsoum, Sabri; MBBCh, Assistant Professor, Anesthesiology, CCLCM
Barsoum, Wael; MD, Professor, Surgery, CCLCM
Bartholomew, John; MD, Professor, Medicine, CCLCM
Bashour, Charles; MD, Associate Professor, Anesthesiology, CCLCM
Baskin, Bryan; DO, Assistant Professor, Emergency Medicine, CCLCM
Bass, Sarah; PhD, Assistant Professor, Molecular Medicine, CCLCM
Bassiri Gharb, Bahar; MD PhD, Associate Professor, Surgery, CCLCM
Batur, Pelin; MD, Associate Professor, Ob/Gyn & Repro Bio, CCLCM
Bautista, Jocelyn; MD, Assistant Professor, Neurology, CCLCM
Bea, Scott; Psy.D, Assistant Professor, Medicine, CCLCM
Beall, Erik; PhD, Assistant Professor, Radiology, CCLCM
Beidelschies, Michelle; PhD, Assistant Professor, Medicine, CCLCM
Bekris, Lynn; PhD, Assistant Professor, Molecular Medicine, CCLCM
Bencsath, Kalman; MD, Assistant Professor, Surgery, CCLCM
Benninger, Michael; MD, Professor, Otolary Head & Neck, CCLCM
Benore, Ethan; PhD, Associate Professor, Pediatrics, CCLCM
Benzel, Edward; MD, Professor, Neurological Surgery, CCLCM
Benzil, Deborah; MD, Professor, Neurological Surgery, CCLCM
Berber, Eren; MD, Professor, Surgery, CCLCM
Berglund, Ryan; MD, Assistant Professor, Surgery, CCLCM
Bergmann, Cornelia; PhD, Professor, Molecular Medicine, CCLCM
Berkner, Kathleen; PhD, Associate Professor, Molecular Medicine, CCLCM
Bermel, Robert; MD, Associate Professor, Neurology, CCLCM
Bernard, Steven; MD, Associate Professor, Surgery, CCLCM
Bethoux, Francois; MD, Professor, Medicine, CCLCM
Beveridge, Jillian; PhD, Assistant Professor, Biomedical Eng, CCLCM
Bhakta, Hemangini; MD, Assistant Professor, Pediatrics, CCLCM
Bhalla, Rakesh; MBBS, Assistant Professor, Medicine, CCLCM
Bhargava, Mandep; MBBS, Associate Professor, Medicine, CCLCM
Bhatt, Kavita; MD, Assistant Professor, Radiology, CCLCM
Bhatt, Saurin; MD, Instructor, Medicine, CCLCM
Bhattaram, Pallavi; PhD, Assistant Professor, Molecular Medicine, CCLCM
Bhavani, Sekar; MBBS, Assistant Professor, Anesthesiology, CCLCM
Bierer, Saundra; PhD, Professor, Medicine, CCLCM
Billings, Steven; MD, Professor, Pathology, CCLCM
Billow, Damien; MD, Assistant Professor, Surgery, CCLCM
Bingaman, William; MD, Professor, Neurological Surgery, CCLCM
Bishop, Sarah; MD, Assistant Professor, Plastic Surgery, CCLCM
Bjelac, Jaclyn; MD, Assistant Professor, Pediatrics, CCLCM
Blackstone, Eugene; MD, Professor, Surgery, CCLCM
Blake-Gumbs, Lyla; MD, Assistant Professor, Medicine, CCLCM
Cho, Leslie; MD, Professor, Medicine, CCLCM
Choi, Humberto; MD, Assistant Professor, Medicine, CCLCM
Chung, Mina; MD, Professor, Medicine, CCLCM
Chute, Deborah; MD, Associate Professor, Pathology, CCLCM
Ciezki, Jay; Professor, Medicine, CCLCM
Claesen, Jan; PhD, Assistant Professor, Molecular Medicine, CCLCM
Claytor, Benjamin; MD, Assistant Professor, Neurology, CCLCM
Cober, Eric; MD, Assistant Professor, Medicine, CCLCM
Cohen, Jeffrey; MD, Professor, Neurology, CCLCM
Colbert, Colleen; PhD, Professor, Medicine, CCLCM
Collier, Patrick; MBCh, Associate Professor, Medicine, CCLCM
Comhair, Suzy; PhD, Associate Professor, Molecular Medicine, CCLCM
Conrad-Schnetz, Kristen; DO, Assistant Professor, Surgery, CCLCM
Conway, Devon; MD, Assistant Professor, Neurology, CCLCM
Cook, James; MD PhD, Professor, Pathology, CCLCM
Coppa, Christopher; MD, Assistant Professor, Radiology, CCLCM
Corvi, Katherine; PsyD, Assistant Professor, Pediatrics, CCLCM
Cotta, Claudia; MD PhD, Associate Professor, Pathology, CCLCM
Crabb, John; PhD, Professor, Ophthalmology, CCLCM
Cracolici, Vincent; MD, Assistant Professor, Pathology, CCLCM
Cremer, Miriam; MD, Professor, Ob/Gyn & Repro Bio, CCLCM
Cresci, Gail; PhD, Assistant Professor, Pediatrics, CCLCM
Crish, James; PhD, Assistant Professor, Molecular Medicine, CCLCM
Crone, Timothy; MD, Assistant Professor, Medicine, CCLCM
Cruz, Miguel; MD, Assistant Professor, Anesthesiology, CCLCM
Cummings, Jeffrey; MD, Professor, Medicine, CCLCM
Cummings, Kenneth; MD, Associate Professor, Anesthesiology, CCLCM
Cywinski, Jacek; MD, Professor, Anesthesiology, CCLCM
Dalton, Jarrod; Ph.D., Assistant Professor, Medicine, CCLCM
Damasner, Margot; PhD, Professor, Biomedical Eng, CCLCM
Dana, Hod; PhD, Assistant Professor, Molecular Medicine, CCLCM
Dani, Dhiman; Assistant Professor, Medicine, CCLCM
Daniels, Heather; DO, Assistant Professor, Pediatrics, CCLCM
Das, Anirudha; MBBS, Assistant Professor, Pediatrics, CCLCM
Dasarathy, Srinivasan; MBBS, Professor, Medicine, CCLCM
Dassenbrook, Elliott; MD, Assistant Professor, Medicine, CCLCM
Dassel, Mark; Associate Professor, Ob/Gyn & Repro Bio, CCLCM
Davalos, Dimitrios; PhD, Assistant Professor, Molecular Medicine, CCLCM
Daw, Hamed; MD, Assistant Professor, Medicine, CCLCM
De, Sarmishtha; PhD, Assistant Professor, Molecular Medicine, CCLCM
de la Motte, Carol; PhD, Assistant Professor, Molecular Medicine, CCLCM
Deal, Chad; MD, Associate Professor, Medicine, CCLCM
Dean, Robert; MD, Associate Professor, Medicine, CCLCM
DeBernardo, Robert; MD, Associate Professor, Ob/Gyn & Repro Bio, CCLCM
Delaney, Conor; MBBS, Professor, Surgery, CCLCM
Dell, Katherine; MD, Professor, Pediatrics, CCLCM
Demirjian, Sevag; MD, Assistant Professor, Medicine, CCLCM
DeRoss, Anthony; MD, Assistant Professor, Surgery, CCLCM
Derwin, Kathleen; PhD, Assistant Professor, Biomedical Eng, CCLCM
Desai, Milind; MD, Professor, Medicine, CCLCM
Desai, Nina; PhD, Associate Professor, Ob/Gyn & Repro Bio, CCLCM
DeSantis, Lisa; MD, Assistant Professor, Family Medicine, CCLCM
Deshpande, Abhishek; MBBS PhD, Assistant Professor, Medicine, CCLCM
Desilva, Tara; PhD, Associate Professor, Molecular Medicine, CCLCM
Dettmer, Matthew; MD, Assistant Professor, Medicine, CCLCM
Diago Uso, Teresa; MD, Assistant Professor, Surgery, CCLCM
DiDonato, Joseph; PhD, Assistant Professor, Molecular Medicine, CCLCM
Diehl, Rachel; MD MPH, Assistant Professor, Anesthesiology, CCLCM
DiFilippo, Frank; PhD, Professor, Radiology, CCLCM
DiPierro, Francis; MD, Assistant Professor, Anesthesiology, CCLCM
Djemil, Toufik; PhD, Assistant Professor, Medicine, CCLCM
Donaldson, Chase; MD, Assistant Professor, Anesthesiology, CCLCM
Donato, Jessica; MD, Assistant Professor, Medicine, CCLCM
Dong, Frank; PhD, Associate Professor, Radiology, CCLCM
Donley, Brian; MD, Professor, Surgery, CCLCM
Dorr-Lipold, Laura; MD, Assistant Professor, Family Medicine, CCLCM
Dorsey, Steve; MD, Assistant Professor, Emergency Medicine, CCLCM
Douglas, Aaron; DO, Assistant Professor, Anesthesiology, CCLCM
Doyle, D.; MD PhD, Professor, Anesthesiology, CCLCM
Driscoll, Donna; MD, Professor, Molecular Medicine, CCLCM
Duggal, Abhijit; MBBS, Associate Professor, Medicine, CCLCM
Duncan, Andra; MD, Associate Professor, Anesthesiology, CCLCM
Duong Lui, Hien; MD, Assistant Professor, Medicine, CCLCM
Dupps, William; MD PhD, Professor, Ophthalmology, CCLCM
Dutta, Ranjan; PhD, Assistant Professor, Molecular Medicine, CCLCM
Dweik, Raed; MBBS, Professor, Medicine, CCLCM
Dwidar, Mohammed; PhD, Assistant Professor, Molecular Medicine, CCLCM
Dyhdalo, Kathryn; MD, Assistant Professor, Pathology, CCLCM
Eaton, Jennifer; DO, Assistant Professor, Surgery, CCLCM
Echenique, Ignacio; MD, Assistant Professor, Medicine, CCLCM
Edelman, Kenneth; MD, Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Ehlers, Justis; MD, Associate Professor, Ophthalmology, CCLCM
Elgabaly, Mohamed; MBBCCH, Assistant Professor, Radiology, CCLCM
Elgharably, Haytham; MBBS, Assistant Professor, Surgery, CCLCM
Ellis, Stephen; MD, Professor, Medicine, CCLCM
Elsheikh, Tarik; MBBCCH, Professor, Pathology, CCLCM
Emch, Todd; MD, Assistant Professor, Radiology, CCLCM
Emery, Jonathan; MD, Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Emery, Michael; MD, Associate Professor, Medicine, CCLCM
Englund, Kristin; MD, Assistant Professor, Medicine, CCLCM
Entezari, Vahid; MD, Assistant Professor, Surgery, CCLCM
Erdemir, Ahmet; PhD, Assistant Professor, Biomedical Eng, CCLCM
Erenberg, Francine; MD, Assistant Professor, Pediatrics, CCLCM
Erwin, Angelika; MD PhD, Assistant Professor, Pediatrics, CCLCM
Erzurum, Serpil; MD, Professor, Medicine, CCLCM
Esa, Wael; MBBCCH PhD, Assistant Professor, Anesthesiology, CCLCM
Esper, Frank; MD, Assistant Professor, Pediatrics, CCLCM
Estfan, Bassam; MD, Assistant Professor, Medicine, CCLCM
Evans, Peter; MD PhD, Professor, Surgery, CCLCM
Eze-Niam, Chete; MBBS, MPH, Assistant Professor, Medicine, CCLCM
Eze-Nliam, Chete; MBBS MPH, Assistant Professor, Medicine, CCLCM
Ezetundu, Chidiebere; MBBS, Assistant Professor, Pediatrics, CCLCM
Factora, Ronan; MD, Associate Professor, Medicine, CCLCM
Fairchild, Robert; PhD, Professor, Molecular Medicine, CCLCM
Falco, Tatiana; MD, Assistant Professor, Neurology, CCLCM
Falco, Tommaso; MD, Professor, Ob/Gyn & Repro Bio, CCLCM
Fan, Qingyuan; MD PhD, Assistant Professor, Medicine, CCLCM
Farag, Ehab; MBBS, Professor, Anesthesiology, CCLCM
Fareed, Khaled; MBBCCh, Assistant Professor, Surgery, CCLCM
Fares, Maan; MD, Assistant Professor, Medicine, CCLCM
Farha, Samar; MD, Assistant Professor, Medicine, CCLCM
Farivar, Behzad; MD, Assistant Professor, Surgery, CCLCM
Farrell, Ruth; MD, Professor, Ob/Gyn & Repro Bio, CCLCM
Farrow, Lutul; MD, Associate Professor, Surgery, CCLCM
Fathalizadeh, Alisan; MD MPH, Assistant Professor, Surgery, CCLCM
Faulx, Michael; MD, Associate Professor, Medicine, CCLCM
Feldman, Myra Kay; MD, Assistant Professor, Radiology, CCLCM
Fernandez, Hubert; MD, Professor, Neurology, CCLCM
Fernandez Mata, Ignacio; PhD, Assistant Professor, Molecular Medicine, CCLCM
Fertel, Baruch; MD, Associate Professor, Emergency Medicine, CCLCM
Fesler, Jessica; MD, Assistant Professor, Neurology, CCLCM
Finke, James; PhD, Professor, Molecular Medicine, CCLCM
Fiocchi, Claudio; MD, Professor, Molecular Medicine, CCLCM
Fisher, Carolyn; PhD, Assistant Professor, Medicine, CCLCM
Fisher, Cory; DO, Assistant Professor, Family Medicine, CCLCM
Fitzgibbon, James; MD, Assistant Professor, Emergency Medicine, CCLCM
Flamm, Scott; MD, Professor, Radiology, CCLCM
Fleischman, Aaron; PhD, Assistant Professor, Biomedical Eng, CCLCM
Fleisher, Catherine; MD, Assistant Professor, Medicine, CCLCM
Foden, Darlene; PhD, Assistant Professor, Neurology, CCLCM
Foldvary-Schaefer, Nancy; D.O., Professor, Neurology, CCLCM
Foradori, Dana; MD, Assistant Professor, Pediatrics, CCLCM
Ford, Donald; MD, Assistant Professor, Family Medicine, CCLCM
Ford, Paul; PhD, Associate Professor, Medicine, CCLCM
Forney, Michael; MD, Assistant Professor, Radiology, CCLCM
Foshee, Cecile; PhD, Associate Professor, Medicine, CCLCM
Foster, Charles; MD, Associate Professor, Pediatrics, CCLCM
Fox, Paul; PhD, Professor, Molecular Medicine, CCLCM
Fox, Robert; MD, Professor, Neurology, CCLCM
Fraser, Thomas; MD, Associate Professor, Medicine, CCLCM
Frazier, Thomas; PhD, Assistant Professor, Pediatrics, CCLCM
French, Judith; PhD, Assistant Professor, Surgery, CCLCM
Fritz, Michael; MD, Associate Professor, Otolary Head & Neck, CCLCM
Fujiki, Masato; MD PhD, Assistant Professor, Surgery, CCLCM
Fukamachi, Kiyotaka; MD PhD, Professor, Biomedical Eng, CCLCM
Gabard, Scott; MD, Assistant Professor, Medicine, CCLCM
Gadre, Shruti; MBBS, Assistant Professor, Medicine, CCLCM
Galioto, Rachel; PhD, Assistant Professor, Neurology, CCLCM
Galvez-Jimenez, Nestor; MD, Professor, Neurology, CCLCM
Galway, Ursula; MBCh, Associate Professor, Anesthesiology, CCLCM
Gandhi, Namita; MBBS, Associate Professor, Radiology, CCLCM
Gans, Richard; MD, Assistant Professor, Ophthalmology, CCLCM
Garven, Charles; MD, Assistant Professor, Family Medicine, CCLCM
Gastman, Brian; MD, Professor, Surgery, CCLCM
Gebreselassie, Surafel; MD, Assistant Professor, Medicine, CCLCM
Geiger, Jessica; MD, Assistant Professor, Medicine, CCLCM
Genther, Dane; MD, Assistant Professor, Otolary Head & Neck, CCLCM
George, John; MD, Assistant Professor, Anesthesiology, CCLCM
George, Pravin; DO, Assistant Professor, Neurology, CCLCM
Georgopoulos, Rachel; MD, Assistant Professor, Surgery, CCLCM
Gerds, Aaron; MD, Associate Professor, Medicine, CCLCM
Geube, Mariya; MD, Assistant Professor, Anesthesiology, CCLCM
Ghasia, Fatema; MD, Associate Professor, Ophthalmology, CCLCM
Ghaznavi, Amir; MD, Assistant Professor, Surgery, CCLCM
Ghosh, Arnab; PhD, Assistant Professor, Molecular Medicine, CCLCM
Ghosh, Chaitali; PhD, Associate Professor, Biomedical Eng, CCLCM
Gibson, Demetra; MD, Assistant Professor, Medicine, CCLCM
Gill, Bradley; MD, Associate Professor, Urology, CCLCM
Gill, Inderjit; MD, Associate Professor, Surgery, CCLCM
Gilligan, Timothy; MD, Associate Professor, Medicine, CCLCM
Gillinov, A.; MD, Professor, Surgery, CCLCM
Girgis, Girgis; MBBS DO, Assistant Professor, Anesthesiology, CCLCM
Giuliano, Kimberly; MD, Associate Professor, Pediatrics, CCLCM
Gladson, Candace; MD, Professor, Molecular Medicine, CCLCM
Gnanasekaran, Gowrishankar; MPH MBBS, Assistant Professor, Medicine, CCLCM
Goje, Tosin; MBBS, Associate Professor, Ob/Gyn & Repro Bio, CCLCM
Goldberg, Jeffrey; MD, Professor, Ob/Gyn & Repro Bio, CCLCM
Goldblum, John; MD, Professor, Pathology, CCLCM
Goldfarb, David; MD, Professor, Urology, CCLCM
Goldman, Howard; MD, Professor, Urology, CCLCM
Gomes, Joao; MD, Associate Professor, Neurology, CCLCM
Gong, Zihua; MD PhD, Assistant Professor, Molecular Medicine, CCLCM
Gonzalez, Blanca; MD, Associate Professor, Pediatrics, CCLCM
Gonzalez-Vicente, Agustin; PhD, Instructor, Molecular Medicine, CCLCM
Goodpaster, Kasey; PhD, Assistant Professor, Medicine, CCLCM
Goodwin, Ryan; MD, Associate Professor, Surgery, CCLCM
Gordon, Ilyssa; MD, Associate Professor, Pathology, CCLCM
Gordon, Steven; MD, Professor, Medicine, CCLCM
Gota, Carmen; MD, Assistant Professor, Medicine, CCLCM
Gottlieb, Alexandru; MD, Associate Professor, Anesthesiology, CCLCM
Gowda, Keshava; MBBS, Assistant Professor, Pediatrics, CCLCM
Goyal, Kush; MD, Assistant Professor, Medicine, CCLCM
Graham, Bruce; DO, Assistant Professor, Emergency Medicine, CCLCM
Graham, Linda; MD, Professor, Surgery, CCLCM
Graham, Ruffin; MD, Assistant Professor, Radiology, CCLCM
Greenfield, Aric; MD, Assistant Professor, Medicine, CCLCM
Greskovich, John; MD, Assistant Professor, Medicine, CCLCM
Griebeler, Marcio; MD, Assistant Professor, Medicine, CCLCM
Grohmyer, Stephen; MD, Professor, Surgery, CCLCM
Grundfest-Broniatowski, Sharon; MD, Associate Professor, Surgery, CCLCM
Gullett, Travis; MD, Assistant Professor, Emergency Medicine, CCLCM
Guo, Bingqi; PhD, Assistant Professor, Medicine, CCLCM
Gupta, Ajay; MD, Professor, Neurology, CCLCM
Gupta, Manveen; PhD, Assistant Professor, Molecular Medicine, CCLCM
Gupta, Neetu; PhD, Associate Professor, Molecular Medicine, CCLCM
Gupta, Sajal; MBBS, Assistant Professor, Surgery, CCLCM
Gurunluoglu, Raffi; MD, Professor, Surgery, CCLCM
Haber, Georges-Pascal; MD, PhD, Professor, Surgery, CCLCM
Haddad, Abdo; MD, Assistant Professor, Medicine, CCLCM
Hagstrom, Stephanie; PhD, Associate Professor, Ophthalmology, CCLCM
Hajj-Ali, Rula; MD, Professor, Medicine, CCLCM
Hajjar, Adeline; PhD DVM, Associate Professor, Molecular Medicine, CCLCM
Hamilton, Betty; MD, Associate Professor, Medicine, CCLCM
Hamilton, Thomas; PhD, Professor, Molecular Medicine, CCLCM
Hanna, Rabi; MD, Associate Professor, Pediatrics, CCLCM
Harb, Serge; MD, Assistant Professor, Medicine, CCLCM
Hargrave, Jennifer; DO, Associate Professor, Anesthesiology, CCLCM
Harrington, Susan; Ph.D., Assistant Professor, Pathology, CCLCM
Harris, David; MD, Assistant Professor, Medicine, CCLCM
Hart, Meeghan; MD, Assistant Professor, Pediatrics, CCLCM
Harte, Brian; MD, Associate Professor, Medicine, CCLCM
Hascall, Vincent; PhD, Professor, Molecular Medicine, CCLCM
Hashimoto, Koji; MD, Professor, Surgery, CCLCM
Hashmi, Ardeshir; MBBS, Assistant Professor, Medicine, CCLCM
Hatipoglu, Umur; MD, Associate Professor, Medicine, CCLCM
Hazen, Stanley; MD PhD, Professor, Molecular Medicine, CCLCM
Heinberg, Leslie; PhD, Professor, Medicine, CCLCM
Helfand, Robert; MD, Assistant Professor, Anesthesiology, CCLCM
Heresi, Gustavo; MD, Assistant Professor, Medicine, CCLCM
Hersh, Carrie; DO, Assistant Professor, Neurology, CCLCM
Herts, Brian; MD, Professor, Radiology, CCLCM
Heyka, Robert; MD, Assistant Professor, Medicine, CCLCM
Higuera, Carlos; MD, Assistant Professor, Surgery, CCLCM
Hill, Brian; MD PhD, Associate Professor, Medicine, CCLCM
Hine, Christopher; PhD, Assistant Professor, Molecular Medicine, CCLCM
Hitomi, Masahiro; MD PhD, Assistant Professor, Molecular Medicine, CCLCM
Ho, Jason; MD, Assistant Professor, Surgery, CCLCM
Hockings, Chi-Fan; Pharm.D PhD, Assistant Professor, Molecular Medicine, CCLCM
Hoda, Raza; MD, Assistant Professor, Pathology, CCLCM
Hofmann, Heather; MD, Assistant Professor, Medicine, CCLCM
Hopkins, Brandon; MD, Assistant Professor, Otolary Head & Neck, CCLCM
Hoppe, George; PhD, Assistant Professor, Molecular Medicine, CCLCM
Hsi, Eric; MD, Professor, Pathology, CCLCM
Hsieh, Eileen; MD, Associate Professor, Medicine, CCLCM
Hu, Ming; PhD, Assistant Professor, Medicine, CCLCM
Hu, Shaomin; MD PhD, Assistant Professor, Pathology, CCLCM
Hua, Le; MD, Assistant Professor, Neurology, CCLCM
Huang, Emina; MD, Professor, Surgery, CCLCM
Huang, Steve; MD PhD, Assistant Professor, Radiology, CCLCM
Hubert, Christopher; PhD, Assistant Professor, Biomedical Eng, CCLCM
Hull, Tracy; MD, Professor, Surgery, CCLCM
Husni, M.; MD, Assistant Professor, Medicine, CCLCM
Hussain, Muhammad; MD, Professor, Neurology, CCLCM
Hustey, Fredric; MD, Associate Professor, Emergency Medicine, CCLCM
Iannotti, Joseph; MD PhD, Professor, Surgery, CCLCM
Iben, Sabine; MD, Assistant Professor, Pediatrics, CCLCM
Ibrahim, Lamia; MD, Assistant Professor, Medicine, CCLCM
Ilazlan, Hakan; MD, Professor, Radiology, CCLCM
Imrey, Peter; PhD, Professor, Medicine, CCLCM
Irefin, Samuel; MD, Professor, Anesthesiology, CCLCM
Issacson, J.; MD, Professor, Medicine, CCLCM
Israeli, Rafi; MD, Assistant Professor, Medicine, CCLCM
Issac, Veronica; MD, Associate Professor, Pediatrics, CCLCM
Ivanov, Andrei; PhD, Professor, Molecular Medicine, CCLCM
Jaber, Wael; MD, Professor, Medicine, CCLCM
Jaini, Ritika; PhD, Assistant Professor, Molecular Medicine, CCLCM
James, Karen; MD, Associate Professor, Medicine, CCLCM
Jang, Sunguk; MD, Associate Professor, Medicine, CCLCM
Jehi, Lara; MD, Professor, Neurology, CCLCM
Jellia, Christine; MBBS PhD, Associate Professor, Medicine, CCLCM
Jensen, Jan; PhD, Associate Professor, Molecular Medicine, CCLCM
Jimenez, Xavier; MD, Assistant Professor, Medicine, CCLCM
Jin, Judy; MD, Assistant Professor, Surgery, CCLCM
Jin, Xian; MD PhD, Associate Professor, Medicine, CCLCM
Joehl-Price, Amy; MD, Assistant Professor, Pathology, CCLCM
Johnson, Cynthia; PhD, Professor, Pediatrics, CCLCM
Johnson, Eric; MD, Professor, Surgery, CCLCM
Jolly, Stacey; MD, Associate Professor, Medicine, CCLCM
Jones, Andrew; MD, Assistant Professor, Pathology, CCLCM
Jones, J.; MD, Professor, Surgery, CCLCM
Jones, Stephen; MD PhD, Assistant Professor, Radiology, CCLCM
Jorgensen, Trine; PhD, Assistant Professor, Molecular Medicine, CCLCM
Joseph, Douglas; DO, Assistant Professor, Medicine, CCLCM
Jun, Bong Jae; PhD, Assistant Professor, Biomedical Eng, CCLCM
Kabbany, Mohammad; MD, Assistant Professor, Pediatrics, CCLCM
Kaiser, Peter; MD, Professor, Ophthalmology, CCLCM
Kalady, Matthew; MD, Professor, Surgery, CCLCM
Kalady, Skyler; MD, Assistant Professor, Pediatrics, CCLCM
Kalafati, Vidyasagar; MBBS, Assistant Professor, Medicine, CCLCM
Kalaycio, Matt; MD, Professor, Medicine, CCLCM
Kalbianpur, Asha; MD, Associate Professor, Molecular Medicine, CCLCM
Kalra, Ankur; MBBS, Associate Professor, Medicine, CCLCM
Kamath, Atul; MD, Professor, Surgery, CCLCM
Kamath, Suneele; MD, Assistant Professor, Medicine, CCLCM
Kambhampati, Venkatesh; MD, Assistant Professor, Emergency Medicine, CCLCM
Kaouk, Jihad; MD, Professor, Surgery, CCLCM
Kapadia, Samir; MD, Professor, Medicine, CCLCM
Kapoor, Baljendra; MBBS, Professor, Radiology, CCLCM
Karaa, Matthew; PhD, Assistant Professor, Medicine, CCLCM
Karamlou, Tara; MD, Professor, Surgery, CCLCM
Karnik, Sadashiva; PhD, Professor, Molecular Medicine, CCLCM
Kuruppasamy, Karunakaravel; MBBS, Assistant Professor, Radiology, CCLCM
Kashyap, Sangeeta; MD, Professor, Medicine, CCLCM
Katsuki, Monique; MD, Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Kattan, Michael; PhD, Professor, Medicine, CCLCM
Kaw, Roop; MBBS, Professor, Medicine, CCLCM
Kawczak, Steven; PhD, Assistant Professor, Medicine, CCLCM
Kaye, Melissa; MD, Assistant Professor, Pediatrics, CCLCM
Kelava, Marta; MD, Assistant Professor, Anesthesiology, CCLCM
Keller, Lanea; MD, Assistant Professor, Medicine, CCLCM
Kelly, Robert; MD, Associate Professor, Family Medicine, CCLCM
Keri, Ruth; PhD, Professor, Molecular Medicine, CCLCM
Kerns, Leigh; MD, Associate Professor, Pediatrics, CCLCM
Keshock, Maureen; MD, Assistant Professor, Anesthesiology, CCLCM
Kessler, Sean; PhD, Assistant Professor, Molecular Medicine, CCLCM
Khan, Arif; MD, Professor, Ophthalmology, CCLCM
Khandelwal, Cathleen; MD, Assistant Professor, Surgery, CCLCM
Khanna, Sandeep; MBBS, Assistant Professor, Anesthesiology, CCLCM
Khatri, Sumita; MD, Professor, Medicine, CCLCM
Kho, Rosanne; MD, Professor, Ob/Gyn & Repro Bio, CCLCM
Khorana, Alok; MBBS, Professor, Medicine, CCLCM
Khot, Monica; MD, Assistant Professor, Medicine, CCLCM
Khour, Jack; MD, Assistant Professor, Medicine, CCLCM
Kim, Do Gyun; MD, Assistant Professor, Medicine, CCLCM
Kirby, Donald; MD, Professor, Medicine, CCLCM
Kirkland Caldwell, Jessica; PhD, Assistant Professor, Neurology, CCLCM
Klein, Allan; MD, Professor, Medicine, CCLCM
Klein, Eric; MD, Professor, Urology, CCLCM
Knettle, Mari; DPT EdD, Assistant Professor, Medicine, CCLCM
Knight, Elia Margarita; MD, Associate Professor, Neurology, CCLCM
Kodish, Eric; MD, Professor, Pediatrics, CCLCM
Koenig, Katherine; PhD, Assistant Professor, Radiology, CCLCM
Komarlu, Rukmini; MBBS, Assistant Professor, Pediatrics, CCLCM
Komforti, Miglena; DO, Assistant Professor, Pathology, CCLCM
Kominsky, Alan; MD, Assistant Professor, Otolary Head & Neck, CCLCM
Kopparthy, Varun; PhD, Assistant Professor, Biomedical Eng, CCLCM
Kostura, Matthew; MD, Assistant Professor, Emergency Medicine, CCLCM
Kotagal, Prakash; MBBS, Professor, Neurology, CCLCM
Kothari, Shakuntala; MD, Assistant Professor, Medicine, CCLCM
Kotloff, Robert; MD, Professor, Medicine, CCLCM
Kottke- Marchant, Kandice; MD PhD, Professor, Pathology, CCLCM
Kovacs, Christopher; MD, Assistant Professor, Medicine, CCLCM
Koval, Christine; MD, Associate Professor, Medicine, CCLCM
Koyfman, Shlomo; MD, Associate Professor, Medicine, CCLCM
Kraynack, Nathan; MD, Associate Professor, Pediatrics, CCLCM
Kriegler, Jennifer; MD, Associate Professor, Neurology, CCLCM
Krishna, Sangeeta; MD, Associate Professor, Pediatrics, CCLCM
Krishnamurthy, Smitha; MD, Associate Professor, Medicine, CCLCM
Krishnamurthi, Venkatesh; MD, Associate Professor, Surgery, CCLCM
Krishnamurthy, Vikram; MD, Assistant Professor, Surgery, CCLCM
Magnuson, David; MD, Assistant Professor, Surgery, CCLCM
Mahajan, Kedar; MD PhD, Assistant Professor, Medicine, CCLCM
Mahdi, Haider; MBBCCH, Assistant Professor, Surgery, CCLCM
Majeed, Aneela; MBBS, Assistant Professor, Medicine, CCLCM
Majhail, Navneet; MBBS, Professor, Medicine, CCLCM
Majors, Alana; PhD, Assistant Professor, Molecular Medicine, CCLCM
Majumdar, Uddalak; MBBS, Assistant Professor, Medicine, CCLCM
Makin, Vinni; MBBS, Assistant Professor, Medicine, CCLCM
Malone, Donald; MD, Professor, Medicine, CCLCM
Mandell, Brian; MD PhD, Professor, Medicine, CCLCM
Manlapaz, Mariel; Assistant Professor, Anesthesiology, CCLCM
Manos, Michael; PhD, Associate Professor, Pediatrics, CCLCM
Manrique-Succar, Jorge; MD, Assistant Professor, Surgery, CCLCM
Mantirpragada, Venkata; PhD, Assistant Professor, Biomedical Eng, CCLCM
Marciniak, Donn; MD, Assistant Professor, Anesthesiology, CCLCM
Martin, Charles; MD, Assistant Professor, Radiology, CCLCM
Martin, Daniel; MD, Professor, Ophthalmology, CCLCM
Martinez, Kathryn; PhD, Assistant Professor, Medicine, CCLCM
Martino, Derlis; MD, Assistant Professor, Surgery, CCLCM
Martyn, Shari; MD, Assistant Professor, Surgery, CCLCM
Mascha, Edward; PhD, Associate Professor, Anesthesiology, CCLCM
Massier, Christian; MD, Assistant Professor, Surgery, CCLCM
Matar, Raed Bou; MD, Assistant Professor, Pediatrics, CCLCM
Mathew, Ajith; MD, Assistant Professor, Pediatrics, CCLCM
Matsuoka, Ryota; PhD, Assistant Professor, Molecular Medicine, CCLCM
Mauer, Yael; MD MPH, Assistant Professor, Medicine, CCLCM
Maurtua, Marco; MD, Assistant Professor, Anesthesiology, CCLCM
Mawhoret, Steven; MD, Associate Professor, Medicine, CCLCM
Maytin, Edward; MD PhD, Associate Professor, Biomedical Eng, CCLCM
Mayuga, Kenneth; MD, Assistant Professor, Medicine, CCLCM
Mazumder, Saparna; PhD, Assistant Professor, Molecular Medicine, CCLCM
Mc Cullough, Arthur; MD, Professor, Medicine, CCLCM
McBride, Jennifer; PhD, Associate Professor, Surgery, CCLCM
McCrae, Keith; MD, Professor, Molecular Medicine, CCLCM
McDonald, Christine; PhD, Associate Professor, Molecular Medicine, CCLCM
McEvoy, Andrew; MBBS, Professor, Neurological Surgery, CCLCM
McGinley, Marisa; DO, Assistant Professor, Neurology, CCLCM
McHugh, Kelsey; MD, Assistant Professor, Pathology, CCLCM
McIntyre, Thomas; PhD, Professor, Molecular Medicine, CCLCM
McKenzie, Margaret; MD, Associate Professor, Ob/Gyn & Repro Bio, CCLCM
McLennan, Gordon; MD, Professor, Radiology, CCLCM
McNamara, Kara; MD, Assistant Professor, Pediatrics, CCLCM
McShane, Adam; PhD, Assistant Professor, Pathology, CCLCM
Mead, Timothy; PhD, Instructor, Molecular Medicine, CCLCM
Mehdi, Ali; MD, Assistant Professor, Medicine, CCLCM
Mehta, Reena; MD, Professor, Medicine, CCLCM
Mehta, Anand; MBBS, Assistant Professor, Anesthesiology, CCLCM
Mehta, Atul; MBBS, Professor, Medicine, CCLCM
Mehta, Neil; MBBS, Professor, Medicine, CCLCM
Mekhail, Nagy; MBBS, Professor, Anesthesiology, CCLCM
Menon, K.V.; Md MBBS, Assistant Professor, Medicine, CCLCM
Menon, Venugopal; MBBS, Professor, Medicine, CCLCM
Mentias, Amgad; MBBch, Assistant Professor, Medicine, CCLCM
Merlino, Amy; MD, Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Mesko, Nathan; MD, Assistant Professor, Surgery, CCLCM
Messinger-Rapport, Barbara; MD PhD, Associate Professor, Medicine, CCLCM
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Mian, Omar; MD, PhD, Assistant Professor, Medicine, CCLCM
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Miller, Ashley; PhD, Assistant Professor, Neurology, CCLCM
Miller, Charles; MD, Professor, Surgery, CCLCM
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Miller, Justin; PhD, Associate Professor, Neurology, CCLCM
Milstein, Claudio; PhD, Professor, Otolary Head & Neck, CCLCM
Oshilaja, Olaronke; MD, Assistant Professor, Pathology, CCLCM
Ossai, Chionye; MBBS, Assistant Professor, Pediatrics, CCLCM
O’Toole, John; MD, Associate Professor, Molecular Medicine, CCLCM
Oyarbide Cuervas-Mons, Usua; PhD, Assistant Professor, Molecular Medicine, CCLCM
Padgett, Richard; PhD, Professor, Molecular Medicine, CCLCM
Pagano, Trina; MD, Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Pande, Aman; MBBS, Assistant Professor, Medicine, CCLCM
Panupattanapong, Sirada; MD, Assistant Professor, Pediatrics, CCLCM
Papadakis, Aphrodite; MD, Assistant Professor, Family Medicine, CCLCM
Papay, Francis; MD, Professor, Surgery, CCLCM
Pappas, Matthew; MD, Assistant Professor, Medicine, CCLCM
Paraiso, Marie; MD, Professor, Ob/Gyn & Repro Bio, CCLCM
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Parker, Richard; MD, Professor, Surgery, CCLCM
Patel, Preethi; MBBS, Assistant Professor, Medicine, CCLCM
Patel, Sophia; MD, Assistant Professor, Pediatrics, CCLCM
Patterson, Brendan; MD, Professor, Orthopaedics, CCLCM
Pattimakiel, Lynn; MD, Assistant Professor, Medicine, CCLCM
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Pettersson, Bengt; MD PhD, Professor, Surgery, CCLCM
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Plow, Ela; PhD, Assistant Professor, Medicine, CCLCM
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Procop, Gary; MD, Professor, Pathology, CCLCM
Propst, Katie; MD, Assistant Professor, Surgery, CCLCM
Przybycin, Christopher; MD, Associate Professor, Pathology, CCLCM
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Qi, Peng; PhD, Assistant Professor, Medicine, CCLCM
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Queen, John; MD, Assistant Professor, Medicine, CCLCM
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Rabovsky, Michael; MD, Assistant Professor, Family Medicine, CCLCM
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Rackley, Raymond; MD, Professor, Surgery, CCLCM
Radford, Diane; MD, Associate Professor, Surgery, CCLCM
Radivojevitch, Tomas; PhD, Associate Professor, Medicine, CCLCM
Rahman, Nadeem; MD, Assistant Professor, Anesthesiology, CCLCM
Raj, Kelly; DO, Assistant Professor, Family Medicine, CCLCM
Sahoo, Sambit; MBBS PhD, Assistant Professor, Surgery, CCLCM
Sakaguchi, Takuya; PhD, Assistant Professor, Molecular Medicine, CCLCM
Sakaie, Ken; PhD, Assistant Professor, Radiology, CCLCM
Sale, Shiva; MBBS, Assistant Professor, Anesthesiology, CCLCM
Saluan, Paul; MD, Assistant Professor, Surgery, CCLCM
Samala, Renato; MD, Assistant Professor, Medicine, CCLCM
Sammour, Ibrahim; MBBS, Assistant Professor, Pediatrics, CCLCM
Sandhu, Dalbir; MBBS, Assistant Professor, Medicine, CCLCM
Sangwan, Naseer; PhD, Assistant Professor, Molecular Medicine, CCLCM
Sankary, Lauren; JD, Assistant Professor, Medicine, CCLCM
Sapatnekar, Suneeti; MD PhD, Assistant Professor, Pathology, CCLCM
Sarin, Karma; MD, Assistant Professor, Medicine, CCLCM
Saunthararajah, Yogen; MBBCH, Professor, Medicine, CCLCM
Savage, Jason; MD, Associate Professor, Surgery, CCLCM
Schachat, Andrew; MD, Professor, Ophthalmology, CCLCM
Schardt, Susan; MD, Assistant Professor, Medicine, CCLCM
Scharpf, Joseph; MD, Professor, Otolary Head & Neck, CCLCM
Scheraga, Rachel; MD, Assistant Professor, Medicine, CCLCM
Schickendantz, Mark; MD, Professor, Surgery, CCLCM
Schils, Jean; MD, Assistant Professor, Radiology, CCLCM
Schmitt, Steven; MD, Associate Professor, Medicine, CCLCM
Schoenhagen, Paul; MD, Professor, Radiology, CCLCM
Schold, Jesse; PhD, Assistant Professor, Medicine, CCLCM
Schwarz, Steven; MD, Assistant Professor, Medicine, CCLCM
Schwarz, Graham; MD, Associate Professor, Surgery, CCLCM
Scott, Jacob; MD DPhil, Associate Professor, Molecular Medicine, CCLCM
Sears, Jonathan; MD, Associate Professor, Ophthalmology, CCLCM
Seballos, Raul; MD, Assistant Professor, Medicine, CCLCM
Sedor, John; MD, Professor, Molecular Medicine, CCLCM
Seitz Jr., William; MD, Professor, Surgery, CCLCM
Sekeres, Jennifer; D PH, Assistant Professor, Medicine, CCLCM
Sekeres, Mikkael; MD, Professor, Medicine, CCLCM
Selvakumar, Praveen Kumar; MBBS, Assistant Professor, Pediatrics, CCLCM
Sen, Ganes; PhD, Professor, Molecular Medicine, CCLCM
Sengupta, Shreya; MD, Assistant Professor, Medicine, CCLCM
Sessler, Daniel; MD, Professor, Anesthesiology, CCLCM
Shafran, David; MD, Assistant Professor, Pediatrics, CCLCM
Shah, Akeesh; MD, Assistant Professor, Pathology, CCLCM
Shah, Chirag; MD, Associate Professor, Medicine, CCLCM
Shah, Shetal; MD, Assistant Professor, Radiology, CCLCM
Shah, Vaishal; MBBS, Assistant Professor, Pediatrics, CCLCM
Shapiro, Marc; MD, Assistant Professor, Medicine, CCLCM
Sharifi, Nima; MD, Professor, Molecular Medicine, CCLCM
Sharma, Arishya; PhD, Instructor, Molecular Medicine, CCLCM
Sharma, Rakesh; PhD, Associate Professor, Surgery, CCLCM
Sharma, Sumit; , Assistant Professor, Ophthalmology, CCLCM
Shatnawei, Abdullah; MBBS, Assistant Professor, Medicine, CCLCM
Shen, Bo; MBBS, Professor, Medicine, CCLCM
Shepard, Dale; MD PhD, Assistant Professor, Medicine, CCLCM
Shin, Joyce; MD, Associate Professor, Surgery, CCLCM
Shin, Wan Yong; PhD, Assistant Professor, Radiology, CCLCM
Shoemaker, Laura; DO, Assistant Professor, Medicine, CCLCM
Shoskes, Daniel; MD, Professor, Urology, CCLCM
Shrestha, Nabin; MBBS, Associate Professor, Medicine, CCLCM
Shrikanthan, Sankaran; MD, Assistant Professor, Radiology, CCLCM
Siddiki, Hassan; MBBS, Assistant Professor, Medicine, CCLCM
Siegel, Christopher; MD PhD, Associate Professor, Surgery, CCLCM
Sikon, Andrea; MD, Professor, Medicine, CCLCM
Silverman, Robert; PhD, Professor, Molecular Medicine, CCLCM
Simon, James; MD, Assistant Professor, Medicine, CCLCM
Simpfendorfer, Claus; MD, Assistant Professor, Radiology, CCLCM
Singh, Annapurna; MBBS, Associate Professor, Ophthalmology, CCLCM
Singh, Arun; MD, Professor, Ophthalmology, CCLCM
Singh, Katherine; MD, Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Singh, Rishi; MD, Professor, Ophthalmology, CCLCM
Singh, Tamanna; MD, Assistant Professor, Medicine, CCLCM
Siperstein, Allan; MD, Professor, Surgery, CCLCM
Siuba, Matthew; DO, Assistant Professor, Medicine, CCLCM
Sivalingam, Sri; MD, Associate Professor, Urology, CCLCM
Skubas, Nikolaos; MD, Professor, Anesthesiology, CCLCM
Smalley, Courtney; MD, Assistant Professor, Emergency Medicine, CCLCM
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Tong, Michael; MD, Assistant Professor, Surgery, CCLCM
Torbic, Heather; Pharm.D, Assistant Professor, Medicine, CCLCM
Toth, Gabor; MD, Associate Professor, Neurology, CCLCM
Tousi, Babak; MD, Associate Professor, Neurology, CCLCM
Traboulsi, Elias; MD, Professor, Ophthalmology, CCLCM
Traul, Christine; MD, Assistant Professor, Pediatrics, CCLCM
Treasure, Michelle; MD, Assistant Professor, Medicine, CCLCM
Tritle, Benjamin; MD, Assistant Professor, Radiology, CCLCM
Troianos, Christopher; MD, Professor, Anesthesiology, CCLCM
Trombetta, Carlos; Assistant Professor, Anesthesiology, CCLCM
Trucco, Matteo; MD, Associate Professor, Pediatrics, CCLCM
Tsigrelis, Constantine; MD, Assistant Professor, Medicine, CCLCM
Tseng, Wayne; MD, Assistant Professor, Medicine, CCLCM
Tully, Amber; MD, Assistant Professor, Family Medicine, CCLCM
Tungsrirapat, Marisa; MD, Assistant Professor, Medicine, CCLCM
Tuohy, Vincent; PhD, Professor, Molecular Medicine, CCLCM
Turaj, Alparslan; MD, Professor, Anesthesiology, CCLCM
Turowski, Jason; MD, Assistant Professor, Medicine, CCLCM
Tuzcu, E.; MD, Professor, Medicine, CCLCM
Tyler, Carl; MD, Professor, Family Medicine, CCLCM
Uchino, Ken; MD, Professor, Neurology, CCLCM
Ulchaker, James; MD, Professor, Urology, CCLCM
Uy-Kroh, Mary; MD, Assistant Professor, Surgery, CCLCM
Vachharajani, Tushar; MBBS, Professor, Medicine, CCLCM
Vachharajani, Vidula; MBBS, Professor, Medicine, CCLCM
Valente, Michael; MD, Associate Professor, Surgery, CCLCM
Valente, Stephanie; DO, Associate Professor, Surgery, CCLCM
Valujsikih, Anna; PhD, Assistant Professor, Molecular Medicine, CCLCM
Van Boxel-Dezaire, Anette; PhD, Assistant Professor, Molecular Medicine, CCLCM
Van Wagoner, David; PhD, Associate Professor, Molecular Medicine, CCLCM
Vargo, John; MD, Associate Professor, Medicine, CCLCM
Varma, Niraj; MD PhD, Professor, Medicine, CCLCM
Vasavada, Sandip; MD, Professor, Surgery, CCLCM
Vazirian, Mohsen; MD, Assistant Professor, Medicine, CCLCM
Velez, Giselle; MD, Assistant Professor, Medicine, CCLCM
Velez, Vicente; MD, Assistant Professor, Medicine, CCLCM
Veniero, Joseph; MD, Assistant Professor, Radiology, CCLCM
Venkat, Joseph; MD, Assistant Professor, Ophthalmology, CCLCM
Videtic, Arthi; MD, Assistant Professor, Ophthalmology, CCLCM
Vidimos, Allison; MD, Professor, Dermatology, CCLCM
Vij, Sarah; MD, Assistant Professor, Urology, CCLCM
Vince, D.; PhD, Professor, Biomedical Eng, CCLCM
Vogelius, Esben; MD, Assistant Professor, Radiology, CCLCM
Wakim-Fleming, Jamile; MD, Assistant Professor, Medicine, CCLCM
Waldron, Madeline; Pharm D, Assistant Professor, Medicine, CCLCM
Walia, Harneet; MBBS, Associate Professor, Family Medicine, CCLCM
Walsh, R.; MD, Professor, Surgery, CCLCM
Walter, Benjamin; MD, Associate Professor, Neurology, CCLCM
Walters, Mark; MD, Professor, Ob/Gyn & Repro Bio, CCLCM
Wang, Aimin; PhD, Instructor, Molecular Medicine, CCLCM
Wang, Li; PhD, Associate Professor, Molecular Medicine, CCLCM
Wang, Mi; MD, Assistant Professor, Molecular Medicine, CCLCM
Wang, Xiangling; MD, Assistant Professor, Anesthesiology, CCLCM
Wang, Xiaofeng; PhD, Professor, Medicine, CCLCM
Wang, Yan; MD PhD, Instructor, Biomedical Eng, CCLCM
Wang, Zeng; PhD, Assistant Professor, Molecular Medicine, CCLCM
Wang, Zhong; PhD, Associate Professor, Neurology, CCLCM
Wassif, Heba; MD MPH, Assistant Professor, Medicine, CCLCM
Waters, Thomas; MD, Assistant Professor, Emergency Medicine, CCLCM
Wazni, Oussama; MD, Professor, Medicine, CCLCM
Weinstein, Elizabeth; MD, Assistant Professor, Medicine, CCLCM
Welsh, Judith; MD, Assistant Professor, Emergency Medicine, CCLCM
Wendler, Olaf; MD PhD, Professor, Surgery, CCLCM
Wessely, Oliver; PhD, Associate Professor, Molecular Medicine, CCLCM
Wilkinson, Douglas; PhD, Assistant Professor, Medicine, CCLCM
Wilkoff, Bruce; MD, Professor, Medicine, CCLCM
Williams, Gary; MD, Assistant Professor, Pediatrics, CCLCM
Williams, Jessica; PhD, Assistant Professor, Molecular Medicine, CCLCM
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Wilson, Steven; MD, Professor, Ophthalmology, CCLCM
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Wimbiscus, Molly; MD, Assistant Professor, Medicine, CCLCM
Windover, Amy; PhD, Associate Professor, Medicine, CCLCM
Wong, Christine; PhD, Assistant Professor, Neurology, CCLCM
Wong, Leslie; MD, Associate Professor, Medicine, CCLCM
Wood, Hadley; MD, Professor, Urology, CCLCM
Woody, Neil; MD, Assistant Professor, Medicine, CCLCM
Wu, Jinguo; PhD, Assistant Professor, Molecular Medicine, CCLCM
Wu, Qingyu; MD PhD, Professor, Molecular Medicine, CCLCM
Wunderle, Kevin; PhD, Associate Professor, Radiology, CCLCM
Wyllie, Elaine; MD, Professor, Neurology, CCLCM
Wyllie, Robert; MD, Professor, Pediatrics, CCLCM
Xia, Ping; PhD, Professor, Molecular Medicine, CCLCM
Xu, Bo; MBBS, Assistant Professor, Medicine, CCLCM
Xu, Jijun; MD PhD, Assistant Professor, Anesthesiology, CCLCM
Xu, Weiling; MD, Assistant Professor, Molecular Medicine, CCLCM
Yang, Bin; MD PhD, Professor, Pathology, CCLCM
Yeaney, Gabrielle; MD, Associate Professor, Pathology, CCLCM
Yerian, Lisa; MD, Assistant Professor, Pathology, CCLCM
Young, Diane; MD, Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Young, James; MD, Professor, Medicine, CCLCM
Yu, Guangxiang (Joe); MD, Assistant Professor, Anesthesiology, CCLCM
Yu, Jennifer; MD PhD, Associate Professor, Molecular Medicine, CCLCM
Yu, Minzhong; PhD, Assistant Professor, Ophthalmology, CCLCM
Yu, Naichang; PhD, Assistant Professor, Medicine, CCLCM
Yuan, Alex; MD PhD, Assistant Professor, Ophthalmology, CCLCM
Yudelevich Blumrosen, Eric; MD, Assistant Professor, Medicine, CCLCM
Yunus, Samina; MBBS, Assistant Professor, Family Medicine, CCLCM
Zabor, Emily; PhD, Assistant Professor, Medicine, CCLCM
Zack, Amy; MD, Assistant Professor, Family Medicine, CCLCM
Zahka, Kenneth; MD, Professor, Pediatrics, CCLCM
Zahniser, Mark; MD, Assistant Professor, Anesthesiology, CCLCM
Zaky, Ziad; MBCH, Assistant Professor, Medicine, CCLCM
Zborowski, Maciej; PhD, Associate Professor, Biomedical Eng, CCLCM
Zein, Nizar; MD, Professor, Medicine, CCLCM
Zhang, Bin; PhD, Associate Professor, Molecular Medicine, CCLCM
Zhang, Gloria; MD, MPH, Assistant Professor, Pathology, CCLCM
Zhang, Xuefeng; MD PhD, Associate Professor, Pathology, CCLCM
Zhao, Jianjun; MD, Assistant Professor, Molecular Medicine, CCLCM
Zhu, Hui; MD, Assistant Professor, Urology, CCLCM
Zhu, Weiwei; PhD, Assistant Professor, Molecular Medicine, CCLCM
Zins, James; MD, Professor, Surgery, CCLCM
Zutshi, Massarat; MBBS, Associate Professor, Surgery, CCLCM
Ajiboye, A.; PhD, Associate Professor, Biomedical Eng, CSE
Capadona, Jeffrey; Ph.D., Professor, Biomedical Eng, CSE
Drummond, Colin; PhD MBA, Professor, Biomedical Eng, CSE
Durand, Dominique; PhD, Professor, Biomedical Eng, CSE
Eppell, Steven; PhD, Associate Professor, Biomedical Eng, CSE
Gratzl, Miklos; MA/MS, Associate Professor, Biomedical Eng, CSE
Gustafson, Kenneth; PhD, Associate Professor, Biomedical Eng, CSE
Hovmand, Peter; PhD, MSW, Professor, Biomedical Eng, CSE
Kirsch, Robert; PhD, Professor, Biomedical Eng, CSE
Lu, Zheng-Rong; PhD, Professor, Biomedical Eng, CSE
Madabhushi, Anant; PhD, Professor, Biomedical Eng, CSE
Peckham, P.; PhD, Professor, Biomedical Eng, CSE
Rollins, Andrew; PhD, Professor, Biomedical Eng, CSE
Saidel, Gerald; PhD, Professor, Biomedical Eng, CSE
Sen, Anirban; PhD, Professor, Biomedical Eng, CSE
Tyler, Dustin; PhD, Professor, Biomedical Eng, CSE
von Recum, Horst; PhD, Professor, Biomedical Eng, CSE
Wilson, David; PhD, Professor, Biomedical Eng, CSE
Yu, Xin; Sc.D., Professor, Biomedical Eng, CSE
Abou-Haidar, Antoinette; MD, Assistant Professor, Family Medicine, MHMC
Abramovich, Caroline; MD, Assistant Professor, Pathology, MHMC
Abughali, Nazha; MD, Professor, Pediatrics, MHMC
Agarwal, Sajat; MBBS, Assistant Professor, Medicine, MHMC
Ahmad, Subban; MD, Assistant Professor, Medicine, MHMC
Akram, Rakhshanda; MBBS, Assistant Professor, Medicine, MHMC
Alexander, Christine; MD, Associate Professor, Family Medicine, MHMC
Alexander, John; MD, Associate Professor, Surgery, MHMC
Ali, Ali; DO, Assistant Professor, Anesthesiology, MHMC
Dvorkin Wininger, Yevgeniya; MD, Assistant Professor, P M & R, MHMC
Dziwis, Carolyn; MD, Assistant Professor, Medicine, MHMC
Eckhauser, Christine; MD, Assistant Professor, Radiology, MHMC
Effron, David; MD, Associate Professor, Emergency Medicine, MHMC
Einstadter, Douglas; MD, Professor, Medicine, MHMC
Eisen, Matthew; MD, Assistant Professor, Medicine, MHMC
Eismon, Jennifer; MD, Senior Instructor, Anesthesiology, MHMC
El-Hayek, Kevin; MD, Associate Professor, Surgery, MHMC
El-Khoury, Gaby; MD, Assistant Professor, Family Medicine, MHMC
El-Rifai, Rasha; MBBS, Assistant Professor, Medicine, MHMC
Elsharkawy, Hesham Abdelaziz; MBB.CH, Associate Professor, Anesthesiology, MHMC
Emerman, Charles; MD, Professor, Emergency Medicine, MHMC
Escajeda, Jeremiah; MD, Assistant Professor, Emergency Medicine, MHMC
Escobedo, Joel; MD PhD, Assistant Professor, Reproductive Bio, MHMC
Eversman, George; MD, Assistant Professor, Emergency Medicine, MHMC
Fajobi, Olufunke; MBBS, Instructor, Psychiatry, MHMC
Fallick, Catherine; MD, Assistant Professor, Medicine, MHMC
Falls, Garietta; MD, Assistant Professor, Surgery, MHMC
Fass, Ronnie; MD, Professor, Medicine, MHMC
Fass, Shira; PhD, Assistant Professor, Psychiatry, MHMC
Feier, Gabriela; MD, Assistant Professor, Psychiatry, MHMC
Feldman, Edward; MD, Assistant Professor, Medicine, MHMC
Ferguson, Roy; MD, Associate Professor, Medicine, MHMC
Finkelhor, Robert; MD, Associate Professor, Medicine, MHMC
Finley, James; MD PhD, Associate Professor, Medicine, MHMC
Fischer, Christine; MD, Assistant Professor, Family Medicine, MHMC
Fisher, Ryan; PhD, Assistant Professor, Radiology, MHMC
Flippin, James; MD, Assistant Professor, Surgery, MHMC
Forde, Wayne; MD, Assistant Professor, Family Medicine, MHMC
Fox, Kermit; MD, Assistant Professor, P M & R, MHMC
Fragassi, Philip; MD, Assistant Professor, Pediatrics, MHMC
Frank, Thomas; MD, Associate Professor, Reproductive Bio, MHMC
Fraser, Felicia; PhD, Assistant Professor, P M & R, MHMC
Friedman, Joshua; MD, Assistant Professor, Pediatrics, MHMC
Friess, Eric; MD, Assistant Professor, Family Medicine, MHMC
Frisof, Kenneth; MD, Assistant Professor, Family Medicine, MHMC
Frolkis, Calen; MD, Assistant Professor, Medicine, MHMC
Frommelt, Jonathan; MD, Assistant Professor, Emergency Medicine, MHMC
Fuller, Thomas; MD, Assistant Professor, Medicine, MHMC
Gandhi, Sanjay; MD, Professor, Medicine, MHMC
Gantner, Anita; PhD, Assistant Professor, Psychiatry, MHMC
Garber, Boris; O.D., Assistant Professor, Emergency Medicine, MHMC
Garibay, Jorge; MD, Assistant Professor, Reproductive Bio, MHMC
Geertman, Robert; MD PhD, Assistant Professor, Neurological Surgery, MHMC
Gelehrter, George; MD, Assistant Professor, Medicine, MHMC
Gelles, Ellen; MD, Assistant Professor, Medicine, MHMC
Gelles, Lisa; MD, Assistant Professor, Dermatology, MHMC
Gemechu, Fassil; MD, Assistant Professor, Family Medicine, MHMC
Geraci, Michele; MD, Assistant Professor, Medicine, MHMC
Gholami, Amir; MD, Assistant Professor, Anesthesiology, MHMC
Ghori, Abdullla; MBBS, Professor, Pediatrics, MHMC
Gibson, Kelly; MD, Associate Professor, Reproductive Bio, MHMC
Gifford, Susan; MD, Assistant Professor, Medicine, MHMC
Gillespie, Christopher; MD, Instructor, Family Medicine, MHMC
Ginley, Thomas; O.D., Assistant Professor, Medicine, MHMC
Glagola, Sandra; D.O., Assistant Professor, Medicine, MHMC
Glauser, Jonathan; MD, Professor, Emergency Medicine, MHMC
Godfrey, William; MD, Assistant Professor, Radiology, MHMC
Goldberg, Andrew; MD, Associate Professor, Radiology, MHMC
Golob, Joseph; MD, Associate Professor, Surgery, MHMC
Gottesman, Howard; MD, Assistant Professor, Psychiatry, MHMC
Gradisar, Sara; MD, Assistant Professor, Reproductive Bio, MHMC
Greco, Peter; MD, Professor, Medicine, MHMC
Griggs, Jessica; DO, Instructor, Family Medicine, MHMC
Grimes, Kevin; MD, Assistant Professor, Surgery, MHMC
Groh-Wargo, Sharon; PhD, Professor, Pediatrics, MHMC
Grossman, Jonah; MD, Assistant Professor, Neurological Surgery, MHMC
Gulati, Reema; MBBS, Associate Professor, Pediatrics, MHMC
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<td>O.D., Senior Instructor, Anesthesiology</td>
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Prochoroff, Andre; MD, Assistant Professor, Pediatrics, MHMC
Quealy, Kathleen; MD, Assistant Professor, Medicine, MHMC
Raddock, Michael; MD, Associate Professor, Family Medicine, MHMC
Rahal, Marie-Noel; MD, Assistant Professor, Medicine, MHMC
Raina, Rupesh; MD, Senior Instructor, Medicine, MHMC
Rainey, Heather; MD, Assistant Professor, P M & R, MHMC
Rajesh, FNU; MBBS, Assistant Professor, Family Medicine, MHMC
Rajkumar, Aarthi; MD, Assistant Professor, Medicine, MHMC
Ramanan, Thammi; MD, Assistant Professor, Medicine, MHMC
Ratner, Shirley; PhD, Instructor, Psychiatry, MHMC
Rauh-Benoit, Lisa; MD, Assistant Professor, Reproductive Bio, MHMC
Ray, Amy Jo; MD, Associate Professor, Medicine, MHMC
Rayes, Rania; MD, Assistant Professor, Pathology, MHMC
Razi, Ahmad; MD, Assistant Professor, Reproductive Bio, MHMC
Reddy, Deven; MBBS, Senior Instructor, Medicine, MHMC
Resnick, Kimberly; MD, Associate Professor, Reproductive Bio, MHMC
Rhoads, Barbara; MD, Assistant Professor, Reproductive Bio, MHMC
Ricanati, Steven; MD, Associate Professor, Medicine, MHMC
Riley, Nicholas; MD PhD, Assistant Professor, Family Medicine, MHMC
Ritchie, Emilee; DO, Assistant Professor, Emergency Medicine, MHMC
Rizkallah, Elie; MD, Assistant Professor, Pediatrics, MHMC
Roach, Mary; PhD, Associate Professor, P M & R, MHMC
Roehrs, Matthew; DO, Assistant Professor, Emergency Medicine, MHMC
Roitberg, Ben; MD, Professor, Neurological Surgery, MHMC
Romeo, Nicholas; DO, Assistant Professor, Orthopaedics, MHMC
Roscoe, William; D.O., Assistant Professor, Surgery, MHMC
Rosenberg, Arlene; MD, Associate Professor, Dermatology, MHMC
Rosenberg, Jeffrey; MD, Assistant Professor, Medicine, MHMC
Rovner, Aleksandr; MD, Associate Professor, Medicine, MHMC
Rowe, David; MD, Assistant Professor, Surgery, MHMC
Rowland-Seymour, Anastasia; MD, Associate Professor, Medicine, MHMC
Roy, Aparna; MBBS, Assistant Professor, Pediatrics, MHMC
Ryan, Martin; MD, Instructor, Medicine, MHMC
Rzeszotarski, Mark; PhD, Professor, Radiology, MHMC
Saab, Georges; MD, Professor, Medicine, MHMC
Saadeh, Wasim; MD, Assistant Professor, Pediatrics, MHMC
Sakiani, Sasan; MD, Assistant Professor, Medicine, MHMC
Santos, Susan; MD, Assistant Professor, Pediatrics, MHMC
Saraiya, Parth; MD, Assistant Professor, Medicine, MHMC
Saul, James; MD, Assistant Professor, Medicine, MHMC
Sawady, Joram; MD, Assistant Professor, Pathology, MHMC
Schaub, Andrew; DO, Assistant Professor, Emergency Medicine, MHMC
Schelling, Jeffrey; MD, Professor, Medicine, MHMC
Scher, Eli; DO, Assistant Professor, Medicine, MHMC
Schieda, Jill; MD, Assistant Professor, Radiology, MHMC
Schleifer-Schneggenburger, Jill; MD, Assistant Professor, P M & R, MHMC
Schmidt, Kristen; MD, Assistant Professor, Emergency Medicine, MHMC
Schnell, David; MD, Assistant Professor, Medicine, MHMC
Schrock, Jon; MD, Professor, Emergency Medicine, MHMC
Schroeder, Rebecca; MD, Instructor, Family Medicine, MHMC
Schubeck, Dianne; MD, Assistant Professor, Reproductive Bio, MHMC
Schwartzman, Larisa; MD, Assistant Professor, Medicine, MHMC
Seeholzer, Eileen; MD, Associate Professor, Medicine, MHMC
Sehgal, Ashwini; MD, Professor, Medicine, MHMC
Seidman, Michael; MD, Assistant Professor, Family Medicine, MHMC
Sekhon, Ashley; MD, Assistant Professor, Medicine, MHMC
Selvaraju, Suresh; PhD, Assistant Professor, Pathology, MHMC
Senthilkumar, Hemalatha; MBBS, Assistant Professor, Family Medicine, MHMC
Shah, Bhavesh; MD, Assistant Professor, Medicine, MHMC
Shah, Kalyani; MBBS, Assistant Professor, P M & R, MHMC
Shah, Lisa; PhD, Associate Professor, Psychiatry, MHMC
Shah, Rajiv; MD, Assistant Professor, Radiology, MHMC
Shah, Zahid; MBBS, Assistant Professor, Radiology, MHMC
Shaman, Ziad; MD, Associate Professor, Medicine, MHMC
Sharpe, Susan; MD, Assistant Professor, Surgery, MHMC
Shekhawat, Prem; MBBS, Professor, Pediatrics, MHMC
Shiber, Linda-Dalal; MD, Assistant Professor, Reproductive Bio, MHMC
Shuffer, Phillip; MD, Assistant Professor, Reproductive Bio, MHMC
Siddiqi, Najmul; MBBS, Assistant Professor, Medicine, MHMC
Siddiqi, Sameer; MD, Assistant Professor, P M & R, MHMC
Willins, Colette; MD, Assistant Professor, Family Medicine, MHMC
Wilson, James; DO, Assistant Professor, P M & R, MHMC
Wilson, Lance; MD, Professor, Emergency Medicine, MHMC
Wilson, Richard; MD, Professor, P M & R, MHMC
Winkelman, Marc; MD, Associate Professor, Neurology, MHMC
Wishah, Kholoud; MBBS, Assistant Professor, Pediatrics, MHMC
Wolfe, Aaron; DO, Assistant Professor, Emergency Medicine, MHMC
Wolfe, M.; MD, Professor, Medicine, MHMC
Wyatt, Christopher; MD, Assistant Professor, Emergency Medicine, MHMC
Yamahiro, Atsuko; MD, Assistant Professor, Medicine, MHMC
Yowler, Charles; MD, Professor, Surgery, MHMC
Yue, Cheung; MD, Associate Professor, Medicine, MHMC
Zakel, Juliet; MD, Assistant Professor, P M & R, MHMC
Ziv, Ohad; MD, Associate Professor, Medicine, MHMC
Abbas, Mujahid; MD, Associate Professor, Surgery, UH
Abboud, Hesham; MBBS, Assistant Professor, Neurology, UH
Abboud, Salim; MD, Assistant Professor, Radiology, UH
Abdelmoneim, Sahar; MBCh, Assistant Professor, Medicine, UH
Abouhassan, Soozan; MD, Assistant Professor, Anesth & Periop Med, UH
Acheson, Louise; MD, Professor, Fam Med & Comm Hlth, UH
Adamek, Peter; MD, Assistant Professor, Anesth & Periop Med, UH
Adan, Francoise; MD, Assistant Professor, Psychiatry, UH
Adegbola, Abidemi; MD, Assistant Professor, Psychiatry, UH
Adur, Anjali; MBBS, Assistant Professor, Anesth & Periop Med, UH
Aeder, Mark; MD, Associate Professor, Surgery, UH
Ahmad, Erum; MD, Assistant Professor, Psychiatry, UH
Ahmed-Jauregui, Samina; Psy.D, Assistant Professor, Psychiatry, UH
Ahn, Nicholas; MD, Professor, Orthopaedics, UH
Ahuja, Sanjay; MBBS, Professor, Pediatrics, UH
Al Haddadin, Caroline; MBBS, Assistant Professor, Anesth & Periop Med, UH
Alagramam, Kumar; PhD, Professor, Otolary Head & Neck, UH
Ali, Meer; MBBS, Assistant Professor, Medicine, UH
Al-Kindi, Sadeer; MD, Assistant Professor, Medicine, UH
Allen, Elizabeth; MD, Associate Professor, Pediatrics, UH
Al-Natour, Mohammed; MBBS, Assistant Professor, Radiology, UH
Altose, Michael; MD PhD, Associate Professor, Anesth & Periop Med, UH
Amin, Jaina; MD, Assistant Professor, Psychiatry, UH
Ammori, John; MD, Associate Professor, Surgery, UH
Amunategui, Luis; PhD, Assistant Professor, Psychiatry, UH
Anderson, Matthew; MD, Assistant Professor, Psychiatry, UH
Anderson, Ingrid; MD, Assistant Professor, Pediatrics, UH
Anderson, James; MD, Assistant Professor, Orthopaedics, UH
Anderson, James; MD PhD, Professor, Pathology, UH
Angus, Shane; MS, Assistant Professor, Anesth & Periop Med, UH
Ansari Gilani, Kianoush; MD, Associate Professor, Radiology, UH
Appleby, Brian; MD, Professor, Neurology, UH
Applegate, Gregory; DO, Associate Professor, Anesth & Periop Med, UH
Arafah, Baha; MD, Professor, Medicine, UH
Arain, Faisal; MBBS, Assistant Professor, Anesth & Periop Med, UH
Armitage, Keith; MD, Professor, Medicine, UH
Armstrong, Amy; MD, Assistant Professor, Reproductive Bio, UH
Arruda, Maria; MD, Associate Professor, Pediatrics, UH
Arruda, Mauricio; MD, Associate Professor, Medicine, UH
Ashby, Karen; MD, Associate Professor, Reproductive Bio, UH
Asher, Daniel; MD, Assistant Professor, Anesth & Periop Med, UH
Ashman, Dayne; MBBS, Assistant Professor, Pathology, UH
Attizzani, Guilherme; MD, Associate Professor, Medicine, UH
Avery, Edwin; MD, Professor, Anesth & Periop Med, UH
Avril, Norbert; MD, Professor, Radiology, UH
Avril, Stefanie; MD, Associate Professor, Pathology, UH
Azar, Nami; MD, Professor, Radiology, UH
Azok, Jill; MD, Assistant Professor, Pediatrics, UH
Baar, Joseph; MD PhD, Associate Professor, Medicine, UH
Babbitt, Erin; Psy.D, Assistant Professor, Pediatrics, UH
Bacevice, Ann Mary; MD, Associate Professor, Pediatrics, UH
Badve, Chaithra; MD, Assistant Professor, Radiology, UH
Baez-Socorro, Virginia; MD, Assistant Professor, Pediatrics, UH
Bagby, Christina; D.O., Assistant Professor, Pathology, UH
Bailey, Christopher; PhD, Associate Professor, Neurology, UH
Baird, Terry; MD, Assistant Professor, Pediatrics, UH
Bajor, David; MD, Assistant Professor, Medicine, UH
Bambakidis, Nicholas; MD, Professor, Neurological Surgery, UH
Bao, Ande; PhD, Associate Professor, Radiation Oncology, UH
Barksdale, Edward; MD, Professor, Surgery, UH
Barlev, Danny; MD, Assistant Professor, Dermatology, UH
Barnes, Stephanie; MD, Assistant Professor, Psychiatry, UH
Baron, Elma; MD, Professor, Dermatology, UH
Barry, Christine; PhD, Associate Professor, Pediatrics, UH
Barsman, Zachary; MS, Instructor, Anesth & Periop Med, UH
Bartley, Matthew; MD, Assistant Professor, Pediatrics, UH
Bartone, Tracy; MD, Assistant Professor, Anesth & Periop Med, UH
Basch, Martin; PhD, Assistant Professor, Otolary Head & Neck, UH
Basilion, James; PhD, Professor, Radiology, UH
Baskin, Jonathan; MD, Associate Professor, Otolary Head & Neck, UH
Bass, Nancy; MD, Professor, Pediatrics, UH
Basson, Abigail; PhD, Instructor, Medicine, UH
Bazella, Corinne; MD, Associate Professor, Reproductive Bio, UH
Bearer, Cynthia; MD PhD, Professor, Pediatrics, UH
Bechtel, Christopher; MD, Assistant Professor, Orthopaedics, UH
Beck, Rose; MD PhD, Associate Professor, Pathology, UH
Bedosky, Joseph; PhD, Associate Professor, Psychiatry, UH
Belkin, Julie; MD, Assistant Professor, Ophthal & Visual Sci, UH
Bellegarde, Jennifer; DO, Assistant Professor, Psychiatry, UH
Benetz, Beth Ann; MA/MS, Professor, Ophthal & Visual Sci, UH
Bennett, Angela; MD, Assistant Professor, Fam Med & Comm Hlth, UH
Bergen, Nathan; MD, Professor, Medicine, UH
Berkelhamer, Maura; MD, Assistant Professor, Anesth & Periop Med, UH
Berlin, Sheila; MD, Associate Professor, Radiology, UH
Beveridge, Mara; MD, Assistant Professor, Dermatology, UH
Bhatt, Aashish; MD, Associate Professor, Radiation Oncology, UH
Bhola, Monika; MBBS, Professor, Pediatrics, UH
Billow, Megan; DO, Assistant Professor, Reproductive Bio, UH
Blitz, Ari; MD, Professor, Radiology, UH
Blumenthal, David; MD, Assistant Professor, Medicine, UH
Bock, Martin; MD, Associate Professor, Pediatrics, UH
Bodner, Donald; MD, Professor, Urology, UH
Bogie, Kath; PhD, Associate Professor, Orthopaedics, UH
Bole, Aparna; MD, Associate Professor, Pediatrics, UH
Bomeisl, Philip; D.O., Assistant Professor, Pathology, UH
Boom, W. Henry; MD, Professor, Medicine, UH
Bora, Vaibhov; MBBS, Assistant Professor, Anesth & Periop Med, UH
Bordeaux, Jeremy; MD, Professor, Dermatology, UH
Boswell, Benjamin; DO, Assistant Professor, Orthopaedics, UH
Bothe, Denise; MD, Associate Professor, Pediatrics, UH
Boughan, Kirsten; DO, Assistant Professor, Medicine, UH
Boutry, Mireille; MD, Associate Professor, Pediatrics, UH
Boyd, Sonji; MD, Assistant Professor, Fam Med & Comm Hlth, UH
Brandstetter, Jennifer; MD, Assistant Professor, Psychiatry, UH
Bransteter, Irina; PhD, Assistant Professor, Psychiatry, UH
Braun-Gabelman, Ashley; PhD, Assistant Professor, Psychiatry, UH
Briskin, Susannah; MD, Associate Professor, Pediatrics, UH
Broberg, Meredith; MD, Assistant Professor, Pediatrics, UH
Brown, Jason; MD PhD, Assistant Professor, Medicine, UH
Brown, William; MD, Assistant Professor, Otolary Head & Neck, UH
Bruce, Neil; MD, Assistant Professor, Psychiatry, UH
Bruno, Debora; MD, Assistant Professor, Medicine, UH
Buczek, Marek; MD PhD, Assistant Professor, Neurology, UH
Buerki, Robin; MD, Assistant Professor, Neurology, UH
Burkhart, Kimberly; PhD, Assistant Professor, Pediatrics, UH
Burkitt, Kyunghee; PhD, Assistant Professor, Medicine, UH
Butchko, Gary; MD, Assistant Professor, Pediatrics, UH
Caimi, Paolo; MD, Associate Professor, Medicine, UH
Cakulev, Ivan; MD, Assistant Professor, Medicine, UH
Calcei, Jacob; MD, Assistant Professor, Orthopaedics, UH
Callahan, Adrienne; MD, Assistant Professor, Dermatology, UH
Callaway, Adam; MD MPH, Assistant Professor, Urology, UH
Camasso, Karen; MD, Assistant Professor, Pediatrics, UH
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Canaday, David; MD, Professor, Medicine, UH
Caringi, Vincent; MD, Assistant Professor, Psychiatry, UH
Carman, Teresa; MD, Assistant Professor, Medicine, UH
Carpenter, Stephen; MD PhD, Assistant Professor, Medicine, UH
Carroll, Bryan; MD PhD, Associate Professor, Dermatology, UH
Cascorbi, Helmut; MD PhD, Professor, Anesth & Periop Med, UH
Caster, Michelle; MD MPH, Assistant Professor, Fam Med & Comm Hlth, UH
Cechner, Ronald; PhD, Assistant Professor, Anesth & Periop Med, UH
Cerny - Suelzer, Cathleen; MD, Associate Professor, Psychiatry, UH
Chaaban, Sarah; MD, Assistant Professor, Pediatrics, UH
Chak, Amitabh; MD, Professor, Medicine, UH
Chandra, Rajesh; MBBS, Associate Professor, Medicine, UH
Chao, Jason; MD, Professor, Fam Med & Comm Hlth, UH
Charles, Ronald; MD, Assistant Professor, Surgery, UH
Chavin, Kenneth; MD PhD, Professor, Surgery, UH
Cheifetz, Ira; MD, Professor, Pediatrics, UH
Cheng, Christina; MD, Assistant Professor, Orthopaedics, UH
Cherian, Sree; MBBS, Assistant Professor, Pathology, UH
Chester, Robert; Psy.D, Assistant Professor, Psychiatry, UH
Chhabra, Nipun; MD, Assistant Professor, Otolary Head & Neck, UH
Chiong, Katya; MD, Assistant Professor, Anesth & Periop Med, UH
Cho, Jae; MD, Professor, Surgery, UH
Cho, Kathleen; MD, Assistant Professor, Anesth & Periop Med, UH
Choi, Serah; MD PhD, Assistant Professor, Radiation Oncology, UH
Chopra, Atul; MD PhD, Assistant Professor, Medicine, UH
Chuang, Debby; MD, Assistant Professor, Urology, UH
Chung, Anthony; MD, Assistant Professor, Ophthalm & Visual Sci, UH
Clancy, Keith; MD, Associate Professor, Surgery, UH
Clark, Marie; MD, Assistant Professor, Pediatrics, UH
Clayton, Jason; MD PhD, Assistant Professor, Pediatrics, UH
Clegg, Kathleen; MD, Associate Professor, Psychiatry, UH
Coffey, Michael; MD, Assistant Professor, Radiology, UH
Cohen, Mark; MD, Professor, Pathology, UH
Cohen, Stanley; MD, Professor, Medicine, UH
Cohen-Levy, Wayne; MD, Assistant Professor, Orthopaedics, UH
Collins, Jacqueline; MD, Assistant Professor, Reproductive Bio, UH
Colussi, Valdir; PhD, Associate Professor, Radiation Oncology, UH
Colvard, Benjamin; MD, Assistant Professor, Surgery, UH
Cominelli, Fabio; MD PhD, Professor, Medicine, UH
Conger, David; MD, Assistant Professor, Anesth & Periop Med, UH
Conklin, Danette; PhD, Assistant Professor, Psychiatry, UH
Conroy, Britt; MD PhD JD, Assistant Professor, Fam Med & Comm Hlth, UH
Constantinou, Niki; MD, Assistant Professor, Radiology, UH
Cooper, Brenda; MD, Professor, Medicine, UH
Cooper, Gregory; MD, Professor, Medicine, UH
Cooper, Kevin; MD, Professor, Dermatology, UH
Corteville, Jane; MD, Associate Professor, Reproductive Bio, UH
Cossler, Nancy; MD, Associate Professor, Reproductive Bio, UH
Costa, Marco; MD PhD, Professor, Medicine, UH
Couye, Marta; MD PhD, Professor, Pathology, UH
Coyne, Jane; MD, Assistant Professor, Anesth & Periop Med, UH
Craven, Daniel; MD, Associate Professor, Pediatrics, UH
Crespo, Maricruz; MD, Assistant Professor, Pediatrics, UH
Crowley, Moira; MD, Associate Professor, Pediatrics, UH
Cui, Min; MD PhD, Assistant Professor, Pathology, UH
Cuko, Evis; MD, Assistant Professor, Anesth & Periop Med, UH
Cumings, Linda; MD, Associate Professor, Medicine, UH
Cunningham, Michael; MD, Assistant Professor, Medicine, UH
Cupp, Sean; MD, Assistant Professor, Orthopaedics, UH
Dahl-Grove, Deanna; MD, Professor, Pediatrics, UH
Dalal, Jignesh; MD, Professor, Pediatrics, UH
Dallas, Mari; MD, Associate Professor, Pediatrics, UH
D’Anza, Brian; MD, Assistant Professor, Otolary Head & Neck, UH
Darwish, Ahmed; MD, Professor, Anesth & Periop Med, UH
Davidson, Jon; MD, Associate Professor, Radiology, UH
DeGeorgia, Michael; MD, Professor, Neurology, UH
Dell, Michael; MD, Professor, Pediatrics, UH
Delos-Reyes, Christina; MD, Associate Professor, Psychiatry, UH
Dent, Arlene; MD, Associate Professor, Pediatrics, UH
Desai, Ankita; MD, Associate Professor, Pediatrics, UH
Devaney, Eric; MD, Professor, Surgery, UH
Devereaux, Michael; MD, Professor, Neurology, UH
Di Martino, Luca; PhD, Instructor, Medicine, UH
Dick, Thomas; PhD, Professor, Medicine, UH
Diekroger, Elizabeth; MD, Assistant Professor, Pediatrics, UH
<table>
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<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
<th>Institution</th>
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<tbody>
<tr>
<td>Dietz, David; MD</td>
<td>Professor</td>
<td>Surgery, UH</td>
<td></td>
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<tr>
<td>Dietz, Jill; MD</td>
<td>Associate Professor</td>
<td>Surgery, UH</td>
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<tr>
<td>DiMarino, Amy; DO</td>
<td>Assistant Professor</td>
<td>Pediatrics, UH</td>
<td></td>
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<td>Dines, Philipp; MD PhD</td>
<td>Associate Professor</td>
<td>Psychiatry, UH</td>
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<td>Ding, Xueqin; MD PhD</td>
<td>Associate Professor</td>
<td>Anesth &amp; Periop Med, UH</td>
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<td>Dingeldein, Leslie; MD</td>
<td>Assistant Professor</td>
<td>Pediatrics, UH</td>
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<td>Assistant Professor</td>
<td>Surgery, UH</td>
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<td>Assistant Professor</td>
<td>Anesth &amp; Periop Med, UH</td>
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<td>Dirajl-Fargo, Sahera; DO</td>
<td>Assistant Professor</td>
<td>Pediatrics, UH</td>
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<td>Distelhorst, Clark; MD</td>
<td>Professor</td>
<td>Medicine, UH</td>
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<td>Assistant Professor</td>
<td>Pediatrics, UH</td>
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<td>Dobre, Mirela; MD MPH</td>
<td>Associate Professor</td>
<td>Medicine, UH</td>
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<td>Dodgen, Andrew; MD</td>
<td>Assistant Professor</td>
<td>Pediatrics, UH</td>
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<td>Donatelli-Seyler, Lauren; DO</td>
<td>Assistant Professor</td>
<td>Surgery, UH</td>
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<td>Dorth, Jennifer; MD</td>
<td>Associate Professor</td>
<td>Radiation Oncology, UH</td>
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<td>Dowlati, Afshin; MD</td>
<td>Professor</td>
<td>Medicine, UH</td>
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<td>Downes, Katharine; MD</td>
<td>Associate Professor</td>
<td>Pathology, UH</td>
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<td>Draz, Mohamed; PhD</td>
<td>Instructor</td>
<td>Medicine, UH</td>
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<td>Drogalis-Kim, Diana; DO</td>
<td>Assistant Professor</td>
<td>Pediatrics, UH</td>
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<td>Dumot, John; DO</td>
<td>Professor</td>
<td>Medicine, UH</td>
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<td>Assistant Professor</td>
<td>Pediatrics, UH</td>
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<td>Associate Professor</td>
<td>Fam Med &amp; Comm Hlth, UH</td>
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<td>Eapen, Jaishvi; MBBS</td>
<td>Assistant Professor</td>
<td>Medicine, UH</td>
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<td>Assistant Professor</td>
<td>Neurology, UH</td>
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<td>Assistant Professor</td>
<td>Ophthal &amp; Visual Sci, UH</td>
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<td>Edwards, Amy; MD</td>
<td>Assistant Professor</td>
<td>Pediatrics, UH</td>
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<td>Medicine, UH</td>
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<td>Associate Professor</td>
<td>Pediatrics, UH</td>
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<td>Associate Professor</td>
<td>Medicine, UH</td>
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<td>El Asmar, Nadine; MD</td>
<td>Assistant Professor</td>
<td>Medicine, UH</td>
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<td>Assistant Professor</td>
<td>Pathology, UH</td>
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<td>Pathology, UH</td>
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<td>Associate Professor</td>
<td>Reproductive Bio, UH</td>
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<td>Assistant Professor</td>
<td>Orthopaedics, UH</td>
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<td>Assistant Professor</td>
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<td>Assistant Professor</td>
<td>Radiology, UH</td>
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<td>Assistant Professor</td>
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<td>Professor</td>
<td>Neurology, UH</td>
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<td>Professor</td>
<td>Medicine, UH</td>
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<td>Feng, Pingfu; MD PhD</td>
<td>Associate Professor</td>
<td>Medicine, UH</td>
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<td>Assistant Professor</td>
<td>Anesth &amp; Periop Med, UH</td>
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<td>Reproductive Bio, UH</td>
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<td>Fernandez-Baca Vaca, Guadalupe; MBBS</td>
<td>Associate Professor, Neurology, UH</td>
<td></td>
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<td>Field, Seth; MD PhD</td>
<td>Professor</td>
<td>Medicine, UH</td>
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<td>Assistant Professor</td>
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<td>Findley, Joseph; MD</td>
<td>Assistant Professor</td>
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<td>Fitzsimons, Brian; MD</td>
<td>Assistant Professor</td>
<td>Anesth &amp; Periop Med, UH</td>
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<td>Flannery, Robert; MD</td>
<td>Assistant Professor</td>
<td>Orthopaedics, UH</td>
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<td>Flask, Chris; PhD</td>
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<td>Radiology, UH</td>
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<td>Flyckt, Rebecca; MD</td>
<td>Associate Professor</td>
<td>Reproductive Bio, UH</td>
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<td>Fogarty, Karissa; PsyD</td>
<td>Senior Instructor</td>
<td>Psychiatry, UH</td>
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<td>Folz, Rodney; MD PhD</td>
<td>Professor</td>
<td>Medicine, UH</td>
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<td>Assistant Professor</td>
<td>Pediatrics, UH</td>
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<td>Associate Professor</td>
<td>Medicine, UH</td>
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<td>Assistant Professor</td>
<td>Anesth &amp; Periop Med, UH</td>
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<td>Fowler, Nicole; MD</td>
<td>Assistant Professor</td>
<td>Otolary Head &amp; Neck, UH</td>
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<td>Frank, Erin; MD</td>
<td>Assistant Professor</td>
<td>Pediatrics, UH</td>
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<td>Frazee, Tiffany; MD</td>
<td>Assistant Professor</td>
<td>Anesth &amp; Periop Med, UH</td>
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<td>Freeman, Michael; PhD</td>
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<td>Medicine, UH</td>
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<td>Friedman, Kenneth; MD</td>
<td>Assistant Professor</td>
<td>Pathology, UH</td>
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<td>Friedman, Lois; PhD</td>
<td>Professor</td>
<td>Psychiatry, UH</td>
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<td>Fulton, Scott; MD</td>
<td>Assistant Professor</td>
<td>Medicine, UH</td>
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<td>Furey, Christopher; MD</td>
<td>Professor</td>
<td>Orthopaedics, UH</td>
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<td>Furey, Erin; MD</td>
<td>Assistant Professor</td>
<td>Anesth &amp; Periop Med, UH</td>
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</table>
Furlan, Anthony; MD, Professor, Neurology, UH
Furman, Lydia; MD, Professor, Pediatrics, UH
Gabriel, Mary; MD, Assistant Professor, Psychiatry, UH
Gadde, Ramya; MBBS, Assistant Professor, Pathology, UH
Gaines, Stephanie; MD, Assistant Professor, Emergency Medicine, UH
Galgolly, Molly; MD PhD, Assistant Professor, Medicine, UH
Ganesh, Prakash; MD MPH, Assistant Professor, Fam Med & Comm Hlth, UH
Gangstad, Angelina; MD, Associate Professor, Reproductive Bio, UH
Ganocy, Stephen; PhD, Assistant Professor, Psychiatry, UH
Gao, Kening; MD PhD, Professor, Psychiatry, UH
Garcia, Jorge; MD, Professor, Medicine, UH
Gazzillo, Antimo; MD, Instructor, Orthopaedics, UH
Gecsi, Kimberly; MD, Associate Professor, Reproductive Bio, UH
Geiger, Christopher; DO, Assistant Professor, Neurology, UH
Geis, Paul; PhD, Assistant Professor, Radiation Oncology, UH
Gerka Stuyt, John; MD, Assistant Professor, Otolary Head & Neck, UH
Gerson, Stanton; MD, Professor, Medicine, UH
Getty, Patrick; MD, Associate Professor, Orthopaedics, UH
Ghafoori, Sherine; MD, Assistant Professor, Anesth & Periop Med, UH
Ghaly, Mary; MBCh, Assistant Professor, Anesth & Periop Med, UH
Ghandour, Rashed; MD, Assistant Professor, Anesth & Periop Med, UH
Gerson, Robert; MD, Professor, Radiology, UH
Gillespie, Robert; MD, Associate Professor, Orthopaedics, UH
Gilmore, Allison; MD, Associate Professor, Orthopaedics, UH
Gilmore, Edward; MD PhD, Assistant Professor, Pediatrics, UH
Gilmore, Hannah; MD, Associate Professor, Pathology, UH
Glasser, David; MD, Assistant Professor, Anesth & Periop Med, UH
Glessing, Brooke; MD, Assistant Professor, Medicine, UH
Glotzbecker, Michael; MD, Associate Professor, Orthopaedics, UH
Gold, Deborah; MD, Assistant Professor, Pediatrics, UH
Goldfinger, Mark; MD, Assistant Professor, Anesth & Periop Med, UH
Goldman, Sara; MD, Assistant Professor, Psychiatry, UH
Goldstein, Jessica; MD, Assistant Professor, Emergency Medicine, UH
Goldstein, Jessica; MD, Assistant Professor, Pediatrics, UH
Goodfellow, Donald; MD, Associate Professor, Orthopaedics, UH
Goodman, Evan; MD, Assistant Professor, Anesth & Periop Med, UH
Gordon, Zachary; MD, Assistant Professor, Orthopaedics, UH
Gornik, Heather; MD, Professor, Medicine, UH
Gorodeski, Eiran; MD M.P.H, Professor, Medicine, UH
Graber, Raymond; MD, Associate Professor, Anesth & Periop Med, UH
Grass, Jeffrey; MD, Professor, Anesth & Periop Med, UH
Greene, Lloyd; MD, Assistant Professor, Medicine, UH
Greenfield, Marjorie; MD, Professor, Reproductive Bio, UH
Greenspan, Neil; MD PhD, Professor, Pathology, UH
Greer, Katarina; MD, Associate Professor, Medicine, UH
Grier, Andrew; MD, Assistant Professor, Orthopaedics, UH
Griggs, Cynthia; PhD, Assistant Professor, Neurology, UH
Gripshover, Barbara; MD, Professor, Medicine, UH
Griswold, Katherine; MD, Associate Professor, Pediatrics, UH
Griswold, Mark; PhD, Professor, Radiology, UH
Grossberg, Richard; MD, Professor, Pediatrics, UH
Grosso, Riley; MD, Assistant Professor, Emergency Medicine, UH
Grube, Amy; MD, Assistant Professor, Pediatrics, UH
Guibotis-Klug, Rose; MD PhD, Professor, Pediatrics, UH
Gundel, Praveen; MBBS, Assistant Professor, Medicine, UH
Gunzler, Steven; MD, Assistant Professor, Neurology, UH
Guo, Gordon; MD, Assistant Professor, Radiation Oncology, UH
Gupta, Amit; MBBS, Associate Professor, Radiology, UH
Gupta, Mona; MBBS, Assistant Professor, Medicine, UH
Gupta, Sanjay; PhD, Professor, Urology, UH
Gurion, Reut; DO, Assistant Professor, Pediatrics, UH
Haaga, John; MD, Professor, Radiology, UH
Haas, Adam; MD, Assistant Professor, Anesth & Periop Med, UH
Hackney, David; MD, Associate Professor, Reproductive Bio, UH
Haddad, Haitham; MD, Assistant Professor, Pediatrics, UH
Hahn, David; MD, Assistant Professor, Psychiatry, UH
Hall, Marcie; MD, Assistant Professor, Psychiatry, UH
Jonard, Brandon; MD, Assistant Professor, Orthopaedics, UH
Jones, Matthew; MD, Assistant Professor, Anesth & Periop Med, UH
Jones, Robert; MD, Assistant Professor, Radiology, UH
Jordan, David; PhD, Associate Professor, Radiology, UH
Josephson, Richard; MD, Professor, Medicine, UH
Joyce, Emily; MD, Assistant Professor, Pediatrics, UH
Juza, Ryan; MD, Assistant Professor, Surgery, UH
Kabbara, Abdallah; MD, Assistant Professor, Anesth & Periop Med, UH
Kaelber, Kristin; MD PhD, Assistant Professor, Medicine, UH
Kahriman, Mustafa; MD, Assistant Professor, Neurology, UH
Kaluszyl, Pete; M.Ed, Instructor, Anesth & Periop Med, UH
Kaminski, Beth; MD, Associate Professor, Pediatrics, UH
Kansal, Sheru; MD, Assistant Professor, Medicine, UH
Kapadia, Manasvree; MD, Assistant Professor, Opthal & Visual Sci, UH
Karaku, Gunnur; PhD, Associate Professor, Psychiatry, UH
Kardan, Arash; MD, Associate Professor, Radiology, UH
Karns, Michael; MD, Assistant Professor, Orthopaedics, UH
Kashyap, Vikram; MD, Professor, Surgery, UH
Kasliwal, Manish; MBBS, Associate Professor, Neurological Surgery, UH
Katiri, Bashar; MD, Professor, Neurology, UH
Katz, Jeffry; MD, Professor, Medicine, UH
Katz, Tyler; MD, Assistant Professor, Reproductive Bio, UH
Keller, Julie; MD, Assistant Professor, Fam Med & Comm Hlth, UH
Kelley, Erika; PhD, Assistant Professor, Reproductive Bio, UH
Kelly, Amanda; MD, Professor, Pediatrics, UH
Khaitan, Leena; MD, Professor, Surgery, UH
Khalil, Al-Amin; MBBS, Assistant Professor, Anesth & Periop Med, UH
Khalili, Ali; MD, Assistant Professor, Pediatrics, UH
Khattab, Ruba; MD, Assistant Professor, Pathology, UH
Kilbane, Brendan; MD, Associate Professor, Pediatrics, UH
Kilbane, Camilla; MD, Assistant Professor, Neurology, UH
Kim, Anne; MD, Assistant Professor, Surgery, UH
Kim, Grace; MD, Assistant Professor, Pediatrics, UH
Kim, Sung Tae; PhD, Assistant Professor, Reproductive Bio, UH
Kimmel, Susan; MD, Assistant Professor, Psychiatry, UH
Kingsberg, Sheryl; PhD, Professor, Reproductive Bio, UH
Kistemaker, Aaron; MD, Assistant Professor, Medicine, UH
Klein, Hayley; MD, Assistant Professor, Opthal & Visual Sci, UH
Klein, Nina; MD, Assistant Professor, Radiology, UH
Kleinman, Anya; MD, Assistant Professor, Pediatrics, UH
Knazek, Elizabeth; MD, Assistant Professor, Orthopaedics, UH
Kohen, Maryo; MD, Assistant Professor, Opthal & Visual Sci, UH
Konheim, Ari; MD, Assistant Professor, Dermatology, UH
Konstan, Michael; MD, Professor, Pediatrics, UH
Korman, Neil; MD PhD, Professor, Dermatology, UH
Kosaraju, Vijaya; MD, Assistant Professor, Radiology, UH
Kosmas, Christos; MD, Assistant Professor, Radiology, UH
Koszewski, Amanda; DO, Assistant Professor, Anesth & Periop Med, UH
Kraay, Matthew; MD, Professor, Orthopaedics, UH
Kralovic, Shanna; D.O., Associate Professor, Pediatrics, UH
Kumar, Aarthi; MBBS, Assistant Professor, Medicine, UH
Kumar, Anand; MD, Professor, Plastic Surgery, UH
Kuper-Sasse, Margaret; MD, Assistant Professor, Pediatrics, UH
Kurup, Shree; MBBS, Professor, Opthal & Visual Sci, UH
Kutney, Katherine; MD, Assistant Professor, Pediatrics, UH
Lacey, Stephen; MD, Associate Professor, Orthopaedics, UH
Lackamp, Jeanne; MD, Associate Professor, Psychiatry, UH
Lalone, Katy; MD, Assistant Professor, Psychiatry, UH
Lam, Minh; PhD, Assistant Professor, Medicine, UH
Lansell, Amanda; MD, Assistant Professor, Pediatrics, UH
Lanzieri, Charles; MD, Professor, Radiology, UH
Lareau, Aaron; MD, Assistant Professor, Emergency Medicine, UH
Lasch, Susan; MD, Assistant Professor, Reproductive Bio, UH
Lass, Jonathan; MD, Professor, Opthal & Visual Sci, UH
Lathia, Amanda; MD PhD, Assistant Professor, Medicine, UH
Lavertu, Pierre; MD, Professor, Otolary Head & Neck, UH
Lawrence, Melinda; MD, Associate Professor, Anesth & Periop Med, UH
Lazebnik, Noam; MD, Professor, Reproductive Bio, UH
Lazebnik, Rina; MD, Professor, Pediatrics, UH
Lee, Catherine; PhD, Assistant Professor, Neurology, UH
Lee, Richard; MD, Associate Professor, Medicine, UH
Lee, Sara; MD, Associate Professor, Pediatrics, UH
Martin, Douglas; MD PhD, Assistant Professor, Radiology, UH
Martin, James; MD, Assistant Professor, Medicine, UH
Martin, Richard; MBBS, Professor, Pediatrics, UH
Matgouranis, Peter; MD, Assistant Professor, Anesth & Periop Med, UH
Matsuyama, Shigemi; PhD, Associate Professor, Ophthal & Visual Sci, UH
Mattar, Maya; MD, Assistant Professor, Medicine, UH
Mavissakalian, Matig; MD, Professor, Psychiatry, UH
Mc David, Lolita; MD, Professor, Pediatrics, UH
McBennett, Kimberly; MD PhD, Associate Professor, Pediatrics, UH
McCloskey, Colin; MD, Assistant Professor, Emergency Medicine, UH
McCormick, Grace; MD, Professor, Pediatrics, UH
McCormick, Thomas; PhD, Associate Professor, Dermatology, UH
McDermott, Brian; PhD, Associate Professor, Otoleary & Head & Neck, UH
McDowell, Erin; MD, Assistant Professor, Pediatrics, UH
McEnery, Maureen; PhD, Associate Professor, Neurology, UH
McFarland, Heather; D.O., Associate Professor, Anesth & Periop Med, UH
McNamara, Connor; MD, Assistant Professor, Anesth & Periop Med, UH
McNamara, Nora; MD, Assistant Professor, Psychiatry, UH
McVoy, Molly; MD, Assistant Professor, Psychiatry, UH
Megerian, Cliff; MD, Professor, Otolary & Head & Neck, UH
Mehta, Behram; MD, Instructor, Anesth & Periop Med, UH
Mehta, Lina; MD, Professor, Radiology, UH
Melton, Tia; MD, Assistant Professor, Reproductive Bio, UH
Mendiratta, Prateek; MD, Assistant Professor, Medicine, UH
Mesiano, Sam; PhD, Professor, Reproductive Bio, UH
Metheny, Leland; MD, Assistant Professor, Medicine, UH
Meyerson, Howard; MD, Professor, Pathology, UH
Michael, Claire; MBCH, Professor, Pathology, UH
Miller, Christopher; MD, Professor, Emergency Medicine, UH
Miller, Daniel; MD, Assistant Professor, Neurology, UH
Miller, David; MD, Assistant Professor, Pediatrics, UH
Miller, Jonathan; MD, Professor, Neurological Surgery, UH
Miller, Kathryn; MD, Associate Professor, Pediatrics, UH
Miller, Lindsay; PhD, Assistant Professor, Neurology, UH
Miller, Marlene; MD, Professor, Pediatrics, UH
Miller, Megan; MD, Assistant Professor, Surgery, UH
Minnillo, Paul; PhD, Assistant Professor, Psychiatry, UH
Mishra, Ashish; MD, Assistant Professor, Pathology, UH
Miskovsky, Shana; MD, Assistant Professor, Orthopaedics, UH
Mitchell, Clare; PhD, Assistant Professor, Psychiatry, UH
Miyasaka, Eiichi; MD, Assistant Professor, Surgery, UH
Mneimneh, Wadad; MD, Assistant Professor, Pathology, UH
Modlin, Sheryl; MD, Assistant Professor, Anesth & Periop Med, UH
Moghbelli, Meisam; MD, Assistant Professor, Medicine, UH
Mohamed, Amr; MD, Assistant Professor, Medicine, UH
Mohamed, Inas; MBBS, Assistant Professor, Radiology, UH
Mohapatra, Basanta; MBBS, Assistant Professor, Anesth & Periop Med, UH
Moinova, Helen; PhD, Instructor, Medicine, UH
Montero, Alberto; MD, Professor, Medicine, UH
Morgan, Michael; MD PhD, Assistant Professor, Ophthal & Visual Sci, UH
Moses, Jonathan; MD, Assistant Professor, Pediatrics, UH
Mowry, Sarah; MD, Associate Professor, Otolary Head & Neck, UH
Mucci, Joti; MD, Assistant Professor, Anesth & Periop Med, UH
Mulgailkar, Girish; MD, Assistant Professor, Anesth & Periop Med, UH
Mullen, Clodagh; MD, Assistant Professor, Reproductive Bio, UH
Mulloy, Karen; D.O., Associate Professor, Fam Med & Comm Hlth, UH
Munir, Farah; D.O., Assistant Professor, Psychiatry, UH
Murray, Gail; PhD, Associate Professor, Otolary Head & Neck, UH
Muzic, Raymond; PhD, Professor, Radiology, UH
Myers, Ross; MD, Associate Professor, Pediatrics, UH
Napora, Joshua; MD, Assistant Professor, Orthopaedics, UH
Nash, Joshua; DO, Assistant Professor, Surgery, UH
Nau, Christopher; MD, Assistant Professor, Reproductive Bio, UH
Nayak, Lalitha; MD, Associate Professor, Medicine, UH
Nayate, Ameya; MD, Assistant Professor, Radiology, UH
Nedorost, Susan; MD, Professor, Dermatology, UH
Negrea, Lavinia; MD, Associate Professor, Medicine, UH
Nelson, Jeffrey; MD, Assistant Professor, Neurological Surgery, UH
Nevo, Amihay; MD, Assistant Professor, Urology, UH
Newton, Matthew; DO, Assistant Professor, Psychiatry, UH
Nguyen, Christina; MD, Assistant Professor, Pediatrics, UH
Nicklas-Coffey, Anne; MD, Assistant Professor, Radiology, UH
Niehaus, Matthew; DO, Assistant Professor, Emergency Medicine, UH
Noble, Vicki; MD, Professor, Emergency Medicine, UH
Nock, Mary; MD, Professor, Pediatrics, UH
Noffsinger, Stephen; MD, Professor, Psychiatry, UH
Noguez, Jaime; PhD, Assistant Professor, Pathology, UH
Norcia, Matthew; MD, Associate Professor, Anesthes & Periop Med, UH
Novak, Louis; MD, Assistant Professor, Radiation Oncology, UH
O'Brien, Timothy; MD, Associate Professor, Medicine, UH
Ochenjele, George; MD, Assistant Professor, Orthopaedics, UH
Odoro, Kwadwo; MD PhD, Assistant Professor, Pathology, UH
Ogrocki, Paula; PhD, Assistant Professor, Neurology, UH
Ohliger, Shelley; MD, Assistant Professor, Anesth & Periop Med, UH
Ohsie-Bajor, Linda; MD, Assistant Professor, Ophthal & Visual Sci, UH
Olicker, Arielle; MD, Assistant Professor, Pediatrics, UH
Omar, Ahmed; MD, Assistant Professor, Ophthal & Visual Sci, UH
Onders, Raymond; MD, Professor, Surgery, UH
Opaskar, Amanda; MD, Assistant Professor, Neurology, UH
Orge, Faruk; MD, Professor, Ophthal & Visual Sci, UH
Otegbeye, Folashade; MBBch, Assistant Professor, Medicine, UH
Otterson, Todd; MD, Associate Professor, Otolary Head & Neck, UH
Owusu, Cynthia; MBBCh, Associate Professor, Medicine, UH
Padiyar, Aparna; MD, Assistant Professor, Medicine, UH
Padrino, Susan; MD, Associate Professor, Psychiatry, UH
Pal, Rakhi; MBBS, Assistant Professor, Anesthes & Periop Med, UH
Palanisamy, Arun; PhD, Assistant Professor, Surgery, UH
Pan, Quintin; PhD, Professor, Otolary Head & Neck, UH
Parameswaran, Reshmi; PhD, Assistant Professor, Medicine, UH
Parasa, Sravanthi; MBBS, Assistant Professor, Medicine, UH
Park, Jun Tae; MD, Professor, Pediatrics, UH
Park, Paul; PhD, Associate Professor, Ophthal & Visual Sci, UH
Pasupati, Raj; MBBS, Professor, Radiology, UH
Patel, Saral; MS, Instructor, Anesthes & Periop Med, UH
Patel, Tanay; MD, Assistant Professor, Radiology, UH
Pateva, Irina; MD, Assistant Professor, Pediatrics, UH
Patrinos, Mary; MD, Associate Professor, Pediatrics, UH
Paul, Rosanne; DO, Assistant Professor, Dermatology, UH
Payne, Allison; MD, Associate Professor, Pediatrics, UH
Pedersen, William; MD, Assistant Professor, Radiology, UH
Pieffer, Adam; OD, Assistant Professor, Ophthal & Visual Sci, UH
Pereira, Gisele; PhD, Assistant Professor, Radiation Oncology, UH
Pesa, Nicholas; MD, Assistant Professor, Anesth & Periop Med, UH
Peters, Jeffrey; MD, Professor, Surgery, UH
Petraszko, Andrew; MD, Assistant Professor, Radiology, UH
Piekiti, Rajesh; PhD, Assistant Professor, Radiation Oncology, UH
Pieper, Andrew; MD PhD, Professor, Psychiatry, UH
Pikuleva, Irina; PhD, Professor, Ophthal & Visual Sci, UH
Pillai, Suriyamurthy; MD, Assistant Professor, Anesth & Periop Med, UH
Pinto, Rodnina; D.O., Assistant Professor, Anesth & Periop Med, UH
Plante, Andrew; MD, Assistant Professor, Anesth & Periop Med, UH
Plecha, Donna; MD, Professor, Radiology, UH
Plummer, Sarah; MD, Assistant Professor, Pediatrics, UH
Podder, Tarun; PhD, Professor, Radiation Oncology, UH
Ponitz, Keith; MD, Associate Professor, Pediatrics, UH
Ponsky, Lee; MD, Professor, Urology, UH
Popa, Andreea; Pharm D, Assistant Professor, Medicine, UH
Popovich, Marc; MD, Professor, Anesth & Periop Med, UH
Porter, Lauren; DO, Assistant Professor, Emergency Medicine, UH
Post, Anthony; MD, Associate Professor, Medicine, UH
Powell, Alexis; MD, Assistant Professor, Surgery, UH
Poynton, Emily; DO, Assistant Professor, Anesthes & Periop Med, UH
Pradhan, Nishigandha; MD MBBS, Assistant Professor, Medicine, UH
Premont, Richard; PhD, Associate Professor, Medicine, UH
Prendes, Mark; MD, Assistant Professor, Ophthal & Visual Sci, UH
Preston, David; MD, Professor, Neurology, UH
Prior, Thomas; PhD, Professor, Pathology, UH
Pronovost, Peter; MD, Professor, Anesthes & Periop Med, UH
Proweller, Aaron; MD PhD, Associate Professor, Medicine, UH
Rabbani, Cyrus; MD, Assistant Professor, Otolary Head & Neck, UH
Radow, Brandon; MD, Assistant Professor, Surgery, UH
Raffay, Thomas; MD, Assistant Professor, Pediatrics, UH
Ragsdale, Ellie; MD, Assistant Professor, Reproductive Bio, UH
Rahman, Mahboob; MBBS, Professor, Medicine, UH
Rajagopalan, Sanjay; MBBS, Professor, Medicine, UH
Ramirez, Luis; MD, Professor, Psychiatry, UH
Rao, Goutham; MD, Professor, Fam Med & Comm Hlth, UH
Rashid, Imran; MD, Professor, Fam Med & Comm Hlth, UH
Rathore, Sunil; MD, Assistant Professor, Neurology, UH
Ravishankar, Sanjita; MD, Assistant Professor, Pathology, UH
Ray, Abhishek; MD, Assistant Professor, Neurological Surgery, UH
Razavi Nematollahi, Laleh; MD, Assistant Professor, Medicine, UH
Redline, Raymond; MD, Professor, Pathology, UH
Redus-McCoy, Angelique; MD, Assistant Professor, Pediatrics, UH
Reed, Eric; MD, Senior Instructor, Psychiatry, UH
Reeves, Hollie; DO, Assistant Professor, Pathology, UH
Renston, Jeffrey; MD, Associate Professor, Medicine, UH
Resnick, Phillip; MD, Professor, Psychiatry, UH
Reynolds, Harry; MD, Associate Professor, Surgery, UH
Reynolds, James; PhD, Professor, Anesth & Periop Med, UH
Rezaee, Rod; MD, Associate Professor, Otolary Head & Neck, UH
Rhee, Douglas; MD, Professor, Ophthal & Visual Sci, UH
Ribeiro, Ana Paula; MD, Assistant Professor, Pediatrics, UH
Rifici, Joseph; MA/MS, Assistant Professor, Anesth & Periop Med, UH
Ro, Eliot; MD, Assistant Professor, Anesth & Periop Med, UH
Robbins, Nathaniel; MD, Assistant Professor, Pediatrics, UH
Robertson, Sara; MD, Instructor, Anesth & Periop Med, UH
Robinson, Monique; MBBS, Assistant Professor, Medicine, UH
Robke, Jason; MD, Assistant Professor, Surgery, UH
Rodgers McCormick, Megan; DO, Assistant Professor, Anesth & Periop Med, UH
Rodriguez, Kenneth; MD, Assistant Professor, Otolary Head & Neck, UH
Rodriguez-Palacios, Alexander; DMV PhD, Assistant Professor, Medicine, UH
Roesch, Erica; MD, Assistant Professor, Pediatrics, UH
Rohr, Bethany; MD, Assistant Professor, Dermatology, UH
Roizen, Nancy; MD, Professor, Pediatrics, UH
Romero, Michelle; DO, Assistant Professor, Psychiatry, UH
Ronis, Robert; MD, Professor, Psychiatry, UH
Ronis, Sarah; MD, Assistant Professor, Pediatrics, UH
Rose, Jerri; MD, Associate Professor, Pediatrics, UH
Rosenthal, Noah; MD, Assistant Professor, Medicine, UH
Ross, Jonathan; MD, Professor, Urology, UH
Ross, Kristie; MD, Associate Professor, Pediatrics, UH
Rothermel, Luke; MD MPH, Assistant Professor, Surgery, UH
Rothstein, Brian; MD, Assistant Professor, Neurological Surgery, UH
Rowbottom, Rosetta; MD, Assistant Professor, Medicine, UH
Ruda Wessell, Kathryn; DO, Assistant Professor, Pediatrics, UH
Ruedrich, Stephen; MD, Professor, Psychiatry, UH
Runnels, Patrick; MD, Associate Professor, Psychiatry, UH
Ryder, Christopher; MD PhD, Assistant Professor, Pathology, UH
Saab, Shahrazad; MD, Assistant Professor, Pathology, UH
Saade, Elie; MD, Assistant Professor, Medicine, UH
Sabe, Ramy; MBBS, Assistant Professor, Pediatrics, UH
Sabik, Ellen; MD, Associate Professor, Medicine, UH
Sabik, Joseph; MD, Professor, Surgery, UH
Sadri, Navid; MD PhD, Assistant Professor, Pathology, UH
Saeed, Pasha; , Assistant Professor, Anesth & Periop Med, UH
Sahadevan, Jayakumar; MBBS, Professor, Medicine, UH
Sahgal, Vinod; MBBS, Professor, Anesth & Periop Med, UH
Said, Tamer; MD, Assistant Professor, Fam Med & Comm Hlth, UH
Sajatovic, Martha; MD, Professor, Psychiatry, UH
Salata, Michael; MD, Associate Professor, Orthopaedics, UH
Salata, Robert; MD, Professor, Medicine, UH
Saltzman, Joel; MD, Assistant Professor, Medicine, UH
Sanchez, Edmund; MD, Associate Professor, Surgery, UH
Sandhu, Naemat; MBBS, Assistant Professor, Medicine, UH
Sankararaman, Senthilkumar; MBBS, Assistant Professor, Pediatrics, UH
Sarabu, Nagaraju; MBBS, Assistant Professor, Medicine, UH
Savoca, Jennifer; MD, Assistant Professor, Medicine, UH
Sawlani, Komal; MD, Assistant Professor, Neurology, UH
Scarberry, Kyle; MD, Assistant Professor, Urology, UH
Schaefer, Michael; MD, Associate Professor, Orthopaedics, UH
Scheidemantel, Thomas; MD, Assistant Professor, Psychiatry, UH
Schell, Amy; MD, Assistant Professor, Otolary Head & Neck, UH
Stephens, Allayne; MD, Assistant Professor, Pediatrics, UH
Stephens, Paul; MD, Assistant Professor, Anesth & Periop Med, UH
Stern, Noam; MD, Assistant Professor, Pediatrics, UH
Stokkermans, Thomas; PhD, Associate Professor, Ophthal & Visual Sci, UH
Stork, Eileen; MD, Professor, Pediatrics, UH
Stork, John; MD, Associate Professor, Anesth & Periop Med, UH
Stormorken, Anne; MD, Professor, Pediatrics, UH
Strainic, James; MD, Assistant Professor, Pediatrics, UH
Strobaugh, Steven; MD, Associate Professor, Medicine, UH
Strohl, Anna; MD, Assistant Professor, Reproductive Bio, UH
Strohl, Kingman; MD, Professor, Medicine, UH
Strosaker, Robyn; MD, Associate Professor, Pediatrics, UH
Stull, Matthew; MD, Assistant Professor, Emergency Medicine, UH
Subauste, Carlos; MD, Professor, Medicine, UH
Sullivan, Claire; MD, Assistant Professor, Medicine, UH
Sundaram, Varun; MBBS, Assistant Professor, Medicine, UH
Sundararajian, Sophia; MD PhD, Associate Professor, Neurology, UH
Sunshine, Jeffrey; MD PhD, Professor, Radiology, UH
Sutter, Christopher; MD, Assistant Professor, Radiology, UH
Sweet, Jennifer; MD, Associate Professor, Neurological Surgery, UH
Szczotka-Flynn, Loretta, O.D.; Professor, Ophthal & Visual Sci, UH
Tamaki, Akina; MD, Assistant Professor, Otolary Head & Neck, UH
Tang, Rachel; PhD, Associate Professor, Pediatrics, UH
Tass, Brittany; DO, Assistant Professor, Pediatrics, UH
Taub, Yael; MD, Assistant Professor, Emergency Medicine, UH
Tavi, Sidhartha; MBBS, Assistant Professor, Radiology, UH
Taylor, Patricia; PhD, Assistant Professor, Ophthal & Visual Sci, UH
Teba, Catalina; MD, Assistant Professor, Medicine, UH
Tecuta, Mihaela; MD, Assistant Professor, Anesth & Periop Med, UH
Tehranisa, Jason; MD, Assistant Professor, Emergency Medicine, UH
Tehranisa, Sarah; MD, Assistant Professor, Emergency Medicine, UH
Teknos, Theodoros; , Professor, Otolary Head & Neck, UH
Testa, Megan; MD, Assistant Professor, Psychiatry, UH
Teston, Lois; MD, Assistant Professor, Medicine, UH
Thirumavalavan, Nannan; MD, Assistant Professor, Urology, UH
Thomas, Sapna; MD, Assistant Professor, Medicine, UH
Thuener, Jason; MD, Assistant Professor, Otolary Head & Neck, UH
Thyagaraj, Suraj; PhD MBA, Assistant Professor, Neurology, UH
Tien, Karen; PhD, Assistant Professor, Psychiatry, UH
Tirumani, Sree; MBBS, Associate Professor, Radiology, UH
Toltzis, Philip; MD, Professor, Pediatrics, UH
Tomas, Myreen; MD, Assistant Professor, Medicine, UH
Tomei, Krystal; MD, Associate Professor, Neurological Surgery, UH
Tomlinson, Ben; MD, Assistant Professor, Medicine, UH
Tout, Sarah; MD, Assistant Professor, Reproductive Bio, UH
Towe, Christopher; MD, Associate Professor, Surgery, UH
Tripi, Paul; MD, Professor, Anesth & Periop Med, UH
Trunzo, Joseph; MD, Assistant Professor, Surgery, UH
Trzcinska, Anna; DMD, Assistant Professor, Pathology, UH
Twichell, Carie; MS, Assistant Professor, Anesth & Periop Med, UH
Ustin, Jeffrey; MD, Assistant Professor, Surgery, UH
VanHeyst, Kristen; DO, Assistant Professor, Pediatrics, UH
Vasavada, Pauravi; MD, Assistant Professor, Radiology, UH
Veeramreddy, Padmaja; MBBS, Assistant Professor, Medicine, UH
Vempati, Prashant; MD, Assistant Professor, Radiation Oncology, UH
Victoroff, Brian; MD, Associate Professor, Orthopaedics, UH
Vinayachandran, Vinesh; PhD, Assistant Professor, Medicine, UH
Violette, Aisha; MD, Assistant Professor, Surgery, UH
Viswanathan, Anuradha; MBBS, Assistant Professor, Pediatrics, UH
Voos, James; MD, Professor, Orthopaedics, UH
Waggoner, Steven; MD, Professor, Reproductive Bio, UH
Wald, David; MD PhD, Associate Professor, Pathology, UH
Waldo, Albert; MD, Professor, Medicine, UH
Waldron, Jennifer; DO, Assistant Professor, Pediatrics, UH
Wallace, David; O.D., Assistant Professor, Anesth & Periop Med, UH
Wang, Alexandra; MD, Assistant Professor, Psychiatry, UH
Wang, Rui; PhD, Assistant Professor, Surgery, UH
Wang, Yanmei; PhD, Professor, Radiology, UH
Wang-Peterman, Jenny; MD, Assistant Professor, Radiology, UH
Warner, Calvin; MD, Assistant Professor, Medicine, UH
Warren, Gregory; MD, Assistant Professor, Medicine, UH
Warren, Van; MD, Assistant Professor, Medicine, UH
Wasman, Jay; MD, Associate Professor, Pathology, UH
Weinerman, Rachel; MD, Assistant Professor, Reproductive Bio, UH
Werner, James; PhD, Associate Professor, Fam Med & Comm Hlth, UH
Wetzel, Robert; MD, Assistant Professor, Orthopaedics, UH
Whelan, Patrick; MBBS, Assistant Professor, Medicine, UH
White Solaru, Khendi; MD, Assistant Professor, Medicine, UH
Whitehouse, Peter; MD PhD, Professor, Neurology, UH
Wieczorek, Martin; MD, Assistant Professor, Reproductive Bio, UH
Wien, Michael; MD, Assistant Professor, Radiology, UH
Wilhelm, Carolyn; MD, Assistant Professor, Pediatrics, UH
Wilhelm, Scott; MD, Professor, Surgery, UH
Willis, Joseph; MBBS, Professor, Pathology, UH
Wills, Cheryl; MD, Associate Professor, Psychiatry, UH
Wilson-Costello, Deanne; MD, Professor, Pediatrics, UH
Winchester, Mae-Lan; MD, Assistant Professor, Reproductive Bio, UH
Winter, Jordan; MD, Professor, Surgery, UH
Wiznitzer, Max; MD, Professor, Pediatrics, UH
Wobbe, Heather; DO MBA, Assistant Professor, Psychiatry, UH
Wolf, William; MD, Assistant Professor, Medicine, UH
Wong, Christina; MD, Assistant Professor, Dermatology, UH
Wong, Richard; MBBS, Professor, Medicine, UH
Wong, Virginia; MD, Assistant Professor, Surgery, UH
Woo, Lynn; MD, Associate Professor, Urology, UH
Wood, Jamie; MD, Associate Professor, Pediatrics, UH
Worrell, Stephanie; MD, Assistant Professor, Surgery, UH
Wu, Chunying; PhD, Instructor, Radiology, UH
Wyler, Daniel; MD, Assistant Professor, Anesth & Periop Med, UH
Wynbrandt, Jonathan; MD, Assistant Professor, Medicine, UH
Xin, Wei; MD PhD, Professor, Pathology, UH
Xiong, Wei; MD, Assistant Professor, Neurology, UH
Yalamanchali, Varrja; MD, Assistant Professor, Medicine, UH
Yalcinkaya, Gulgun; MD, Assistant Professor, Pediatrics, UH
Yamamuro, Masumi; MD, Assistant Professor, Surgery, UH
Yao, Min; MD PhD, Professor, Radiation Oncology, UH
Yaskey, Regina; MD, Assistant Professor, Pediatrics, UH
Yax, Justin; D.O., Assistant Professor, Emergency Medicine, UH
Yeh, Eric; MD, Assistant Professor, Medicine, UH
Yendewa, George; MD, Assistant Professor, Medicine, UH
Yilmaz, Turker; MD, Instructor, Otolary Head & Neck, UH
Yoest, Jennifer; MD, Assistant Professor, Pathology, UH
Yoshida, Akihiro; PhD, Instructor, Dermatology, UH
Young, Benjamin; MD, Associate Professor, Medicine, UH
Young, Peter; MD, Assistant Professor, Radiology, UH
Yousef, Elham; MBBCH, Assistant Professor, Fam Med & Comm Hlth, UH
Yuan, Jiankui Jake; PhD, Associate Professor, Radiation Oncology, UH
Zacharias, Michael; DO, Assistant Professor, Medicine, UH
Zagorski, David; MA CAA, Instructor, Anesth & Periop Med, UH
Zaky, Sherif; MBBS, Assistant Professor, Anesth & Periop Med, UH
Zande, Jonathan; MD, Assistant Professor, Neurology, UH
Zanotti, Kristine; MD, Associate Professor, Reproductive Bio, UH
Zarei, Shabnam; MD, Assistant Professor, Pathology, UH
Zell, Michael; MD, Assistant Professor, Urology, UH
Zeller, Irene; OD, Senior Instructor, Ophthal & Visual Sci, UH
Zeller, Jason; MD, Assistant Professor, Emergency Medicine, UH
Zhang, Xiaochun; MD PhD, Assistant Professor, Pathology, UH
Zhang, Yuxia; MS, Instructor, Radiation Oncology, UH
Zhao, Kai; MD, Assistant Professor, Surgery, UH
Zhao, Lulu; MD, Assistant Professor, Reproductive Bio, UH
Zheng, Qing; MD, Associate Professor, Otolary Head & Neck, UH
Zheng, Shuling; MD PhD, Assistant Professor, Pathology, UH
Zheng, Yiran; PhD, Associate Professor, Radiation Oncology, UH
Zhou, Hualin; PhD, Assistant Professor, Medicine, UH
Zhou, Lan; MD PhD, Professor, Pathology, UH
Zidar, David; MD PhD, Associate Professor, Medicine, UH
Zimmerman, Teresa; MD, Assistant Professor, Pediatrics, UH
Zoltanski, Joan; MD, Assistant Professor, Pediatrics, UH
Zryl, Sara; PhD, Assistant Professor, Psychiatry, UH
Zuhour, Raed Bou; MD, Assistant Professor, Radiation Oncology, UH
Agwu, Ogechi; MD, Instructor, Medicine, VA
Alvarado, Nannette; MD, Assistant Professor, Radiology, VA
Ambani, Ravi; MD MBA, Assistant Professor, Surgery, VA
Ansari, Mohammad; MBBS, Professor, Pathology, VA
Ansari, Rahila; MD, Assistant Professor, Neurology, VA
Arfons, Lisa; MD, Assistant Professor, Medicine, VA
Aron, David; MD, Professor, Medicine, VA
Aronoff, Julie; PhD, Senior Instructor, Psychiatry, VA
Ashraf, Fareeha; MD, Assistant Professor, Neurology, VA
Augustine, Sarah; MD, Associate Professor, Medicine, VA
Bailey, Susan; DO, Assistant Professor, Anesth & Periop Med, VA
Blank, David; MD, Assistant Professor, Psychiatry, VA
Blum, Andrew; MD, Assistant Professor, Medicine, VA
Bolaji, Ekundayo; MBBS, Assistant Professor, Medicine, VA
Bond, Linda; MD, Assistant Professor, Psychiatry, VA
Bonomo, Robert; MD, Professor, Medicine, VA
Bromohun, Archana; MD, Senior Instructor, Psychiatry, VA
Budnick, Susan; MD, Assistant Professor, Medicine, VA
Burney, Edward; MD, Professor, Ophthal & Visual Sci, VA
Castro, Alan; MD, Senior Instructor, Psychiatry, VA
Chen, Peijun; MD PhD, Associate Professor, Psychiatry, VA
Chenouda, Dalal; MD, Assistant Professor, Medicine, VA
Cheung, Natalie; MD, Assistant Professor, Ophthal & Visual Sci, VA
Cmolik, Brian; MD, Associate Professor, Surgery, VA
Davitkov, Perica; MD, Assistant Professor, Medicine, VA
Derrwaldt, Ronnie; DO, Assistant Professor, Radiology, VA
Desai, Niraj; MD, Assistant Professor, Medicine, VA
Dolinar, Teresa; MD, Assistant Professor, Medicine, VA
Donskey, Curtis; MD, Professor, Medicine, VA
El Chakhtoura, Nadim; MD MPH, Assistant Professor, Medicine, VA
El Ghoul, Rawad; MD, Assistant Professor, Medicine, VA
Elguedin, Yakov; MD PhD, Associate Professor, Surgery, VA
Falck-Ytter, Corinna; MD, Associate Professor, Medicine, VA
Falck-Ytter, Yngve; MD, Professor, Medicine, VA
Fine-Smilovich, Elizabeth; MD, Assistant Professor, Medicine, VA
Flagg, Douglas; MD, Assistant Professor, Medicine, VA
Gandhi, Preeti; MBBS, Assistant Professor, Anesth & Periop Med, VA
Gandotra, Kamal; MD, Assistant Professor, Psychiatry, VA
George, Craig; MD, Assistant Professor, Radiology, VA
Gibbons, Joseph; MD, Associate Professor, Medicine, VA
Goldberg, Jonathan; MD, Assistant Professor, Medicine, VA
Han, Florence; MD, Assistant Professor, Anesth & Periop Med, VA
Harris, Andrew; MD, Assistant Professor, Medicine, VA
Hise, Amy; MPH MD, Associate Professor, Pathology, VA
Ho, Edith; MD, Associate Professor, Medicine, VA
Hornick, Thomas; MD, Associate Professor, Medicine, VA
Huned, Jill; MD, Assistant Professor, Medicine, VA
Ignatowski, Michael; MD, Assistant Professor, Psychiatry, VA
Intini, Anselma; MD, Assistant Professor, Medicine, VA
Jaskiw, George; MD, Professor, Psychiatry, VA
Jean-Claude, Jessie; MD, Associate Professor, Surgery, VA
Jump, Robin; MD PhD, Associate Professor, Medicine, VA
Jurjes, George; MD, Associate Professor, Psychiatry, VA
Kalepu, Sudheera; MBBS, Assistant Professor, Medicine, VA
Kalaria, Ankush; MD, Instructor, Medicine, VA
Kang, Preet; MD, Assistant Professor, Radiology, VA
Kassem, Laure; MD, Assistant Professor, Medicine, VA
Kellems, Matthew; MD, Assistant Professor, Anesth & Periop Med, VA
Kelly, Katherine; MD, Assistant Professor, Surgery, VA
Kim, Sean; DO, Instructor, Medicine, VA
Kinnard, Margaret; MD, Associate Professor, Medicine, VA
Kirsh, Susan; MD, Professor, Medicine, VA
Klein, Melissa; MD, Assistant Professor, Medicine, VA
Knauss, Thomas; MD, Associate Professor, Medicine, VA
Konicki, P.; MD, Associate Professor, Psychiatry, VA
Kwong, Jonathan; MD, Assistant Professor, Surgery, VA
Lavakumar, Mallika; MD, Assistant Professor, Psychiatry, VA
Lee, Albert; MD PhD, Instructor, Medicine, VA
Lerebours-Patterson, Valerie; MD, Assistant Professor, Ophthal & Visual Sci, VA
LoPresti, Charles; MD, Associate Professor, Medicine, VA
Louwers, Lisa; MD, Assistant Professor, Surgery, VA
Mahfoud, Youssef; MD, Assistant Professor, Psychiatry, VA
Malec, Chris; MD, Assistant Professor, Anesth & Periop Med, VA
Maloney, Gerald; D.O., Associate Professor, Medicine, VA
Mannix, Marin; MD, Assistant Professor, Anesth & Periop Med, VA
Marderstein, Eric; MD, Assistant Professor, Surgery, VA
Martinez, Ana; MD, Assistant Professor, Psychiatry, VA
Mason, Richard; MD, Senior Instructor, Psychiatry, VA
May, Anna; MD, Assistant Professor, Medicine, VA
Mchaourab, Ali; MD, Associate Professor, Anesth & Periop Med, VA
McKell, Joanne; MD, Assistant Professor, Medicine, VA
McNamara, Megan; MD, Professor, Medicine, VA
Mente, Karin; MD, Assistant Professor, Neurology, VA
Mihalek, John; MD, Senior Instructor, Psychiatry, VA
Mohan, Sri Krishna; MBBS, Assistant Professor, Medicine, VA
Mourad, Ronda; MD, Associate Professor, Medicine, VA
Muyshondt, Suzanne; MD, Senior Instructor, Medicine, VA
Nakamoto, Dean; MD, Professor, Radiology, VA
Namboodiri, Sally; MD, Assistant Professor, Medicine, VA
Nasr, Vivian; MBch, Assistant Professor, Anesth & Periop Med, VA
Nemeth, Attila; MD, Associate Professor, Medicine, VA
Nock, Charles; MD, Assistant Professor, Medicine, VA
Nsiah-Kumi, Phyllis; MD, Associate Professor, Medicine, VA
Ortiz, Jose; Associate Professor, Medicine, VA
Packer, Clifford; MD, Professor, Medicine, VA
Pallaki, Muralidhar; MD, Assistant Professor, Medicine, VA
Papp-Wallace, Krisztina; PhD, Associate Professor, Medicine, VA
Pehek, Elizabeth; PhD, Associate Professor, Psychiatry, VA
Pelecanos, Helen; MD, Assistant Professor, Medicine, VA
Pensiero, Amanda; MD, Assistant Professor, Medicine, VA
Perez, Federico; MD, Associate Professor, Medicine, VA
Pinault, Gilles; MD, Assistant Professor, Surgery, VA
Politsmakher, Alex; MD, Assistant Professor, Medicine, VA
Pundik, Svetlana; MD, Associate Professor, Neurology, VA
Rajpal, Aman; MBBS, Assistant Professor, Medicine, VA
Ramahi, Amani; MBBS, Assistant Professor, Neurology, VA
Ramamurthi, Sridevi; MBBS, Assistant Professor, Medicine, VA
Raphaely, Susan; MD, Assistant Professor, Anesth & Periop Med, VA
Reddy, Vishala; MBBS, Assistant Professor, Radiology, VA
Reyes, Anna-Lynn; MD, Senior Instructor, Psychiatry, VA
Richmond, Mary Ann; MD, Assistant Professor, Medicine, VA
Riechers, Ronald; MD, Associate Professor, Neurology, VA
Rosenbaum, Michael; MD, Assistant Professor, Surgery, VA
Rubelowsky, Joseph; MD, Assistant Professor, Surgery, VA
Ryaboy, Lyudmila; MD, Senior Instructor, Medicine, VA
Sadlon, Stephanie; MD, Assistant Professor, Medicine, VA
Samanich, Anne; MD, Assistant Professor, Anesth & Periop Med, VA
Sastry, Deepika; MD, Assistant Professor, Psychiatry, VA
Schlesinger, Rachel; MD, Assistant Professor, Anesth & Periop Med, VA
Selkirk, Stephen; MD PhD, Assistant Professor, Neurology, VA
Shah, Sunit; MD, Assistant Professor, Anesth & Periop Med, VA
Shanij, Paul; MD, Assistant Professor, Medicine, VA
Shatat, Mohammad; MBBS, Assistant Professor, Medicine, VA
Shive, Carey; PhD, Assistant Professor, Pathology, VA
Silveira, Marina; MD, Assistant Professor, Medicine, VA
Singh, Deepjot; MBBS, Assistant Professor, Medicine, VA
Singh, Mamta; MD, Professor, Medicine, VA
Singh, Simran; MD, Associate Professor, Medicine, VA
Skalweit, Marion; MD PhD, Professor, Medicine, VA
Smith, Todd; MD, Associate Professor, Medicine, VA
Smith Lightford, Kimone; MD, Instructor, Medicine, VA
Sood, Pratima; MD, Assistant Professor, Medicine, VA
Stahl, John; MD PhD, Professor, Neurology, VA
Stavrou, Evi; MD, Associate Professor, Medicine, VA
Stiefel, Usha; MD, Associate Professor, Medicine, VA
Taj, Fawad; MBBS, Assistant Professor, Psychiatry, VA
Tuckerman, Jason; MD PhD, Assistant Professor, Medicine, VA
Vaghela, Kuldeep; MD, Senior Instructor, Psychiatry, VA
Vaidya, Punit; MD, Assistant Professor, Psychiatry, VA
Vakil, Nakul; MD MPH, Assistant Professor, Surgery, VA
Van Epps, Puja; MD, Assistant Professor, Medicine, VA
Van Lunteren, Erik; MD, Professor, Medicine, VA
Varma, Kalpana; MBBS, Assistant Professor, Anesth & Periop Med, VA
Veizi, Elais; MD PhD, Associate Professor, Anesth & Periop Med, VA
Viau Colindres, Roberto; MBBS, Assistant Professor, Medicine, VA
Walker, Mark; MD, Associate Professor, Neurology, VA
Wilson, Brigid; PhD, Assistant Professor, Medicine, VA
Wong, Ray; MD, Assistant Professor, Surgery, VA
Wood, John; MD, Assistant Professor, Orthopaedics, VA
Zajdel, Laura; MD, Senior Instructor, Medicine, VA
Zhang, Xiaoyan; MD, Senior Instructor, Psychiatry, VA
Zhao, Jinhua; MD, Assistant Professor, Medicine, VA
Zhou, Ning; MD, Instructor, Medicine, VA
Phillips, Nelson; PhD, Associate Professor, Biochemistry, SOM
Pusztai-Carey, Marianne; PhD, Associate Professor, Biochemistry, SOM
Qie, Shuo; MD PhD, Instructor, Biochemistry, SOM
Samols, David; PhD, Professor, Biochemistry, SOM
Snider, Martin; PhD, Associate Professor, Biochemistry, SOM
Van den Akker, Focco; PhD, Associate Professor, Biochemistry, SOM
Wang, Susan; PhD, Associate Professor, Biochemistry, SOM
Yee, Vivien; PhD, Associate Professor, Biochemistry, SOM
Yoshida, Akihiro; PhD, Instructor, Biochemistry, SOM
Anderson-Fye, Eileen; EdD, Associate Professor, Bioethics, SOM
Aulisio, Mark; PhD, Professor, Bioethics, SOM
Deming, Nicole, JD, Assistant Professor, Bioethics, SOM
Gerrek, Monica; PhD, Assistant Professor, Bioethics, SOM
Goldenberg, Aaron; PhD, Associate Professor, Bioethics, SOM
Hyun, Insoo; PhD, Professor, Bioethics, SOM
Loue, Sana; PhD, Professor, Bioethics, SOM
Marshall, Patricia; PhD, Professor, Bioethics, SOM
Michie, Marsha; PhD, Assistant Professor, Bioethics, SOM
Rivera, Suzanne; PhD, Associate Professor, Bioethics, SOM
Schirokauer, Oliver; MD PhD, Assistant Professor, Bioethics, SOM
Schwan, Ben; PhD, Instructor, Bioethics, SOM
Youngner, Stuart; MD, Professor, Bioethics, SOM
Anderson, James; MD PhD, Professor, Biomedical Engineering, SOM
Basilion, James; PhD, Professor, Biomedical Engineering, SOM
Jenkins, Michael; PhD, Associate Professor, Biomedical Engineering, SOM
Karathanasis, Efstathios; PhD, Associate Professor, Biomedical Engineering, SOM
Ma, Dan; PhD, Assistant Professor, Biomedical Engineering, SOM
McIntyre, Cameron; PhD, Professor, Biomedical Engineering, SOM
Tiwari, Pallavi; PhD, Assistant Professor, Biomedical Engineering, SOM
Triolo, Ronald; PhD, Professor, Biomedical Engineering, SOM
Viswanath, Satish; PhD, Assistant Professor, Biomedical Engineering, SOM
Anthony, Donald; MD, Associate Professor, Division of General Medical Sciences, SOM
Bell, Kimberly; PhD, Assistant Professor, Division of General Medical Sciences, SOM
Danielpour, David; PhD, Professor, Division of General Medical Sciences, SOM
Davis, Pamela; MD PhD, Professor, Division of General Medical Sciences, SOM
Desai, Amar; PhD, Assistant Professor, Division of General Medical Sciences, SOM
Fink, Stephen; PhD, Assistant Professor, Division of General Medical Sciences, SOM
Gott, Jonatha; PhD, Professor, Division of General Medical Sciences, SOM
Guda, Kishore; PhD, Associate Professor, Division of General Medical Sciences, SOM
Gullett, Heidi; MD, Associate Professor, Division of General Medical Sciences, SOM
Jankowsky, Eckhard; PhD, Professor, Division of General Medical Sciences, SOM
Lewis, Jensen; MS, Assistant Professor, Division of General Medical Sciences, SOM
Li, Xiao; PhD, Assistant Professor, Division of General Medical Sciences, SOM
Licatalosi, Donny; PhD, Associate Professor, Division of General Medical Sciences, SOM
Lord, Cynthia; MS, Associate Professor, Division of General Medical Sciences, SOM
Luebbers, Ellen; MD, Assistant Professor, Division of General Medical Sciences, SOM
Myers, Craig; MS, Assistant Professor, Division of General Medical Sciences, SOM
Navrancruz, Lisa; MD, Assistant Professor, Division of General Medical Sciences, SOM
Parran Jr., Theodore; MD, Professor, Division of General Medical Sciences, SOM
Pelfrey, Clara; PhD, Associate Professor, Division of General Medical Sciences, SOM
Pink, John; PhD, Assistant Professor, Division of General Medical Sciences, SOM
Rose, Johnnie; MD PhD, Assistant Professor, Division of General Medical Sciences, SOM
Schiemann, William; PhD, Professor, Division of General Medical Sciences, SOM
Schroeder, Casey; PhD, Assistant Professor, Division of General Medical Sciences, SOM
Stange, Kurt; MD PhD, Professor, Division of General Medical Sciences, SOM
Varadan, Vinay; PhD, Assistant Professor, Division of General Medical Sciences, SOM
Veigl, Martina; PhD, Associate Professor, Division of General Medical Sciences, SOM
Wise, Jo Ann; PhD, Professor, Division of General Medical Sciences, SOM
Adams, Drew; PhD, Assistant Professor, Genetics & Genome Sciences, SOM
Baker, Kristian; PhD, Associate Professor, Genetics & Genome Sciences, SOM
Bedoyan, Jirair; MD PhD, Associate Professor, Genetics & Genome Sciences, SOM
Bonfield, Tracey; PhD, Associate Professor, Genetics & Genome Sciences, SOM
Buchner, David; PhD, Assistant Professor, Genetics & Genome Sciences, SOM
Conlon, Ronald; PhD, Associate Professor, Genetics & Genome Sciences, SOM
Drumm, Mitchell; PhD, Professor, Genetics & Genome Sciences, SOM
Eng, Charis; MD PhD, Professor, Genetics & Genome Sciences, SOM
Harris, Ann; PhD, Professor, Genetics & Genome Sciences, SOM
Harte, Peter; PhD, Professor, Genetics & Genome Sciences, SOM
Hatzoglou, Maria; PhD, Professor, Genetics & Genome Sciences, SOM
Hodges, Craig; PhD, Associate Professor, Genetics & Genome Sciences, SOM
Jin, Fulai; PhD, Assistant Professor, Genetics & Genome Sciences, SOM
Kelley, Thomas; PhD, Professor, Genetics & Genome Sciences, SOM
Khalil, Ahmad; PhD, Associate Professor, Genetics & Genome Sciences, SOM
La Framboise, Thomas; PhD, Associate Professor, Genetics & Genome Sciences, SOM
Leir, Shih-Hsing; PhD, Assistant Professor, Genetics & Genome Sciences, SOM
Li, Yan; PhD, Assistant Professor, Genetics & Genome Sciences, SOM
Luo, Guangbin; PhD, Associate Professor, Genetics & Genome Sciences, SOM
Matthews, Anne; PhD, Professor, Genetics & Genome Sciences, SOM
Miranda, Helen; PhD, Assistant Professor, Genetics & Genome Sciences, SOM
Mitchell, Anna; MD PhD, Associate Professor, Genetics & Genome Sciences, SOM
Runge, Kurt; PhD, Associate Professor, Genetics & Genome Sciences, SOM
Salz, Helen; PhD, Professor, Genetics & Genome Sciences, SOM
Scacheri, Peter; PhD, Professor, Genetics & Genome Sciences, SOM
Schaffer, Ashleigh; PhD, Assistant Professor, Genetics & Genome Sciences, SOM
Tesar, Paul; PhD, Professor, Genetics & Genome Sciences, SOM
Wang, Zhenghe; PhD, Professor, Genetics & Genome Sciences, SOM
Wynshaw-Boris, Anthony; MD PhD, Professor, Genetics & Genome Sciences, SOM
Zinn, Arthur; MD PhD, Associate Professor, Genetics & Genome Sciences, SOM
Brady-Kalnay, Susann; PhD, Professor, Molecular Biology & Microbiology, SOM
Carlin, Cathleen; PhD, Professor, Molecular Biology & Microbiology, SOM
de Boer, Piet; PhD, Professor, Molecular Biology & Microbiology, SOM
Karn, Jonathan; PhD, Professor, Molecular Biology & Microbiology, SOM
Levine, Alan; PhD, Professor, Molecular Biology & Microbiology, SOM
Nankya, Immaculate; MBBS PhD, Instructor, Molecular Biology & Microbiology, SOM
Rietsch, Arne; PhD, Associate Professor, Molecular Biology & Microbiology, SOM
Skowronski, Jacek; MD PhD, Professor, Molecular Biology & Microbiology, SOM
Valadkhan, Saba; MD PhD, Assistant Professor, Molecular Biology & Microbiology, SOM
Broihier, Heather; PhD, Associate Professor, Neurosciences, SOM
Deneris, Evan; PhD, Professor, Neurosciences, SOM
School of Medicine Faculty

Friel, David; PhD, Associate Professor, Neurosciences, SOM
Katz, David; PhD, Professor, Neurosciences, SOM
Mei, Lin; PhD, Professor, Neurosciences, SOM
Nemes, Ashley; PhD, Assistant Professor, Neurosciences, SOM
Philippidou, Polyxeni; PhD, Assistant Professor, Neurosciences, SOM
Silver, Jerry; PhD, Professor, Neurosciences, SOM
Strowbridge, Benjamin; PhD, Professor, Neurosciences, SOM
Sun, Qian; PhD, Assistant Professor, Neurosciences, SOM
Tabuchi, Masashi; PhD, Assistant Professor, Neurosciences, SOM
Trapp, Bruce; PhD, Professor, Neurosciences, SOM
Xiong, Wen-Cheng; PhD, Professor, Neurosciences, SOM
Zigmond, Richard; PhD, Professor, Neurosciences, SOM
Barkoukis, Hope; PhD, Associate Professor, Nutrition, SOM
Bebek, Gurkan; PhD, Assistant Professor, Nutrition, SOM
Brunengraber, Henri; MD PhD, Professor, Nutrition, SOM
Cameron, Cheryl; Ph.D., Assistant Professor, Nutrition, SOM
Cavallo, David; Ph.D., Assistant Professor, Nutrition, SOM
Chance, Mark; PhD, Professor, Nutrition, SOM
Croniger, Colleen; PhD, Associate Professor, Nutrition, SOM
Ensmberger, Paul; PhD, Associate Professor, Nutrition, SOM
Hand, Rosa; MS RD LD, Assistant Professor, Nutrition, SOM
Harris, Stephanie; PhD, Assistant Professor, Nutrition, SOM
Kiselar, Janna; PhD, Assistant Professor, Nutrition, SOM
Lodowski, David; PhD, Assistant Professor, Nutrition, SOM
Manor, Danny; PhD, Associate Professor, Nutrition, SOM
Randall, Tamara; MS RDN LD, Instructor, Nutrition, SOM
Rogers, Catherine; PhD, Assistant Professor, Nutrition, SOM
Schenkel, Joan; MA/MS, Instructor, Nutrition, SOM
Swain, James; PhD, Associate Professor, Nutrition, SOM
Thompson, Cheryl; PhD, Associate Professor, Nutrition, SOM
Tilton, John; MD, Associate Professor, Nutrition, SOM
Ward, Nicole; PhD, Professor, Nutrition, SOM
Watowicz, Rosanna; PhD, Assistant Professor, Nutrition, SOM
Yang, Sichun; PhD, Associate Professor, Nutrition, SOM
Abbott, Derek; MD PhD, Professor, Pathology, SOM
Adoro, Stanley; PhD, Assistant Professor, Pathology, SOM
Bruchez, Anna; PhD, Instructor, Pathology, SOM
Chen, Shu Guang; PhD, Associate Professor, Pathology, SOM
Cobb, Brian; PhD, Professor, Pathology, SOM
Goodman, Wendy; PhD, Assistant Professor, Pathology, SOM
Grimberg, Brian; PhD, Associate Professor, Pathology, SOM
Harding, Clifford; MD PhD, Professor, Pathology, SOM
Huang, Stanley; PhD, Assistant Professor, Pathology, SOM
Jackson, Mark; PhD, Associate Professor, Pathology, SOM
Kazura, James; MD, Professor, Pathology, SOM
King, Christopher; MD PhD, Professor, Pathology, SOM
Kong, Qingzhong; PhD, Associate Professor, Pathology, SOM
Kraus, Allison; PhD, Assistant Professor, Pathology, SOM
Mahabaleshwar, Ganapati; PhD, Associate Professor, Pathology, SOM
Matreyek, Kenneth; PhD, Assistant Professor, Pathology, SOM
Medof, M.; MD PhD, Professor, Pathology, SOM
Monnier, Vincent; MD, Professor, Pathology, SOM
Pizarro, Theresa; PhD, Professor, Pathology, SOM
Ramakrishnan, Parameswaran; PhD, Assistant Professor, Pathology, SOM
Ribeiro, Susan; PhD, Assistant Professor, Pathology, SOM
Safar, Jiri; MD, Professor, Pathology, SOM
Sekaly, Rafick-Pierre; PhD, Professor, Pathology, SOM
Shive, Carey; PhD, Assistant Professor, Pathology, SOM
Shukla, Supriya; PhD, Instructor, Pathology, SOM
Singh, Neena; MD, PhD, Professor, Pathology, SOM
Sy, Man-Sun; PhD, Professor, Pathology, SOM
Tartakoff, Alan; PhD, Professor, Pathology, SOM
Wang, Wenzhang; PhD, Assistant Professor, Pathology, SOM
Wang, Xinglong; Ph.D., Associate Professor, Pathology, SOM
Wearsch, Pamela; PhD, Assistant Professor, Pathology, SOM
Xiao, Tsan; PhD, Associate Professor, Pathology, SOM
Zhu, Xiongwei; PhD, Professor, Pathology, SOM
Ziats, Nicholas; PhD, Professor, Pathology, SOM
Zimmerman, Peter; PhD, Professor, Pathology, SOM
Zou, Wenquan; MD PhD, Professor, Pathology, SOM
Dealwis, Chris; PhD, Associate Professor, Pharmacology, SOM
Durfee, W. John; DVM, Assistant Professor, Pharmacology, SOM
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Dweik, Raed; MBBS, Professor, Medicine, CCLCM
Echenique, Ignacio; MD, Assistant Professor, Medicine, CCLCM
Ellis, Stephen; MD, Professor, Medicine, CCLCM
Englund, Kristin; MD, Assistant Professor, Medicine, CCLCM
Erzurum, Serpil; MD, Professor, Medicine, CCLCM
Estfan, Bassam; MD, Assistant Professor, Medicine, CCLCM
Factora, Ronan; MD, Assistant Professor, Medicine, CCLCM
Falcone, Tatiana; MD, Assistant Professor, Medicine, CCLCM
Fan, Qingyuan; MD PhD, Assistant Professor, Medicine, CCLCM
Fares, Maan; MD, Assistant Professor, Medicine, CCLCM
Farha, Samar; MD, Assistant Professor, Medicine, CCLCM
Faulx, Michael; MD, Assistant Professor, Medicine, CCLCM
Fernandez, Hubert; MD, Professor, Medicine, CCLCM
Fertel, Baruch; MD, Assistant Professor, Medicine, CCLCM
Fesler, Jessica; MD, Assistant Professor, Medicine, CCLCM
Fisher, Carolyn; PhD, Assistant Professor, Medicine, CCLCM
Fitzgibbon, James; MD, Assistant Professor, Medicine, CCLCM
Fleisher, Catherine; MD, Assistant Professor, Medicine, CCLCM
Floden, Darlene; PhD, Assistant Professor, Medicine, CCLCM
Foldvary-Schaefer, Nancy; D.O., Professor, Medicine, CCLCM
Ford, Paul; PhD, Associate Professor, Medicine, CCLCM
Foshee, Cecile; PhD, Assistant Professor, Medicine, CCLCM
Fox, Robert; MD, Professor, Medicine, CCLCM
Fraser, Thomas; MD, Associate Professor, Medicine, CCLCM
Gabbard, Scott; MD, Assistant Professor, Medicine, CCLCM
Galioto, Rachel; PhD, Assistant Professor, Medicine, CCLCM
Galvez-Jimenez, Nestor; MD, Professor, Medicine, CCLCM
Gebreselassie, Surafeel; MD, Assistant Professor, Medicine, CCLCM
Geiger, Jessica; MD, Assistant Professor, Medicine, CCLCM
George, Pravin; DO, Assistant Professor, Medicine, CCLCM
Gerds, Aaron; MD, Associate Professor, Medicine, CCLCM
Gibson, Demetra; MD, Assistant Professor, Medicine, CCLCM
Gilligan, Timothy; MD, Associate Professor, Medicine, CCLCM
Gnanasekaran, Gowrishankar; MPH MBBS, Assistant Professor, Medicine, CCLCM
Gomes, Joao; MD, Assistant Professor, Medicine, CCLCM
Gordon, Steven; MD, Professor, Medicine, CCLCM
Gota, Carmen; MD, Assistant Professor, Medicine, CCLCM
Goyal, Kush; MD, Assistant Professor, Medicine, CCLCM
Graham, Bruce; DO, Assistant Professor, Medicine, CCLCM
Greenfield, Aric; MD, Assistant Professor, Medicine, CCLCM
Greskovich, John; MD, Assistant Professor, Medicine, CCLCM
Griebeler, Marcio; MD, Assistant Professor, Medicine, CCLCM
Gullett, Travis; MD, Assistant Professor, Medicine, CCLCM
Guo, Bingqi; PhD, Assistant Professor, Medicine, CCLCM
Gupta, Ajay; MD, Professor, Medicine, CCLCM
Haddad, Abdo; MD, Assistant Professor, Medicine, CCLCM
Hajj-Ali, Rula; MD, Professor, Medicine, CCLCM
Hamilton, Betty; MD, Assistant Professor, Medicine, CCLCM
Harb, Serge; MD, Assistant Professor, Medicine, CCLCM
Harte, Brian; MD, Associate Professor, Medicine, CCLCM
Hatipoglu, Betul; MD, Professor, Medicine, CCLCM
Hatipoglu, Umur; MD, Associate Professor, Medicine, CCLCM
Heinberg, Leslie; PhD, Professor, Medicine, CCLCM
Heresi, Gustavo; MD, Assistant Professor, Medicine, CCLCM
Hersh, Carrie; DO, Assistant Professor, Medicine, CCLCM
Heyka, Robert; MD, Assistant Professor, Medicine, CCLCM
Hill, Brian; MD PhD, Associate Professor, Medicine, CCLCM
Hsich, Eileen; MD, Associate Professor, Medicine, CCLCM
Hu, Ming; PhD, Assistant Professor, Medicine, CCLCM
Hua, Le; MD, Assistant Professor, Medicine, CCLCM
Husni, M.; MD, Assistant Professor, Medicine, CCLCM
Hussain, Muhammad; MD, Associate Professor, Medicine, CCLCM
Hustey, Fredric; MD, Associate Professor, Medicine, CCLCM
Ibrahim, Lamia; MD, Assistant Professor, Medicine, CCLCM
Imrey, Peter; PhD, Professor, Medicine, CCLCM
Isaacson, J.; MD, Professor, Medicine, CCLCM
Israeli, Rafi; MD, Assistant Professor, Medicine, CCLCM
Jaber, Wael; MD, Professor, Medicine, CCLCM
James, Karen; MD, Associate Professor, Medicine, CCLCM
Jehi, Lara; MD, Professor, Medicine, CCLCM
Jellis, Christine; MBBS PhD, Associate Professor, Medicine, CCLCM
Jimenez, Xavier; MD, Assistant Professor, Medicine, CCLCM
Jin, Xian; MD PhD, Associate Professor, Medicine, CCLCM
Jolly, Stacey; MD, Associate Professor, Medicine, CCLCM
Joseph, Douglas; DO, Assistant Professor, Medicine, CCLCM
Kalahasti, Vidyasagar; MBBS, Assistant Professor, Medicine, CCLCM
Kalaycio, Matt; MD, Professor, Medicine, CCLCM
Kalra, Ankur; MBBS, Associate Professor, Medicine, CCLCM
Kamath, Suneel; MD, Assistant Professor, Medicine, CCLCM
Kambhamperi, Venkatesh; MD, Assistant Professor, Medicine, CCLCM
Kapadia, Samir; MD, Professor, Medicine, CCLCM
Karafa, Matthew; PhD, Assistant Professor, Medicine, CCLCM
Kashyap, Sangeeta; MD, Professor, Medicine, CCLCM
Kattan, Michael; PhD, Professor, Medicine, CCLCM
Kaw, Roop; MBBS, Associate Professor, Medicine, CCLCM
Kawczak, Steven; PhD, Assistant Professor, Medicine, CCLCM
Keller, Lanea; MD, Assistant Professor, Medicine, CCLCM
Khatri, Sumita; MD, Professor, Medicine, CCLCM
Khorana, Akol; MBBS, Professor, Medicine, CCLCM
Khot, Monica; MD, Assistant Professor, Medicine, CCLCM
Khouri, Jack; MD, Assistant Professor, Medicine, CCLCM
Kim, Do Gyun; MD, Assistant Professor, Medicine, CCLCM
Kirby, Donald; MD, Professor, Medicine, CCLCM
Kirkland Caldwell, Jessica; PhD, Assistant Professor, Medicine, CCLCM
Klein, Allan; MD, Professor, Medicine, CCLCM
Knettle, Mari; DPT EdD, Assistant Professor, Medicine, CCLCM
Knight, Elia Margarita; MD, Associate Professor, Medicine, CCLCM
Kohn, Martin; PhD, Associate Professor, Medicine, CCLCM
Kostura, Matthew; MD, Assistant Professor, Medicine, CCLCM
Kotagal, Prakash; MBBS, Professor, Medicine, CCLCM
Kothari, Shakuntala; MD, Assistant Professor, Medicine, CCLCM
Kotloff, Robert; MD, Professor, Medicine, CCLCM
Kovacs, Christopher; MD, Assistant Professor, Medicine, CCLCM
Koval, Christine; MD, Associate Professor, Medicine, CCLCM
Koyfman, Shlomo; MD, Associate Professor, Medicine, CCLCM
Krieger, Jennifer; MD, Associate Professor, Medicine, CCLCM
Krishnamurthi, Smitha; MD, Associate Professor, Medicine, CCLCM
Krishnan, Kamini; PhD, Assistant Professor, Medicine, CCLCM
Krishnan, Sudhir; MBBS, Assistant Professor, Medicine, CCLCM
Krishnaswamy, Amar; MD, Assistant Professor, Medicine, CCLCM
Kruse, Megan; MD, Assistant Professor, Medicine, CCLCM
Kubu, Cynthia; PhD, Professor, Medicine, CCLCM
Kwon, Deborah; MD, Associate Professor, Medicine, CCLCM
Lam, Simon; Pharm. D, Assistant Professor, Medicine, CCLCM
Lambrese, Jason; MD, Assistant Professor, Medicine, CCLCM
Lance, Colleen; MD, Assistant Professor, Medicine, CCLCM
Lang, David; MD, Professor, Medicine, CCLCM
Langford, Carol; MD, Associate Professor, Medicine, CCLCM
Lansang, Maria; MD, Professor, Medicine, CCLCM
Lashner, Bret; MD, Professor, Medicine, CCLCM
Le, Phuc; PhD, Assistant Professor, Medicine, CCLCM
Lee, Yu-Shang; PhD, Assistant Professor, Medicine, CCLCM
Lehr, Carli; MD, Assistant Professor, Medicine, CCLCM
Leonard, Mandy; MA/MS, Assistant Professor, Medicine, CCLCM
Levin, Kerry; MD, Professor, Medicine, CCLCM
Li, Yuebing; MD PhD, Associate Professor, Medicine, CCLCM
Lichtin, Alan; MD, Associate Professor, Medicine, CCLCM
Lincoff, A.; MD, Professor, Medicine, CCLCM
Lindenmeyer, Christina; MD, Assistant Professor, Medicine, CCLCM
Lioudis, Michael; MD, Associate Professor, Medicine, CCLCM
Lupe, Stephen; PsyD, Assistant Professor, Medicine, CCLCM
Lynch, Gwendolyn; MD, Assistant Professor, Medicine, CCLCM
Mabel, Hilary; JD, Assistant Professor, Medicine, CCLCM
Mace, Sharon; MD, Professor, Medicine, CCLCM
Maciejewski, Jaroslav; MD, Professor, Medicine, CCLCM
Mahajan, Kedar; MD PhD, Assistant Professor, Medicine, CCLCM
Majhail, Navneet; MBBS, Professor, Medicine, CCLCM
Majumdar, Uddalak; MBBS, Assistant Professor, Medicine, CCLCM
Makin, Vinni; MBBS, Assistant Professor, Medicine, CCLCM
Malone, Donald; MD, Professor, Medicine, CCLCM
Mandell, Brian; MD PhD, Professor, Medicine, CCLCM
Martinez, Kathryn; PhD, Assistant Professor, Medicine, CCLCM
Mawhorter, Steven; MD, Associate Professor, Medicine, CCLCM
Mayer, Mark; MD, Associate Professor, Medicine, CCLCM
Mayuga, Kenneth; MD, Assistant Professor, Medicine, CCLCM
Mc Cullough, Arthur; MD, Professor, Medicine, CCLCM
McGinley, Marisa; DO, Assistant Professor, Medicine, CCLCM
Mehdi, Ali; MD, Assistant Professor, Medicine, CCLCM
Mehra, Reena; MD, Professor, Medicine, CCLCM
Mehta, Atul; MBBS, Professor, Medicine, CCLCM
Mehta, Neil; MBBS, Professor, Medicine, CCLCM
Menon, K.V.; Md MBBS, Assistant Professor, Medicine, CCLCM
Menon, Venugopal; MBBS, Professor, Medicine, CCLCM
Messinger-Rapport, Barbara; MD PhD, Associate Professor, Medicine, CCLCM
Mian, Omar; MD, PhD, Assistant Professor, Medicine, CCLCM
Miller, Ashley; PhD, Assistant Professor, Medicine, CCLCM
Miller, Deborah; PhD, Professor, Medicine, CCLCM
Miller, Justin; PhD, Associate Professor, Medicine, CCLCM
Mireles-Cabodevila, Eduardo; MD, Assistant Professor, Medicine, CCLCM
Misra-Hebert, Anita; MD, Associate Professor, Medicine, CCLCM
Modha, Kunjam; MBBS, Assistant Professor, Medicine, CCLCM
Moore, Halle; MD PhD, Associate Professor, Medicine, CCLCM
Moudgil, Rohit; MD PhD, Assistant Professor, Medicine, CCLCM
Murphy, Erin; MD, Associate Professor, Medicine, CCLCM
Naduvil Valapalli, Ahsan Moosa; MBBS, Assistant Professor, Medicine, CCLCM
Nair, Ravi; MBBS, Professor, Medicine, CCLCM
Nakhoul, Georges; MD, Assistant Professor, Medicine, CCLCM
Nandadasa, Sumeda; PhD, Instructor, Medicine, CCLCM
Nazha, Aziz; MD, Assistant Professor, Medicine, CCLCM
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Nicolaakis, Kathrin; MD, Associate Professor, Medicine, CCLCM
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Nissen, Steven; MD, Professor, Medicine, CCLCM
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Pennington, Emily; MD, Assistant Professor, Medicine, CCLCM
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Phelan, Michael; MD, Associate Professor, Medicine, CCLCM
Pien, Lilly; MD, Associate Professor, Medicine, CCLCM
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Popovic, Zoran; MD, Associate Professor, Medicine, CCLCM
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Qi, Peng; PhD, Assistant Professor, Medicine, CCLCM
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Rieder, Florian; MD PhD, Assistant Professor, Medicine, CCLCM
Rimmerman, Curtis; MD, Associate Professor, Medicine, CCLCM
Rincon-Choles, Hernan; MD, Assistant Professor, Medicine, CCLCM
Rini, Brian; MD, Professor, Medicine, CCLCM
Rish, Julie; PhD, Assistant Professor, Medicine, CCLCM
Rizk, Maged; MD, Associate Professor, Medicine, CCLCM
Rocco, Michael; MD, Assistant Professor, Medicine, CCLCM
Rose, Susannah; PhD, Assistant Professor, Medicine, CCLCM
Rosko, Nathaniel; PharmD, Assistant Professor, Medicine, CCLCM
Rothberg, Michael; MD MPH, Professor, Medicine, CCLCM
Rothenberg, Kasia; MD PhD, Assistant Professor, Medicine, CCLCM
Rotroff, Daniel; PhD, Assistant Professor, Medicine, CCLCM
Sabbagh, Marwan; MD, Professor, Medicine, CCLCM
Samala, Renato; MD, Assistant Professor, Medicine, CCLCM
Sarin, Karna; MD, Assistant Professor, Medicine, CCLCM
Saunthararajah, Yogen; MBCH, Professor, Medicine, CCLCM
Schardt, Susan; MD, Assistant Professor, Medicine, CCLCM
Scheraga, Rachel; MD, Assistant Professor, Medicine, CCLCM
Schmitt, Steven; MD, Associate Professor, Medicine, CCLCM
Schold, Jesse; PhD, Assistant Professor, Medicine, CCLCM
Schwartz, Steven; MD, Assistant Professor, Medicine, CCLCM
Seballos, Raul; MD, Assistant Professor, Medicine, CCLCM
Sekeres, Jennifer; D PH, Assistant Professor, Medicine, CCLCM
Sekeres, Mikkael; MD, Professor, Medicine, CCLCM
Sengupta, Shreya; MD, Assistant Professor, Medicine, CCLCM
Shah, Chirag; MD, Associate Professor, Medicine, CCLCM
Shapiro, Marc; MD, Assistant Professor, Medicine, CCLCM
Shatnawei, Abdullah; MBBS, Assistant Professor, Medicine, CCLCM
Shen, Bo; MBBS, Professor, Medicine, CCLCM
Shepard, Dale; MD PhD, Assistant Professor, Medicine, CCLCM
Shoemaker, Laura; DO, Assistant Professor, Medicine, CCLCM
Shrestha, Nabin; MBBS, Associate Professor, Medicine, CCLCM
Sikon, Andrea; MD, Professor, Medicine, CCLCM
Simon, James; MD, Assistant Professor, Medicine, CCLCM
Singh, Tamanna; MD, Assistant Professor, Medicine, CCLCM
Siuba, Matthew; DO, Assistant Professor, Medicine, CCLCM
Smalley, Courtney; MD, Assistant Professor, Medicine, CCLCM
Sobbecks, Ronald; MD, Professor, Medicine, CCLCM
Sohal, Davendra; MBBS, Associate Professor, Medicine, CCLCM
Solivas-Maluyao, Jennifer; MD, Assistant Professor, Medicine, CCLCM
Southern, Brian; MD, Assistant Professor, Medicine, CCLCM
Sparano, Dina; MD, Assistant Professor, Medicine, CCLCM
Spencer, Abby; MD, Professor, Medicine, CCLCM
Spiro, Timothy; MBBS, Assistant Professor, Medicine, CCLCM
Starling, Randall; MD, Professor, Medicine, CCLCM
Stephans, Kevin; MD, Associate Professor, Medicine, CCLCM
Stephany, Brian; MD, Assistant Professor, Medicine, CCLCM
Stevens, Tyler; MD, Associate Professor, Medicine, CCLCM
Stoller, James; MD, Professor, Medicine, CCLCM
Suh, John; MD, Professor, Medicine, CCLCM
Sullivan, Amy; PSY.D., Assistant Professor, Medicine, CCLCM
Suri, Sanjeev; MBBS, Assistant Professor, Medicine, CCLCM
Taege, Alan; MD, Assistant Professor, Medicine, CCLCM
Taksler, Glen; PhD, Assistant Professor, Medicine, CCLCM
Taliercio, Jonathan; DO, Assistant Professor, Medicine, CCLCM
Taliercio, Rachel; DO, Assistant Professor, Medicine, CCLCM
Tampi, Rajesh; MBBS, Professor, Medicine, CCLCM
Tang, Wai Hong; MD, Professor, Medicine, CCLCM
Taylor, David; MD, Professor, Medicine, CCLCM
Tendulkar, Rahul; MD, Associate Professor, Medicine, CCLCM
Tesar, George; MD, Associate Professor, Medicine, CCLCM
Thakore, Nimish; , Assistant Professor, Medicine, CCLCM
Thakur, Atul; MBBS, Assistant Professor, Medicine, CCLCM
Thiruchelvam, Nirossah; MBBS, Assistant Professor, Medicine, CCLCM
Thomas, George; MBBS, Assistant Professor, Medicine, CCLCM
Tolle, Leslie; MD, Assistant Professor, Medicine, CCLCM
Tonelli, Adriano; MD, Assistant Professor, Medicine, CCLCM
Torbic, Heather; Pharm.D, Assistant Professor, Medicine, CCLCM
Toth, Gabor; MD, Associate Professor, Medicine, CCLCM
1002 School of Medicine Faculty

Dana, Hod; PhD, Assistant Professor, Molecular Medicine, CCLCM
Davalos, Dimitrios; PhD, Assistant Professor, Molecular Medicine, CCLCM
De, Sarmishtha; PhD, Assistant Professor, Molecular Medicine, CCLCM
de la Motte, Carol; PhD, Assistant Professor, Molecular Medicine, CCLCM
Desilva, Tara; PhD, Associate Professor, Molecular Medicine, CCLCM
DiDonato, Joseph; PhD, Assistant Professor, Molecular Medicine, CCLCM
Driscoll, Donna; MD, Professor, Molecular Medicine, CCLCM
Dutta, Ranjan; PhD, Assistant Professor, Molecular Medicine, CCLCM
Dwidar, Mohammed; PhD, Assistant Professor, Molecular Medicine, CCLCM
Fairchild, Robert; PhD, Professor, Molecular Medicine, CCLCM
Fernandez Mata, Ignacio; PhD, Assistant Professor, Molecular Medicine, CCLCM
Finke, James; PhD, Professor, Molecular Medicine, CCLCM
Fiocchi, Claudio; MD, Professor, Molecular Medicine, CCLCM
Fox, Paul; PhD, Professor, Molecular Medicine, CCLCM
Ghosh, Arnab; PhD, Assistant Professor, Molecular Medicine, CCLCM
Gladson, Candce; MD, Professor, Molecular Medicine, CCLCM
Gong, Zihua; MD PhD, Assistant Professor, Molecular Medicine, CCLCM
Gupta, Manveen; PhD, Assistant Professor, Molecular Medicine, CCLCM
Gupta, Neetu; PhD, Associate Professor, Molecular Medicine, CCLCM
Hajjar, Adeline; PhD DVM, Associate Professor, Molecular Medicine, CCLCM
Hamilton, Thomas; PhD, Professor, Molecular Medicine, CCLCM
Hascall, Vincent; PhD, Professor, Molecular Medicine, CCLCM
Hazen, Stanley; MD PhD, Professor, Molecular Medicine, CCLCM
Hine, Christopher; PhD, Assistant Professor, Molecular Medicine, CCLCM
Hitomi, Masahiro; MD PhD, Assistant Professor, Molecular Medicine, CCLCM
Hocking, Chi-Fan; Pharm.D PhD, Assistant Professor, Molecular Medicine, CCLCM
Hoppe, George; PhD, Assistant Professor, Molecular Medicine, CCLCM
Ivanov, Andrei; PhD, Professor, Molecular Medicine, CCLCM
Jaini, Ritika; PhD, Assistant Professor, Molecular Medicine, CCLCM
Jensen, Jan; PhD, Associate Professor, Molecular Medicine, CCLCM
Jorgensen, Trine; PhD, Assistant Professor, Molecular Medicine, CCLCM
Kallianpur, Asha; MD, Associate Professor, Molecular Medicine, CCLCM
Kang, Zi Zhen; PhD, Assistant Professor, Molecular Medicine, CCLCM
Karnik, Sadashiva; PhD, Professor, Molecular Medicine, CCLCM
Kessler, Sean; PhD, Assistant Professor, Molecular Medicine, CCLCM
Labhasetwar, Vinod; PhD, Professor, Molecular Medicine, CCLCM
Lal, Dennis; PhD, Assistant Professor, Molecular Medicine, CCLCM
Lathia, Justin; PhD, Associate Professor, Molecular Medicine, CCLCM
Lee, Jeongwu; PhD, Assistant Professor, Molecular Medicine, CCLCM
Li, Xiaoxia; PhD, Professor, Molecular Medicine, CCLCM
Lin, Feng; PhD, Professor, Molecular Medicine, CCLCM
Lindner, Daniel; MD PhD, Assistant Professor, Molecular Medicine, CCLCM
Longworth, Michelle; PhD, Associate Professor, Molecular Medicine, CCLCM
Louveau, Antoine; PhD, Assistant Professor, Molecular Medicine, CCLCM
Luse, Donal; PhD, Professor, Molecular Medicine, CCLCM
Mack, Judith; PhD, Instructor, Molecular Medicine, CCLCM
Majors, Alana; PhD, Assistant Professor, Molecular Medicine, CCLCM
Matsuoka, Ryota; PhD, Assistant Professor, Molecular Medicine, CCLCM
Mazumder, Saparna; PhD, Assistant Professor, Molecular Medicine, CCLCM
McCrae, Keith; MD, Professor, Molecular Medicine, CCLCM
McDonald, Christine; PhD, Assistant Professor, Molecular Medicine, CCLCM
McIntyre, Thomas; PhD, Professor, Molecular Medicine, CCLCM
Midura, Ron; PhD, Associate Professor, Molecular Medicine, CCLCM
Min, Booki; PhD, Assistant Professor, Molecular Medicine, CCLCM
Mohan, Maradumane; PhD, Assistant Professor, Molecular Medicine, CCLCM
Moravec, Christine; PhD, Assistant Professor, Molecular Medicine, CCLCM
Morton, Richard; PhD, Associate Professor, Molecular Medicine, CCLCM
Murphy, E.; PhD, Assistant Professor, Molecular Medicine, CCLCM
Nagy, Laura; PhD, Professor, Molecular Medicine, CCLCM
O'Connor, Christine; PhD, Assistant Professor, Molecular Medicine, CCLCM
O'Toole, John; MD, Associate Professor, Molecular Medicine, CCLCM
Olman, Mitchell; MD, Associate Professor, Molecular Medicine, CCLCM
Oyarbide Cuervas-Mons, Usua; PhD, Assistant Professor, Molecular Medicine, CCLCM
Padgett, Richard; PhD, Professor, Molecular Medicine, CCLCM
Perez, Dianne; PhD, Associate Professor, Molecular Medicine, CCLCM
Plow, Edward; PhD, Professor, Molecular Medicine, CCLCM
Podrez, Eugene; MD PhD, Professor, Molecular Medicine, CCLCM
Prasad, Sathyamangla; PhD, Professor, Molecular Medicine, CCLCM
Qin, Jun; PhD, Professor, Molecular Medicine, CCLCM
Rao, Sujata; PhD, Assistant Professor, Molecular Medicine, CCLCM
Reizes, Ofer; PhD, Assistant Professor, Molecular Medicine, CCLCM
Roychowdhury, Sanjoy; PhD, Assistant Professor, Molecular Medicine, CCLCM
Sakaguchi, Takuya; PhD, Assistant Professor, Molecular Medicine, CCLCM
Sangwan, Naseer; PhD, Assistant Professor, Molecular Medicine, CCLCM
Sedor, John; MD, Professor, Molecular Medicine, CCLCM
Sen, Ganes; PhD, Professor, Molecular Medicine, CCLCM
Sharifi, Nima; MD, Professor, Molecular Medicine, CCLCM
Silverman, Robert; PhD, Professor, Molecular Medicine, CCLCM
Smith, Jonathan; MD, Professor, Molecular Medicine, CCLCM
Stenina, Olga; PhD, Professor, Molecular Medicine, CCLCM
Stuehr, Dennis; PhD, Professor, Molecular Medicine, CCLCM
Suh, Hoonkyo; PhD, Assistant Professor, Molecular Medicine, CCLCM
Tannenbaum, Charles; PhD, Assistant Professor, Molecular Medicine, CCLCM
Taylor, Dawn; PhD, Associate Professor, Molecular Medicine, CCLCM
Tebo, Julie; PhD, Assistant Professor, Molecular Medicine, CCLCM
Ting, Angela; PhD, Associate Professor, Molecular Medicine, CCLCM
Tuohy, Vincent; PhD, Professor, Molecular Medicine, CCLCM
Valijsikih, Anna; PhD, Assistant Professor, Molecular Medicine, CCLCM
Van Boxel-Dezaire, Anette; PhD, Assistant Professor, Molecular Medicine, CCLCM
Van Wagoner, David; PhD, Associate Professor, Molecular Medicine, CCLCM
Wang, Aimin; PhD, Instructor, Molecular Medicine, CCLCM
Wang, Li; PhD, Associate Professor, Molecular Medicine, CCLCM
Wang, Xiangling; MD, Assistant Professor, Molecular Medicine, CCLCM
Wang, Zeneng; PhD, Assistant Professor, Molecular Medicine, CCLCM
Wessely, Oliver; PhD, Associate Professor, Molecular Medicine, CCLCM
Williams, Jessica; PhD, Assistant Professor, Molecular Medicine, CCLCM
Wu, Pingyu; MD PhD, Professor, Molecular Medicine, CCLCM
Xia, Ping; PhD, Professor, Molecular Medicine, CCLCM
Xu, Weiling; MD, Assistant Professor, Molecular Medicine, CCLCM
Yu, Jennifer; MD PhD, Associate Professor, Molecular Medicine, CCLCM
Zhang, Bin; PhD, Associate Professor, Molecular Medicine, CCLCM
Zhao, Jianjun; MD, Assistant Professor, Molecular Medicine, CCLCM
Zhu, Weifei; PhD, Associate Professor, Molecular Medicine, CCLCM
Angelov, Lilyana; MD, Professor, Neurological Surgery, CCLCM
Bain, Mark; MD, Associate Professor, Neurological Surgery, CCLCM
Barnett, Gene; MD, Professor, Neurological Surgery, CCLCM
Benzel, Edward; MD, Professor, Neurological Surgery, CCLCM
Benzil, Deborah; MD, Professor, Neurological Surgery, CCLCM
Bingaman, William; MD, Professor, Neurological Surgery, CCLCM
Borghei-Razavi, Hamid; MD, Assistant Professor, Neurological Surgery, CCLCM
Kshettry, Varun; MD, Assistant Professor, Neurological Surgery, CCLCM
Machado, Andre; MD PhD, Professor, Neurological Surgery, CCLCM
Mohammadi, Alireza; MD, Associate Professor, Neurological Surgery, CCLCM
Nagel, Sean; MD, Assistant Professor, Neurological Surgery, CCLCM
Onwuzulike, Kaine; MD PhD, Assistant Professor, Neurological Surgery, CCLCM
Rasmussen, Peter; MD, Professor, Neurological Surgery, CCLCM
Recinos, Pablo; MD, Associate Professor, Neurological Surgery, CCLCM
Recinos, Violette; MD, Assistant Professor, Neurological Surgery, CCLCM
Steinmetz, Michael; MD, Professor, Neurological Surgery, CCLCM
Bahntge, Michael; MD, Assistant Professor, Neurology, CCLCM
Lachhwani, Deepak; MBBS, Associate Professor, Neurology, CCLCM
Austin, Cynthia; MD, Associate Professor, Ob/Gyn & Reproductive Biologylogy, CCLCM
Batur, Pelin; MD, Associate Professor, Ob/Gyn & Reproductive Biologylogy, CCLCM
Bradley, Linda; MD, Professor, Ob/Gyn & Reproductive Biologylogy, CCLCM
Chien, Edward; MD, Professor, Ob/Gyn & Reproductive Biologylogy, CCLCM
Cremer, Miriam; MD, Associate Professor, Ob/Gyn & Reproductive Biologylogy, CCLCM
Dassel, Mark; , Assistant Professor, Ob/Gyn & Reproductive Biologylogy, CCLCM
DeBernardo, Robert; MD, Associate Professor, Ob/Gyn & Reproductive Biologylogy, CCLCM
Desai, Nina; PhD, Associate Professor, Ob/Gyn & Reproductive Biologylogy, CCLCM
Edelman, Kenneth; MD, Assistant Professor, Ob/Gyn & Reproductive Biologylogy, CCLCM
Emery, Jonathan; MD, Assistant Professor, Ob/Gyn & Reproductive Biologylogy, CCLCM
Falcone, Tommaso; MD, Professor, Ob/Gyn & Reproductive Biologylogy, CCLCM
Farrell, Ruth; MD, Associate Professor, Ob/Gyn & Reproductive Biologylogy, CCLCM
Goje, Tosin; MBBS, Assistant Professor, Ob/Gyn & Reproductive Biologylogy, CCLCM
Goldberg, Jeffrey; MD, Professor, Ob/Gyn & Reproductive Biologylogy, CCLCM
McKenzie, Margaret; MD, Associate Professor, Ob/Gyn & Reproductive Biologylogy, CCLCM
Merlino, Amy; MD, Assistant Professor, Ob/Gyn & Reproductive Biologylogy, CCLCM
Michener, Chad; MD, Associate Professor, Ob/Gyn & Reproductive Biologylogy, CCLCM
Pagano, Trina; MD, Assistant Professor, Ob/Gyn & Reproductive Biologylogy, CCLCM
Paraiso, Marie; MD, Professor, Ob/Gyn & Reproductive Biologylogy, CCLCM
Perni, Uma; MD, Assistant Professor, Ob/Gyn & Reproductive Biologylogy, CCLCM
Reider, Mitchell; MD, Assistant Professor, Ob/Gyn & Reproductive Biologylogy, CCLCM
Ridgeway, Beri; MD, Associate Professor, Ob/Gyn & Reproductive Biologylogy, CCLCM
Rose, Peter; MD, Professor, Ob/Gyn & Reproductive Biologylogy, CCLCM
Singh, Katherine; MD, Assistant Professor, Ob/Gyn & Reproductive Biologylogy, CCLCM
Strasburg, Jessica; MD, Assistant Professor, Ob/Gyn & Reproductive Biologylogy, CCLCM
Thacker, Holly; MD, Professor, Ob/Gyn & Reproductive Biologylogy, CCLCM
Walters, Mark; MD, Professor, Ob/Gyn & Reproductive Biologylogy, CCLCM
Young, Diane; MD, Assistant Professor, Ob/Gyn & Reproductive Biologylogy, CCLCM
Anand-Apte, Bela; PhD, Professor, Ophthalmology, CCLCM
Babiuch, Amy; MD, Assistant Professor, Ophthalmology, CCLCM
Bonilha, Vera; PhD, Assistant Professor, Ophthalmology, CCLCM
Crabb, John; PhD, Professor, Ophthalmology, CCLCM
Dupps, William; MD PhD, Professor, Ophthalmology, CCLCM
Ehlers, Justis; MD, Associate Professor, Ophthalmology, CCLCM
Gans, Richard; MD, Assistant Professor, Ophthalmology, CCLCM
Ghasia, Fatema; MD, Associate Professor, Ophthalmology, CCLCM
Hagstrom, Stephanie; PhD, Associate Professor, Ophthalmology, CCLCM
Kaiser, Peter; MD, Professor, Ophthalmology, CCLCM
Khan, Arif; MD, Professor, Ophthalmology, CCLCM
Khan, Arif; MD, Professor, Ophthalmology, CCLCM
Martyn, Daniel; MD, Professor, Ophthalmology, CCLCM
Peachey, Neal; PhD, Professor, Ophthalmology, CCLCM
Perkins, Brian; PhD, Associate Professor, Ophthalmology, CCLCM
Rachitskaya, Aleksandra; MD, Assistant Professor, Ophthalmology, CCLCM
Randleman, James; MD, Professor, Ophthalmology, CCLCM
Rockwood, Edward; MD, Associate Professor, Ophthalmology, CCLCM
Schachat, Andrew; MD, Professor, Ophthalmology, CCLCM
Sears, Jonathan; MD, Associate Professor, Ophthalmology, CCLCM
Sharma, Sumit; MD, Assistant Professor, Ophthalmology, CCLCM
Singh, Annapurna; MBBS, Associate Professor, Ophthalmology, CCLCM
Singh, Arun; MD, Professor, Ophthalmology, CCLCM
Singh, Rishi; MD, Associate Professor, Ophthalmology, CCLCM
Smith, Scott; MD MPH, Professor, Ophthalmology, CCLCM
Tam, K.P.; PhD, Assistant Professor, Ophthalmology, CCLCM
Traboulsi, Elias; MD, Professor, Ophthalmology, CCLCM
Venkat, Arthi; MD, Assistant Professor, Ophthalmology, CCLCM
Wilson, Steven; MD, Professor, Ophthalmology, CCLCM
Yu, Minzhong; PhD, Assistant Professor, Ophthalmology, CCLCM
Yuan, Alex; MD PhD, Assistant Professor, Ophthalmology, CCLCM
Anne, Samantha; MD, Associate Professor, Otolaryngology Head & Neck Surgery Head & Neck Surgery, CCLCM
Benninger, Michael; MD, Professor, Otolaryngology Head & Neck Surgery Head & Neck Surgery, CCLCM
Bryson, Paul; MD, Associate Professor, Otolaryngology Head & Neck Surgery Head & Neck Surgery, CCLCM
Fritz, Michael; MD, Associate Professor, Otolaryngology Head & Neck Surgery Head & Neck Surgery, CCLCM
Genther, Dane; MD, Assistant Professor, Otolaryngology Head & Neck Surgery Head & Neck Surgery, CCLCM
Hopkins, Brandon; MD, Assistant Professor, Otolaryngology Head & Neck Surgery Head & Neck Surgery, CCLCM
Erwin, Angelika; MD PhD, Assistant Professor, Pediatrics, CCLCM
Esper, Frank; MD, Assistant Professor, Pediatrics, CCLCM
Ezetendu, Chidiebere; MBBS, Assistant Professor, Pediatrics, CCLCM
Foradori, Dana; MD, Assistant Professor, Pediatrics, CCLCM
Foster, Charles; MD, Associate Professor, Pediatrics, CCLCM
Frazier, Thomas; PhD, Assistant Professor, Pediatrics, CCLCM
Giuliano, Kimberly; MD, Associate Professor, Pediatrics, CCLCM
Gonzalez, Blanca; MD, Assistant Professor, Pediatrics, CCLCM
Gowda, Keshava; MBBS, Assistant Professor, Pediatrics, CCLCM
Hanna, Rabi; MD, Assistant Professor, Pediatrics, CCLCM
Hart, Meeghan; MD, Assistant Professor, Pediatrics, CCLCM
Iben, Sabine; MD, Assistant Professor, Pediatrics, CCLCM
Johnson, Cynthia; PhD, Professor, Pediatrics, CCLCM
Kabbany, Mohammad; MD, Assistant Professor, Pediatrics, CCLCM
Kalady, Skyler; MD, Assistant Professor, Pediatrics, CCLCM
Kaye, Melissa; MD, Assistant Professor, Pediatrics, CCLCM
Kerns, Leigh; MD, Associate Professor, Pediatrics, CCLCM
Kodish, Eric; MD, Professor, Pediatrics, CCLCM
Komarlu, Rukmini; MBBS, Assistant Professor, Pediatrics, CCLCM
Kraynack, Nathan; MD, Associate Professor, Pediatrics, CCLCM
Krishna, Sangeeta; MD, Associate Professor, Pediatrics, CCLCM
Lam, Suet; MD, Assistant Professor, Pediatrics, CCLCM
Lamparyk, Katherine; PsyD, Assistant Professor, Pediatrics, CCLCM
Lonzer, M.; MD, Assistant Professor, Pediatrics, CCLCM
Manos, Michael; PhD, Associate Professor, Pediatrics, CCLCM
Matar, Raed Bou; MD, Assistant Professor, Pediatrics, CCLCM
Mathew, Ajith; MD, Assistant Professor, Pediatrics, CCLCM
McNamara, Kara; MD, Assistant Professor, Pediatrics, CCLCM
Milgram, Laura; MD, Associate Professor, Pediatrics, CCLCM
Mucci, Andrea; MD, Assistant Professor, Pediatrics, CCLCM
Murray, Karen; MD, Professor, Pediatrics, CCLCM
Narasimhan, Sumana; MBBS, Associate Professor, Pediatrics, CCLCM
Nashed, Hanan; MD, Assistant Professor, Pediatrics, CCLCM
Panupattanapong, Sirada; MD, Assistant Professor, Pediatrics, CCLCM
Parikh, Sumit; MD, Associate Professor, Pediatrics, CCLCM
Peluso, Allison; MD, Assistant Professor, Pediatrics, CCLCM
Quraishy, NurJehan; MD, Assistant Professor, Pediatrics, CCLCM
Rezaee, Fariba; MD, Associate Professor, Pediatrics, CCLCM
Robinson, Angela; MD, Associate Professor, Pediatrics, CCLCM
Rodriguez, Ricardo; MD, Associate Professor, Pediatrics, CCLCM
Rome, Ellen; MD, Professor, Pediatrics, CCLCM
Rotz, Seth; MD, Assistant Professor, Pediatrics, CCLCM
Sabella, Camille; MD, Professor, Pediatrics, CCLCM
Sammour, Ibrahim; MBBS, Assistant Professor, Pediatrics, CCLCM
Selvakumar, Praveen Kumar; MBBS, Assistant Professor, Pediatrics, CCLCM
Shafran, David; MD, Assistant Professor, Pediatrics, CCLCM
Sowunmi, Lora; MD, Assistant Professor, Pediatrics, CCLCM
Talati, Ravi; DO, Assistant Professor, Pediatrics, CCLCM
Tang, Maria; MD, Assistant Professor, Pediatrics, CCLCM
Thakur, Roopa; MD, Assistant Professor, Pediatrics, CCLCM
Traul, Christine; MD, Assistant Professor, Pediatrics, CCLCM
Williams, Gary; MD, Assistant Professor, Pediatrics, CCLCM
Wyllie, Elaine; MD, Professor, Pediatrics, CCLCM
Wyllie, Robert; MD, Professor, Pediatrics, CCLCM
Zahka, Kenneth; MD, Professor, Pediatrics, CCLCM
Baker, Mark; MD, Professor, Radiology, CCLCM
Beall, Erik; PhD, Assistant Professor, Radiology, CCLCM
Bhatt, Kavita; MD, Assistant Professor, Radiology, CCLCM
Cerqueira, Manuel; MD, Professor, Radiology, CCLCM
Chen, Po-Hao; MD MBA, Assistant Professor, Radiology, CCLCM
Coppa, Christopher; MD, Assistant Professor, Radiology, CCLCM
DiFilippo, Frank; PhD, Professor, Radiology, CCLCM
Dong, Frank; PhD, Associate Professor, Radiology, CCLCM
Elgabaly, Mohamed; MBBCH, Assistant Professor, Radiology, CCLCM
Emch, Todd; MD, Assistant Professor, Radiology, CCLCM
Feldman, Myra Kay; MD, Assistant Professor, Radiology, CCLCM
Flamm, Scott; MD, Professor, Radiology, CCLCM
Forney, Michael; MD, Assistant Professor, Radiology, CCLCM
Gandhi, Namita; MBBS, Associate Professor, Radiology, CCLCM
Graham, Ruffin; MD, Associate Professor, Radiology, CCLCM
Herts, Brian; MD, Professor, Radiology, CCLCM
Huang, Steve; MD PhD, Assistant Professor, Radiology, CCLCM
Ilaslan, Hakan; MD, Professor, Radiology, CCLCM
Jones, Stephen; MD PhD, Assistant Professor, Radiology, CCLCM
Kapoor, Bajendra; MBBS, Professor, Radiology, CCLCM
Karuppasamy, Karunakovel; MBBS, Assistant Professor, Radiology, CCLCM
Koenig, Katherine; PhD, Assistant Professor, Radiology, CCLCM
Lempel, Jason; MD, Assistant Professor, Radiology, CCLCM
Liu, Peter; MD, Associate Professor, Radiology, CCLCM
Lockwood, Daniel; MD, Assistant Professor, Radiology, CCLCM
Lowe, Mark; PhD, Professor, Radiology, CCLCM
Martin, Charles; MD, Assistant Professor, Radiology, CCLCM
Masaryk, Thomas; MD, Professor, Radiology, CCLCM
McLennan, Gordon; MD, Professor, Radiology, CCLCM
Mody, Rekha; MD, Assistant Professor, Radiology, CCLCM
Myers, Melissa; MD, Assistant Professor, Radiology, CCLCM
Polster, Joshua; MD, Associate Professor, Radiology, CCLCM
Remer, Erick; MD, Professor, Radiology, CCLCM
Ruggieri, Paul; MD, Professor, Radiology, CCLCM
Sakaie, Ken; PhD, Assistant Professor, Radiology, CCLCM
Schils, Jean; MD, Assistant Professor, Radiology, CCLCM
Schoenhagen, Paul; MD, Professor, Radiology, CCLCM
Shah, Shetal; MD, Assistant Professor, Radiology, CCLCM
Shin, Wan Yong; PhD, Assistant Professor, Radiology, CCLCM
Shrikanthan, Sankaran; MD, Assistant Professor, Radiology, CCLCM
Simpfendorfer, Claus; MD, Assistant Professor, Radiology, CCLCM
Subhas, Naveen; MD, Associate Professor, Radiology, CCLCM
Sundaram, Murali; MBBS, Professor, Radiology, CCLCM
Tritle, Benjamin; MD, Assistant Professor, Radiology, CCLCM
Veniero, Joseph; MD, Assistant Professor, Radiology, CCLCM
Vogelius, Esben; MD, Assistant Professor, Radiology, CCLCM
Wunderle, Kevin; PhD, Associate Professor, Radiology, CCLCM
Abouassaly, Robert; MD, Associate Professor, Surgery, CCLCM
Abu-Elimagd, Kareem; MBBS, Professor, Surgery, CCLCM
Agarwal, Ashok; PhD, Professor, Surgery, CCLCM
Ahmad, Usman; MBBS, Assistant Professor, Surgery, CCLCM
Alaedeen, Diya; MD, Assistant Professor, Surgery, CCLCM
AlHilli, Mariam; MBBch, Assistant Professor, Surgery, CCLCM
Allemang, Matthew; MD, Assistant Professor, Surgery, CCLCM
Aminian, Ali; MD, Associate Professor, Surgery, CCLCM
Angermeier, Kenneth; MD, Professor, Surgery, CCLCM
Asfaw, Sofya; MD, Assistant Professor, Surgery, CCLCM
Ashton, Kathleen; PhD, Associate Professor, Surgery, CCLCM
Aucejo, Federico; MD, Associate Professor, Surgery, CCLCM
Augustin, Toms; MBBS, Assistant Professor, Surgery, CCLCM
Bakaeen, Faisal; MD, Professor, Surgery, CCLCM
Ballock, Robert; MD, Professor, Surgery, CCLCM
Barsoum, Wael; MD, Professor, Surgery, CCLCM
Bassiri Gharb, Bahar; MD PhD, Associate Professor, Surgery, CCLCM
Bencsath, Kalman; MD, Assistant Professor, Surgery, CCLCM
Berber, Eren; MD, Professor, Surgery, CCLCM
Berglund, Ryan; MD, Assistant Professor, Surgery, CCLCM
Bernard, Steven; MD, Associate Professor, Surgery, CCLCM
Billow, Damien; MD, Assistant Professor, Surgery, CCLCM
Blackstone, Eugene; MD, Professor, Surgery, CCLCM
Bloomfield, Michael; MD, Assistant Professor, Surgery, CCLCM
Brant, Ashley; DO, Assistant Professor, Surgery, CCLCM
Burns, Daniel; MD MPhil, Assistant Professor, Surgery, CCLCM
Campbell, Steven; MD PhD, Professor, Surgery, CCLCM
Capizzani, Tony; MD, Assistant Professor, Surgery, CCLCM
Caputo, Francis; MD, Associate Professor, Surgery, CCLCM
Conrad-Schnetz, Kristen; DO, Assistant Professor, Surgery, CCLCM
Delaney, Conor; MBBS, Professor, Surgery, CCLCM
DeRoss, Anthony; MD, Assistant Professor, Surgery, CCLCM
Diago Uso, Teresa; MD, Assistant Professor, Surgery, CCLCM
Donley, Brian; MD, Professor, Surgery, CCLCM
Drake, Richard; PhD, Professor, Surgery, CCLCM
Eaton, Jennifer; DO, Assistant Professor, Surgery, CCLCM
Entezari, Vahid; MD, Assistant Professor, Surgery, CCLCM
Evans, Peter; MD PhD, Professor, Surgery, CCLCM
Fareed, Khaled; MBBS, Assistant Professor, Surgery, CCLCM
Farivar, Behzad; MD, Assistant Professor, Surgery, CCLCM
<table>
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<th>Name</th>
<th>Title</th>
<th>School of Medicine</th>
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<tr>
<td>Farrow, Lutul</td>
<td>MD, Associate Professor</td>
<td>Surgery, CCLCM</td>
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<tr>
<td>French, Judith</td>
<td>PhD, Assistant Professor</td>
<td>Surgery, CCLCM</td>
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<tr>
<td>Fujiki, Masato</td>
<td>MD PhD, Assistant Professor</td>
<td>Surgery, CCLCM</td>
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<td>Gastman, Brian</td>
<td>MD, Professor</td>
<td>Surgery, CCLCM</td>
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<td>Georgopoulos, Rachel</td>
<td>MD, Assistant Professor</td>
<td>Surgery, CCLCM</td>
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<td>MD, Assistant Professor</td>
<td>Surgery, CCLCM</td>
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<td>MD, Associate Professor</td>
<td>Surgery, CCLCM</td>
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<td>Surgery, CCLCM</td>
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<td>Gillinov, A.</td>
<td>MD, Professor</td>
<td>Surgery, CCLCM</td>
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Rampazzo, Antonio; MD PhD, Associate Professor, Surgery, CCLCM
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Rosneck, James; MD, Assistant Professor, Surgery, CCLCM
Roxbury, Christopher; MD, Assistant Professor, Surgery, CCLCM
Sabanegh, Edmund; MD, Professor, Surgery, CCLCM
Sahoo, Sambit; MBBS PhD, Assistant Professor, Surgery, CCLCM
Saluan, Paul; MD, Assistant Professor, Surgery, CCLCM
Savage, Jason; MD, Associate Professor, Surgery, CCLCM
Schickendantz, Mark; MD, Professor, Surgery, CCLCM
Schwarz, Graham; MD, Assistant Professor, Surgery, CCLCM
Seitz Jr., William; MD, Professor, Surgery, CCLCM
Sharma, Rakesh; PhD, Associate Professor, Surgery, CCLCM
Shoskes, Daniel; MD, Professor, Surgery, CCLCM
Siegel, Christopher; MD PhD, Associate Professor, Surgery, CCLCM
Siperstein, Allan; MD, Professor, Surgery, CCLCM
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Stewart, Robyn; MD, Assistant Professor, Surgery, CCLCM
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Wood, Hadley; MD, Professor, Surgery, CCLCM
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Ali, Ali; DO, Senior Instructor, Anesthesiology, MHMC
Astley, Brendan; MD, Assistant Professor, Anesthesiology, MHMC
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### School of Medicine Faculty

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<td>MD, Assistant Professor</td>
<td>Emergency Medicine</td>
<td>MHMC</td>
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<td>Tagliaferro, Joseph</td>
<td>DO, Assistant Professor</td>
<td>Emergency Medicine</td>
<td>MHMC</td>
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<td>Tang, Sharon</td>
<td>MD, Assistant Professor</td>
<td>Emergency Medicine</td>
<td>MHMC</td>
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<td>MD, Assistant Professor</td>
<td>Emergency Medicine</td>
<td>MHMC</td>
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<td>MD, Assistant Professor</td>
<td>Emergency Medicine</td>
<td>MHMC</td>
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<td>MD, Associate Professor</td>
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<td>MHMC</td>
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<td>Emergency Medicine</td>
<td>MHMC</td>
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<td>MD, Assistant Professor</td>
<td>Emergency Medicine</td>
<td>MHMC</td>
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<td>MD, Assistant Professor</td>
<td>Family Medicine</td>
<td>MHMC</td>
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<td>MD, Associate Professor</td>
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<td>MD, Assistant Professor</td>
<td>Family Medicine</td>
<td>MHMC</td>
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<td>Beachy, Nathan</td>
<td>MD, Senior Instructor</td>
<td>Family Medicine</td>
<td>MHMC</td>
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<td>PhD, Assistant Professor</td>
<td>Family Medicine</td>
<td>MHMC</td>
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<td>MD, Assistant Professor</td>
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<td>DO, Assistant Professor</td>
<td>Emergency Medicine</td>
<td>MHMC</td>
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<td>Jones, Robert</td>
<td>D.O., Professor</td>
<td>Emergency Medicine</td>
<td>MHMC</td>
</tr>
</tbody>
</table>
Campbell, James; MD, Professor, Family Medicine, MHMC
Combs, Meaghan; MD, Assistant Professor, Family Medicine, MHMC
Corrigan, Mary; MD, Assistant Professor, Family Medicine, MHMC
Crowe, Colin; MD, Assistant Professor, Family Medicine, MHMC
Dasarathy, Jaividhya; MBBS, Professor, Family Medicine, MHMC
Dhillon, Jaspinder; MD, Instructor, Family Medicine, MHMC
Dietz, Michelle; MD, Instructor, Family Medicine, MHMC
El-Khoury, Gaby; MD, Assistant Professor, Family Medicine, MHMC
Fischer, Christine; MD, Assistant Professor, Family Medicine, MHMC
Forde, Wayne; MD, Assistant Professor, Family Medicine, MHMC
Friess, Eric; MD, Assistant Professor, Family Medicine, MHMC
Frisof, Kenneth; MD, Assistant Professor, Family Medicine, MHMC
Gemechu, Fassil; MD, Assistant Professor, Family Medicine, MHMC
Gillespie, Christopher; MD, Instructor, Family Medicine, MHMC
Griggs, Jessica; DO, Instructor, Family Medicine, MHMC
Hinchcliffe, Natalie; DO, Assistant Professor, Family Medicine, MHMC
Labastille, Joseph; MD, Assistant Professor, Family Medicine, MHMC
Leu, Melanie; MD, Assistant Professor, Family Medicine, MHMC
Liu, Sheng; MD, Assistant Professor, Family Medicine, MHMC
Maier, Vanessa; MD, Assistant Professor, Family Medicine, MHMC
Makino, Kelly; MD, Assistant Professor, Family Medicine, MHMC
Massie-Story, Mary; MD, Assistant Professor, Family Medicine, MHMC
Misak, James; MD, Assistant Professor, Family Medicine, MHMC
Ng, Rainer; DO, Assistant Professor, Family Medicine, MHMC
Raddock, Michael; MD, Associate Professor, Family Medicine, MHMC
Rajesh, FNU; MBBS, Assistant Professor, Family Medicine, MHMC
Schroeder, Rebecca; MD, Instructor, Family Medicine, MHMC
Seidman, Michael; MD, Assistant Professor, Family Medicine, MHMC
Senthilkumar, Hemalatha; MBBS, Instructor, Family Medicine, MHMC
Singh, Anita; MBBS, Assistant Professor, Family Medicine, MHMC
Sweeney, Sarah; MD, Assistant Professor, Family Medicine, MHMC
Van Auen, Douglas; MD, Assistant Professor, Family Medicine, MHMC
Whited, Amber; DO, Assistant Professor, Family Medicine, MHMC
Zack, Amy; MD, Assistant Professor, Family Medicine, MHMC
Agarwal, Sajat; MBBS, Assistant Professor, Medicine, MHMC
Akram, Rakhshanda; MBBS, Assistant Professor, Medicine, MHMC
Aneja, Ashish; MBBS, Associate Professor, Medicine, MHMC
Anthony, Donald; MD PhD, Professor, Medicine, MHMC
Antonelli, Maria; MD, Assistant Professor, Medicine, MHMC
Asaad, Imad; MD, Assistant Professor, Medicine, MHMC
Auckley, Dennis; MD, Professor, Medicine, MHMC
Avery, Ann; MD, Associate Professor, Medicine, MHMC
Ayache, Mirna; MD MPH, Assistant Professor, Medicine, MHMC
Ballou, Stanley; MD, Associate Professor, Medicine, MHMC
Bark, Charles; MD, Assistant Professor, Medicine, MHMC
Becker, Jeffery; MD, Assistant Professor, Medicine, MHMC
Behmer, Mary; MD, Assistant Professor, Medicine, MHMC
Bell, Andrea; DO, Assistant Professor, Medicine, MHMC
Binstock, Martine; MD, Assistant Professor, Medicine, MHMC
Bogorodskaya, Milana; MD, Assistant Professor, Medicine, MHMC
Bolen, Shari; MD, Associate Professor, Medicine, MHMC
Breitman, Maya; PhD, Instructor, Medicine, MHMC
Brell, Joanna; MD, Associate Professor, Medicine, MHMC
Bruno, Debra; MD, Assistant Professor, Medicine, MHMC
Calles-Escandon, Jorge; MD, Professor, Medicine, MHMC
Campbell, Patricia; MD, Assistant Professor, Medicine, MHMC
Caron, Aleece; PhD, Associate Professor, Medicine, MHMC
Carter, John; MD, Assistant Professor, Medicine, MHMC
Cater, Grace; MD, Assistant Professor, Medicine, MHMC
Chan, Carolyn; MD, Assistant Professor, Medicine, MHMC
Chitsaz, Ehsan; MD, Assistant Professor, Medicine, MHMC
Cisarik, Paul; MD, Assistant Professor, Medicine, MHMC
Cook, William; D.O., Assistant Professor, Medicine, MHMC
Costantini, Ottorino; MD, Associate Professor, Medicine, MHMC
Creamer, JohnBuck; MD, Assistant Professor, Medicine, MHMC
Cruz, Elaine; DO, Assistant Professor, Medicine, MHMC
Curley, Catherine; MD, Associate Professor, Medicine, MHMC
Dapran, Joseph; MD, Assistant Professor, Medicine, MHMC
DeChant, Hallie; MD, Assistant Professor, Medicine, MHMC
del Rincon Jarero, Juan; MD, Assistant Professor, Medicine, MHMC
Dhingra, Jagmeet; MD, Assistant Professor, Medicine, MHMC
Diaz, Alberto; MD, Assistant Professor, Medicine, MHMC
School of Medicine Faculty

Dreher, Nicholas; MD, Assistant Professor, Medicine, MHMC
Dunlap, Mark; MD, Professor, Medicine, MHMC
Duran-Castillo, Marina; MD, Assistant Professor, Medicine, MHMC
Dziwis, Carolyn; MD, Assistant Professor, Medicine, MHMC
Einstadter, Douglas; MD, Professor, Medicine, MHMC
Eisen, Matthew; MD, Assistant Professor, Medicine, MHMC
El-Rifai, Rasha; MBBS, Assistant Professor, Medicine, MHMC
Falick, Catherine; MD, Assistant Professor, Medicine, MHMC
Fass, Ronnie; MD, Professor, Medicine, MHMC
Feldman, Edward; MD, Assistant Professor, Medicine, MHMC
Ferguson, Roy; MD, Associate Professor, Medicine, MHMC
Finkelhor, Robert; MD, Associate Professor, Medicine, MHMC
Finley, James; MD PhD, Associate Professor, Medicine, MHMC
Frolkis, Calen; MD, Assistant Professor, Medicine, MHMC
Fu, Jidong; MD PhD, Assistant Professor, Medicine, MHMC
Fuller, Thomas; MD, Assistant Professor, Medicine, MHMC
Gandhi, Sanjay; MD, Professor, Medicine, MHMC
Gelehrter, George; MD, Assistant Professor, Medicine, MHMC
Gelles, Ellen; MD, Assistant Professor, Medicine, MHMC
Geraci, Michele; MD, Assistant Professor, Medicine, MHMC
Gifford, Susan; MD, Assistant Professor, Medicine, MHMC
Glagola, Sandra; D.O., Assistant Professor, Medicine, MHMC
Greco, Peter; MD, Associate Professor, Medicine, MHMC
Gunzler, Douglas; PhD, Associate Professor, Medicine, MHMC
Haddad, Maryanne; D.O., Assistant Professor, Medicine, MHMC
Hanrahan, Jennifer; D.O., Associate Professor, Medicine, MHMC
Haqqi, Tariq; MD, Professor, Medicine, MHMC
Harrington, Michael; MD, Associate Professor, Medicine, MHMC
Hecker, Michelle; MD, Assistant Professor, Medicine, MHMC
Hergenroeder, Paul; MD, Assistant Professor, Medicine, MHMC
Hileman, Corrilynn; MD, Associate Professor, Medicine, MHMC
Hodgson, John; MD, Professor, Medicine, MHMC
Horwitz, Edward; MD, Associate Professor, Medicine, MHMC
Huml, Anne; MD, Instructor, Medicine, MHMC
Husain, Muhammad; MD, Assistant Professor, Medicine, MHMC
Infeld, Michael; MD, Associate Professor, Medicine, MHMC
Jenkins, Melissa; MD, Associate Professor, Medicine, MHMC
Jones, David; MD, Senior Instructor, Medicine, MHMC
Kaebler, David; MD PhD, Professor, Medicine, MHMC
Kalayjian, Robert; MD, Professor, Medicine, MHMC
Karim, Saima; DO, Assistant Professor, Medicine, MHMC
Kaufman, Elizabeth; MD, Professor, Medicine, MHMC
Kea, Karen; MD, Instructor, Medicine, MHMC
Khallafi, Hicham; MD, Assistant Professor, Medicine, MHMC
Khan, Tariq; MBBS, Assistant Professor, Medicine, MHMC
Khoury, Shireen; MD, Assistant Professor, Medicine, MHMC
Kim, Chang; MD, Assistant Professor, Medicine, MHMC
Klosz, Kimberly; DO, Assistant Professor, Medicine, MHMC
Kondapaneni, Meera; MBBS, Assistant Professor, Medicine, MHMC
Kourouni, Ismini; MD, Assistant Professor, Medicine, MHMC
Krishnan, Vidya; MD, Associate Professor, Medicine, MHMC
Kuentz, David; O.D., Assistant Professor, Medicine, MHMC
Kumar, Nilima; MBBS, Assistant Professor, Medicine, MHMC
Kutolski, Karen; O.D., Assistant Professor, Medicine, MHMC
Kyprianou, Annette; MD, Assistant Professor, Medicine, MHMC
Lam, Mildred; MD, Professor, Medicine, MHMC
Lang, Anita; MD, Assistant Professor, Medicine, MHMC
Laurita, Kenneth; PhD, Associate Professor, Medicine, MHMC
Laye, Peter; MD, Assistant Professor, Medicine, MHMC
Lewis, Michael; MD, Assistant Professor, Medicine, MHMC
Lewis, William; MD, Professor, Medicine, MHMC
Lindheim, Nora; MD, Associate Professor, Medicine, MHMC
Love, Thomas; PhD, Professor, Medicine, MHMC
Lyons, Katherine; MD, Assistant Professor, Medicine, MHMC
Magnelli, Lindsey; MA/MS, Instructor, Medicine, MHMC
Magrey, Marina; MBBS, Professor, Medicine, MHMC
Mahabadi, Ali; MD, Assistant Professor, Medicine, MHMC
Manning, Paul; D.O., Instructor, Medicine, MHMC
Mansour, David; MD, Assistant Professor, Medicine, MHMC
Margoli, David; MD, Assistant Professor, Medicine, MHMC
McCreery, Laurie; MD PhD, Assistant Professor, Medicine, MHMC
McFarlane, Michael; MD, Professor, Medicine, MHMC
Merheb, Maya; MD, Senior Instructor, Medicine, MHMC
Miao, Hui; PhD, Assistant Professor, Medicine, MHMC
Michel-Calderon, Amy; DO Pharm.D, Assistant Professor, Medicine, MHMC
Miller, Paul; MD, Assistant Professor, Medicine, MHMC
Mintz, Laura; MD PhD, Assistant Professor, Medicine, MHMC
Murad, Khalil; MD, Assistant Professor, Medicine, MHMC
Murphy, Thomas; MD, Associate Professor, Medicine, MHMC
Niu, Bolin; MD, Assistant Professor, Medicine, MHMC
Norris, Gregory; MD, Associate Professor, Medicine, MHMC
Nwaonu, Jane; MBBS, Assistant Professor, Medicine, MHMC
O'Toole, Elizabeth; MD, Professor, Medicine, MHMC
Opelami, Oluwatoyin; MBCH, Assistant Professor, Medicine, MHMC
Patel, Nikhil; MD, Assistant Professor, Medicine, MHMC
Paz Y Mar, Hugo; MD, Assistant Professor, Medicine, MHMC
Perzy, Holly; MD, Associate Professor, Medicine, MHMC
Perzynski, Adam; PhD, Associate Professor, Medicine, MHMC
Petropolis, Alice; MD, Professor, Medicine, MHMC
Pile, James; MD, Associate Professor, Medicine, MHMC
Quealy, Kathleen; MD, Assistant Professor, Medicine, MHMC
Raina, Rupesh; MD, Senior Instructor, Medicine, MHMC
Rajkumar, Aarthi; MD, Assistant Professor, Medicine, MHMC
Ramanan, Thammi; MD, Assistant Professor, Medicine, MHMC
Ranganathan, Chingleput; MBBS, Assistant Professor, Medicine, MHMC
Ray, Amy Jo; MD, Associate Professor, Medicine, MHMC
Redahan, Anita; MBBS, Senior Instructor, Medicine, MHMC
Ricanati, Steven; MD, Associate Professor, Medicine, MHMC
Rosenberg, Jeffrey; MD, Assistant Professor, Medicine, MHMC
Rovner, Aleksandr; MD, Associate Professor, Medicine, MHMC
Rowland-Seymour, Anastasia; MD, Associate Professor, Medicine, MHMC
Ryan, Martin; MD, Instructor, Medicine, MHMC
Saab, Georges; MD, Associate Professor, Medicine, MHMC
Sakiani, Sasam; MD, Assistant Professor, Medicine, MHMC
Sandhu, Dalbir; MBBS, Assistant Professor, Medicine, MHMC
Saraiya, Parth; MD, Assistant Professor, Medicine, MHMC
Schelling, Jeffrey; MD, Professor, Medicine, MHMC
Schnell, David; MD, Assistant Professor, Medicine, MHMC
Schwartzman, Larisa; MD, Assistant Professor, Medicine, MHMC
Seeholzer, Eileen; MD, Associate Professor, Medicine, MHMC
Sehgal, Ashwini; MD, Professor, Medicine, MHMC
Sekhon, Ashley; MD, Assistant Professor, Medicine, MHMC
Shaman, Ziad; MD, Associate Professor, Medicine, MHMC
Siddiqui, Najmul; MBBS, Assistant Professor, Medicine, MHMC
Singer, Nora; MD, Professor, Medicine, MHMC
Siraj, Aisha; MBBS, Assistant Professor, Medicine, MHMC
Sivak, Edward; MD, Professor, Medicine, MHMC
Smith, Brenda; MD, Assistant Professor, Medicine, MHMC
Snell, Michael; MD, Assistant Professor, Medicine, MHMC
Sossey-Alaoui, Khalid; PhD, Assistant Professor, Medicine, MHMC
Spagnuolo, Philip; MD, Associate Professor, Medicine, MHMC
Sudano, Joseph; PhD, Assistant Professor, Medicine, MHMC
Sunkesula, Venkata; MBBS, Assistant Professor, Medicine, MHMC
Tamaskar, Ila; MBBS, Assistant Professor, Medicine, MHMC
Tariabichi, Yasiir; MD, Assistant Professor, Medicine, MHMC
Teng, Kathryn; MD, Associate Professor, Medicine, MHMC
Thornton, John; MD, Associate Professor, Medicine, MHMC
Torres, Lisa; MD, Assistant Professor, Medicine, MHMC
Waghray, Nisheet; MD, Assistant Professor, Medicine, MHMC
Walker, E.; MD, Assistant Professor, Medicine, MHMC
Wang, Bingcheng; PhD, Professor, Medicine, MHMC
Warren, Edward; MD, Associate Professor, Medicine, MHMC
Watts, Brook; MD, Professor, Medicine, MHMC
Wiest, Peter; MD, Associate Professor, Medicine, MHMC
Williams, Sherrie; MD, Associate Professor, Medicine, MHMC
Wolfe, M.; MD, Professor, Medicine, MHMC
Yamahiro, Atsuko; MD, Assistant Professor, Medicine, MHMC
Yang, Yisheng; MD PhD, Assistant Professor, Medicine, MHMC
Yue, Cheung; MD, Associate Professor, Medicine, MHMC
Ziv, Ohad; MD, Associate Professor, Medicine, MHMC
Geertman, Robert; MD PhD, Assistant Professor, Neurological Surgery, MHMC
Grossman, Jonah; MD, Assistant Professor, Neurological Surgery, MHMC
Kelly, Michael; MD, Assistant Professor, Neurological Surgery, MHMC
Likavec, Matt; MD, Associate Professor, Neurological Surgery, MHMC
Liu, James; MD, Assistant Professor, Neurological Surgery, MHMC
Reddy, Deven; MBBCH, Assistant Professor, Neurological Surgery, MHMC
Roitberg, Ben; MD, Professor, Neurological Surgery, MHMC
Di Lorenzo, Rodica; MD, PhD, Assistant Professor, Neurology, MHMC
Hanna, Joseph; MD, Associate Professor, Neurology, MHMC
Winkelman, Marc; MD, Associate Professor, Neurology, MHMC
Bafus, Blaine; MD, Assistant Professor, Orthopaedics, MHMC
Belding, Jonathan; MD, Assistant Professor, Orthopaedics, MHMC
Beverley, Laurel; MD MPH, Assistant Professor, Orthopaedics, MHMC
Cheng, Stephen; MD, Assistant Professor, Orthopaedics, MHMC
Hirschfeld, Adam; MD, Assistant Professor, Orthopaedics, MHMC
Hoyen, Harry; MD, Professor, Orthopaedics, MHMC
Keith, Michael; MD, Professor, Orthopaedics, MHMC
Kilgore, Kevin; PhD, Professor, Orthopaedics, MHMC
Lee, Adrienne; MD, Assistant Professor, Orthopaedics, MHMC
Levine, Ari; MD, Assistant Professor, Orthopaedics, MHMC
Moore, Timothy; MD, Professor, Orthopaedics, MHMC
Patterson, Brendan; MD, Professor, Orthopaedics, MHMC
Romeo, Nicholas; DO, Assistant Professor, Orthopaedics, MHMC
Vallier, Heather; MD, Professor, Orthopaedics, MHMC
Wera, Glenn; MD, Associate Professor, Orthopaedics, MHMC
Wilber, John; MD, Professor, Orthopaedics, MHMC
Wilber, Roger; MD, Assistant Professor, Orthopaedics, MHMC
Baker, Aaron; MD, Assistant Professor, Otolaryngology Head & Neck Surgery, MHMC
Henry, Catherine; MD, Assistant Professor, Otolaryngology Head & Neck Surgery, MHMC
Houser, Steven; MD, Professor, Otolaryngology Head & Neck Surgery, MHMC
Johnson, Freedom; MD, Assistant Professor, Otolaryngology Head & Neck Surgery, MHMC
Ludlow, David; MD, Assistant Professor, Otolaryngology Head & Neck Surgery, MHMC
Marotta, Gia; MD, Assistant Professor, Otolaryngology Head & Neck Surgery, MHMC
Stepnick, David; MD, Professor, Otolaryngology Head & Neck Surgery, MHMC
Tucker, Harvey; MD, Professor, Otolaryngology Head & Neck Surgery, MHMC
Weidenbecher, Mark; MD, Associate Professor, Otolaryngology Head & Neck Surgery, MHMC
Amato, Shelly; PhD, Assistant Professor, Physical Medicine and Rehabilitation, MHMC
Anderson, Kimberly; PhD, Professor, Physical Medicine and Rehabilitation, MHMC
Begley, James; MD, Assistant Professor, Physical Medicine and Rehabilitation, MHMC
Bhadra, Niloy; PhD, Associate Professor, Physical Medicine and Rehabilitation, MHMC
Bourbeau, Dennis; PhD, Assistant Professor, Physical Medicine and Rehabilitation, MHMC
Brose, Steven; DO, Assistant Professor, Physical Medicine and Rehabilitation, MHMC
Chae, John; MD, Professor, Physical Medicine and Rehabilitation, MHMC
Clark, Gary; MD, Professor, Physical Medicine and Rehabilitation, MHMC
Cleland, Travis; DO, Assistant Professor, Physical Medicine and Rehabilitation, MHMC
DiMarco, Anthony; MD, Professor, Physical Medicine and Rehabilitation, MHMC
Dreben, Elizabeth; PhD, Assistant Professor, Physical Medicine and Rehabilitation, MHMC
Dvorkin Wininger, Yevgeniya; MD, Assistant Professor, Physical Medicine and Rehabilitation, MHMC
Fox, Kermit; MD, Assistant Professor, Physical Medicine and Rehabilitation, MHMC
Fraser, Felicia; PhD, Assistant Professor, Physical Medicine and Rehabilitation, MHMC
Harris, Michael; MD, Assistant Professor, Physical Medicine and Rehabilitation, MHMC
Henzel, Mary Kristina; MD PhD, Assistant Professor, Physical Medicine and Rehabilitation, MHMC
Huang, Shu; MD, Associate Professor, Physical Medicine and Rehabilitation, MHMC
Huang, Shu; MD, Associate Professor, Physical Medicine and Rehabilitation, MHMC
Jaffer, Jihad; MD, Assistant Professor, Physical Medicine and Rehabilitation, MHMC
Kelly, Clay; MD, Assistant Professor, Physical Medicine and Rehabilitation, MHMC
Kenner, Frank; PhD, Assistant Professor, Physical Medicine and Rehabilitation, MHMC
Kilgore, Kevin; PhD, Professor, Physical Medicine and Rehabilitation, MHMC
Kiefer, Harry; MD, Instructor, Pediatrics, MHMC
Kumar, Deepak; MBBS, Professor, Pediatrics, MHMC
Mhanna, Maroun; MD, Professor, Pediatrics, MHMC
Moore, John; MD, Professor, Pediatrics, MHMC
Moran, Rocío; MD, Associate Professor, Pediatrics, MHMC
Needlman, Robert; MD, Professor, Pediatrics, MHMC
Neyman, Margarita; MD, Assistant Professor, Pediatrics, MHMC
Prochoroff, Andre; MD, Assistant Professor, Pediatrics, MHMC
Rizkallah, Elie; MD, Assistant Professor, Pediatrics, MHMC
Roy, Aparna; MBBS, Assistant Professor, Pediatrics, MHMC
Santos, Susan; MD, Assistant Professor, Pediatrics, MHMC
Shekhawat, Prem; MBBS, Professor, Pediatrics, MHMC
Stager, Margaret; MD, Professor, Pediatrics, MHMC
Stancin, Terry; PhD, Professor, Pediatrics, MHMC
Thomas, Biju; MBBS, Assistant Professor, Pediatrics, MHMC
Tien, Matthew; MD, Assistant Professor, Pediatrics, MHMC
Wishah, Kholoud; MBBS, Assistant Professor, Pediatrics, MHMC
Armstrong-Brine, Melissa; PhD, Assistant Professor, Psychiatry, MHMC
Aung, Ngu; MD, Assistant Professor, Psychiatry, MHMC
Bains, Shivnaveen; MD, Assistant Professor, Psychiatry, MHMC
Baskin, Joseph; MD, Assistant Professor, Psychiatry, MHMC
Benuska, Sarah; PhD, Assistant Professor, Psychiatry, MHMC
Fajobi, Olufunke; MBBS, Instructor, Psychiatry, MHMC
Fass, Shira; PhD, Assistant Professor, Psychiatry, MHMC
Feier, Gabriela; MD, Assistant Professor, Psychiatry, MHMC
Gantner, Anita; PhD, Assistant Professor, Psychiatry, MHMC
Gottesman, Howard; MD, Assistant Professor, Psychiatry, MHMC
Gurley, Diana; PhD, Assistant Professor, Psychiatry, MHMC
Haxhiu-Erhardt, Lendita; MD, Assistant Professor, Psychiatry, MHMC
Horwath, Ewald; MD, Professor, Psychiatry, MHMC
Khurana, Swapnil; MBBS, Assistant Professor, Psychiatry, MHMC
Kimbo, Florence; MD, Assistant Professor, Psychiatry, MHMC
Koushik, Nikhil; PhD, Assistant Professor, Psychiatry, MHMC
Lopez-Cordova, Nanet; PhD, Assistant Professor, Psychiatry, MHMC
Mancini, Kathryn; PhD, Assistant Professor, Psychiatry, MHMC
Marwaha, Raman; MBBS, Assistant Professor, Psychiatry, MHMC
Miller, Mary; MD PhD, Assistant Professor, Psychiatry, MHMC
Murray, Marsheena; PhD, Assistant Professor, Psychiatry, MHMC
Myers, Brittany; PhD, Assistant Professor, Psychiatry, MHMC
Nanjundiah, Parvathi; MBBS, Assistant Professor, Psychiatry, MHMC
Nielsen, Britt; MA/MS, Associate Professor, Psychiatry, MHMC
Pajek, Julie; PhD, Assistant Professor, Psychiatry, MHMC
Ratner, Shirley; PhD, Instructor, Psychiatry, MHMC
Segraves, Kathleen; PhD, Associate Professor, Psychiatry, MHMC
Shah, Lisa; PhD, Assistant Professor, Psychiatry, MHMC
Smith, Robert; PhD, Assistant Professor, Psychiatry, MHMC
Weiss, Robert; MD, Assistant Professor, Psychiatry, MHMC
White, Emily; PhD, Assistant Professor, Psychiatry, MHMC
Baughman, William; MD, Associate Professor, Radiology, MHMC
Beytas, Erol; MD, Assistant Professor, Radiology, MHMC
Blum, Adam; MD, Assistant Professor, Radiology, MHMC
Chiong, Ignacio; MD, Assistant Professor, Radiology, MHMC
Clemow, Christina; MD, Assistant Professor, Radiology, MHMC
DiLorenzo, David; MD, Assistant Professor, Radiology, MHMC
Dutta, Rachna; MD, Assistant Professor, Radiology, MHMC
Eckhauser, Christine; MD, Assistant Professor, Radiology, MHMC
Ferguson, Robert; MD, Professor, Radiology, MHMC
Godfrey, William; MD, Assistant Professor, Radiology, MHMC
Goldberg, Andrew; MD, Associate Professor, Radiology, MHMC
Jain, Vikas; MD, Associate Professor, Radiology, MHMC
Kasprzak, Timothy; MD, Associate Professor, Radiology, MHMC
Kirschenbaum, Donn; MD, Assistant Professor, Radiology, MHMC
Kondow, Alexander; MD, Assistant Professor, Radiology, MHMC
Minotti, Anthony; MD, Associate Professor, Radiology, MHMC
Oravec, Dubravka; MD, Assistant Professor, Radiology, MHMC
Pearlstein, Avram; MD, Assistant Professor, Radiology, MHMC
Prescott, Jeffrey; MD PhD, Assistant Professor, Radiology, MHMC
Rzeszotarski, Mark; PhD, Professor, Radiology, MHMC
Schieda, Jill; MD, Assistant Professor, Radiology, MHMC
Shah, Rajiv; MD, Assistant Professor, Radiology, MHMC
Tamarkin, Stephen; MD, Assistant Professor, Radiology, MHMC
Tseng, Lee; MD, Assistant Professor, Radiology, MHMC
Totonchi, Ali; MD, Associate Professor, Surgery, MHMC
Tseng, Esther; MD, Assistant Professor, Surgery, MHMC
Yowler, Charles; MD, Professor, Surgery, MHMC
Abouhassan, Soozan; MD, Assistant Professor, Anesthesiology & Perioperative Medicine, UH
Adamek, Peter; MD, Assistant Professor, Anesthesiology & Perioperative Medicine, UH
Adur, Anjali; MBBS, Assistant Professor, Anesthesiology & Perioperative Medicine, UH
Al Haddadin, Caroline; MBBS, Assistant Professor, Anesthesiology & Perioperative Medicine, UH
Altose, Michael; MD PhD, Associate Professor, Anesthesiology & Perioperative Medicine, UH
Angus, Shane; MS, Assistant Professor, Anesthesiology & Perioperative Medicine, UH
Applegate, Gregory; DO, Assistant Professor, Anesthesiology & Perioperative Medicine, UH
Arain, Faisal; MBBS, Assistant Professor, Anesthesiology & Perioperative Medicine, UH
Asher, Daniel; MD, Assistant Professor, Anesthesiology & Perioperative Medicine, UH
Avery, Edwin; MD, Professor, Anesthesiology & Perioperative Medicine, UH
Bartone, Tracy; MD, Assistant Professor, Anesthesiology & Perioperative Medicine, UH
Berkelhamer, Maura; MD, Assistant Professor, Anesthesiology & Perioperative Medicine, UH
Bora, Vaibhov; MBBS, Assistant Professor, Anesthesiology & Perioperative Medicine, UH
Cascorbi, Helmut; MD PhD, Professor, Anesthesiology & Perioperative Medicine, UH
Cechner, Ronald; PhD, Assistant Professor, Anesthesiology & Perioperative Medicine, UH
Chiong, Katya; MD, Assistant Professor, Anesthesiology & Perioperative Medicine, UH
Cho, Kathleen; MD, Assistant Professor, Anesthesiology & Perioperative Medicine, UH
Conger, David; MD, Assistant Professor, Anesthesiology & Perioperative Medicine, UH
Coyne, Dane; MD, Assistant Professor, Anesthesiology & Perioperative Medicine, UH
Ding, Xueqin; MD PhD, Assistant Professor, Anesthesiology & Perioperative Medicine, UH
Dininny, David; MD, Assistant Professor, Anesthesiology & Perioperative Medicine, UH
Fitzsimons, Brian; MD, Assistant Professor, Anesthesiology & Perioperative Medicine, UH
Forrest, Carl; MD, Assistant Professor, Anesthesiology & Perioperative Medicine, UH
Frazee, Tiffany; MD, Assistant Professor, Anesthesiology & Perioperative Medicine, UH
Furey, Erin; MD, Assistant Professor, Anesthesiology & Perioperative Medicine, UH
Ghafoori, Sherine; MD, Assistant Professor, Anesthesiology & Perioperative Medicine, UH
Ghaly, Mary; MBBCh, Assistant Professor, Anesthesiology & Perioperative Medicine, UH
Glasser, David; MD, Assistant Professor, Anesthesiology & Perioperative Medicine, UH
Goldfinger, Mark; MD, Assistant Professor, Anesthesiology & Perioperative Medicine, UH
Goodman, Evan; MD, Assistant Professor, Anesthesiology & Perioperative Medicine, UH
Graber, Raymond; MD, Associate Professor, Anesthesiology & Perioperative Medicine, UH
Grass, Jeffrey; MD, Professor, Anesthesiology & Perioperative Medicine, UH
Haas, Adam; MD, Assistant Professor, Anesthesiology & Perioperative Medicine, UH
Haskins, Brian; MS, Instructor, Anesthesiology & Perioperative Medicine, UH
Hayek, Salim; MD PhD, Professor, Anesthesiology & Perioperative Medicine, UH
Helou, Mada; MD, Assistant Professor, Anesthesiology & Perioperative Medicine, UH
Hill, James; MD, Assistant Professor, Anesthesiology & Perioperative Medicine, UH
Hirsch, Irving; MD, Assistant Professor, Anesthesiology & Perioperative Medicine, UH
Hoban, Jeremy; MD, Assistant Professor, Anesthesiology & Perioperative Medicine, UH
Hoffmann, Cassandra; MD, Assistant Professor, Anesthesiology & Perioperative Medicine, UH
Hopcian, Jeffrey; MD, Assistant Professor, Anesthesiology & Perioperative Medicine, UH
Hunt, Stephen; MS, Instructor, Anesthesiology & Perioperative Medicine, UH
Johnson, Angela; MD, Assistant Professor, Anesthesiology & Perioperative Medicine, UH
Hoit, Brian; MD, Professor, Medicine, UH
Hojat, Leila; MD, Assistant Professor, Medicine, UH
Hsieh, Yee-Hsee; PhD, Assistant Professor, Medicine, UH
Ismail-Beigi, Faramarz; MD PhD, Professor, Medicine, UH
Isenberg, Gerard; MD, Associate Professor, Medicine, UH
Jacobson, Jeffrey; MD, Professor, Medicine, UH
Jain, Mukesh K.; MD, Professor, Medicine, UH
Jenkins, Trevor; MD, Assistant Professor, Medicine, UH
Jittirat, Arksarapuk; MD, Assistant Professor, Medicine, UH
Johnson, John; MD, Professor, Medicine, UH
Josephson, Richard; MD, Professor, Medicine, UH
Kaelber, Kristin; MD PhD, Assistant Professor, Medicine, UH
Kansal, Sheru; MD, Assistant Professor, Medicine, UH
Katz, Jeffry; MD, Professor, Medicine, UH
Kistemaker, Aaron; MD, Assistant Professor, Medicine, UH
Lam, Minh; PhD, Assistant Professor, Medicine, UH
Lathia, Amanda; MD PhD, Assistant Professor, Medicine, UH
Lee, Richard; MD, Associate Professor, Medicine, UH
Lee, Taryn; MD, Assistant Professor, Medicine, UH
Leizman, Debra; MD, Associate Professor, Medicine, UH
Lemonovich, Tracy; MD, Assistant Professor, Medicine, UH
Liao, Xudong; PhD, Assistant Professor, Medicine, UH
Lisgaris, Michelle; MD, Assistant Professor, Medicine, UH
Longenecker, Christopher; MD, Associate Professor, Medicine, UH
Mackall, Judith; MD, Professor, Medicine, UH
Maiseyeu, Andrei; PhD, Assistant Professor, Medicine, UH
Malek, Ehsan; MD, Assistant Professor, Medicine, UH
Malemud, Charles; PhD, Professor, Medicine, UH
Mangla, Ankit; MBBS, Assistant Professor, Medicine, UH
Manickam, Chitra; MBBS, Assistant Professor, Medicine, UH
Markowitz, Sanford; MD PhD, Professor, Medicine, UH
Martin, Bradley; MD, Instructor, Medicine, UH
Matsuyama, Shigemi; PhD, Associate Professor, Medicine, UH
Matar, Maya; MD, Assistant Professor, Medicine, UH
Mendiratta, Prateek; MD, Assistant Professor, Medicine, UH
Metheny, Leland; MD, Assistant Professor, Medicine, UH
Moghbelli, Meisam; MD, Assistant Professor, Medicine, UH
Mohamed, Amr; MD, Assistant Professor, Medicine, UH
Moinova, Helen; PhD, Instructor, Medicine, UH
Montero, Alberto; MD, Associate Professor, Medicine, UH
Nayak, Lalitha; MD, Assistant Professor, Medicine, UH
Negrea, Lavinia; MD, Associate Professor, Medicine, UH
O'Brien, Timothy; MD, Associate Professor, Medicine, UH
Otegbeye, Folashade; MBCh, Assistant Professor, Medicine, UH
Owusu, Cynthia; MBCh, Associate Professor, Medicine, UH
Padiyar, Aparna; MD, Assistant Professor, Medicine, UH
Parameshwaran, Reshmi; PhD, Assistant Professor, Medicine, UH
Parasa, Sravanthi; MBBS, Assistant Professor, Medicine, UH
Papa, Andrea; Pharm D, Assistant Professor, Medicine, UH
Post, Anthony; MD, Associate Professor, Medicine, UH
Pradhan, Nishigandha; MD MBBS, Assistant Professor, Medicine, UH
Premont, Richard; PhD, Associate Professor, Medicine, UH
Proweller, Aaron; MD PhD, Associate Professor, Medicine, UH
Rahman, Mahboob; MBBS, Professor, Medicine, UH
Rajagopalan, Sanjay; MBBS, Professor, Medicine, UH
Ramirez-Bergeron, Diana; PhD, Associate Professor, Medicine, UH
Rashid, Imran; MBBS, Assistant Professor, Medicine, UH
Razavi Nematollahi, Laleh; MD, Assistant Professor, Medicine, UH
Renston, Jeffrey; MD, Associate Professor, Medicine, UH
Robinson, Monique; MBBS, Assistant Professor, Medicine, UH
Rodriguez-Palacios, Alexander; DMV PhD, Assistant Professor, Medicine, UH
Rosenthal, Noah; MD, Assistant Professor, Medicine, UH
Rowbottom, Rosetta; MD, Assistant Professor, Medicine, UH
Saade, Elie; MD, Assistant Professor, Medicine, UH
Sabik, Ellen; MD, Assistant Professor, Medicine, UH
Sahadevan, Jayakumar; MBBS, Professor, Medicine, UH
Salata, Robert; MD, Professor, Medicine, UH
Saltzman, Joel; MD, Assistant Professor, Medicine, UH
Sarabu, Nagaraju; MBBS, Assistant Professor, Medicine, UH
Savoca, Jennifer; MD, Assistant Professor, Medicine, UH
Schilz, Robert; O.D., Associate Professor, Medicine, UH
Fernandez-Baca Vaca, Guadalupe; MBBS, Assistant Professor, Neurology, UH
Furlan, Anthony; MD, Professor, Neurology, UH
Geiger, Christopher; DO, Assistant Professor, Neurology, UH
Griggins, Cynthia; PhD, Assistant Professor, Neurology, UH
Gunzler, Steven; MD, Assistant Professor, Neurology, UH
Hurtado, Luisa; MD, Assistant Professor, Neurology, UH
Kahriman, Mustafa; MD, Assistant Professor, Neurology, UH
Katirji, Bashar; MD, Professor, Neurology, UH
Kilbane, Camilla; MD, Assistant Professor, Neurology, UH
Lee, Catherine; PhD, Assistant Professor, Neurology, UH
Lerner, Alan; MD, Professor, Neurology, UH
Losarcos, Naiara; MD, Assistant Professor, Neurology, UH
Luders, Hans; MD PhD, Professor, Neurology, UH
McEnery, Maureen, PhD, Associate Professor, Neurology, UH
Miller, Daniel; MD, Assistant Professor, Neurology, UH
Miller, Lindsay; PhD, Assistant Professor, Neurology, UH
Ogrocki, Paula; PhD, Assistant Professor, Neurology, UH
Preston, David; MD, Professor, Neurology, UH
Ramos-Estebanez, Ciro; MD PhD, Assistant Professor, Neurology, UH
Robinson, Jenice; MD, Assistant Professor, Neurology, UH
Sawlani, Komal; MD, Assistant Professor, Neurology, UH
Serra, Alessandro; MD PhD, Assistant Professor, Neurology, UH
Shaikh, Aasef; MBBS, Associate Professor, Neurology, UH
Shapiro, Barbara; MD PhD, Associate Professor, Neurology, UH
Sila, Cathy; MD, Professor, Neurology, UH
Sundararajan, Sophia; MD PhD, Associate Professor, Neurology, UH
Thyagaraj, Suraj; PhD MBA, Assistant Professor, Neurology, UH
Whitehouse, Peter; MD PhD, Professor, Neurology, UH
Xiong, Wei; MD, Assistant Professor, Neurology, UH
Zade, Jonathan; MD, Assistant Professor, Neurology, UH
Abrams, Michael; Associate Professor, Ophthalmology & Visual Sciences, UH
Bardenstein, David; MD, Professor, Ophthalmology & Visual Sciences, UH
Belkin, Julie; MD, Assistant Professor, Ophthalmology & Visual Sciences, UH
Benetz, Beth Ann; MA/MS, Professor, Ophthalmology & Visual Sciences, UH
Echegaray, Jose; MD, Assistant Professor, Ophthalmology & Visual Sciences, UH
Hitchman, Sara; OD, Senior Instructor, Ophthalmology & Visual Sciences, UH
Kapadia, Manasvee; MD, Assistant Professor, Ophthalmology & Visual Sciences, UH
Klein, Hayley; MD, Assistant Professor, Ophthalmology & Visual Sciences, UH
Kurup, Shree; MBBS, Professor, Ophthalmology & Visual Sciences, UH
Lass, Jonathan; MD, Professor, Ophthalmology & Visual Sciences, UH
Morgan, Michael; MD PhD, Assistant Professor, Ophthalmology & Visual Sciences, UH
Ohsie-Bajor, Linda; MD, Assistant Professor, Ophthalmology & Visual Sciences, UH
Omar, Ahmed; MD, Assistant Professor, Ophthalmology & Visual Sciences, UH
Orge, Faruk; MD, Professor, Ophthalmology & Visual Sciences, UH
Park, Paul; PhD, Associate Professor, Ophthalmology & Visual Sciences, UH
Peiffer, Adam; OD, Senior Instructor, Ophthalmology & Visual Sciences, UH
Pikuleva, Irina; PhD, Professor, Ophthalmology & Visual Sciences, UH
Prendes, Mark; MD, Assistant Professor, Ophthalmology & Visual Sciences, UH
Rhee, Douglas; MD, Professor, Ophthalmology & Visual Sciences, UH
Schonberg, Stacy; OD, Assistant Professor, Ophthalmology & Visual Sciences, UH
Sozeri, Yasemin; MD, Assistant Professor, Ophthalmology & Visual Sciences, UH
Stokkermans, Thomas; PhD, Assistant Professor, Ophthalmology & Visual Sciences, UH
Szczotka-Flynn, Loretta; O.D., Professor, Ophthalmology & Visual Sciences, UH
Taylor, Patricia; PhD, Assistant Professor, Ophthalmology & Visual Sciences, UH
Zeller, Irene; OD, Senior Instructor, Ophthalmology & Visual Sciences, UH
Ahn, Nicholas; MD, Professor, Orthopaedics, UH
Anderson, James; MD, Assistant Professor, Orthopaedics, UH
Bechtel, Christopher; MD, Assistant Professor, Orthopaedics, UH
Bogie, Kath; PhD, Associate Professor, Orthopaedics, UH
Boswell, Benjamin; OD, Senior Instructor, Orthopaedics, UH
Thuener, Jason; MD, Assistant Professor, Otolaryngology Head & Neck Surgery, UH
Yilmaz, Turker; MD, Instructor, Otolaryngology Head & Neck Surgery, UH
Zheng, Qing; MD, Associate Professor, Otolaryngology Head & Neck Surgery, UH
Anderson, James; MD PhD, Professor, Pathology, UH
Avril, Stefanie; MD, Assistant Professor, Pathology, UH
Bagby, Christina; D.O., Assistant Professor, Pathology, UH
Beck, Rose; MD PhD, Associate Professor, Pathology, UH
Bomeisl, Philip; D.O., Assistant Professor, Pathology, UH
Cherian, Sree; MBBS, Assistant Professor, Pathology, UH
Cohen, Mark; MD, Professor, Pathology, UH
Couce, Marta; MD PhD, Professor, Pathology, UH
Cui, Min; MD PhD, Assistant Professor, Pathology, UH
Downes, Katharine; MD, Associate Professor, Pathology, UH
Elliott, Robin; MD, Assistant Professor, Pathology, UH
Friedman, Kenneth; MD, Assistant Professor, Pathology, UH
Gilmore, Hannah; MD, Associate Professor, Pathology, UH
Greenspan, Neil; MD PhD, Professor, Pathology, UH
Harbhajanka, Aparna; MD, Assistant Professor, Pathology, UH
Harper, Holly; MD, Assistant Professor, Pathology, UH
Khattab, Ruba; MD, Assistant Professor, Pathology, UH
Liu, Wendy; MD PhD, Assistant Professor, Pathology, UH
MacLennan, Gregory; MD, Professor, Pathology, UH
Maitta, Robert; MD PhD, Assistant Professor, Pathology, UH
Meyerson, Howard; MD, Professor, Pathology, UH
Michael, Claire; MBBCH, Professor, Pathology, UH
Mneimneh, Wadad; MBBS, Assistant Professor, Pathology, UH
Noguez, Jaime; PhD, Assistant Professor, Pathology, UH
Oduro, Kwadwo; MD PhD, Assistant Professor, Pathology, UH
Prior, Thomas; PhD, Professor, Pathology, UH
Ravishankar, Sanjita; MD, Assistant Professor, Pathology, UH
Redline, Raymond; MD, Professor, Pathology, UH
Reeves, Hollie; DO, Assistant Professor, Pathology, UH
Ryder, Christopher; MD PhD, Assistant Professor, Pathology, UH
Saab, Shahrazad; MD, Assistant Professor, Pathology, UH
Sadri, Navid; MD PhD, Assistant Professor, Pathology, UH
Schartner, Christine; MD, Associate Professor, Pathology, UH
Shetty, Shashirekha; PhD, Associate Professor, Pathology, UH
Sigel, Jessica; MD, Assistant Professor, Pathology, UH
Wald, David; MD PhD, Associate Professor, Pathology, UH
Wasman, Jay; MD, Associate Professor, Pathology, UH
Willis, Joseph; MBBS, Professor, Pathology, UH
Xin, Wei; MD PhD, Associate Professor, Pathology, UH
Yoest, Jennifer; MD, Assistant Professor, Pathology, UH
Zarei, Shabnam; MD, Assistant Professor, Pathology, UH
Zhou, Lan; MD PhD, Professor, Pathology, UH
Ahuja, Sanjay; MBBS, Professor, Pediatrics, UH
Allen, Elizabeth; MD, Associate Professor, Pediatrics, UH
Anders, Ingrid; MD, Assistant Professor, Pediatrics, UH
Anderson, Jennifer; PhD, Assistant Professor, Pediatrics, UH
Arruda, Maria; MD, Associate Professor, Pediatrics, UH
Azok, Jill; MD, Assistant Professor, Pediatrics, UH
Babbitt, Erin; Psy.D, Assistant Professor, Pediatrics, UH
Bacevice, Ann Mary; MD, Associate Professor, Pediatrics, UH
Baez-Socorro, Virginia; MD, Associate Professor, Pediatrics, UH
Barry, Christine; PhD, Associate Professor, Pediatrics, UH
Bartley, Matthew; MD, Assistant Professor, Pediatrics, UH
Bass, Nancy; MD, Associate Professor, Pediatrics, UH
Bhola, Monika; MBBS, Associate Professor, Pediatrics, UH
Bocks, Martin; MD, Associate Professor, Pediatrics, UH
Bole, Aparna; MD, Associate Professor, Pediatrics, UH
Bothe, Denise; MD, Associate Professor, Pediatrics, UH
Boutry, Mireille; MD, Associate Professor, Pediatrics, UH
Bowen, Susan; PhD, Assistant Professor, Pediatrics, UH
Briskin, Susanah; MD, Associate Professor, Pediatrics, UH
Broberg, Meredith; MD, Associate Professor, Pediatrics, UH
Burkhart, Kimberly; PhD, Assistant Professor, Pediatrics, UH
Butchko, Gary; MD, Assistant Professor, Pediatrics, UH
Camasso, Karen; MD, Assistant Professor, Pediatrics, UH
Chaaban, Sarah; MD, Assistant Professor, Pediatrics, UH
Charla, Pradeepkumar; MBBS, Assistant Professor, Pediatrics, UH
Lewis, Stephen; PhD, Professor, Pediatrics, UH
Lipman, Catherine; MD, Assistant Professor, Pediatrics, UH
LoParo, Bridget; MD, Assistant Professor, Pediatrics, UH
Lopes, Joao; MD, Assistant Professor, Pediatrics, UH
Lozier, John; MD, Assistant Professor, Pediatrics, UH
MacFarlane, Peter; PhD, Associate Professor, Pediatrics, UH
MacLeish, Sarah; MD, Associate Professor, Pediatrics, UH
Madden, Jessica; MD, Assistant Professor, Pediatrics, UH
Malek, Eliane; MD, Assistant Professor, Pediatrics, UH
Marko, Angela; DO, Assistant Professor, Pediatrics, UH
Martin, Richard; MBBS, Professor, Pediatrics, UH
McDavid, Lolita; MD, Professor, Pediatrics, UH
McBennett, Kimberly; MD PhD, Associate Professor, Pediatrics, UH
McComsey, Grace; MD, Professor, Pediatrics, UH
McDowell, Erin; MD, Assistant Professor, Pediatrics, UH
Miller, Kathryn; MD, Associate Professor, Pediatrics, UH
Miller, Marlene; MD, Professor, Pediatrics, UH
Moses, Jonathan; MD, Assistant Professor, Pediatrics, UH
Myers, Katherine; DO, Assistant Professor, Pediatrics, UH
Myers, Ross; MD, Associate Professor, Pediatrics, UH
Nguyen, Christina; MD, Assistant Professor, Pediatrics, UH
Nock, Mary; MD, Professor, Pediatrics, UH
Olicker, Arielle; MD, Assistant Professor, Pediatrics, UH
Park, Jun Tae; MD, Associate Professor, Pediatrics, UH
Pateva, Irina; MD, Assistant Professor, Pediatrics, UH
Patrinos, Mary; MD, Assistant Professor, Pediatrics, UH
Payne, Allison; MD, Assistant Professor, Pediatrics, UH
Piccone, Connie; MD, Associate Professor, Pediatrics, UH
Plummer, Sarah; MD, Assistant Professor, Pediatrics, UH
Ponitz, Keith; MD, Associate Professor, Pediatrics, UH
Raffay, Thomas; MD, Assistant Professor, Pediatrics, UH
Redus-McCoy, Angelique; MD, Assistant Professor, Pediatrics, UH
Ribeiro, Ana Paula; MD, Assistant Professor, Pediatrics, UH
Robbins, Nathaniel; MD, Assistant Professor, Pediatrics, UH
Roesch, Erica; MD, Assistant Professor, Pediatrics, UH
Roizen, Nancy; MD, Professor, Pediatrics, UH
Ronis, Sarah; MD, Assistant Professor, Pediatrics, UH
Rosace, Regina; MD, Assistant Professor, Pediatrics, UH
Rose, Jerri; MD, Associate Professor, Pediatrics, UH
Ross, Kristie; MD, Associate Professor, Pediatrics, UH
Ruda Wessell, Kathryn; DO, Assistant Professor, Pediatrics, UH
Sabe, Ramy; MBBS, Assistant Professor, Pediatrics, UH
Sankararaman, Senthilkumar; MBBS, Assistant Professor, Pediatrics, UH
Scherer, Catherine; DO, Assistant Professor, Pediatrics, UH
Seibert, Tasa; MD, Assistant Professor, Pediatrics, UH
Sferra, Thomas; MD, Professor, Pediatrics, UH
Shah, Vidhi; MD, Assistant Professor, Pediatrics, UH
Shahid, Asim; MD, Associate Professor, Pediatrics, UH
Shein, Steven; MD, Associate Professor, Pediatrics, UH
Shivapour, Jill; MD, Assistant Professor, Pediatrics, UH
Slain, Katherine; DO, Assistant Professor, Pediatrics, UH
Snyder, Christopher; MD, Professor, Pediatrics, UH
Solomon, Mary; D.O., Associate Professor, Pediatrics, UH
Speicher, David; MD, Associate Professor, Pediatrics, UH
Speicher, Richard; MD, Associate Professor, Pediatrics, UH
Splawski, Judy; MD, Associate Professor, Pediatrics, UH
Stachowiak, Alyssa; MD, Assistant Professor, Pediatrics, UH
Stearns, Duncan; MD, Associate Professor, Pediatrics, UH
Stempowski, Melanie; MD, Assistant Professor, Pediatrics, UH
Stephans, Allayne; MD, Assistant Professor, Pediatrics, UH
Stern, Noam; MD, Assistant Professor, Pediatrics, UH
Stork, Eileen; MD, Professor, Pediatrics, UH
Stormorken, Anne; MD, Professor, Pediatrics, UH
Strainic, James; MD, Assistant Professor, Pediatrics, UH
Strosaker, Robyn; MD, Associate Professor, Pediatrics, UH
Tangen, Rachel; PhD, Associate Professor, Pediatrics, UH
Tass, Brittany; DO, Assistant Professor, Pediatrics, UH
Toltzis, Philip; MD, Professor, Pediatrics, UH
Uli, Naveen; MBBS, Associate Professor, Pediatrics, UH
VanHeyst, Kristen; DO, Assistant Professor, Pediatrics, UH
Viswanathan, Anuradha; MBBS, Assistant Professor, Pediatrics, UH
Waldron, Jennifer; DO, Assistant Professor, Pediatrics, UH
Walsh, Michele; MD, Professor, Pediatrics, UH
Wilhelm, Carolyn; MD, Assistant Professor, Pediatrics, UH
Wilson-Costello, Deanne; MD, Professor, Pediatrics, UH
Wiznitzer, Max; MD, Professor, Pediatrics, UH
Wood, Jamie; MD, Associate Professor, Pediatrics, UH
Yalcinkaya, Gulgun; MD, Assistant Professor, Pediatrics, UH
Yaskey, Regina; MD, Assistant Professor, Pediatrics, UH
Zimmerman, Teresa; MD, Assistant Professor, Pediatrics, UH
Zoltanski, Joan; MD, Assistant Professor, Pediatrics, UH
Kumar, Anand; MD, Professor, Plastic Surgery, UH
Soltanian, Hooman; MD, Associate Professor, Plastic Surgery, UH
Adan, Francoise; MD, Assistant Professor, Psychiatry, UH
Adegbola, Abidemi; MD, Assistant Professor, Psychiatry, UH
Ahmad, Erum; MD, Assistant Professor, Psychiatry, UH
Ahmed-Jauregui, Samina; Psy.D, Assistant Professor, Psychiatry, UH
Amin, Jaina; MD, Assistant Professor, Psychiatry, UH
Amunategui, Luis; PhD, Assistant Professor, Psychiatry, UH
Andersen, Matthew; MD, Senior Instructor, Psychiatry, UH
Barnes, Stephanie; MD, Assistant Professor, Psychiatry, UH
Bedosky, Joseph; PhD, Assistant Professor, Psychiatry, UH
Borodyanskaya, Mariya; DO, Senior Instructor, Psychiatry, UH
Brandstetter, Jennifer; MD, Assistant Professor, Psychiatry, UH
Bransteter, Irina; PhD, Assistant Professor, Psychiatry, UH
Braun-Gabelman, Ashley; PhD, Assistant Professor, Psychiatry, UH
Bruce, Neil; MD, Senior Instructor, Psychiatry, UH
Calabrese, Joseph; MD, Professor, Psychiatry, UH
Caringi, Vincent; MD, Assistant Professor, Psychiatry, UH
Cerny, Cathleen; MD, Associate Professor, Psychiatry, UH
Chester, Robert; Psy.D, Senior Instructor, Psychiatry, UH
Clegg, Kathleen; MD, Associate Professor, Psychiatry, UH
Conklin, Danette; PhD, Assistant Professor, Psychiatry, UH
Delos-Reyes, Christina; MD, Associate Professor, Psychiatry, UH
Dines, Philipp; MD, PhD, Associate Professor, Psychiatry, UH
Fogarty, Karissa; PsyD, Senior Instructor, Psychiatry, UH
Friedman, Lois; PhD, Professor, Psychiatry, UH
Gabriel, Mary; MD, Assistant Professor, Psychiatry, UH
Ganocy, Stephen; PhD, Assistant Professor, Psychiatry, UH
Gao, Keming; MD PhD, Professor, Psychiatry, UH
Goldman, Sara; MD, Assistant Professor, Psychiatry, UH
Hahn, David; MD, Assistant Professor, Psychiatry, UH
Hall, Marcie; MD, Assistant Professor, Psychiatry, UH
Hamp, Steven; PhD, Assistant Professor, Psychiatry, UH
Harris, Elizabeth; PhD, Assistant Professor, Psychiatry, UH
Hatters-Friedman, Susan; MD, Professor, Psychiatry, UH
Heather, John; MD, Assistant Professor, Psychiatry, UH
Hertzer, John; MD, Assistant Professor, Psychiatry, UH
Hunt, Andrew; MD, Assistant Professor, Psychiatry, UH
Janata, Jeffrey; PhD, Professor, Psychiatry, UH
Karakurt, Gunnur; PhD, Associate Professor, Psychiatry, UH
Khan, Jahanzeb; MD, Senior Instructor, Psychiatry, UH
Kimmel, Susan; MD, Assistant Professor, Psychiatry, UH
Lackamp, Jeanne; MD, Associate Professor, Psychiatry, UH
Lalone, Katy; MD, Assistant Professor, Psychiatry, UH
Levin, Jennifer; PhD, Associate Professor, Psychiatry, UH
Lewis, Carol; MD, Assistant Professor, Psychiatry, UH
Liebenthal, David; PhD, Assistant Professor, Psychiatry, UH
Luther, Charles; MD, Assistant Professor, Psychiatry, UH
Lytle, Sarah; MD, Assistant Professor, Psychiatry, UH
Mavissakalian, Matig; MD, Professor, Psychiatry, UH
McNamara, Nora; MD, Assistant Professor, Psychiatry, UH
McVoy, Molly; MD, Assistant Professor, Psychiatry, UH
Minnillo, Paul; PhD, Assistant Professor, Psychiatry, UH
Mitchell, Clare; PhD, Assistant Professor, Psychiatry, UH
Munir, Farah; D.O., Assistant Professor, Psychiatry, UH
Newton, Matthew; DO, Assistant Professor, Psychiatry, UH
Noffsinger, Stephen; MD, Associate Professor, Psychiatry, UH
Padrino, Susan; MD, Associate Professor, Psychiatry, UH
Pieper, Andrew; MD PhD, Professor, Psychiatry, UH
Ramirez, Luis; MD, Professor, Psychiatry, UH
Reed, Eric; MD, Senior Instructor, Psychiatry, UH
Resnick, Phillip; MD, Professor, Psychiatry, UH
Romero, Michelle; DO, Assistant Professor, Psychiatry, UH
Ronis, Robert; MD, Professor, Psychiatry, UH
Ruedrich, Stephen; MD, Professor, Psychiatry, UH
Runnels, Patrick; MD, Associate Professor, Psychiatry, UH
Sajatovic, Martha; MD, Professor, Psychiatry, UH
Scheidemantel, Thomas; MD, Assistant Professor, Psychiatry, UH
Schinagle, Martha; MD, Assistant Professor, Psychiatry, UH
Schlachet, Rebecca; D.O., Assistant Professor, Psychiatry, UH
Semple, William; PhD, Assistant Professor, Psychiatry, UH
Shirley, Edwin; PhD, Assistant Professor, Psychiatry, UH
Shrestha, Priya; MBBS, Senior Instructor, Psychiatry, UH
Shrestha, Rajeet; MBBS, Assistant Professor, Psychiatry, UH
Stansbrey, Robert; MD, Assistant Professor, Psychiatry, UH
Testa, Megan; MD, Assistant Professor, Psychiatry, UH
Tien, Karen; PhD, Assistant Professor, Psychiatry, UH
Wang, Alexandra; MD, Senior Instructor, Psychiatry, UH
West, Sara; MD, Assistant Professor, Psychiatry, UH
Wills, Cheryl; MD, Associate Professor, Psychiatry, UH
Zryl, Sara; PhD, Senior Instructor, Psychiatry, UH
Bao, Ande; PhD, Associate Professor, Radiation Oncology, UH
Choi, Serah; MD PhD, Assistant Professor, Radiation Oncology, UH
Colussi, Valdir; PhD, Associate Professor, Radiation Oncology, UH
Dorth, Jennifer; MD, Associate Professor, Radiation Oncology, UH
Geis, Paul; PhD, Assistant Professor, Radiation Oncology, UH
Harris, Eleanor; MD, Professor, Radiation Oncology, UH
Lyons, Janice; MD, Associate Professor, Radiation Oncology, UH
Machtay, Mitchell; MD, Professor, Radiation Oncology, UH
Mansur, David; MD, Associate Professor, Radiation Oncology, UH
Novak, Louis; MD, Assistant Professor, Radiation Oncology, UH
Pereira, Gisele; PhD, Assistant Professor, Radiation Oncology, UH
Podder, Tarun; PhD, Professor, Radiation Oncology, UH
Traughber, Bryan; MD, Assistant Professor, Radiation Oncology, UH
Yao, Min; MD PhD, Professor, Radiation Oncology, UH
Yuan, Jiankui Jake; PhD, Associate Professor, Radiation Oncology, UH
Zhang, Yuxia; MS, Instructor, Radiation Oncology, UH
Zheng, Yiran; PhD, Assistant Professor, Radiation Oncology, UH
Abboud, Salim; MD, Assistant Professor, Radiology, UH
Al-Natour, Mohammed; MBBS, Assistant Professor, Radiology, UH
Ansari Gilani, Kianoush; MD, Assistant Professor, Radiology, UH
Avril, Norbert; MD, Professor, Radiology, UH
Azer, Nami; MD, Associate Professor, Radiology, UH
Badve, Chaitra; MD, Assistant Professor, Radiology, UH
Basilion, James; PhD, Professor, Radiology, UH
Berlin, Sheila; MD, Associate Professor, Radiology, UH
Coffey, Michael; MD, Assistant Professor, Radiology, UH
Constantinou, Niki; MD, Assistant Professor, Radiology, UH
Davidson, Jon; MD, Associate Professor, Radiology, UH
Exner, Agata; PhD, Professor, Radiology, UH
Finkelstein, Evan; MD, Assistant Professor, Radiology, UH
Flask, Chris; PhD, Professor, Radiology, UH
Gilkeson, Robert; MD, Professor, Radiology, UH
Griswold, Mark; PhD, Professor, Radiology, UH
Gupta, Amit; MBBS, Assistant Professor, Radiology, UH
Haaga, John; MD, Professor, Radiology, UH
Hemal, Upma; MD, Assistant Professor, Radiology, UH
Herrmann, Karin; Md PhD, Associate Professor, Radiology, UH
Jones, Robert; MD, Assistant Professor, Radiology, UH
Jordan, David; PhD, Associate Professor, Radiology, UH
Klein, Nina; MD, Assistant Professor, Radiology, UH
Kosaraju, Vijaya; MD, Assistant Professor, Radiology, UH
Kosmas, Christos; MD, Assistant Professor, Radiology, UH
Lanzieri, Charles; MD, Professor, Radiology, UH
Lee, Zhenghong; PhD, Professor, Radiology, UH
Marshall, Holly; MD, Assistant Professor, Radiology, UH
Martin, Douglas; MD PhD, Assistant Professor, Radiology, UH
McLoney, Eric; MD, Assistant Professor, Radiology, UH
Mehta, Lina; MD, Professor, Radiology, UH
Muzic, Raymond; PhD, Professor, Radiology, UH
Nakamoto, Dean; MD, Professor, Radiology, UH
Nayate, Ameya; MD, Assistant Professor, Radiology, UH
Nicklas-Coffey, Anne; MD, Assistant Professor, Radiology, UH
O’Donnell, James; MD, Professor, Radiology, UH
Paspulati, Raj; MBBS, Professor, Radiology, UH
School of Medicine Faculty

Dietz, Jill; MD, Associate Professor, Surgery, UH
Dingeldein, Michael; MD, Assistant Professor, Surgery, UH
Hardacre, Jeffrey; MD, Professor, Surgery, UH
Harth, Karem; MD, Assistant Professor, Surgery, UH
Harvey, Donald; MD, Assistant Professor, Surgery, UH
Humphreville, Vanessa; MD, Assistant Professor, Surgery, UH
Juza, Ryan; MD, Assistant Professor, Surgery, UH
Kashyap, Vikram; MD, Professor, Surgery, UH
Khaitan, Leena; MD, Professor, Surgery, UH
Kim, Anne; MD, Assistant Professor, Surgery, UH
Linden, Philip; MD, Professor, Surgery, UH
Lineberry, Kyle; MD, Assistant Professor, Surgery, UH
Marks, Jeffrey; MD, Professor, Surgery, UH
Miller, Megan; MD, Assistant Professor, Surgery, UH
Miyasaka, Eiichi; MD, Assistant Professor, Surgery, UH
Nash, Joshua; DO, Assistant Professor, Surgery, UH
Onders, Raymond; MD, Professor, Surgery, UH
Palanisamy, Arun; PhD, Assistant Professor, Surgery, UH
Peters, Jeffrey; MD, Professor, Surgery, UH
Powell, Alexis; MD, Assistant Professor, Surgery, UH
Reynolds, Harry; MD, Associate Professor, Surgery, UH
Robke, Jason; MD, Assistant Professor, Surgery, UH
Rothermel, Luke; MD MPH, Assistant Professor, Surgery, UH
Sabik, Joseph; MD, Professor, Surgery, UH
Sanchez, Edmund; MD, Associate Professor, Surgery, UH
Schomisch, Steve; PhD, Assistant Professor, Surgery, UH
Shenk, Robert; MD, Associate Professor, Surgery, UH
Stein, Sharon; MD, Associate Professor, Surgery, UH
Steinhagen, Emily; MD, Assistant Professor, Surgery, UH
Towe, Christopher; MD, Associate Professor, Surgery, UH
Trunzo, Joseph; MD, Assistant Professor, Surgery, UH
Violette, Aisha; MD, Assistant Professor, Surgery, UH
Wilhelm, Scott; MD, Professor, Surgery, UH
Winter, Jordan; MD, Professor, Surgery, UH
Wong, Virginia; MD, Assistant Professor, Surgery, UH
Worrell, Stephanie; MD, Assistant Professor, Surgery, UH

Bodner, Donald; MD, Professor, Urology, UH
Callaway, Adam; MD MPH, Assistant Professor, Urology, UH
Chuang, Debby; MD, Assistant Professor, Urology, UH
Grabowska, Magdalena; PhD, Assistant Professor, Urology, UH
Gupta, Sanjay; PhD, Professor, Urology, UH
Hannick, Jessica; MD, Assistant Professor, Urology, UH
Hijaz, Adonis; MD, Professor, Urology, UH
Jaeger, Irina; MD, Assistant Professor, Urology, UH
Loeb, Aram; MD, Assistant Professor, Urology, UH
Ponsky, Lee; MD, Professor, Urology, UH
Ross, Jonathan; MD, Professor, Urology, UH
Shoag, Jonathan; MD, Assistant Professor, Urology, UH
Thirumavalavan, Nannan; MD, Assistant Professor, Urology, UH
Woo, Lynn; MD, Associate Professor, Urology, UH
Bailey, Susan; DO, Assistant Professor, Anesthesiology & Perioperative Medicine, VA
Gandhi, Preeti; MBBS, Assistant Professor, Anesthesiology & Perioperative Medicine, VA
Kellem, Matthew; MD, Assistant Professor, Anesthesiology & Perioperative Medicine, VA
Malec, Chris; MD, Assistant Professor, Anesthesiology & Perioperative Medicine, VA
Mchaourab, Ali; MD, Associate Professor, Anesthesiology & Perioperative Medicine, VA
Raphaely, Susan; MD, Assistant Professor, Anesthesiology & Perioperative Medicine, VA
Veizi, Elais; MD PhD, Associate Professor, Anesthesiology & Perioperative Medicine, VA
Aguwu, Ogechi; MD, Instructor, Medicine, VA
Arons, Lisa; MD, Assistant Professor, Medicine, VA
Aron, David; MD, Professor, Medicine, VA
Augustine, Sarah; MD, Associate Professor, Medicine, VA
Baydoun, Atallah; MD, Senior Instructor, Medicine, VA
Blum, Andrew; MD, Assistant Professor, Medicine, VA
Bolaji, Ekundayo; MBBS, Assistant Professor, Medicine, VA
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<td>Gupta, Sayan</td>
<td>PhD, Adjunct Assistant Professor, Nutrition, SOM</td>
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<tr>
<td>Hambleton, Julie</td>
<td>MD, Adjunct Professor, Div Gen Med Sciences, SOM</td>
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<tr>
<td>Hamdan, Samia</td>
<td>M PH, Adjunct Instructor, Nutrition, SOM</td>
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<tr>
<td>Hamilton, Pamela</td>
<td>MS, Clinical Senior Instructor, Div Gen Med Sciences, SOM</td>
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<tr>
<td>Harmych, Mary</td>
<td>MSN, Clinical Senior Instructor, Div Gen Med Sciences, SOM</td>
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Harrington, John; PhD, Adjunct Assistant Professor, Div Gen Med Sciences, SOM
Harte, William; PhD, Clinical Professor, Div Gen Med Sciences, SOM
Heilbron, Patricia; MS, Adjunct Instructor, Pop & Quant Hlth Sci, SOM
Herrup, Karl; PhD, Adjunct Professor, Neurosciences, SOM
Heyman, Ellen; MSN, Adjunct Assistant Professor, Div Gen Med Sciences, SOM
Hogan, Elizabeth; MS, Clinical Instructor, Genetics & Genome Sc, SOM
Hooda, Sharjeel; MD, Clinical Assistant Professor, Div Gen Med Sciences, SOM
Howard, Paul; PhD, Adjunct Associate Professor, Envir Hlth Sciences, SOM
Hrach, Barbara; MD, Clinical Assistant Professor, Div Gen Med Sciences, SOM
Hurley, Sandi; RN, Adjunct Instructor, Pop & Quant Hlth Sci, SOM
Huss, John; PhD, Adjunct Assistant Professor, Bioethics, SOM
Hutchison, Lynne; MS, Adjunct Instructor, Nutrition, SOM
Ikeda-Saito, Masao; PhD, Adjunct Professor, Physiology/Biophysic, SOM
Iska, Annie; MSN, Clinical Assistant Professor, Div Gen Med Sciences, SOM
Ivansek, Nancy; MA PA-C, Clinical Assistant Professor, Div Gen Med Sciences, SOM
Jackson, Leila; PhD, Adjunct Assistant Professor, Pop & Quant Hlth Sci, SOM
Jacobson, Marti; MS RD LD, Adjunct Instructor, Nutrition, SOM
Jacobson, Neil; MD, Clinical Assistant Professor, Div Gen Med Sciences, SOM
Jacoby, William; MD, Clinical Assistant Professor, Div Gen Med Sciences, SOM
James, Arthur; MD, Clinical Professor, Div Gen Med Sciences, SOM
Janigro, Damir; PhD, Adjunct Professor, Physiology/Biophysic, SOM
Jeannette, Leah; PhD, Adjunct Instructor, Bioethics, SOM
Jin, Jian-Ping; PhD, Adjunct Professor, Physiology/Biophysic, SOM
Joiner, Charles; MD PhD, Clinical Associate Professor, Div Gen Med Sciences, SOM
Jones, Curtiss; MS, Clinical Instructor, Pathology, SOM
Juengst, Eric; PhD, Adjunct Professor, Bioethics, SOM
Jun, Gyungah; PhD, Adjunct Assistant Professor, Pop & Quant Hlth Sci, SOM
Kang, David; PhD, Adjunct Professor, Pathology, SOM
Karberg, Judith; RN, Clinical Assistant Professor, Div Gen Med Sciences, SOM
Kaspar, Brian; PhD, Adjunct Assistant Professor, Div Gen Med Sciences, SOM
Katzin, William; MD PhD, Clinical Associate Professor, Pathology, SOM
Kaur, Harmeet; PhD, Clinical Instructor, Pathology, SOM
Kegley, Charles; PhD, Adjunct Assistant Professor, Div Gen Med Sciences, SOM
Keltner, Llew; MD PhD, Adjunct Professor, Div Gen Med Sciences, SOM
Kerepesi, Karen; MS, Clinical Senior Instructor, Div Gen Med Sciences, SOM
Kern, Timothy; PhD, Adjunct Professor, Pharmacology, SOM
Kerner, Jennifer; MS, Adjunct Instructor, Nutrition, SOM
Khanal, Sanjaya; MD, Clinical Instructor, Div Gen Med Sciences, SOM
Khandelwal, Anjay; MBBS, Adjunct Assistant Professor, Bioethics, SOM
Kippes, Christopher; MS, Adjunct Instructor, Pop & Quant Hlth Sci, SOM
Kirwan, John; PhD, Adjunct Professor, Physiology/Biophysic, SOM
Kliszczuk-Smolilo, Natalia; BS, Adjunct Instructor, Nutrition, SOM
Knight, Michael; DO, Clinical Assistant Professor, Div Gen Med Sciences, SOM
Knopes, Julia; MA, Adjunct Instructor, Bioethics, SOM
Koletsky, Richard; MD, Clinical Assistant Professor, Nutrition, SOM
Komar, Anton; PhD, Adjunct Assistant Professor, Biochemistry, SOM
Korver, Susan; MS, Adjunct Instructor, Bioethics, SOM
Kothapalli, Chandrasekhar; PhD, Adjunct Assistant Professor, Div Gen Med Sciences, SOM
Kou, Tzuyung; PhD, Adjunct Assistant Professor, Pop & Quant Hlth Sci, SOM
Kretchmer, Kenneth; MD, Clinical Assistant Professor, Div Gen Med Sciences, SOM
Kuntz, Richard; MD, Adjunct Professor, Div Gen Med Sciences, SOM
Kunze, Diana; PhD, Adjunct Professor, Neurosciences, SOM
LaBeaud, Angelle; MD, Adjunct Assistant Professor, Div Gen Med Sciences, SOM
LaForest, Sharon Sherry; Pharm. D, Adjunct Instructor, Pharmacology, SOM
Lambrix, Marcie; MS, Adjunct Instructor, Bioethics, SOM
Landau, Steven; MD, Adjunct Professor, Div Gen Med Sciences, SOM
Landreth, Gary; PhD, Adjunct Professor, Neurosciences, SOM
Larkin, Elizabeth; MS, Adjunct Instructor, Pop & Quant Hlth Sci, SOM
Lasky, Larry; MD, Adjunct Assistant Professor, Div Gen Med Sciences, SOM
Leahy, Patrick; PhD, Adjunct Assistant Professor, Div Gen Med Sciences, SOM
Lederman, Muriel; PhD, Adjunct Associate Professor, Div Gen Med Sciences, SOM
Lee, Hyoung-gon; PhD, Adjunct Assistant Professor, Pathology, SOM
Lee, Moo-Yeal; Ph.D., Adjunct Assistant Professor, Div Gen Med Sciences, SOM
Lehmann, Paul; MD PhD, Adjunct Professor, Pathology, SOM
Leipzig, Nic; PhD, Adjunct Assistant Professor, Div Gen Med Sciences, SOM
Leonard, Reid; PhD, Adjunct Professor, Div Gen Med Sciences, SOM
Lester, Matthew; MBA MHS CPA, Adjunct Assistant Professor, Div Gen Med Sciences, SOM
Leverenz, James; MD, Clinical Assistant Professor, Div Gen Med Sciences, SOM
Levine, James; MD PhD, Adjunct Professor, Div Gen Med Sciences, SOM
Li, Li; MD, PhD, Adjunct Professor, Div Gen Med Sciences, SOM
Lidyard, Nicole; BS, Adjunct Instructor, Nutrition, SOM
Liebermann, James; MD, Clinical Associate Professor, Div Gen Med Sciences, SOM
Lisy, John; MS, Clinical Instructor, Div Gen Med Sciences, SOM
Liu, Huiping; MD PhD, Adjunct Assistant Professor, Pathology, SOM
Lopez de la Vieja, Maria; PhD, Adjunct Professor, Bioethics, SOM
Macklin, Wendy; PhD, Adjunct Professor, Neurosciences, SOM
Malhotra, Indu; PhD, Adjunct Instructor, Div Gen Med Sciences, SOM
Malone, James; JD, Adjunct Assistant Professor, Div Gen Med Sciences, SOM
Malone, Lindsay; MS, Adjunct Instructor, Nutrition, SOM
Mansell, Bridget; MA, Clinical Senior Instructor, Div Gen Med Sciences, SOM
Marino III, John; MD, Clinical Assistant Professor, Div Gen Med Sciences, SOM
Martinelli, Kathleen; MS, Clinical Assistant Professor, Div Gen Med Sciences, SOM
Matloub, Jacqueline; MBBS, Adjunct Assistant Professor, Div Gen Med Sciences, SOM
Mayer, Patricia; MD, Adjunct Instructor, Bioethics, SOM
Mays, Robert; PhD, Adjunct Assistant Professor, Div Gen Med Sciences, SOM
Mazzola, Sarah; MS, Clinical Instructor, Genetics & Genome Sc, SOM
McCabe, Melissa; MD, Clinical Assistant Professor, Div Gen Med Sciences, SOM
McCollom, Andrea; MD, Clinical Instructor, Pathology, SOM
Merlino, Stephanie; MS, Adjunct Instructor, Nutrition, SOM
Meropol, Neal; MD, Adjunct Professor, Div Gen Med Sciences, SOM
Mertz, Lori; BSN, Clinical Senior Instructor, Div Gen Med Sciences, SOM
Miller, Crystal; PhD, Adjunct Instructor, Neurosciences, SOM
Miller, William; MD, Adjunct Professor, Div Gen Med Sciences, SOM
Minor, Evan; MSN, Clinical Assistant Professor, Div Gen Med Sciences, SOM
Mirsky, Matthew; MD, Clinical Assistant Professor, Div Gen Med Sciences, SOM
Moawad, Heidi; MD, Clinical Assistant Professor, Div Gen Med Sciences, SOM
Moftakhar, Yasmin; MD, Clinical Assistant Professor, Div Gen Med Sciences, SOM
Mohr, Susanne; PhD, Adjunct Associate Professor, Physiology/Biophysic, SOM
Moiseenkov-Bell, Vera; PhD, Adjunct Associate Professor, Pharmacology, SOM
Moldovan, Nicanor; PhD, Adjunct Assistant Professor, Div Gen Med Sciences, SOM
Montgomery, Courtney; PhD, Adjunct Assistant Professor, Pop & Quant Hlth Sci, SOM
Mooney, Brandon; MS, Clinical Assistant Professor, Div Gen Med Sciences, SOM
Morello, Laura; MS, Adjunct Instructor, Bioethics, SOM
Morgan, Rebecca; M PH, Adjunct Assistant Professor, Pop & Quant Hlth Sci, SOM
Morris, Andrew; MPH, Adjunct Instructor, Pop & Quant Hlth Sci, SOM
Motley, Briana; PT, Adjunct Instructor, Div Gen Med Sciences, SOM
Mumaw, Michele; PhD, Adjunct Assistant Professor, Div Gen Med Sciences, SOM
Mupere, Ezekiel; PhD, Adjunct Assistant Professor, Pop & Quant Hlth Sci, SOM
Myeroff, Lois; PhD, Adjunct Instructor, Div Gen Med Sciences, SOM
Myers, Anna; MSN CNP, Clinical Assistant Professor, Div Gen Med Sciences, SOM
Ruma-Cullen, Christine; MSSA, Clinical Instructor, Div Gen Med Sciences, SOM

Rusnak, Suzanne; MSSA, Adjunct Instructor, Div Gen Med Sciences, SOM

Salahieh, Amrou; Adjunct Professor, Div Gen Med Sciences, SOM

Salameh, Ahlam; PhD, Adjunct Instructor, Physiology/Biophysics, SOM

Santurri, Laura; M PH, Adjunct Instructor, Pop & Quant Hlth Sci, SOM

Schmidt-Hayes, Bonnie; RD, Adjunct Instructor, Nutrition, SOM

Schnider, Stuart; MD PhD, Adjunct Assistant Professor, Div Gen Med Sciences, SOM

Schoff, James; JD, Adjunct Professor, Div Gen Med Sciences, SOM

Schwartz, Nina; MD, Clinical Assistant Professor, Div Gen Med Sciences, SOM

Schwartz, Robert; MD, Clinical Assistant Professor, Div Gen Med Sciences, SOM

Scott, Elaine; MD, Clinical Assistant Professor, Div Gen Med Sciences, SOM

Scott, Jacqueline; MS, Clinical Instructor, Genetics & Genome Sc, SOM

 Sekaly, Rafick-Pierre; PhD, Adjunct Professor, Pathology, SOM

Sersig, Beth; MD, Clinical Assistant Professor, Div Gen Med Sciences, SOM

Shah, Haikoo; MD, Clinical Assistant Professor, Div Gen Med Sciences, SOM

Sharoor, Md; PhD, Adjunct Instructor, Biochemistry, SOM

Shealy, Amy; MS, Clinical Instructor, Genetics & Genome Sc, SOM

Shefner, Laura; MD, Clinical Assistant Professor, Div Gen Med Sciences, SOM

Shine, Najeebah; MS, Adjunct Instructor, Nutrition, SOM

Silver, Daniel; PhD, Adjunct Instructor, Neurosciences, SOM

Simms, Bronwyn; LPCC-S, Adjunct Assistant Professor, Div Gen Med Sciences, SOM

Simon, Howard; MD, Clinical Assistant Professor, Div Gen Med Sciences, SOM

Skarie, Jonathan; MD PhD, Adjunct Instructor, Pop & Quant Hlth Sci, SOM

Slater, Sandra; RD LD, Adjunct Instructor, Nutrition, SOM

Smith, Julie; PhD, Adjunct Assistant Professor, Div Gen Med Sciences, SOM

Smith, Julie; PhD, Adjunct Assistant Professor, Div Gen Med Sciences, SOM

Snape, Michael; PhD, Adjunct Assistant Professor, Pathology, SOM

Sonnichsen, Frank; PhD, Adjunct Associate Professor, Physiology/Biophysics, SOM

Spetz, Gretchen; MS RD LD, Adjunct Instructor, Nutrition, SOM

Sriganthan, Kavitha; MD, Clinical Assistant Professor, Div Gen Med Sciences, SOM

Stevenson, Aundrea; MD, Clinical Assistant Professor, Div Gen Med Sciences, SOM

Stefer, Margot; Ed.M, Adjunct Assistant Professor, Bioethics, SOM

Stubblefield, Samantha; PhD, Adjunct Assistant Professor, Div Gen Med Sciences, SOM

Su, Bin; PhD, Adjunct Assistant Professor, Pharmacology, SOM

Subramanian, Sakthiraj; MD, Clinical Assistant Professor, Div Gen Med Sciences, SOM

Sun, Shuying; PhD, Adjunct Assistant Professor, Pop & Quant Hlth Sci, SOM

Switzer, Camille; RD LD, Adjunct Instructor, Nutrition, SOM

Tabbaa, Mousab; MD, Clinical Assistant Professor, Div Gen Med Sciences, SOM

Tamaskar, Ranjit; MBBS, Clinical Instructor, Div Gen Med Sciences, SOM

Tary-Lehmann, Magdalena; MD, Adjunct Associate Professor, Pathology, SOM

Tavana, Hossein; PhD, Adjunct Assistant Professor, Div Gen Med Sciences, SOM

Tavaria, Ashdin; MD, Clinical Instructor, Div Gen Med Sciences, SOM

Taylor, Lori; Ph.D., Adjunct Professor, Div Gen Med Sciences, SOM

Theru Arumugam, Sivakumaran; PhD, Adjunct Assistant Professor, Pop & Quant Hlth Sci, SOM

Ting, Anthony; PhD, Adjunct Assistant Professor, Div Gen Med Sciences, SOM

Tippett, Peter; MD PhD, Adjunct Professor, Div Gen Med Sciences, SOM

Titgemeier, Brigid; MS RDN LD, Adjunct Instructor, Nutrition, SOM

Topalsky, George; MD, Clinical Instructor, Div Gen Med Sciences, SOM

Tranchito, Lily; DO, Clinical Assistant Professor, Div Gen Med Sciences, SOM

Turcoliveri, Maria; MS, Adjunct Instructor, Nutrition, SOM

Van Bokkelen, Gil; PhD, Adjunct Assistant Professor, Div Gen Med Sciences, SOM

Vanderhoof, M.; MD, Clinical Instructor, Div Gen Med Sciences, SOM

Van'T Hof, Wouter; PhD, Adjunct Assistant Professor, Div Gen Med Sciences, SOM

Varadan, Vinay; PhD, Adjunct Assistant Professor, Div Gen Med Sciences, SOM

Varnes, Arthur; PhD, Adjunct Assistant Professor, Envir Hlth Sciences, SOM
Adley, Meagan; PsyD, Clinical Assistant Professor, Pediatrics, CCLCM
Afaneh, Huda; MD, Clinical Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Africa, Joseph; MD, Clinical Assistant Professor, Surgery, CCLCM
Agaiy, Sheremaria; MD, Clinical Assistant Professor, Medicine, CCLCM
Agarwal, Indu; MD, Clinical Assistant Professor, Radiology, CCLCM
Agarwal, Prateek; MBBS, Clinical Assistant Professor, Ophthalmology, CCLCM
Aggarwal, Avneep; MBBS, Clinical Assistant Professor, Anesthesiology, CCLCM
Agrawal, Neerja; MD, Clinical Assistant Professor, Medicine, CCLCM
Aguilera, Richard; MD, Clinical Assistant Professor, Medicine, CCLCM
Aguillon Prada, Robier; MD, Clinical Assistant Professor, Medicine, CCLCM
Ahmad, Afshan; MBCh, Clinical Assistant Professor, Family Medicine, CCLCM
Ahmad, Munir; MBBS, Clinical Assistant Professor, Surgery, CCLCM
Ahmad, Waqaas; MD, Clinical Assistant Professor, Medicine, CCLCM
Ahmed, Hina; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Ahmed, Naveen; MD, Clinical Assistant Professor, Medicine, CCLCM
Alam, Mohammad; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Al-Ansari, Shehab; MBBC, Clinical Assistant Professor, Medicine, CCLCM
Alappan, Narendrakumar; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Al-Ashkar, Feyrouz; MD, Clinical Assistant Professor, Medicine, CCLCM
Al-Bawab, Osama; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Albers-Bowling, Susan; Psy.D, Clinical Assistant Professor, Medicine, CCLCM
Aldana, Benigno; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Al-Abousi, May; MD, Clinical Assistant Professor, Medicine, CCLCM
Al-Amri, Mohammed; MBBS, Clinical Assistant Professor, Neurology, CCLCM
Albin, Ahmad; MBBC, Clinical Assistant Professor, Pathology, CCLCM
Alemdar, Gilberto; MD, Clinical Assistant Professor, Surgery, CCLCM
Alexopoulos, Andreas; MD, Clinical Assistant Professor, Medicine, CCLCM
Alfatih, Barda; MD, Clinical Assistant Professor, Medicine, CCLCM
Alduaij, Ahmad; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Al-Haddad, Adil; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Al-Khadra, Yasser; MD, Clinical Assistant Professor, Medicine, CCLCM
Allan, Daniel; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Allareddy, Raghavendra; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Alrefai, Ruba; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Aziz, Saqib; MD, Clinical Assistant Professor, Medicine, CCLCM
Azmat, Shaza; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Azok, Joseph; MD, Clinical Assistant Professor, Radiology, CCLCM
Babcox, Elizabeth; MD, Clinical Assistant Professor, Medicine, CCLCM
Babiuch, Allison; MD, Clinical Assistant Professor, Ophthalmology, CCLCM
Babiuch, Christopher; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Babu, Mayukh; MD, Clinical Assistant Professor, Radiology, CCLCM
Bacak, Stephen; DO MPH, Clinical Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Bacon, James; MBBCH, Clinical Assistant Professor, Ophthalmology, CCLCM
Badar, Mustanser; MD, Clinical Assistant Professor, Medicine, CCLCM
Bader, Feras; MBBS, Clinical Professor, Medicine, CCLCM
Badri, Rafal; MBBch, Clinical Assistant Professor, Surgery, CCLCM
Baez-Escudero, Jose; MD, Clinical Assistant Professor, Medicine, CCLCM
Bafadel, Ahmed; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Baggott, Brian; MD, Clinical Assistant Professor, Medicine, CCLCM
Bagh, Imad; MD, Clinical Assistant Professor, Medicine, CCLCM
Bagley, Rebecca; MD, Clinical Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Bahl, Charanjit; MBBS, Clinical Assistant Professor, Anesthesiology, CCLCM
Bahr, Florian; MD, Clinical Assistant Professor, Medicine, CCLCM
Baidoun, Firas; MD, Clinical Assistant Professor, Medicine, CCLCM
Bajzer, Christopher; MD, Clinical Assistant Professor, Medicine, CCLCM
Baker, Kenneth; PhD, Adjunct Assistant Professor, Biomedical Eng, CCLCM
Baker, Vicki; MD, Clinical Assistant Professor, Medicine, CCLCM
Bal, Baljit; MD, Clinical Assistant Professor, Medicine, CCLCM
Balagamwala, Ehsan; MD, Clinical Instructor, Medicine, CCLCM
Balci, Numan; MD, Clinical Professor, Radiology, CCLCM
Balci, Rachel; MD, Clinical Assistant Professor, Medicine, CCLCM
Balis, George; MD, Clinical Assistant Professor, Surgery, CCLCM
Balkovec, Dale; DO, Clinical Assistant Professor, Family Medicine, CCLCM
Ball, Christian; MD, Clinical Assistant Professor, Medicine, CCLCM
Ball, Steven; MD, Clinical Assistant Professor, Otolary Head & Neck, CCLCM
Baloglu, Orkun; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Bambakidis, Peter; MD, Clinical Assistant Professor, Neurology, CCLCM
Bamford, Cynthia; MD, Clinical Assistant Professor, Neurology, CCLCM
Banez, Gerard; PhD, Clinical Assistant Professor, Pediatrics, CCLCM
Bang, Andrew; DC, Clinical Assistant Professor, Medicine, CCLCM
Banzon, Jona; MD, Clinical Assistant Professor, Medicine, CCLCM
Bao, Shideng; PhD, Adjunct Assistant Professor, Medicine, CCLCM
Baran, Gregory; MD, Clinical Assistant Professor, Radiology, CCLCM
Baranowski, Bryan; MD, Clinical Assistant Professor, Medicine, CCLCM
Barazi, Hassan; MD, Clinical Assistant Professor, Medicine, CCLCM
Barb, John; DO, Clinical Assistant Professor, Medicine, CCLCM
Barbastefano, Juan; MD, Clinical Assistant Professor, Medicine, CCLCM
Barile, Angelo; MD, Clinical Assistant Professor, Medicine, CCLCM
Barnard, John; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Barnes, David; MD, Clinical Assistant Professor, Medicine, CCLCM
Barnes, Shannon; MS, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Barnett, Crawford; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Barnett, Timothy; MD, Clinical Assistant Professor, Surgery, CCLCM
Baron, Eric; DO, Clinical Assistant Professor, Neurology, CCLCM
Barreau, Emile; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Barron, Rachel; MD, Clinical Assistant Professor, Surgery, CCLCM
Barzilai, Benico; MD, Clinical Assistant Professor, Medicine, CCLCM
Bashour, Fadi; MD, Clinical Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Bashour, Samar; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Basi, Hersimren; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Bastos, Bruno; MD, Clinical Assistant Professor, Medicine, CCLCM
Batra, Jaya; MBBS, Clinical Assistant Professor, Anesthesiology, CCLCM
Battu, Sree; MD, Clinical Assistant Professor, Medicine, CCLCM
Bauer, Andrew; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Bauer, Seth; Pharm D, Clinical Assistant Professor, Medicine, CCLCM
Bauer, Thomas; MD, PhD, Clinical Assistant Professor, Pathology, CCLCM
Bautista, Jan; MD, Clinical Assistant Professor, Medicine, CCLCM
Bayart, Cheryl; MD, Clinical Assistant Professor, Dermatology, CCLCM
Baydoun, Serine; MD, Clinical Assistant Professor, Radiology, CCLCM
Bazzoli, Christopher; MD, Clinical Assistant Professor, Medicine, CCLCM
Bea, Alexandra; Psy.D, Clinical Instructor, Medicine, CCLCM
Bebos, Achilles; MD, Clinical Assistant Professor, Medicine, CCLCM
Beck, Gerald; PhD, Adjunct Associate Professor, Medicine, CCLCM
Beckman, Malgorzata; MD, Clinical Assistant Professor, Medicine, CCLCM
Bejarano, Pablo; MD, Clinical Assistant Professor, Pathology, CCLCM
Beken, James; MD, Clinical Assistant Professor, Surgery, CCLCM
Bendaly, Edgard; MD, Clinical Associate Professor, Pediatrics, CCLCM
Bennett, Ana; MD, Clinical Assistant Professor, Pathology, CCLCM
Benson, Ryo; MD, Clinical Assistant Professor, Radiology, CCLCM
Bentley, Dennis; MD, Clinical Assistant Professor, Medicine, CCLCM
Berenger, Philippe; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Bergfeld, John; MD, Clinical Assistant Professor, Surgery, CCLCM
Bergman, Nathaniel; DO, Clinical Assistant Professor, Medicine, CCLCM
Berho, Mariana; MD, Clinical Assistant Professor, Pathology, CCLCM
Berisha, Stela; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Berkowitz, Mark; MD, Clinical Assistant Professor, Surgery, CCLCM
Berman, Mark; MD, Clinical Assistant Professor, Radiology, CCLCM
Bernard, Philip; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Bernick, Charles; MD, MPH, Clinical Assistant Professor, Medicine, CCLCM
Bernstein, Eden; MD, Clinical Instructor, Medicine, CCLCM
Berriochoa, Jacob; MD, Clinical Assistant Professor, Emergency Medicine, CCLCM
Berzon, David; MD, Clinical Assistant Professor, Medicine, CCLCM
Beskid, Michelle; DO, Clinical Assistant Professor, Medicine, CCLCM
Bhadsavle, Hershel; MD, Clinical Assistant Professor, Medicine, CCLCM
Bhagya Rao, Bhavana; MBBS, Clinical Instructor, Medicine, CCLCM
Bhardwaj, Ajay; MD, Clinical Assistant Professor, Radiology, CCLCM
Bhargava, Ajay; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Bhatia, Mudita; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Bhatnagar, Nikhili; , Clinical Assistant Professor, Anesthesiology, CCLCM
Bhatt, Amit; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Bhattacharya, Abhik; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Bhattacharyya, Anirban; MBBS, MPH, Clinical Assistant Professor, Medicine, CCLCM
Bhatti, Amrinder; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Bhimraj, Adarsh; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Bhuchar, Gauri; DO, Clinical Assistant Professor, Medicine, CCLCM
Bialkowska, Katarzyna; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Bicanovsky, Lesley; DO, Clinical Assistant Professor, Surgery, CCLCM
Bifano, Abby; PhD, Clinical Assistant Professor, Medicine, CCLCM
Bindra, Akhil; MD, Clinical Instructor, Medicine, CCLCM
Bingham, Barbara; DO, Clinical Assistant Professor, Ophthalmology, CCLCM
Binoj, Iqbal; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Birgisson, Sigurbjorn; MD, Clinical Professor, Medicine, CCLCM
Biscotti, Charles; MD, Clinical Assistant Professor, Pathology, CCLCM
Bishop, Eileen; DO, Clinical Assistant Professor, Medicine, CCLCM
Bishop, Gerald; MD, Clinical Associate Professor, Medicine, CCLCM
Bishop, Paul; MSEE, Clinical Assistant Professor, Medicine, CCLCM
Biswas, Sudipta; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Blackburn, Gordon; PhD, Adjunct Assistant Professor, Medicine, CCLCM
Blakewicz, Caitlin; DO PhD, Clinical Instructor, Medicine, CCLCM
Bledzka, Kamila; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Blair, Henry; MD, Clinical Assistant Professor, Medicine, CCLCM
Blake, Cassann; MD, Clinical Assistant Professor, Surgery, CCLCM
Blandon, Rodolfo; MD, Clinical Assistant Professor, Radiology, CCLCM
Blaskewicz, Brent; DO, Clinical Assistant Professor, Pathology, CCLCM
Bodnarchuk, Amy; MD, Clinical Assistant Professor, Medicine, CCLCM
Bogar, Kevin; MD, Clinical Assistant Professor, Medicine, CCLCM
Bogard, Brent; MD, Clinical Assistant Professor, Surgery, CCLCM
Bohac, Sara; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Bohn, Timothy; MD, Clinical Assistant Professor, Medicine, CCLCM
Bolla, Ravisankar; MD, Clinical Assistant Professor, Medicine, CCLCM
Bologna, Ray; MD, Clinical Assistant Professor, Surgery, CCLCM
Bonilla, Ernesto; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Boose, Eric; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Boras, Zdenko; MD, Clinical Assistant Professor, Surgery, CCLCM
Borden, Bradford; MD, Clinical Assistant Professor, Neurology, CCLCM
Borkowski, Gregory; MD, Clinical Professor, Radiology, CCLCM
Borkowski, Raymond; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Borland, Adam; PsyD, Clinical Assistant Professor, Medicine, CCLCM
Borland, Cary; DO, Clinical Assistant Professor, Family Medicine, CCLCM
Boros, William; MD, Clinical Assistant Professor, Medicine, CCLCM
Borukh, Elena; MD, Clinical Assistant Professor, Medicine, CCLCM
Borzova, Vera; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Bose, Reena; MD, Clinical Assistant Professor, Medicine, CCLCM
Boston, Susan; MD, Clinical Assistant Professor, Medicine, CCLCM
Botek, Georgeanne; DPM, Clinical Assistant Professor, Surgery, CCLCM
Botero, Juan; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Botham, Mark; MD, Clinical Assistant Professor, Surgery, CCLCM
Bott-Silverman, Corinne; MD, Clinical Assistant Professor, Medicine, CCLCM
Bouchard, Lauren; MD, Clinical Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Bourdakos, Demetrios; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Bourdakos, M.; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Boutros, Dina; MD, Clinical Assistant Professor, Medicine, CCLCM
Bowersox, Natalie; MD, Clinical Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Bowers-Smith, Minnie; MD, Clinical Assistant Professor, Neurology, CCLCM
Boyd, Jonathan; MD, Clinical Assistant Professor, Surgery, CCLCM
Boyle, Kathleen; DO, Clinical Assistant Professor, Surgery, CCLCM
Brader, Eric; MD, Clinical Assistant Professor, Emergency Medicine, CCLCM
Bradley, Elizabeth; MD, Clinical Assistant Professor, Medicine, CCLCM
Brainard, Jennifer; MD, Clinical Assistant Professor, Pathology, CCLCM
Bralliar, Thomas; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Brar, Prabhjot; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Braun, Mauro; MD, Clinical Assistant Professor, Medicine, CCLCM
Braun, Tricia; MD, Clinical Assistant Professor, Medicine, CCLCM
Breen, Thomas; MD, PhD, Clinical Assistant Professor, Medicine, CCLCM
Brendza, Dana; PsyD, Clinical Assistant Professor, Medicine, CCLCM
Brenner, Robert; MD, Clinical Assistant Professor, Medicine, CCLCM
Brethauer, Pamela; MD, Clinical Assistant Professor, Radiology, CCLCM
Brewer, Thomas; MD, Clinical Assistant Professor, Emergency Medicine, CCLCM
Bricker, Aliye; MD, Clinical Assistant Professor, Radiology, CCLCM
Brill, David; D.O., Clinical Assistant Professor, Family Medicine, CCLCM
Brobbey, Victoria; MD, Clinical Assistant Professor, Medicine, CCLCM
Brock, Jay; PhD, Adjunct Assistant Professor, Pathology, CCLCM
Brockett, James; MD, Clinical Assistant Professor, Surgery, CCLCM
Broderick, Erin; MD, Clinical Assistant Professor, Emergency Medicine, CCLCM
Brooks, Peter; MD, Clinical Assistant Professor, Surgery, CCLCM
Broome, David; MD, Clinical Instructor, Medicine, CCLCM
Brown, David; MD, Clinical Assistant Professor, Radiology, CCLCM
Brown, Elizabeth; MD, Clinical Assistant Professor, Medicine, CCLCM
Brown, Eric; MD, Clinical Assistant Professor, Medicine, CCLCM
Brown, Jeffrey; D.O., Clinical Assistant Professor, Family Medicine, CCLCM
Brown, Katherine; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Brown, Peter; DO, Clinical Instructor, Neurology, CCLCM
Browne, Ciaran; MBBch, Clinical Assistant Professor, Emergency Medicine, CCLCM
Brown-Young, Diane; MD, Clinical Assistant Professor, Surgery, CCLCM
Bruns, Nicholas; MD, Clinical Instructor, Surgery, CCLCM
Brzezinski-Sourasky, Aaron; MD, Clinical Assistant Professor, Medicine, CCLCM
Brzozowski, Kathryn; DO, Clinical Assistant Professor, Medicine, CCLCM
Buccola, Janet; MD, Clinical Assistant Professor, Medicine, CCLCM
Buchino, James; MD, Clinical Assistant Professor, Radiology, CCLCM
Bucklan, Julia; DO, Clinical Instructor, Neurology, CCLCM
Buehler, Lauren; MD, Clinical Instructor, Medicine, CCLCM
Buhtoiarov, Ilia; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Bulacio, Juan; MD, Clinical Assistant Professor, Medicine, CCLCM
Bullard, Sherrie; MD, Clinical Assistant Professor, Medicine, CCLCM
Bunyard, Matt; MD, Clinical Assistant Professor, Medicine, CCLCM
Burjdajlov, Vladimir; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Burg, Scott; O.D., Clinical Assistant Professor, Medicine, CCLCM
Burgess, Richard; MD PhD, Adjunct Professor, Neurology, CCLCM
Burgett, Melissa; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Burke, Brendan; DO, Clinical Instructor, Pediatrics, CCLCM
Burke, Carol; MD, Clinical Assistant Professor, Medicine, CCLCM
Burke, David; DO, Clinical Assistant Professor, Pediatrics, CCLCM
Burke, Katherine; MS, Clinical Associate Professor, Medicine, CCLCM
Burket, David; MD, Clinical Assistant Professor, Ophthalmology, CCLCM
Burkett, Amy; MD, Clinical Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Burkey, Brent; MD, Clinical Assistant Professor, Medicine, CCLCM
Burkey, Brian; MD, Clinical Assistant Professor, Otolary Head & Neck, CCLCM
Burkey, Jeffrey; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Burnbaum, Brian; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Burneikis, Dominykas; MD, Clinical Instructor, Surgery, CCLCM
Burneikis, Talia; MD, Clinical Assistant Professor, Surgery, CCLCM
Burns, J. ; MD, Clinical Assistant Professor, Radiology, CCLCM
Burrell, Lydia; MD, Clinical Assistant Professor, Medicine, CCLCM
Bursley, Christopher; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Burwinkel, Ronald; MD, Clinical Assistant Professor, Medicine, CCLCM
Bush, Howard; MD, Clinical Assistant Professor, Medicine, CCLCM
Buss, Jason; MD, Clinical Assistant Professor, Emergency Medicine, CCLCM
Bustamante, Sergio; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Buzanowska, Marzena; MD, Clinical Assistant Professor, Medicine, CCLCM
Cabral, Jose; MD, Clinical Assistant Professor, Medicine, CCLCM
Cabrales, Rafael; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Cahn, Howard; MD, Clinical Assistant Professor, Radiology, CCLCM
Cain, Robert; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Calibag, Liwanag; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Callahan, Thomas; MD, Clinical Assistant Professor, Medicine, CCLCM
Calle-Cano, Juan; MD, Clinical Assistant Professor, Medicine, CCLCM
Canavan, Joycelin; MBBCh, Clinical Assistant Professor, Medicine, CCLCM
Candocia, Fabian; MD, Clinical Associate Professor, Radiology, CCLCM
Canh, Minh-Y; DO, Clinical Assistant Professor, Pediatrics, CCLCM
Cann, John; DPM, Clinical Assistant Professor, Surgery, CCLCM
Cannatti, James; MD, Clinical Assistant Professor, Surgery, CCLCM
Canterbury, Brian; MD, Clinical Assistant Professor, Urology, CCLCM
Caovan, Dominicque; MD, Clinical Assistant Professor, Radiology, CCLCM
Capone, Avery; MD, Clinical Instructor, Surgery, CCLCM
Cardona, Luzma; MD, Clinical Assistant Professor, Neurology, CCLCM
Carew, Jennifer; PhD, Adjunct Assistant Professor, Medicine, CCLCM
Carey, Emily; DO, Clinical Assistant Professor, Medicine, CCLCM
Carlson, Diane; MD, Clinical Assistant Professor, Pathology, CCLCM
Carneval, Mary; DO, Clinical Assistant Professor, Surgery, CCLCM
Carozza, Desi; MD, Clinical Assistant Professor, Medicine, CCLCM
Cartellone, Christopher; MD, Clinical Senior Instructor, Medicine, CCLCM
Castele, Robert; MD, Clinical Assistant Professor, Medicine, CCLCM
Castle, Lon; MD, Clinical Assistant Professor, Medicine, CCLCM
Castro, Jonathan; MD, Clinical Assistant Professor, Medicine, CCLCM
Castro, Pilar; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Castro-Pavia, Fernando; MD, Clinical Assistant Professor, Medicine, CCLCM
Cat tacutan, Thadeo; MD, Clinical Assistant Professor, Medicine, CCLCM
Cebul, Frank; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Cebul, Robert; MD, Clinical Assistant Professor, Surgery, CCLCM
Ceccarelli, Antonia; MD, Clinical Assistant Professor, Medicine, CCLCM
Cecil, Robert; PhD, Clinical Assistant Professor, Radiology, CCLCM
Celestin, Carmel; MD, Clinical Assistant Professor, Medicine, CCLCM
Celestin, Jackie; MD, Clinical Assistant Professor, Medicine, CCLCM
Cernanec, Julie; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Cetin, Derrick; DO, Clinical Assistant Professor, Medicine, CCLCM
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<td>DMD, Clinical Assistant Professor, Otolary Head &amp; Neck</td>
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<td>DO, Clinical Assistant Professor, Medicine</td>
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Cloud, Lisa; DO, Clinical Assistant Professor, Family Medicine, CCLCM
Clough, Stephanie; MD, Clinical Assistant Professor, Medicine, CCLCM
Cobb, Kendalle; MD, Clinical Associate Professor, Family Medicine, CCLCM
Cocco, Amy; MD, Clinical Assistant Professor, Pathology, CCLCM
Coffman, Kathy; MD, Clinical Assistant Professor, Medicine, CCLCM
Cohen, Charles; MD MBBch, Clinical Professor, Surgery, CCLCM
Cohen, Mark Allen; MD, Clinical Assistant Professor, Radiology, CCLCM
Colacarro, Robert; MD, Clinical Assistant Professor, Medicine, CCLCM
Colangelo, Michele; DO, Clinical Assistant Professor, Surgery, CCLCM
Colbrunn, Robb; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Cole, Bradley; DO, Clinical Assistant Professor, Radiology, CCLCM
Cole, Cristie; JD, Clinical Assistant Professor, Medicine, CCLCM
Collie, Angela; MD PhD, Clinical Instructor, Surgery, CCLCM
Connick, Grant; DO, Clinical Assistant Professor, Emergency Medicine, CCLCM
Confino, Jason; MD, Clinical Assistant Professor, Medicine, CCLCM
Connolly, Suzanne; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Connor, Viviane; MD, Clinical Assistant Professor, Surgery, CCLCM
Contreras, Jose; MD, Clinical Assistant Professor, Medicine, CCLCM
Cooper, Antonio; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Cooper, Cathy; MD, Clinical Assistant Professor, Medicine, CCLCM
Cooper, Joseph; DO, Clinical Assistant Professor, Medicine, CCLCM
Cooper, Karen; DO, Clinical Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Cooperrider, Jon; DO, Clinical Assistant Professor, Ophthalmology, CCLCM
Cooperrider, Teresa; DO, Clinical Assistant Professor, Ophthalmology, CCLCM
Corbett, Mary; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Corcelles, Ricard; MD PhD, Clinical Professor, Surgery, CCLCM
Cordes, Dietmar; PhD, Clinical Assistant Professor, Medicine, CCLCM
Cornette, Victoria; MD, Clinical Assistant Professor, Medicine, CCLCM
Correa, Natalie; DO, Clinical Assistant Professor, Medicine, CCLCM
Corso, J.; MD, Clinical Assistant Professor, Surgery, CCLCM
Cortes-Santos, Jomarie; MD, Clinical Assistant Professor, Radiology, CCLCM
Coseriu, George; MD, Clinical Assistant Professor, Surgery, CCLCM
Cosner, Francine; MD, Clinical Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Costantini, Jay; MD, Clinical Assistant Professor, Radiology, CCLCM
Costin, John; MD, Clinical Assistant Professor, Surgery, CCLCM
Cote, Mario; MD, Clinical Assistant Professor, Emergency Medicine, CCLCM
Covingtion, Edward; MD, Clinical Assistant Professor, Medicine, CCLCM
Coy, Todd; DMD, Clinical Assistant Professor, Medicine, CCLCM
Crabb, Andrea; DO, Clinical Assistant Professor, Ophthalmology, CCLCM
Craciun, Atanase; MD, Clinical Assistant Professor, Medicine, CCLCM
Craciun, Horia; MD, Clinical Assistant Professor, Medicine, CCLCM
Crites, Joshua; PhD, Clinical Assistant Professor, Medicine, CCLCM
Crudele, Angela; MD, Clinical Instructor, Medicine, CCLCM
Cruise, Michael; MD PhD, Clinical Assistant Professor, Pathology, CCLCM
Cruz, Christian; MD, Clinical Instructor, Surgery, CCLCM
Csorba, Todd; DO, Clinical Assistant Professor, Anesthesiology, CCLCM
Cuddy, Cara; PhD, Clinical Assistant Professor, Pediatrics, CCLCM
Culley, Carl; MD, Clinical Assistant Professor, Medicine, CCLCM
Dakwar, Elias; MD, Clinical Assistant Professor, Surgery, CCLCM
da Silva, Giovanna; MD, Clinical Assistant Professor, Surgery, CCLCM
Dackiw, Christine; MD, Clinical Assistant Professor, Ophthalmology, CCLCM
Dahan, Yael; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Dahbar, Mazen; MD, Clinical Assistant Professor, Medicine, CCLCM
Dahil, Noma; MD, Clinical Assistant Professor, Medicine, CCLCM
Daly, Thomas; MD, Clinical Assistant Professor, Pathology, CCLCM
Damico, Louis; MD, Clinical Assistant Professor, Surgery, CCLCM
Damm, William; MD, Clinical Assistant Professor, Medicine, CCLCM
Dandache, Patricia; MD, Clinical Assistant Professor, Medicine, CCLCM
Dandapantula, Hari; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Daoud, Emad; MBBch PhD, Clinical Assistant Professor, Anesthesiology, CCLCM
Daphtry, Kshama; MBBS, Clinical Assistant Professor, Pediatrics, CCLCM
Dar, Syma; MD, Clinical Assistant Professor, Medicine, CCLCM
Darling, Sandra; DO, Clinical Assistant Professor, Family Medicine, CCLCM
Dar-Shawish, Nidal; MBCh, Clinical Assistant Professor, Medicine, CCLCM
Das, Dola; PhD, Adjunct Assistant Professor, Biomedical Eng, CCLCM
Das, Mitali; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Das, Saurabh; MD, Clinical Assistant Professor, Medicine, CCLCM
Dash-Modi, Anita; MD, Clinical Assistant Professor, Surgery, CCLCM
Datta, Shyamasree; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Davidson, Kelly; MD, Clinical Assistant Professor, Medicine, CCLCM
Davila, Guillermon; MD, Clinical Assistant Professor, Surgery, CCLCM
Davin, Sara; PsyD, Clinical Assistant Professor, Medicine, CCLCM
Davis, Alan; MD, Clinical Assistant Professor, Surgery, CCLCM
Davis, Charles; MD, Clinical Associate Professor, Pediatrics, CCLCM
Davis, Dennis; DO, Clinical Assistant Professor, Medicine, CCLCM
Davis, Nicholas; MBCH, Clinical Assistant Professor, Medicine, CCLCM
Davuluri, Gangarao; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Dawoud, Amir; MBBS, Clinical Assistant Professor, Anesthesiology, CCLCM
Dawson, Andrea; MD, Clinical Assistant Professor, Pathology, CCLCM
Dawson, Jennifer; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Dawson, Kristen; MD, Clinical Assistant Professor, Surgery, CCLCM
Day, Carly; MD, Clinical Associate Professor, Surgery, CCLCM
Day, Xuan-Trang; MD, Clinical Assistant Professor, Medicine, CCLCM
De, Smita; MD PhD, Clinical Assistant Professor, Urology, CCLCM
De Oliveira, Bruno; MD, Clinical Associate Professor, Medicine, CCLCM
de Villiers, Pierre; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Deac, Dan; MD, Clinical Assistant Professor, Medicine, CCLCM
Dean, Laura; MD, Clinical Assistant Professor, Radiology, CCLCM
Dearing, Mark; MD, Clinical Assistant Professor, Radiology, CCLCM
Deasy, Ryan; MD, Clinical Assistant Professor, Ophthalmology, CCLCM
DeBarr, Colleen; DPM, Clinical Assistant Professor, Surgery, CCLCM
DeBenedictis, Meghan; MS MEd, Clinical Professor, Ophthalmology, CCLCM
Deitzer, Diana; DO, Clinical Assistant Professor, Medicine, CCLCM
Dejak, Irene; MD, Clinical Assistant Professor, Medicine, CCLCM
Demian, Sameh; MBCh, Clinical Assistant Professor, Medicine, CCLCM
DeMicco, Russell; DO, Clinical Assistant Professor, Surgery, CCLCM
Denny, Brittany; DO, Clinical Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
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Dergham, Bachar; MD, Clinical Assistant Professor, Medicine, CCLCM
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Desai, Nikita; MD, Clinical Assistant Professor, Medicine, CCLCM
Desai, Rajul; MD, Clinical Assistant Professor, Medicine, CCLCM
Desai, Shailey; MD, Clinical Assistant Professor, Medicine, CCLCM
Desberg, Andrea; MD, Clinical Assistant Professor, Radiology, CCLCM
Deshwal, Himanshu; MBBS, Clinical Instructor, Medicine, CCLCM
Devans, Richard; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Devarajan, Jagan; MBBS, Clinical Associate Professor, Anesthesiology, CCLCM
Dewald, Donald; MD, Clinical Assistant Professor, Medicine, CCLCM
DeWitt-Foy, Molly; MD, Clinical Instructor, Medicine, CCLCM
Dews, Teresa; MD, Clinical Associate Professor, Anesthesiology, CCLCM
Dey, Tanujit; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Deyling, Cynthia; MD, Clinical Associate Professor, Medicine, CCLCM
Dhamne, Megha; MBBS, Clinical Instructor, Medicine, CCLCM
Dhayanandhan, Christi; MD, Clinical Assistant Professor, Medicine, CCLCM
Dhillon, Sukhmandeep; MBBS, Clinical Assistant Professor, Medicine, CCLCM
DiFiore, John; MD, Clinical Assistant Professor, Surgery, CCLCM
Dhimar, Jatin; MD, Clinical Assistant Professor, Medicine, CCLCM
Diacovo, Maria; MD, Clinical Assistant Professor, Pathology, CCLCM
Diard, Lisa; MD, Clinical Assistant Professor, Pediatrics, CCLCM
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Elamin, Khalid; MBBS, Clinical Assistant Professor, Medicine, CCLCM
El-Asmar, Jessica; MD, Clinical Instructor, Medicine, CCLCM
El-Dabh, Ashraf; MD, Clinical Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
El-Dabh, Cherine; MD, Clinical Assistant Professor, Medicine, CCLCM
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Elhammady, Mohamed; MBBCH, Clinical Professor, Neurological Surgery, CCLCM
Elias Ruiz, Michelle; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Elinson, Phyllis; MD, Clinical Assistant Professor, Pediatrics, CCLCM
El-Kaisi, Samer; MBBS PhD, Clinical Associate Professor, Medicine, CCLCM
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Estes, Kelly; MD MPH, Clinical Assistant Professor, Surgery, CCLCM
Estrella, Karen; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Estrin, Yuriy; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Eusano, Armand; DO, Clinical Assistant Professor, Medicine, CCLCM
Eves, Margot; JD, Clinical Assistant Professor, Medicine, CCLCM
Eyler, Peter; MD, Clinical Assistant Professor, Radiology, CCLCM
Eziokwo, Akaolisa; MBBS, Clinical Instructor, Medicine, CCLCM
Fababe, Kelly; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Factora, Faith; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Fafaj, Aldo; MD, Clinical Instructor, Surgery, CCLCM
Faiman, Matthew; MD, Clinical Assistant Professor, Medicine, CCLCM
Fakir, Sami; MD, Clinical Assistant Professor, Radiology, CCLCM
Falconi, Genevieve; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Falconi, Lourdes; MD, Clinical Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Faltay, Bela; MD, Clinical Assistant Professor, Medicine, CCLCM
Fanning, Alicia; MD, Clinical Assistant Professor, Surgery, CCLCM
Fanning, James; MD, Clinical Assistant Professor, Medicine, CCLCM
Faradyan, Sam; MD, Clinical Assistant Professor, Medicine, CCLCM
Farid, Mehrdad; MD, Clinical Assistant Professor, Medicine, CCLCM
Farkas, Daniel; Adjunct Assistant Professor, Pathology, CCLCM
Farooq, Sobia; MBBS MBA, Clinical Assistant Professor, Medicine, CCLCM
Fatica, Richard; MD, Clinical Assistant Professor, Medicine, CCLCM
Fayed, Ahmed; MBBCH, Clinical Instructor, Medicine, CCLCM
Fazekas, Zsuzsanna; MD, Clinical Assistant Professor, Dermatology, CCLCM
Fedak, Michael; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Fedewa, Russell; PhD, Adjunct Assistant Professor, Biomedical Eng, CCLCM
Feinberg, Lisa; PhD, Adjunct Assistant Professor, Biomedical Eng, CCLCM
Feinleib, Steven; MD, Clinical Assistant Professor, Medicine, CCLCM
Feldman, Daniel; MD, Clinical Assistant Professor, Neurology, CCLCM
Feldman, Lara; DO, Clinical Assistant Professor, Medicine, CCLCM
Feldman, Lauren; DO, Clinical Instructor, Medicine, CCLCM
Feldman, Marc; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Felver, Michael; MD, Clinical Assistant Professor, Medicine, CCLCM
Fendrikova Mahlay, Natalia; MD, Clinical Assistant Professor, Medicine, CCLCM
Fensterl, Volker; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Ferenczy, Stephen; MD PhD, Clinical Assistant Professor, Medicine, CCLCM
Fergany, Amr; MD, Clinical Assistant Professor, Surgery, CCLCM
Fermin, Liibeth; MD, Clinical Associate Professor, Anesthesiology, CCLCM
Fernandez, Anthony; MD PhD, Clinical Assistant Professor, Medicine, CCLCM
Fernandez, James; MD, PhD, Clinical Assistant Professor, Medicine, CCLCM
Fernandez Mulero, Silvia; MBBS, Clinical Associate Professor, Anesthesiology, CCLCM
Ferreira Provenzano, Laura; MD, Clinical Assistant Professor, Medicine, CCLCM
Ferrigno, Massimo; MD, Clinical Professor, Anesthesiology, CCLCM
Ferry, Amanda; MD, Clinical Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Feyda, George; MBA MD, Clinical Assistant Professor, Medicine, CCLCM
Figler, Richard; MD, Clinical Assistant Professor, Medicine, CCLCM
Figueroa, Priscilla; MD, Clinical Assistant Professor, Pathology, CCLCM
File, Elizabeth; , Clinical Assistant Professor, Medicine, CCLCM
Fine, Edward; MD, Clinical Assistant Professor, Otolary Head & Neck, CCLCM
Finet, Jose; MD, Clinical Assistant Professor, Medicine, CCLCM
Finke, Heather; MD, Clinical Assistant Professor, Radiology, CCLCM
Finley, Lori; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Fisher, Abby; OD, Clinical Assistant Professor, Ophthalmology, CCLCM
Fisher, Cherie; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Fisher, Gretchen; MD, Clinical Assistant Professor, Surgery, CCLCM
Flagg, Aron; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Flannagan, Molly; MD, Clinical Assistant Professor, Surgery, CCLCM
Flask, Vaishali; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Fleisher, Perry; MD, Clinical Assistant Professor, Medicine, CCLCM
Fleming, Dallas; MD, Clinical Assistant Professor, Medicine, CCLCM
Flesche, Jan; MD,MPH, Clinical Assistant Professor, Medicine, CCLCM
Flocco, Gianina; MD, Clinical Instructor, Medicine, CCLCM
Foley, Conrad; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Foltz, Douglas; MD, Clinical Assistant Professor, Radiology, CCLCM
Fong, Kimberlee; DO, Clinical Assistant Professor, Medicine, CCLCM
Fong, Nancy; MD, Clinical Assistant Professor, Pathology, CCLCM
Fork, Tamiilla; MD, Clinical Assistant Professor, Surgery, CCLCM
Foss, Joseph; MD, Clinical Associate Professor, Anesthesiology, CCLCM
Fouad-Tarazi, Fetnat; MBBCh, Clinical Assistant Professor, Medicine, CCLCM
Fowler, Adele; MD, Clinical Assistant Professor, Medicine, CCLCM
Fowler, John; MD, Clinical Professor, Emergency Medicine, CCLCM
Fowler, Thomas; MD, Clinical Assistant Professor, Emergency Medicine, CCLCM
Fowler-Bergfeld, Wilma; MD, Clinical Associate Professor, Dermatology, CCLCM
Franco, Irving; MD, Clinical Assistant Professor, Medicine, CCLCM
Francy, Scott; MD, Clinical Assistant Professor, Medicine, CCLCM
Frangiamore, Salvatore; MD, Clinical Assistant Professor, Surgery, CCLCM
Franjic, Lucy; MD, Clinical Assistant Professor, Emergency Medicine, CCLCM
Frank, Lawrence; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Frankel, Melissa; MD, Clinical Assistant Professor, Radiology, CCLCM
Franko, Andrew; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Frantsuzov, Julia; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Fraundorf, Erika; MD, Clinical Assistant Professor, Emergency Medicine, CCLCM
Frazier, Jason; DO, Clinical Assistant Professor, Medicine, CCLCM
Frazzini Padilla, Pamela; MD, Clinical Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Frazzini Padilla, Pamela; MD, Clinical Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Freeman, Richard; MD PhD, Clinical Associate Professor, Otolary Head & Neck, CCLCM
Freeman, Richard; MD PhD, Clinical Associate Professor, Otolary Head & Neck, CCLCM
Freiberg, Michael; MD, Clinical Assistant Professor, Medicine, CCLCM
Friedman, David; MD, Clinical Assistant Professor, Surgery, CCLCM
Friedman, Neil; MBBch, Clinical Assistant Professor, Medicine, CCLCM
Fries, Charlotte; MSN, Adjunct Instructor, Surgery, CCLCM
Fromimon, Mark; MD, Clinical Assistant Professor, Surgery, CCLCM
Fromkin, Kenneth; MD, Clinical Assistant Professor, Medicine, CCLCM
Fu, Chieh-Lin; MD, Clinical Assistant Professor, Medicine, CCLCM
Fu, Dechen; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Fuchs, Margaret; MD, Clinical Assistant Professor, Medicine, CCLCM
Fuentes, Freddie; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Fukuda, Koichi; Adjunct Assistant Professor, Molecular Medicine, CCLCM
Fuller, Keith; MD, Clinical Instructor, Medicine, CCLCM
Fuller, Lauren; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Funchain, Pauline; MD, Clinical Assistant Professor, Medicine, CCLCM
Funk, Jonathan; MD, Clinical Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Gabra, Guirgis; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Gadovia, Gauray; MD, Clinical Instructor, Radiology, CCLCM
Gadre, Abhishek; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Gajulapalli, Rama; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Galindo, Diana; MD, Clinical Assistant Professor, Medicine, CCLCM
Gamaeldin, Haissam; MBBCh, Clinical Assistant Professor, Anesthesiology, CCLCM
Gamerman, Larisa; MD, Clinical Assistant Professor, Medicine, CCLCM
Gangel, Michael; MD, Clinical Assistant Professor, Medicine, CCLCM
Gannon, Patricia; MD, Clinical Assistant Professor, Medicine, CCLCM
Gans, William; MD, Clinical Assistant Professor, Urology, CCLCM
Ganta, Chitra; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Garber, Ari; MD, Clinical Instructor, Medicine, CCLCM
Garcia, Ronald; MD, Clinical Assistant Professor, Medicine, CCLCM
Garcia Garcia, Camilo; MD, Clinical Instructor, Neurology, CCLCM
Gardezi, Syeda; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Garg, Kittu; MD, Clinical Assistant Professor, Medicine, CCLCM
Garg, Rajat; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Garofalo, Thomas; MD, Clinical Assistant Professor, Surgery, CCLCM
Garren-Hudson, Kimberly; DO, Clinical Assistant Professor, Family Medicine, CCLCM
Garrison, Jordan; DO, Clinical Assistant Professor, Family Medicine, CCLCM
Garrow, Andrew; MD, Clinical Assistant Professor, Medicine, CCLCM
Gaw, Catherine; PsyD, Clinical Assistant Professor, Pediatrics, CCLCM
Gaydos, Edward; O.D., Clinical Instructor, Pediatrics, CCLCM
Geisinger, Michael; MD, Clinical Assistant Professor, Radiology, CCLCM
Gemma, Rick; DO, Clinical Assistant Professor, Surgery, CCLCM
Genin, Jason; DO, Clinical Assistant Professor, Surgery, CCLCM
Ghaly, Tamer; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Ghandour, Abed Al-Hamid; MD, Clinical Instructor, Radiology, CCLCM
Ghanem, Maged; MBCh, Clinical Assistant Professor, Medicine, CCLCM
Ghazoul, Deborah; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Ghorib, Michael; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Ghosh, Anindita; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Ghosh, Prabar; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Ghosh, Subha; MD, Clinical Assistant Professor, Radiology, CCLCM
Gibson, Neil; MD, Clinical Instructor, Surgery, CCLCM
Gill, Amanjit; MBBS, Clinical Assistant Professor, Radiology, CCLCM
Gill, Amrit; MB, Clinical Assistant Professor, Pediatrics, CCLCM
Gilot, Gregory; MD, Clinical Assistant Professor, Surgery, CCLCM
Gilszberg, Matthew; MD, Clinical Instructor, Medicine, CCLCM
Giraldo, Juan; MBBS, Clinical Assistant Professor, Anesthesiology, CCLCM
Girzhe, Julie; MD, Clinical Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Gitiforoz, Habibeh; MD, Clinical Assistant Professor, Surgery, CCLCM
Gladden, Kim; MD, Clinical Assistant Professor, Medicine, CCLCM
Glaser, Michael; MD, Clinical Assistant Professor, Medicine, CCLCM
Glasener, Benjamin; MD, Clinical Instructor, Medicine, CCLCM
Gobrial, Wagih; MBBCh, Clinical Assistant Professor, Anesthesiology, CCLCM
Goddard, Joel; MD, Clinical Assistant Professor, Medicine, CCLCM
Goebel, Kathryn; MD, Clinical Assistant Professor, Surgery, CCLCM
Goebeloes, Laszlo; MD, Clinical Associate Professor, Surgery, CCLCM
Goforth, Harold; MD, Clinical Assistant Professor, Medicine, CCLCM
Goldberg, Laura; MD, Clinical Assistant Professor, Medicine, CCLCM
Goldberg, Philip; MD, Clinical Assistant Professor, Ophthalmology, CCLCM
Golden, Nicholas; MD, Clinical Assistant Professor, Medicine, CCLCM
Goldman, Deborah; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Goldman, Matthew; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Goldschmidt, Rhoda; MD, Clinical Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Goldstein, Daniel; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Golub, Joshua; MD, Clinical Assistant Professor, Radiology, CCLCM
Golubic, Mladen; MD, PhD, Clinical Assistant Professor, Medicine, CCLCM
Gomes, Marcelo; MD, Clinical Assistant Professor, Medicine, CCLCM
Gong, Michael; MD PhD, Clinical Assistant Professor, Surgery, CCLCM
Gonsalves, Lilian; MD, Clinical Professor, Medicine, CCLCM
Gonzalez, Justo; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Goodman, Kenneth; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Goodrich, Alan; DO, Clinical Assistant Professor, Emergency Medicine, CCLCM
Gopalakrishna, K.V.; MD, Clinical Professor, Medicine, CCLCM
Gopireddy, Amarendhar; MD, Clinical Assistant Professor, Medicine, CCLCM
Gordon, Joshua; MD, Clinical Assistant Professor, Neurology, CCLCM
Gore Panter, Shamone; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Gorgun, Illya; MD, Clinical Assistant Professor, Surgery, CCLCM
Gorman, Daniel; MD, Clinical Assistant Professor, Radiology, CCLCM
Gorodeski-Baskin, Revital; MD, Clinical Assistant Professor, Medicine, CCLCM
Gorty, Archana; MD, Clinical Assistant Professor, Medicine, CCLCM
Goshe, Jeffrey; MD, Clinical Assistant Professor, Ophthalmology, CCLCM
Gostkowski, Michal; DO, Clinical Assistant Professor, Neurology, CCLCM
Gota, Marius; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Gottesman, David; MD, Clinical Assistant Professor, Medicine, CCLCM
Gottschalk, Loinel; MD, Clinical Instructor, Surgery, CCLCM
Goudarzi, Maryam; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Gould, Lindsay; MD, Clinical Assistant Professor, Medicine, CCLCM
Gouldner Abelson, Abby; MD, Clinical Assistant Professor, Medicine, CCLCM
Grabensetter, Neil; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Gradisek, Robert; OD, Clinical Assistant Professor, Ophthalmology, CCLCM
Grady, Martin; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Grady, Patrick; MD, Clinical Assistant Professor, Medicine, CCLCM
Graham, Thomas; MD, Clinical Assistant Professor, Surgery, CCLCM
Granieri, Janice; MD, Clinical Assistant Professor, Medicine, CCLCM
Grapsa, Julia; MD PhD, Clinical Associate Professor, Medicine, CCLCM
Gray, Paul; DO, Clinical Assistant Professor, Anesthesiology, CCLCM
Green, Douglas; MD, Clinical Assistant Professor, Medicine, CCLCM
Green, Steven; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Greenberg, Neil; PhD, Clinical Assistant Professor, Medicine, CCLCM
Greene, Amy; M.Div, D.Min, ACPE, Clinical Assistant Professor, Medicine, CCLCM
Greene, Brenda; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Greenfield, Jessica; PhD, Clinical Instructor, Medicine, CCLCM
Greenwald, Laura; MBA, Clinical Associate Professor, Medicine, CCLCM
Gretter, Brock; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Gretter, Thomas; MD, Clinical Assistant Professor, Medicine, CCLCM
Griesmer, Brendan; MD, Clinical Assistant Professor, Medicine, CCLCM
Grimm, Kenneth; DO, Clinical Assistant Professor, Anesthesiology, CCLCM
Grimm, Richard; DO, Clinical Assistant Professor, Medicine, CCLCM
Grobman, Daniel; DO, Clinical Assistant Professor, Medicine, CCLCM
Grooff, Paul; MD, Clinical Associate Professor, Radiology, CCLCM
Grossman, David; MD, Clinical Assistant Professor, Radiology, CCLCM
Grossman, Howard; MD, Clinical Assistant Professor, Medicine, CCLCM
Grossman, Laurance; MD, Clinical Assistant Professor, Radiology, CCLCM
Group, Marquerite; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Grove, Mark; MD, Clinical Assistant Professor, Surgery, CCLCM
Grover, Purva; MBA MBBS, Clinical Assistant Professor, Emergency Medicine, CCLCM
Grusenmeyer, Michael; MD, Clinical Senior Instructor, Family Medicine, CCLCM
Gu, Xiaodong; , Adjunct Assistant Professor, Molecular Medicine, CCLCM
Gu, Xiaorong; PhD, Adjunct Assistant Professor, Medicine, CCLCM
Guadiz, Isabelita; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Gugliotti, David; MD, Clinical Assistant Professor, Medicine, CCLCM
Gullling-Leftwich, Tracy; DO, Clinical Assistant Professor, Medicine, CCLCM
Gulshan, Kailash; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Gupta, Deepak; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Gupta, Mohender; MD, Clinical Assistant Professor, Ophthalmology, CCLCM
Gupta, Mohit; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Guruprasad, Khodanpur; MD, Clinical Instructor, Medicine, CCLCM
Gutgsell, Terence; MD, Clinical Assistant Professor, Medicine, CCLCM
Gutierrez, James; MD, Clinical Assistant Professor, Medicine, CCLCM
Gutierrez, Omar; MD, Clinical Instructor, Medicine, CCLCM
Gutjahr, Charmaine; MD, Clinical Assistant Professor, Medicine, CCLCM
Gutnick, Jesse; MD, Clinical Assistant Professor, Surgery, CCLCM
Gutman, Richard; MD, Clinical Assistant Professor, Surgery, CCLCM
Guzman, Jorge; MD, Clinical Assistant Professor, Medicine, CCLCM
Haas, Judith; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Haas, Peter; MD, Clinical Assistant Professor, Emergency Medicine, CCLCM
Haberkamp, Betty; DDS, Clinical Assistant Professor, Otolary Head & Neck, CCLCM
Haberkamp, Thomas; MD, Clinical Assistant Professor, Surgery, CCLCM
Habermehl, Gabriel; MD, Clinical Instructor, Pathology, CCLCM
Habjab, Elizabeth; DO, Clinical Assistant Professor, Medicine, CCLCM
Hachamovitch, Rory; MD, Clinical Assistant Professor, Medicine, CCLCM
Hackett, Michael; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Haddad, Antoine; MD, Clinical Assistant Professor, Medicine, CCLCM
Haddadin, Ihab; MD, Clinical Assistant Professor, Radiology, CCLCM
Haddock, Jane; MBBS, Clinical Associate Professor, Radiology, CCLCM
Hadeh, Anas; MD, Clinical Assistant Professor, Medicine, CCLCM
Hafez, Mhd Nazem; MD, Clinical Assistant Professor, Medicine, CCLCM
Hagar, Kristen; MD, Clinical Assistant Professor, Medicine, CCLCM
Haider, Anzar; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Hakim, Lawrence; MD, Clinical Assistant Professor, Surgery, CCLCM
Halabi, Nariman; MD, Clinical Assistant Professor, Medicine, CCLCM
Halane, Mohamed; MD, Clinical Assistant Professor, Medicine, CCLCM
Hall, Ami; DO, Clinical Assistant Professor, Family Medicine, CCLCM
Halloran, Christian; MD, Clinical Assistant Professor, Medicine, CCLCM
Hamade, Bachar; MD, Clinical Assistant Professor, Emergency Medicine, CCLCM
Hamaty, Marwan; MD, Clinical Assistant Professor, Medicine, CCLCM
Hamidi, Ramin; DO, Clinical Assistant Professor, Radiology, CCLCM
Hamilton, Aaron; MD, Clinical Assistant Professor, Medicine, CCLCM
Hamilton, Mark; MBBS, Clinical Professor, Medicine, CCLCM
Hamoud, Tamouh; MD, Clinical Assistant Professor, Medicine, CCLCM
Hamour, Iman; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Hampole, Chetan; MD, Clinical Assistant Professor, Medicine, CCLCM
Hampton, Robert; DO, Clinical Assistant Professor, Surgery, CCLCM
Hamzah, Mohammed; MBBS, Clinical Assistant Professor, Pediatrics, CCLCM
Hanane, Tarik; MD, Clinical Assistant Professor, Medicine, CCLCM
Hanano, Amer; MD, Clinical Assistant Professor, Surgery, CCLCM
Hancock, Robert; MD, Clinical Assistant Professor, Medicine, CCLCM
Hanicak, John; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Hanna, Lisa; MD, Clinical Assistant Professor, Medicine, CCLCM
Hanna, Mazen; MD, Clinical Assistant Professor, Medicine, CCLCM
Hanna, William; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Hansen, Glen; MD, Clinical Assistant Professor, Radiology, CCLCM
Hantus, Stephen; MD, Clinical Assistant Professor, Neurology, CCLCM
Hantzakos, Anastasios; MD, Clinical Associate Professor, Surgery, CCLCM
Harhay, Jeffrey; MD, Clinical Assistant Professor, Medicine, CCLCM
Holman, Lainie; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Holz, Gwynne; MD, Clinical Assistant Professor, Radiology, CCLCM
Honaker, Julie; PhD, Adjunct Assistant Professor, Otolary Head & Neck, CCLCM
Honaker, Lindsay; DO, Clinical Assistant Professor, Medicine, CCLCM
Hong, Sandra; MD, Clinical Associate Professor, Medicine, CCLCM
Hood, Carrie; MD, Clinical Assistant Professor, Surgery, CCLCM
Hood, Robert; MD PhD, Clinical Assistant Professor, Medicine, CCLCM
Hooper,TRUE; DO, Clinical Assistant Professor, Pediatrics, CCLCM
Hoover, Danielle; DO, Clinical Assistant Professor, Emergency Medicine, CCLCM
Hopkins, Kevin; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Hopkins, Maeve; MD, Clinical Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Hornacek, Deborah; , Clinical Assistant Professor, Medicine, CCLCM
Hornick, David; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Hoschar, Aaron; MD, Clinical Assistant Professor, Pathology, CCLCM
Hoscheit, Matthew; MD, Clinical Instructor, Medicine, CCLCM
Hou, Juliet; MD, Clinical Assistant Professor, Medicine, CCLCM
Ho, Peter; MD, Clinical Instructor, Medicine, CCLCM
Hu, Xiangyou; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Huang, Julie; MD, Clinical Assistant Professor, Medicine, CCLCM
Huang, Ying; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Hubbard, Carlos; MD, PhD, Clinical Assistant Professor, Medicine, CCLCM
Hubbard, Cheryl; MD, Clinical Assistant Professor, Radiology, CCLCM
Hubben, Anne; MD, Clinical Instructor, Medicine, CCLCM
Huertas, Enrique; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Huey, Diane; MD, Clinical Assistant Professor, Medicine, CCLCM
Hugh, Randal; O.D., Clinical Assistant Professor, Pediatrics, CCLCM
Hughes, Lawrence; MD, Clinical Assistant Professor, Medicine, CCLCM
Hulme, Katie; MS, Clinical Assistant Professor, Radiology, CCLCM
Hupertz, Vera; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Hurley, Karen; PhD, Adjunct Assistant Professor, Medicine, CCLCM
Hurtado, Eric; MD, Clinical Assistant Professor, Surgery, CCLCM
Husain, Ibrahim; MD, Clinical Assistant Professor, Emergency Medicine, CCLCM
Hussain, Hammad; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Hussain, Zulfiqar; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Hussein, Ayman; MD, Clinical Assistant Professor, Medicine, CCLCM
Hutt Centeno, Erika; MD, Clinical Instructor, Medicine, CCLCM
Hwang, Catherine; MD, Clinical Assistant Professor, Surgery, CCLCM
Hwang, MiHyun; PhD DVM, Adjunct Assistant Professor, Pathology, CCLCM
Hwang, Tae; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Iafelice, John; MD, Adjunct Instructor, Surgery, CCLCM
Ibrahim, Ahmed; MBCh, Clinical Assistant Professor, Medicine, CCLCM
Idiociu, Cristian; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Ige, Mobolaji; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Ilheme, Uche; MD, Clinical Assistant Professor, Medicine, CCLCM
Il'Giovine, Zachary; MD, Clinical Instructor, Medicine, CCLCM
Ilyas, Haariss; MD, Clinical Instructor, Surgery, CCLCM
Immler, Wes; OD, Clinical Assistant Professor, Ophthalmology, CCLCM
Incledon, Ryan; DO, Clinical Instructor, Radiology, CCLCM
Inkster, Michelle; MD, PhD, Clinical Assistant Professor, Medicine, CCLCM
Insler, Steven; DO, Clinical Assistant Professor, Anesthesiology, CCLCM
Iqbal, Muhammad; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Irfan, Bismah; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Irfan, Mahwish; MD, Clinical Assistant Professor, Dermatology, CCLCM
Irizarry, Jose; MD, Clinical Assistant Professor, Radiology, CCLCM
Isaac, Patrick; DO, Clinical Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Isabella, Monica; MD, Clinical Instructor, Surgery, CCLCM
Isac, Wahib; MBBCh, Clinical Assistant Professor, Medicine, CCLCM
Jose, Tessey; MD, Clinical Assistant Professor, Medicine, CCLCM
Josell, Regina; PsyD, Clinical Assistant Professor, Medicine, CCLCM
Joseph, Dawn; MD, Clinical Assistant Professor, Medicine, CCLCM
Joshi, Hariom; MBBS, Clinical Instructor, Medicine, CCLCM
Joshi, Priti; MBBS, Clinical Associate Professor, Pathology, CCLCM
Jou, Chuanchau; DO, Clinical Assistant Professor, Pediatrics, CCLCM
Joyce, David; MD, Clinical Instructor, Surgery, CCLCM
Joyce, Emer; PhD, Clinical Assistant Professor, Medicine, CCLCM
Joyce, Jennifer; DO, Clinical Instructor, Radiology, CCLCM
Joyce, Michael; MD, Clinical Associate Professor, Surgery, CCLCM
Juhasz, Robert; O.D., Clinical Assistant Professor, Medicine, CCLCM
Julian, Lilian; MD, Clinical Assistant Professor, Ophthalmology, CCLCM
Jurajala, Ram Kishore; MBBS, Clinical Assistant Professor, Radiology, CCLCM
Kadkhoda, Kamran; PhD, Clinical Professor, Pathology, CCLCM
Kadri, Amer; MBBCH, Clinical Assistant Professor, Medicine, CCLCM
Kaesgen, Anne; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Kahn, Daniel; DO, Clinical Assistant Professor, Medicine, CCLCM
Kahn, Karyn; DDS, Clinical Assistant Professor, Medicine, CCLCM
Kahn, Leonard; MD, Clinical Assistant Professor, Radiology, CCLCM
Kaiser, Eric; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Kalan, Amanda; MD, Clinical Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Kalata-Cetin, Ann Marie; O.D., Clinical Assistant Professor, Pediatrics, CCLCM
Kalfas, Iain; MD, Clinical Assistant Professor, Neurological Surgery, CCLCM
Kalra, Saminder; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Kaltenbach, James; PhD, Clinical Professor, Molecular Medicine, CCLCM
Kaminski, Matthew; MD, Clinical Assistant Professor, Medicine, CCLCM
Kampani, Reecha; DO, Clinical Assistant Professor, Ophthalmology, CCLCM
Kanaan, John; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Kane, Saul; MD, Clinical Assistant Professor, Medicine, CCLCM
Kaplan, Barbara; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Kapoor, Aanchal; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Kappus, Jane; MD, Clinical Assistant Professor, Surgery, CCLCM
Karagkounis, Georgios; MD, Clinical Instructor, Surgery, CCLCM
Karakasis, Christopher; MD, Clinical Assistant Professor, Radiology, CCLCM
Karamlou, Kasra; MD, Clinical Assistant Professor, Medicine, CCLCM
Karimov, Jamshid; MD PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Karnati, Sreenivas; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Karrar, Shaza; MD, Clinical Assistant Professor, Emergency Medicine, CCLCM
Karth, Lynnette; MD, Clinical Assistant Professor, Surgery, CCLCM
Karunagaran, Sanjay; DDS, Clinical Assistant Professor, Medicine, CCLCM
Kasabji, Abdulkader; MD, Clinical Assistant Professor, Medicine, CCLCM
Kassavin, Daniel; MD, Clinical Assistant Professor, Surgery, CCLCM
Kassouf, Amy; MD, Clinical Assistant Professor, Dermatology, CCLCM
Kastisuchenchka, Siarhei; MD, Clinical Associate Professor, Anesthesiology, CCLCM
Katholi, Benjamin; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Katzan, Irene; MD, Clinical Assistant Professor, Neurology, CCLCM
Kaur, Harjot; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Kaur, Kamaljit; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Kaur, Sunjeet; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Kavasseri, Kripa; MD, Clinical Assistant Professor, Surgery, CCLCM
Kaw, Anurag; MD, Clinical Assistant Professor, Medicine, CCLCM
Kay, Marsha; MD, Clinical Assistant Professor, Pediatrics, CCLCM
KC, Ranjan; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Keary, Jonathan; MD, Clinical Assistant Professor, Emergency Medicine, CCLCM
Keating, Adam; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Kebede, Zelalem; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Keister, Alex; DO, Clinical Instructor, Medicine, CCLCM
Kelleher, Ann; DO, Clinical Assistant Professor, Medicine, CCLCM
Kelso, Rebecca; MD, Clinical Assistant Professor, Surgery, CCLCM
Kennedy, Allan; MD, Clinical Assistant Professor, Medicine, CCLCM
Kennedy, Eileen; PhD, Clinical Assistant Professor, Pediatrics, CCLCM
Kepe, Vladimir; PhD, Adjunct Assistant Professor, Radiology, CCLCM
Kerenidi, Theodora; MD PhD, Clinical Assistant Professor, Medicine, CCLCM
Kerwin, Kevin; MD, Clinical Assistant Professor, Medicine, CCLCM
Kesav, Praveen; MBBS, Clinical Assistant Professor, Neurology, CCLCM
Keskinen, Rosemary; MD, Clinical Assistant Professor, Dermatology, CCLCM
Khabbaza, Joseph; MD, Clinical Assistant Professor, Medicine, CCLCM
Khaddage, Ramzi; MD, Clinical Assistant Professor, Medicine, CCLCM
Khalaf, Tagreed; MD, Clinical Assistant Professor, Medicine, CCLCM
Khalil, Mohammed; MD, Clinical Associate Professor, Medicine, CCLCM
Khalil, Qasim; MD, Clinical Assistant Professor, Medicine, CCLCM
Khalil, Rafik; MD, Clinical Assistant Professor, Radiology, CCLCM
Khan, Arooj; MBBS, Clinical Instructor, Medicine, CCLCM
Khan, Asad; MD, Clinical Instructor, Medicine, CCLCM
Khan, Humaira; MBBS, Clinical Instructor, Medicine, CCLCM
Khan, Leila; MD, Clinical Assistant Professor, Medicine, CCLCM
Khan, Mufeedulla; MD, Clinical Assistant Professor, Medicine, CCLCM
Khan, Nauman; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Khan, Rizwan; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Khan, Safdar; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Khan, Shahzad; MD, Clinical Assistant Professor, Medicine, CCLCM
Khan, Tarannum; MBBS, Clinical Assistant Professor, Neurology, CCLCM
Khan, Abhinav; MD, Clinical Instructor, Surgery, CCLCM
Khasawneh, Mohamad; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Khatib, Reem; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Khatiri, Jaikirshan; MD, Clinical Assistant Professor, Medicine, CCLCM
Khatiri, Lakshmi; MD, Clinical Assistant Professor, Medicine, CCLCM
Khawaja, Zeshan; MD, Clinical Assistant Professor, Neurology, CCLCM
Khawam, Elias; MD, Clinical Assistant Professor, Medicine, CCLCM
Khayata, Mohamed; MD, Clinical Assistant Professor, Medicine, CCLCM
Khetarpal, Shilipi; MD, Clinical Assistant Professor, Dermatology, CCLCM
Khin, Mimi; MBBS, Clinical Assistant Professor, Anesthesiology, CCLCM
Khoqail, Nada; MD, Clinical Assistant Professor, Emergency Medicine, CCLCM
Khongsri, Nada; MD, Clinical Assistant Professor, Emergency Medicine, CCLCM
Khot, Umesh; MD, Clinical Assistant Professor, Medicine, CCLCM
Khoudari, George; MD, Clinical Assistant Professor, Medicine, CCLCM
Khouli, Hassan; MD, Clinical Professor, Medicine, CCLCM
Khoury, Fadi; MD, Clinical Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Kiehl, Erich; MD, Clinical Instructor, Medicine, CCLCM
Kilani, Ahmad; MD, Clinical Assistant Professor, Medicine, CCLCM
Killeen, Thomas; DO, Clinical Assistant Professor, Medicine, CCLCM
Kilpatrick, Scott; MD, Clinical Assistant Professor, Pathology, CCLCM
Kim, Alice; MD, Clinical Assistant Professor, Medicine, CCLCM
Kim, John; MBBS, Clinical Assistant Professor, Anesthesiology, CCLCM
Kim, Roy; MPH MD, Clinical Assistant Professor, Pediatrics, CCLCM
Kindzelski, Bogdan; MD, Clinical Instructor, Surgery, CCLCM
King, Dominic; DO, Clinical Assistant Professor, Medicine, CCLCM
King, Terry; MD, Clinical Assistant Professor, Surgery, CCLCM
Kirksey, Duane; MD, Clinical Assistant Professor, Medicine, CCLCM
Kirksey, Lee; MD, Clinical Assistant Professor, Surgery, CCLCM
Kirsch, Alla; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Kirsch, Jacobo; MD, Clinical Assistant Professor, Radiology, CCLCM
Kirsh, Brian; MD, Clinical Assistant Professor, Medicine, CCLCM
Kivrin, Melissa; MD, Clinical Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Kizlik, Julie; MD, Clinical Assistant Professor, Emergency Medicine, CCLCM
Klaas, Patricia; PhD, Clinical Assistant Professor, Neurology, CCLCM
Klaus, Robert; MD, Clinical Assistant Professor, Surgery, CCLCM
Klecker, Rosemary; MD, Clinical Assistant Professor, Radiology, CCLCM
Klein, Jonathan; MD, Clinical Assistant Professor, Emergency Medicine, CCLCM
Klein, Steven; MD, Clinical Assistant Professor, Surgery, CCLCM
Kline, Allen; DO, Clinical Assistant Professor, Medicine, CCLCM
Knapp, Joseph; MD, Clinical Assistant Professor, Medicine, CCLCM
Knight, Jason; MD, Clinical Assistant Professor, Surgery, CCLCM
Ko, Jennifer; MD, Clinical Assistant Professor, Pathology, CCLCM
Kobaivanova, Nana; MD, Clinical Assistant Professor, Medicine, CCLCM
Kobersy, Jacques; MD, Clinical Assistant Professor, Medicine, CCLCM
Koc, Omer; MD, Clinical Assistant Professor, Medicine, CCLCM
Koczan, Katherine; Clinical Assistant Professor, Family Medicine, CCLCM
Koeth, Robert; MD PhD, Clinical Assistant Professor, Molecular Medicine, CCLCM
Kohler, Douglas; MD, Clinical Assistant Professor, Medicine, CCLCM
Kolar, Matthew; MS, Clinical Assistant Professor, Medicine, CCLCM
Kolli, Sree; MBBS, Clinical Assistant Professor, Anesthesiology, CCLCM
Kollikonda, Swapna; MBBS, Clinical Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Komitau, Jason; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Kondratova, Anna; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Kontak, Jeffery; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Kontzias, Apostolos; MD, Clinical Assistant Professor, Medicine, CCLCM
Konya, Meredith; MD, Clinical Assistant Professor, Surgery, CCLCM
Koplas, Monica; MD, Clinical Assistant Professor, Radiology, CCLCM
Kopranac, Marijan; MD, Clinical Instructor, Surgery, CCLCM
Kopyeva, Tatyana; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Kornick, Jeffrey; MD, Clinical Assistant Professor, Radiology, CCLCM
Kosmides, Robert; MD, Clinical Assistant Professor, Neurology, CCLCM
Kosmorsky, Gregory; DO, Clinical Assistant Professor, Ophthalmology, CCLCM
Kosunick, Gregory; DO, Clinical Assistant Professor, Ophthalmology, CCLCM
Koutoubi, Zaher; MD, Clinical Assistant Professor, Medicine, CCLCM
Kovacevic, David; MD, Clinical Instructor, Surgery, CCLCM
Kraenzler, Erik; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Krahe, David; DO, Clinical Assistant Professor, Surgery, CCLCM
Kral, Natalie; DO, Clinical Assistant Professor, Medicine, CCLCM
Krantz, Mark; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Kranzak, Margaret; MD, Clinical Assistant Professor, Medicine, CCLCM
Krebs, Viktor; MD, Clinical Assistant Professor, Surgery, CCLCM
Krew, Travis; MD, Clinical Instructor, Medicine, CCLCM
Krishnan, Balu; PhD, Adjunct Assistant Professor, Neurology, CCLCM
Krishnan, Jayram; DO, Clinical Assistant Professor, Surgery, CCLCM
Kroen, Collin; MD, Clinical Assistant Professor, Medicine, CCLCM
Kroen Van Diest, Ashley; PhD, Clinical Assistant Professor, Pediatrics, CCLCM
Krpata, David; MD, Clinical Assistant Professor, Surgery, CCLCM
Kruithoff, Keith; MD, Clinical Instructor, Medicine, CCLCM
Krupitzer, Thomas; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Kshettry, Suchetha; MD, Clinical Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Kuban, Barry; BSEE, Adjunct Assistant Professor, Biomedical Eng, CCLCM
Kubiczek-Love, Eva; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Kuhel, Alan; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Kuivila, Thomas; MD, Clinical Assistant Professor, Surgery, CCLCM
Kumar, Arun; MD, Clinical Assistant Professor, Medicine, CCLCM
Kumar, Dheeraj; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Kumar, Neha; MD, Clinical Assistant Professor, Medicine, CCLCM
Kumar, Rahul; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Kumar, Rajesh; MBBS, Clinical Professor, Ophthalmology, CCLCM
Kumar, Shiva; MBBS, Clinical Associate Professor, Medicine, CCLCM
Kumar, Sunir; MD, Clinical Assistant Professor, Medicine, CCLCM
Kunchok, Amy; MD, Clinical Assistant Professor, Neurology, CCLCM
Kurian, Jesto; MBBS, Clinical Associate Professor, Anesthesiology, CCLCM
Kurman, Andrew; MD, Clinical Assistant Professor, Radiology, CCLCM
Kwizera, Elise; MD, Clinical Assistant Professor, Medicine, CCLCM
Kwon, Charles; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Kyei, Angela; MD, Clinical Assistant Professor, Medicine, CCLCM
Kyei, Mark; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Lababede, Omar; MD, Clinical Assistant Professor, Radiology, CCLCM
Lachhwani, Pilar; MD, Clinical Assistant Professor, Medicine, CCLCM
Lababede, Omar; MD, Clinical Assistant Professor, Radiology, CCLCM
Lachhwani, Pilar; MD, Clinical Assistant Professor, Medicine, CCLCM
Lackey, Susan; DO, Clinical Assistant Professor, Medicine, CCLCM
Lagman, Ruth; MD, Clinical Assistant Professor, Medicine, CCLCM
Lago, William; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Laham, Riad; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Lahorra, Joseph; MD, Clinical Assistant Professor, Surgery, CCLCM
Lai, Ching-Feng; DO, Clinical Assistant Professor, Surgery, CCLCM
Lai, Keith; , Clinical Assistant Professor, Pathology, CCLCM
Lakhan, Shaheen; MD PhD, Clinical Instructor, Medicine, CCLCM
Lally, Anne; DO, Clinical Assistant Professor, Emergency Medicine, CCLCM
Lally, Joseph; MD, Clinical Assistant Professor, Emergency Medicine, CCLCM
Lam, Louis; MD, Clinical Assistant Professor, Medicine, CCLCM
Lamarre, Eric; MD, Clinical Assistant Professor, Otolary Head & Neck, CCLCM
Lampe, John; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Lamperti, Massimo; MD MBA, Clinical Professor, Anesthesiology, CCLCM
Lampl, Brooke; DO, Clinical Assistant Professor, Radiology, CCLCM
Landreneau, Joshua; MD, Clinical Instructor, Surgery, CCLCM
Lane, Charles; MD, Clinical Assistant Professor, Medicine, CCLCM
Lane, James; MD, Clinical Assistant Professor, Surgery, CCLCM
Lang, Richard; MD, Clinical Senior Instructor, Medicine, CCLCM
Lapin, Brittany; , Adjunct Assistant Professor, Medicine, CCLCM
Lapinski, James; MD, Clinical Assistant Professor, Pathology, CCLCM
Laplante, Mary; MD, Clinical Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Lashin, Ossama; MD PhD, Clinical Assistant Professor, Medicine, CCLCM
Lash-Ritter, Theresa; MD, Clinical Assistant Professor, Medicine, CCLCM
Lashutka, Matthew; MD, Clinical Assistant Professor, Emergency Medicine, CCLCM
Laskey, Martin; DO, Clinical Assistant Professor, Anesthesiology, CCLCM
Latifi, Samir; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Lavery, Megan; PayD, Clinical Assistant Professor, Medicine, CCLCM
Lawrence, Lima; MD, Clinical Instructor, Medicine, CCLCM
Lawrenz, Joshua; MD, Clinical Instructor, Surgery, CCLCM
Leach, Brandie; MS, Clinical Professor, Medicine, CCLCM
Lee, Amy; PhD, Clinical Assistant Professor, Pediatrics, CCLCM
Lee, Christine; MD, Clinical Assistant Professor, Medicine, CCLCM
Lee, Daesung; MD, Clinical Assistant Professor, Medicine, CCLCM
Lee, Eric; MD, Clinical Assistant Professor, Radiology, CCLCM
Lee, John; MD, Clinical Assistant Professor, Medicine, CCLCM
Lee, Ke; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Lee, Melissa; MD, Clinical Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Lee, Peter; MBBS, Clinical Instructor, Medicine, CCLCM
Lee, Roy; MD, Clinical Assistant Professor, Pathology, CCLCM
Lee, Sunny; DO, Clinical Assistant Professor, Medicine, CCLCM
Leger, Gabriel; MD CM, Clinical Assistant Professor, Medicine, CCLCM
Leisinger, Kevin; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Lengen, Sarah; MD, Clinical Assistant Professor, Medicine, CCLCM
Lenhard, Amanda; MD, Clinical Assistant Professor, Medicine, CCLCM
Leo, Brian; MD, Clinical Assistant Professor, Surgery, CCLCM
Lever, David; MD, Clinical Assistant Professor, Medicine, CCLCM
Lever, Harry; MD, Clinical Assistant Professor, Medicine, CCLCM
Levinson, Michael; MD, Clinical Assistant Professor, Emergency Medicine, CCLCM
Levy, David; MD, Clinical Associate Professor, Surgery, CCLCM
Levy, Edward; MD, Clinical Assistant Professor, Surgery, CCLCM
Levy, Jess; MD, Clinical Assistant Professor, Neurology, CCLCM
Lewis, Andrew; DO, Clinical Instructor, Medicine, CCLCM
Li, Bibo; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Li, Ling; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Li, Xiang; PhD, Adjunct Assistant Professor, Radiology, CCLCM
Li, Xinmin; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Li, Yan; MD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Li, Yun; MD, Clinical Instructor, Medicine, CCLCM
Liang, Jake; MD, Clinical Assistant Professor, Medicine, CCLCM
Libertin, Nicholas; MD, Clinical Assistant Professor, Emergency Medicine, CCLCM
Liguori, Chiara; MD, Clinical Assistant Professor, Medicine, CCLCM
Lim, Kathleen; MD, Clinical Assistant Professor, Medicine, CCLCM
Lim, Tracy; MD, Clinical Instructor, Pediatrics, CCLCM
Lin, Charlie; MD, Clinical Instructor, Medicine, CCLCM
Lin, Jia; MD, PhD, Clinical Assistant Professor, Anesthesiology, CCLCM
Linder, Susan; MHS, Adjunct Assistant Professor, Biomedical Eng, CCLCM
Lindsay, Bruce; MD, Clinical Assistant Professor, Medicine, CCLCM
Lior, Tamara; MD, Clinical Assistant Professor, Medicine, CCLCM
Lioudis, Adriane; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Lipton, Mark; MD, Clinical Assistant Professor, Medicine, CCLCM
Lisbona, Hanna; MD, Clinical Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Littlejohn, Emily; DO MPH, Clinical Assistant Professor, Medicine, CCLCM
Littner, Yoav; MD, Clinical Associate Professor, Pediatrics, CCLCM
Liu, Caini; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Liu, Chia-Feng; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Liu, Jia; Clinical Assistant Professor, Anesthesiology, CCLCM
Liu, Qiang; MD PhD, Clinical Assistant Professor, Medicine, CCLCM
Llarena, Natalia; MD, Clinical Instructor, Surgery, CCLCM
Lo Menzo, Emanuele; MD, PhD, Clinical Assistant Professor, Surgery, CCLCM
Lombardo, Anne; D.O., Clinical Assistant Professor, Family Medicine, CCLCM
Long, Donald; MD, Clinical Assistant Professor, Medicine, CCLCM
Loor, Gabriel; MD, Clinical Instructor, Surgery, CCLCM
Lopez, David; MD, Clinical Assistant Professor, Medicine, CCLCM
Lopez, Loreley; MD, Clinical Assistant Professor, Medicine, CCLCM
Lopez, Valerie; MD, Clinical Assistant Professor, Medicine, CCLCM
Lorenzo, Diana; MD, Clinical Assistant Professor, Medicine, CCLCM
Lorig, Ronald; MD PhD, Clinical Assistant Professor, Radiology, CCLCM
Loudenslager, Randall; OD, Clinical Assistant Professor, Ophthalmology, CCLCM
Lozano, Sara; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Lucas, Jennifer; MD, Clinical Assistant Professor, Surgery, CCLCM
Lucic, Andrew; Clinical Assistant Professor, Anesthesiology, CCLCM
Luis, Santiago; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Lukens, Nicholas; MD, Clinical Instructor, Medicine, CCLCM
Lumpkin, Timothy; MD, Clinical Instructor, Medicine, CCLCM
Lun, Lapman; Clinical Assistant Professor, Medicine, CCLCM
Lundy, Scott; MD PhD, Clinical Instructor, Surgery, CCLCM
Luria, Sanford; MD, Clinical Assistant Professor, Urology, CCLCM
Madden, Casey; MD, Clinical Assistant Professor, Surgery, CCLCM
Ma, Shuang; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Mace, Adam; MD, Clinical Instructor, Surgery, CCLCM
Machuzak, Michael; MD, Clinical Assistant Professor, Medicine, CCLCM
Madjka, Maria; PhD, Adjunct Assistant Professor, Medicine, CCLCM
Madjun, Nabil; DO, Clinical Instructor, Medicine, CCLCM
Magen, Andrea; MD, Clinical Assistant Professor, Radiology, CCLCM
Magnelli, Anthony; MS, Clinical Assistant Professor, Medicine, CCLCM
Mahadeen, Ahmad; MBBS, Clinical Instructor, Medicine, CCLCM
Mahajan, Lori; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Mahajan, Niyati; MBBS, Clinical Assistant Professor, Pediatrics, CCLCM
Mahar, Jamal; MD, Clinical Assistant Professor, Medicine, CCLCM
Maheshwari, Kamal; MBBS, Clinical Assistant Professor, Anesthesiology, CCLCM
Mahfouz, Reda; MBBCh, Clinical Assistant Professor, Medicine, CCLCM
Mahmoud, Manal; MD, Clinical Assistant Professor, Medicine, CCLCM
Maier, Michael; DPM, Clinical Assistant Professor, Medicine, CCLCM
Maiti, Baidehi; MD MPH, Clinical Assistant Professor, Medicine, CCLCM
Majdalany, David; MD, Clinical Assistant Professor, Medicine, CCLCM
Makhoul, Ahed; MD, Clinical Assistant Professor, Medicine, CCLCM
Makkar, Vinit; MD, Clinical Assistant Professor, Medicine, CCLCM
Malaya, Ramon; MD, Clinical Assistant Professor, Surgery, CCLCM
Malec, Melanie; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Maleki, Jahangir; MD PhD, Clinical Assistant Professor, Medicine, CCLCM
Malgieri, James; MD, Clinical Assistant Professor, Surgery, CCLCM
Mallat, Ali; MD, Clinical Assistant Professor, Medicine, CCLCM
Mallat, Jihad; MD, Clinical Professor, Medicine, CCLCM
Maly, Yulia; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Mandel, Morris; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Mandelik, James; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Mani, Preethi; MD, Clinical Instructor, Medicine, CCLCM
Manickam, Sundara; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Mankaney, Gautam; MD, Clinical Instructor, Medicine, CCLCM
Mann, Sunpreet; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Manne, Manesh; MD, Clinical Assistant Professor, Medicine, CCLCM
Manno, Jane; Psy.D, Clinical Assistant Professor, Medicine, CCLCM
Mansour, John; MD, Clinical Assistant Professor, Medicine, CCLCM
Manzon, Judith; MD, Clinical Assistant Professor, Medicine, CCLCM
Marasco, Paul; PhD, Clinical Associate Professor, Medicine, CCLCM
Marcanthony, Nicholas; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Marchi, Nicola; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Marcotthy, Andreas; MD, Clinical Assistant Professor, Ophthalmology, CCLCM
Marcus, Joel; PsyD, Clinical Assistant Professor, Medicine, CCLCM
Margocs, Mary Ellen; DO, Clinical Assistant Professor, Medicine, CCLCM
Margolin, Shmuel; MD, Clinical Assistant Professor, Medicine, CCLCM
Mark, James; MD, Clinical Assistant Professor, Emergency Medicine, CCLCM
Markakis, Dorothea; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Markakis, George; MD PhD, Clinical Assistant Professor, Ophthalmology, CCLCM
Markowitz, Steven; MD, Clinical Assistant Professor, Medicine, CCLCM
Marks, DuPre; MSSA, Clinical Assistant Professor, Medicine, CCLCM
Marks, Michelle; DO, Clinical Associate Professor, Pediatrics, CCLCM
Marocco, Avi; MD, Clinical Assistant Professor, Medicine, CCLCM
Maron, David; MD, Clinical Assistant Professor, Surgery, CCLCM
Maroney, Zane; MD, Clinical Instructor, Medicine, CCLCM
Marquardt, Robert; DO, Clinical Instructor, Neurology, CCLCM
Marsh, Lisa; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Martin, Beth Ann; PhD, Clinical Assistant Professor, Pediatrics, CCLCM
Martin, Danielle; DO, Clinical Assistant Professor, Medicine, CCLCM
Martinez, Felice; MD, Clinical Assistant Professor, Radiology, CCLCM
Martinez, Michael; MD, Clinical Assistant Professor, Radiology, CCLCM
Martinez Galvis, Nydia; MD, Clinical Assistant Professor, Medicine, CCLCM
Mascarinas, Angelie; MD, Clinical Assistant Professor, Neurology, CCLCM
Maschke, Steven; MD, Clinical Assistant Professor, Surgery, CCLCM
Masci, Paul; DO, Clinical Assistant Professor, Medicine, CCLCM
Mason, Claudia; MD, Clinical Assistant Professor, Surgery, CCLCM
Masood, Parvez; MD, Clinical Assistant Professor, Radiology, CCLCM
Masri, Mohamad; MD, Clinical Assistant Professor, Medicine, CCLCM
Massier, Anamaria; MD, Clinical Assistant Professor, Medicine, CCLCM
Mastroianni, Anthony; MD, Clinical Assistant Professor, Medicine, CCLCM
Matalkah, Ahmad; MBBS, Clinical Assistant Professor, Surgery, CCLCM
Matko, Andrew; DO, Clinical Assistant Professor, Surgery, CCLCM
Matthys, Marisa; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Maurer, Walter; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
May, Joseph; MD, Clinical Assistant Professor, Pediatrics, CCLCM
May, Daniel; DO, Clinical Assistant Professor, Surgery, CCLCM
May, Eric; MD, Clinical Assistant Professor, Medicine, CCLCM
Mayers, Douglas; MD PhD, Clinical Associate Professor, Anesthesiology, CCLCM
Mayock, Robert; MD, Clinical Assistant Professor, Medicine, CCLCM
Mazzone, Peter; MD, Clinical Assistant Professor, Medicine, CCLCM
Mazzoni, Sandra; DO, Clinical Assistant Professor, Medicine, CCLCM
McBryde, John; MD, Clinical Assistant Professor, Medicine, CCLCM
McClain, Michael; DO, Clinical Assistant Professor, Anesthesiology, CCLCM
McCormac, John; MD, Clinical Assistant Professor, Radiology, CCLCM
McCoy, Dalia; , Clinical Assistant Professor, Family Medicine, CCLCM
McCumber, Charlotte; MD, Clinical Assistant Professor, Pediatrics, CCLCM
McDaniel, Kevin; MD, Clinical Assistant Professor, Family Medicine, CCLCM
McDonnell, Matthew; MD, Clinical Assistant Professor, Surgery, CCLCM
McElroy, Tara; MD, Clinical Assistant Professor, Surgery, CCLCM
McGervey, Megan; MD, Clinical Assistant Professor, Medicine, CCLCM
McGrew, Thomas; MD, Clinical Assistant Professor, Surgery, CCLCM
McHugh, Michael; MD, Clinical Assistant Professor, Pediatrics, CCLCM
McInnes, Susan; MD, Clinical Assistant Professor, Medicine, CCLCM
McIntyre, Alice; MD, Clinical Assistant Professor, Pediatrics, CCLCM
McKee, Keith; MD, Clinical Assistant Professor, Medicine, CCLCM
McKelvey, Erin; MD, Clinical Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
McKennon, Jesse; MD, Clinical Assistant Professor, Pathology, CCLCM
McLafferty, Scott; DO, Clinical Assistant Professor, Radiology, CCLCM
McLaughlin, Andrew; DO, Clinical Assistant Professor, Medicine, CCLCM
McMullin, Ann; MD, Clinical Assistant Professor, Medicine, CCLCM
McNamara, Jennifer; OD, Clinical Assistant Professor, Ophthalmology, CCLCM
McNamara, Michael; MD, Clinical Assistant Professor, Medicine, CCLCM
McWilliams, Carla; MD, Clinical Assistant Professor, Medicine, CCLCM
McWilliams, Laurie; MD, Clinical Assistant Professor, Medicine, CCLCM
Meden, Glenn; MD, Clinical Assistant Professor, Medicine, CCLCM
Medina, M.A. Michelle; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Medina, Michael; MD, Clinical Assistant Professor, Surgery, CCLCM
Meffley, Ryan; OD, Clinical Assistant Professor, Ophthalmology, CCLCM
Mehta, Adi; MD, Clinical Assistant Professor, Medicine, CCLCM
Mehta, Arunab; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Mehta, Gita; MBBS, Clinical Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Mehta, Jinesh; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Mehta, Neel; MD, Clinical Instructor, Medicine, CCLCM
Mehta, Priti; MD, Clinical Assistant Professor, Medicine, CCLCM
Mehta, Sudhir; MBBS, Clinical Associate Professor, Pediatrics, CCLCM
Meier Davila, Mirko; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Meine, Jon; MD, Clinical Assistant Professor, Surgery, CCLCM
Meisler, David; MD, Clinical Professor, Ophthalmology, CCLCM
Mekhail, Mark; DO, Clinical Assistant Professor, Family Medicine, CCLCM
Melden, Stephen; MD, Clinical Assistant Professor, Emergency Medicine, CCLCM
Melton, Alton; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Menefee, Elizabeth; MD, Clinical Assistant Professor, Medicine, CCLCM
Menon, Vivek; MD, Clinical Assistant Professor, Medicine, CCLCM
Mervart, Miloslava; MD, Clinical Assistant Professor, Medicine, CCLCM
Mijatovic, Desimir; MD, Clinical Instructor, Medicine, CCLCM
Miklowski, Maria; MD, Clinical Assistant Professor, Medicine, CCLCM
Mikol, Sharon; MD, Clinical Assistant Professor, Dermatology, CCLCM
Miljkovic-Goodrich, Susan; MD, Clinical Assistant Professor, Surgery, CCLCM
Milk, Jason; DO, Clinical Assistant Professor, Medicine, CCLCM
Miller, Aaron; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Miller, Joshua; DO, Clinical Assistant Professor, Medicine, CCLCM
Miller, Laura; DO, Clinical Assistant Professor, Medicine, CCLCM
Miller, Michael; MD, Clinical Assistant Professor, Medicine, CCLCM
Miller, Timothy; MD, Clinical Assistant Professor, Medicine, CCLCM
Millstein, Michael; MD, Clinical Assistant Professor, Ophthalmology, CCLCM
Minger, Jill; MD, Clinical Assistant Professor, Surgery, CCLCM
Miniacci-Coxhead, Sara; MD, Clinical Assistant Professor, Surgery, CCLCM
Minzter, Beth; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Miranda, Cyndee; MD, Clinical Assistant Professor, Medicine, CCLCM
Mirodon, Radu; MD, Clinical Assistant Professor, Medicine, CCLCM
Misbah, Seema; MD, Clinical Assistant Professor, Medicine, CCLCM
Mitra, Neha; MD, Clinical Assistant Professor, Medicine, CCLCM
Miyasaka, Rhonda; MD, Clinical Assistant Professor, Medicine, CCLCM
Mobolaji, Ige; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Moghekar, Ajit; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Mohammad, Haneen; MD, Clinical Assistant Professor, Medicine, CCLCM
Mohammed, Hiam Mustafa; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Mohan, Vineeth; MD, Clinical Assistant Professor, Medicine, CCLCM
Mohananey, Divyanshu; MD, Clinical Assistant Professor, Medicine, CCLCM
Mohde, Feras; MD, Clinical Assistant Professor, Medicine, CCLCM
Mohmand, Mohammad; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Molano, Maria Del Pilar Bayo; MD, Clinical Assistant Professor, Radiology, CCLCM
Molinari-Zuzek, Marina; MD, Clinical Assistant Professor, Emergency Medicine, CCLCM
Mont, Michael; MD, Clinical Assistant Professor, Surgery, CCLCM
Montane, Bryce; MD, Clinical Instructor, Medicine, CCLCM
Montgomery, Jennifer; MD PhD, Clinical Assistant Professor, Radiology, CCLCM
Moodley, Manikum; MBBCh, Clinical Assistant Professor, Medicine, CCLCM
Moodley, Sangithan; MBBS, Clinical Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Moore, Amy; BA, Adjunct Assistant Professor, Medicine, CCLCM
Moore, Don; MD, Clinical Assistant Professor, Surgery, CCLCM
Mooty, Mohamad; MD, Clinical Associate Professor, Medicine, CCLCM
Moreira, Andrea; MD, Clinical Assistant Professor, Surgery, CCLCM
Moreno, Cristobal; MD, Clinical Associate Professor, Medicine, CCLCM
Morgan, Ashraf, PhD, Clinical Assistant Professor, Radiology, CCLCM
Morgan, C.; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Morgan, Janet; MD, Clinical Assistant Professor, Medicine, CCLCM
Morra, Nariman; MD, Clinical Assistant Professor, Medicine, CCLCM
Morren, John; MBBS, Clinical Assistant Professor, Neurology, CCLCM
Morris, Paige; MD, Clinical Assistant Professor, Medicine, CCLCM
Morris, Sharon; MD, Clinical Assistant Professor, Medicine, CCLCM
Morris, William; MD, Clinical Assistant Professor, Medicine, CCLCM
Morrison, Stuart; MBBch, Clinical Professor, Radiology, CCLCM
Morrissey, Thomas; Clinical Assistant Professor, Surgery, CCLCM
Morris-Stiff, Gareth; MBBch, Clinical Assistant Professor, Surgery, CCLCM
Morrow, Jay; MD, Clinical Assistant Professor, Medicine, CCLCM
Morscher, Katrina; MD, Clinical Assistant Professor, Medicine, CCLCM
Moses, Alison; PhD, Clinical Assistant Professor, Pediatrics, CCLCM
Mosher, John; PhD, Clinical Assistant Professor, Medicine, CCLCM
Mossad, Dalia; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Mossoly, Lama Muhieddine; MS, Clinical Assistant Professor, Medicine, CCLCM
Mroz, Thomas; MD, Clinical Assistant Professor, Surgery, CCLCM
Mualin, Ismail; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Mucha, Simon; MD, Clinical Instructor, Medicine, CCLCM
Mudd, Emily; PhD, Clinical Assistant Professor, Pediatrics, CCLCM
Muise, Kevin; MD, Clinical Assistant Professor, Surgery, CCLCM
Mukewar, Saurabh; MBBS, Clinical Instructor, Medicine, CCLCM
Mukherjee, Sudipto; MBBS, PhD, Clinical Assistant Professor, Medicine, CCLCM
Mukhopadhyay, Sanjay; MD, Clinical Assistant Professor, Pathology, CCLCM
Mulligan, Guy; MD, Clinical Assistant Professor, Medicine, CCLCM
Mullin, Katherine; MD, Clinical Assistant Professor, Medicine, CCLCM
Muniz, Jose; MD, Clinical Assistant Professor, Medicine, CCLCM
Murakami, Hiroatsu; MD PhD, Clinical Assistant Professor, Medicine, CCLCM
Murdock, Erin; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Murphy, Angela; DO, Clinical Assistant Professor, Medicine, CCLCM
Murphy, Brian; MD, Clinical Assistant Professor, Medicine, CCLCM
Murphy, Christopher; DO, Clinical Assistant Professor, Medicine, CCLCM
Murphy, Jamie; MBBch PhD, Clinical Professor, Surgery, CCLCM
Murthy, Prithvi; MD, Clinical Instructor, Urology, CCLCM
Muruve, Nicolas; MD, Clinical Assistant Professor, Surgery, CCLCM
Myers, Christopher; Clinical Assistant Professor, Emergency Medicine, CCLCM
Myshral, Timothy; DVM, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Nabhani, Hassan; MD, Clinical Assistant Professor, Emergency Medicine, CCLCM
Nadorlik, Holly; DO, Clinical Assistant Professor, Pediatrics, CCLCM
Nagarajan, Arun; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Nageeb, Fady; MBBCH, Clinical Assistant Professor, Anesthesiology, CCLCM
Nagrant, Erin Cathlene; MD, Clinical Assistant Professor, Medicine, CCLCM
Nahal, Ayoub; MD, Clinical Professor, Pathology, CCLCM
Nair, Dileep; MD, Clinical Assistant Professor, Medicine, CCLCM
Nair, Harsha; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Nair, Raj; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Najm, Hani; MBBS, Clinical Assistant Professor, Surgery, CCLCM
Nakagawa, Hiroshi; MD PhD, Clinical Professor, Medicine, CCLCM
Nakhla, Shady; MD, Clinical Instructor, Medicine, CCLCM
Nandigam, Sreelatha; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Naples, Robert; DO, Clinical Instructor, Surgery, CCLCM
Napora, Taras; MD, Clinical Assistant Professor, Emergency Medicine, CCLCM
Nasar, Christian; MD, Clinical Assistant Professor, Medicine, CCLCM
Nasehi, Leyla; MBBS, Clinical Instructor, Radiology, CCLCM
Nathan, Howard; MD, Clinical Assistant Professor, Medicine, CCLCM
Navadeh, Alireza; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Navarro, Ramon; MD, Clinical Professor, Neurological Surgery, CCLCM
Navas, Elsy; MD, Clinical Assistant Professor, Medicine, CCLCM
Navon, Samuel; MD PhD, Clinical Associate Professor, Ophthalmology, CCLCM
Needleman, Matthew; MD, Clinical Assistant Professor, Medicine, CCLCM
Neides, Dan; MD, Clinical Associate Professor, Family Medicine, CCLCM
Nemet, Ina; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Nemunaitis, Brian; DO, Clinical Assistant Professor, Surgery, CCLCM
Nemunaitis, Michael; MD, Clinical Assistant Professor, Medicine, CCLCM
Neri, Piergiorgio; MD PhD, Clinical Professor, Ophthalmology, CCLCM
Neri-Nixon, Maria; MD, Clinical Assistant Professor, Medicine, CCLCM
Neumann, Donald; MD PhD, Clinical Assistant Professor, Radiology, CCLCM
Newman, Martin; MD, Clinical Assistant Professor, Surgery, CCLCM
Newton, Kathryn; MD, Clinical Assistant Professor, Surgery, CCLCM
Ng, Kwok-Peng; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Ng, Pamela; MD, Clinical Assistant Professor, Dermatology, CCLCM
Ngo, Janet; MD, Clinical Assistant Professor, Surgery, CCLCM
Nguyen, Andrew; MD, Clinical Instructor, Surgery, CCLCM
Nguyen, Timmy; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Ni, Ying; PhD, Adjunct Assistant Professor, Medicine, CCLCM
Nickodem, Jr., Robert; MD, Clinical Assistant Professor, Surgery, CCLCM
Nicolosi, Nicole; DPM, Clinical Assistant Professor, Surgery, CCLCM
Niezgoda, Julie; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Noguera, Edward; MD, Clinical Assistant Professor, Medicine, CCLCM
Nogueras, Juan; MD, Clinical Assistant Professor, Surgery, CCLCM
Nolan, Courtney; DO, Clinical Assistant Professor, Pediatrics, CCLCM
Nor, Sigmund; MD PhD, Clinical Assistant Professor, Pediatrics, CCLCM
Noticewala, Penali; MD, Clinical Assistant Professor, Medicine, CCLCM
Nours, Samah; MBBS MPH, Clinical Assistant Professor, Medicine, CCLCM
Noviahty, Ika; MD, Clinical Instructor, Medicine, CCLCM
Nowicki, Edward; MD, Clinical Associate Professor, Surgery, CCLCM
Nukta, Emad Dean; MD, Clinical Assistant Professor, Medicine, CCLCM
Nunez-Alonso, Carlos; MD, Clinical Assistant Professor, Pathology, CCLCM
Nurko, Saul; MD, Clinical Assistant Professor, Medicine, CCLCM
Oak, Sameer; MD, Clinical Instructor, Surgery, CCLCM
Oberle, Lara; MD, Clinical Assistant Professor, Medicine, CCLCM
Obeso, Gerardo Andres; MBBS, Clinical Associate Professor, Surgery, CCLCM
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O’Donoghue, Donal; MBBS, Clinical Assistant Professor, Anesthesiology, CCLCM
Oh, Sehong; PhD, Adjunct Assistant Professor, Radiology, CCLCM
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O’Malley, Charles; MD, Clinical Assistant Professor, Radiology, CCLCM
Omara, Mohamed Mostafa; MBBS, Clinical Assistant Professor, Medicine, CCLCM
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Orr, R.; MD, Clinical Assistant Professor, Surgery, CCLCM
Osborne, Kyra; MD, Clinical Assistant Professor, Otolary Head & Neck, CCLCM
Osman, Mohammed; MD, Clinical Assistant Professor, Surgery, CCLCM
Osorio, Leonor; DO, Clinical Assistant Professor, Medicine, CCLCM
Oswald, Gregory; MD, Clinical Assistant Professor, Medicine, CCLCM
Ouyang, Suidong; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Owen, Scott; DO, Clinical Assistant Professor, Family Medicine, CCLCM
Owings, Tammy; DEng, Adjunct Assistant Professor, Biomedical Eng, CCLCM
Owusu-Dapaah, Harry; MD, Clinical Assistant Professor, Medicine, CCLCM
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Pace, Mark; DO, Clinical Assistant Professor, Medicine, CCLCM
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Peck, Evan; MD, Clinical Assistant Professor, Medicine, CCLCM
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Petrey, Aaron; PhD, Clinical Assistant Professor, Molecular Medicine, CCLCM
Pham, Thuan; DPM, Clinical Assistant Professor, Surgery, CCLCM
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Philpott, Jessica; MD, PhD, Clinical Assistant Professor, Medicine, CCLCM
Pichi, Francesco; MD, Clinical Associate Professor, Ophthalmology, CCLCM
Pichurko, Bohdan; MD, Clinical Assistant Professor, Medicine, CCLCM
Pickering Beers, Sarah; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Picklow, Thomas; MD, Clinical Assistant Professor, Surgery, CCLCM
Piechowski-Jozwiak, Bartlomiej; MD, Clinical Associate Professor, Medicine, CCLCM
Pierce, Bradley; MD, Clinical Assistant Professor, Surgery, CCLCM
Pignolet, Dale; MD, Clinical Assistant Professor, Emergency Medicine, CCLCM
Piliang, Melissa; MD, Clinical Assistant Professor, Dermatology, CCLCM
Piloto, Robert; MD, Clinical Assistant Professor, Medicine, CCLCM
Pimental, Ronnie; MD, Clinical Assistant Professor, Medicine, CCLCM
Pineda, John; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Pinski, Sergio; MD, Clinical Assistant Professor, Medicine, CCLCM
Piotrkowski, Jared; MD, Clinical Assistant Professor, Medicine, CCLCM
Pischik, Vitaliy; MD, Clinical Assistant Professor, Medicine, CCLCM
Pitas, Grzegorz; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Planchope Pope, Sarah; PhD, Adjunct Assistant Professor, Medicine, CCLCM
Plas, Jeffrey; MD, Clinical Assistant Professor, Medicine, CCLCM
Playl, Timothy; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Pluskota, Elzbieta; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Poblete, J. Vicente; MD, Clinical Assistant Professor, Surgery, CCLCM
Poblete-Lopez, Christine; MD, Clinical Assistant Professor, Dermatology, CCLCM
Pohlman, Brad; MD, Clinical Assistant Professor, Medicine, CCLCM
Policarpio-Nicolas, Maria Luisa; MD, Clinical Assistant Professor, Pathology, CCLCM
Pollack, Michael; MD, Clinical Assistant Professor, Medicine, CCLCM
Polster, Amy; MD, Clinical Assistant Professor, Medicine, CCLCM
Polston, David; MD, Clinical Assistant Professor, Neurology, CCLCM
Pomeranets, Svetlana; MD, Clinical Assistant Professor, Pediatrics, CCLCM
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Porter, Victoria; MD, Clinical Assistant Professor, Medicine, CCLCM
Potenti, Fabio; MD, Clinical Assistant Professor, Surgery, CCLCM
Potter, Dawn; PsyD, Clinical Assistant Professor, Neurology, CCLCM
Potts, Steven; MD, Clinical Assistant Professor, Medicine, CCLCM
Poturalski, Matthew; MD, Clinical Instructor, Radiology, CCLCM
Prabhakaran, Anbazhagan; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Prabhakaran, Radhai; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Prata, James; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Pratt, Debra; MD, Clinical Assistant Professor, Surgery, CCLCM
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Predescu, Gina; MD, Clinical Assistant Professor, Medicine, CCLCM
Prendes, Brandon; MD, Clinical Assistant Professor, Otolary Head & Neck, CCLCM
Preston, Andrea; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Prock, Kristin; DO, Clinical Assistant Professor, Medicine, CCLCM
Proctor, Delano; DO, Clinical Assistant Professor, Anesthesiology, CCLCM
Pua, Tricia; MD, Clinical Assistant Professor, Pathology, CCLCM
Punia, Vineet; MBBS, Clinical Instructor, Neurology, CCLCM
Purisima, Grace; MD, Clinical Assistant Professor, Medicine, CCLCM
Purysko, Andrei; MD, Clinical Assistant Professor, Radiology, CCLCM
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Ritchey, Michael; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Ritchey, Pamela; MD, Clinical Assistant Professor, Medicine, CCLCM
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Ritter, Aaron; MD, Clinical Assistant Professor, Neurology, CCLCM
Ritzman, Stacy; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Rivard, Andrew; MD, Clinical Professor, Radiology, CCLCM
Rivera, Alfonso; MD, Clinical Assistant Professor, Radiology, CCLCM
Rizvi, Huma; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Roberts, Dayne; MD, Clinical Assistant Professor, Radiology, CCLCM
Robinet, Peggy; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Rocchio, Erin; DO, Clinical Assistant Professor, Medicine, CCLCM
Rock, Joseph; PsyD, Clinical Assistant Professor, Medicine, CCLCM
Rodgers, Michael; MBBch, Clinical Assistant Professor, Anesthesiology, CCLCM
Rodriguez, Adriana; MD, Clinical Assistant Professor, Medicine, CCLCM
Rodriguez, Angelica; DO, Clinical Assistant Professor, Family Medicine, CCLCM
Rodriguez, Carlos; MD, Clinical Assistant Professor, Neurology, CCLCM
Rodriguez, John; MD, Clinical Assistant Professor, Surgery, CCLCM
Rodriguez, L. Leonardo; MD, Clinical Assistant Professor, Surgery, CCLCM
Rodriguez, Shelly-Anne; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Rodriguez-Herrera, Gamaliel; MD, Clinical Assistant Professor, Radiology, CCLCM
Roesch, Lyndsey; DO, Clinical Assistant Professor, Medicine, CCLCM
Roesel, Daniel; DO, Clinical Assistant Professor, Radiology, CCLCM
Rogen, Bruce; MD, Clinical Assistant Professor, Medicine, CCLCM
Rogers, Douglas; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Rollins, Michael; MD, Clinical Assistant Professor, Medicine, CCLCM
Romac Coc, Ivana; MD, Clinical Assistant Professor, Ophthalmology, CCLCM
Romero-Marrero, Carlos; MD, Clinical Assistant Professor, Medicine, CCLCM
Rosario, Adriana; MD, Clinical Assistant Professor, Medicine, CCLCM
Rosas, Michael; MD, Clinical Assistant Professor, Medicine, CCLCM
Rose, Warren; MD, Clinical Assistant Professor, Surgery, CCLCM
Roselli, Eric; MD, Clinical Assistant Professor, Surgery, CCLCM
Rosen, Lester; MD, Clinical Assistant Professor, Surgery, CCLCM
Rosenquist, Richard; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
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Rosenthal, Raul; MD, Clinical Professor, Surgery, CCLCM
Roser, Florian; MD PhD, Clinical Professor, Surgery, CCLCM
Roshon, Steven; MD, Clinical Assistant Professor, Medicine, CCLCM
Rosian, Rochelle; MD, Clinical Assistant Professor, Medicine, CCLCM
Rost, Frederick; MD, Clinical Assistant Professor, Medicine, CCLCM
Ross, Lindsay; MD, Clinical Instructor, Medicine, CCLCM
Roth, Allen; MD, Clinical Assistant Professor, Surgery, CCLCM
Roth, Joy; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Roth, Sean; DO, Clinical Assistant Professor, Emergency Medicine, CCLCM
Rothfuszu, Eric; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Rothner, A.; MD, Clinical Assistant Professor, Medicine, CCLCM
Rouphael, Carol; MD, Clinical Assistant Professor, Medicine, CCLCM
Rowland, Joy; DPM, Clinical Assistant Professor, Medicine, CCLCM
Rubin, Sheila; MD, Clinical Assistant Professor, Medicine, CCLCM
Ruch, Teresa; MD, Clinical Assistant Professor, Neurological Surgery, CCLCM
Ruchalski, Tina; MD, Clinical Assistant Professor, Radiology, CCLCM
Rudolph, Joseph; MD, Clinical Assistant Professor, Medicine, CCLCM
Rush, Taylor; PhD, Adjunct Assistant Professor, Medicine, CCLCM
Ruskin, Samuel; MD, Clinical Assistant Professor, Radiology, CCLCM
Russ, Jocelyn; MD, Clinical Assistant Professor, Medicine, CCLCM
Russell, Rebecca; MD, Clinical Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Russman, Andrew; DO, Clinical Assistant Professor, Neurology, CCLCM
Rutecki, Gregory; MD, Clinical Assistant Professor, Medicine, CCLCM
Ruwie, Jeffrey; MD, Clinical Assistant Professor, Emergency Medicine, CCLCM
Rybak, Maria; MS, Clinical Assistant Professor, Medicine, CCLCM
Saab, Carl; PhD, Clinical Professor, Biomedical Eng, CCLCM
Saad, Hossam Kamel; MD PhD, Clinical Assistant Professor, Radiology, CCLCM
Saarel, Elizabeth; MD, Clinical Professor, Pediatrics, CCLCM
Sabbak, Nabil; MD, Clinical Instructor, Medicine, CCLCM
Sabbar, Saweera; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Sabella, Paula; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Sabesan, Vani; MD, Clinical Assistant Professor, Surgery, CCLCM
Sabo, Frank; MD, Clinical Assistant Professor, Surgery, CCLCM
Sabur, Katrina; DO, Clinical Assistant Professor, Family Medicine, CCLCM
Sacco, Matthew; PhD, Clinical Assistant Professor, Medicine, CCLCM
Sadana, Divyajot; MBBS, Clinical Instructor, Medicine, CCLCM
Sadaps, Meena; MD, Clinical Instructor, Medicine, CCLCM
Sadler, Diego; MD, Clinical Assistant Professor, Medicine, CCLCM
Saeed, Azeem; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Sahni, Sabrina; MD, Clinical Assistant Professor, Surgery, CCLCM
Sahoo, Debasis; MD, Clinical Assistant Professor, Medicine, CCLCM
Sakia, Paramananda; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Sailors, Frank; DO, Clinical Assistant Professor, Medicine, CCLCM
Saini, Sonia; MBBS MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Saker, Firas; MD, Clinical Professor, Pediatrics, CCLCM
Saks, John; MD, Clinical Assistant Professor, Radiology, CCLCM
Salanga, Virgilio; MD, Clinical Assistant Professor, Neurology, CCLCM
Salay, Elizabeth; MD, Clinical Assistant Professor, Medicine, CCLCM
Saleh, Abdelaziz; MBBS, Clinical Professor, Ob/Gyn & Repro Bio, CCLCM
Salerno, Karen; MSSA, Clinical Assistant Professor, Medicine, CCLCM
Saliba, Kenneth; DO, Clinical Assistant Professor, Anesthesiology, CCLCM
Salomone, Raymond; MD, Clinical Assistant Professor, Medicine, CCLCM
Salous, Tareq; MBBS, Clinical Instructor, Medicine, CCLCM
Salti, Amar; MD, Clinical Associate Professor, Anesthesiology, CCLCM
Samaras, Christy; DO, Clinical Assistant Professor, Medicine, CCLCM
Samhouri, Bilal; MD, Clinical Instructor, Medicine, CCLCM
Samotowka, Michael; MD, Clinical Assistant Professor, Surgery, CCLCM
Samples, Stephen; MD, Clinical Assistant Professor, Medicine, CCLCM
Sampson, Jamal; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Samuel, Samuel; MBBS, Clinical Assistant Professor, Anesthesiology, CCLCM
Samuel, Thomas; MD, Clinical Assistant Professor, Medicine, CCLCM
San Martin Montenegro, Vicente; MD, Clinical Instructor, Medicine, CCLCM
Sanad, Mohamed; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Sanaka, Madhusudhan; MD, Clinical Assistant Professor, Medicine, CCLCM
Sandridge, Sharon; PhD, Adjunct Assistant Professor, Otolary Head & Neck, CCLCM
Sands, Dana; MD, Clinical Assistant Professor, Surgery, CCLCM
Sands, Mark; MD, Clinical Assistant Professor, Radiology, CCLCM
Sangani, Dianne; MD, Clinical Assistant Professor, Medicine, CCLCM
Sanghi, Vedha; MBBS, Clinical Instructor, Medicine, CCLCM
Sankar, Roopa; MD, Clinical Assistant Professor, Medicine, CCLCM
Sankari, Bashir; MD, Clinical Assistant Professor, Urology, CCLCM
Sanogo, Yibayiri; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Santoscoy, Thomas; MD, Clinical Assistant Professor, Surgery, CCLCM
Saqi, Bilal; MBBS, Clinical Instructor, Medicine, CCLCM
Saraswathy, Manju; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Sasedhar, Madhu; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Sauto, Jr., James; MD, Clinical Assistant Professor, Emergency Medicine, CCLCM
Savage, David; MD PhD, Clinical Instructor, Medicine, CCLCM
Savage, Edward; MD, Clinical Professor, Surgery, CCLCM
Savage, Erica; MD, Clinical Assistant Professor, Pathology, CCLCM
Savarin, Carine; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Sax, William; OD, Clinical Assistant Professor, Ophthalmology, CCLCM
Saxena, Saket; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Sayed, Falak; MBBS, Clinical Assistant Professor, Emergency Medicine, CCLCM
Sayegh, Rony; MD, Clinical Associate Professor, Ophthalmology, CCLCM
Sayles, III, Stephen; MD, Clinical Assistant Professor, Emergency Medicine, CCLCM
Scaparotti, Alexis; MD, Clinical Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Scarcella, Joseph; MD, Clinical Assistant Professor, Surgery, CCLCM
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Shaw, Wendy; MD, Clinical Assistant Professor, Radiology, CCLCM
Shawki, Sherief; MBBS, Clinical Assistant Professor, Surgery, CCLCM
Shen, Gong-Qing; MD, PhD, Clinical Assistant Professor, Medicine, CCLCM
Shen, Shu-Jane; MD, Clinical Assistant Professor, Radiology, CCLCM
Shepardson, Laura; MD, Clinical Assistant Professor, Radiology, CCLCM
Sheridan, Catherine; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Shewbridge, Richard; MD, Clinical Assistant Professor, Medicine, CCLCM
Shewmon, David; MD, Clinical Assistant Professor, Medicine, CCLCM
Shin, Harold; MD, Clinical Assistant Professor, Emergency Medicine, CCLCM
Shin, Paul; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Shkoukani, Mahdi; MD, Clinical Associate Professor, Surgery, CCLCM
Shkumat, Nicholas; MS, Clinical Assistant Professor, Radiology, CCLCM
Shojayi, Nina; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Sholiton, David; MD, Clinical Assistant Professor, Ophthalmology, CCLCM
Shollenberger, Lee Ann; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Shook, Steven; MD, Clinical Assistant Professor, Neurology, CCLCM
Shrestha, Anu; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Shrestha, Kevin; MD, Clinical Assistant Professor, Medicine, CCLCM
Shrivastava, Alok; MBBS, Clinical Assistant Professor, Surgery, CCLCM
Shubert, Bianca; MD, Clinical Instructor, Medicine, CCLCM
Shumyatcher, Yana; MD, Clinical Assistant Professor, Medicine, CCLCM
Sidani, Shafik; MD, Clinical Assistant Professor, Surgery, CCLCM
Siddique, Haamid; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Siddiqui, Khalid; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Sider, Darby; MD, Clinical Assistant Professor, Medicine, CCLCM
Sierk, Anne; MD, Clinical Assistant Professor, Pathology, CCLCM
Signs, Steven; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Siles, Roxana; MD, Clinical Assistant Professor, Medicine, CCLCM
Silver, Bernard; MD, Clinical Professor, Medicine, CCLCM
Silver, Raphael; MD, Clinical Assistant Professor, Medicine, CCLCM
Simmons, Jean; PhD, Clinical Assistant Professor, Medicine, CCLCM
Simon, Barry; DO, Clinical Assistant Professor, Medicine, CCLCM
Simon, Bradley; MD, Clinical Assistant Professor, Medicine, CCLCM
Simpfendorfer, Conrad; MD, Clinical Assistant Professor, Surgery, CCLCM
Simpson, Ashley; DO, Clinical Assistant Professor, Surgery, CCLCM
Simpson, Lynn; MD, Clinical Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Sims, Harry; MBA, Clinical Assistant Professor, Medicine, CCLCM
Simsolo, Eli; MD, Clinical Instructor, Medicine, CCLCM
Sindwani, Raj; MD, Clinical Assistant Professor, Otolary Head & Neck, CCLCM
Singer, Anne; MD, Clinical Assistant Professor, Radiology, CCLCM
Singh, Jasjot; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Singh, Vivek; PhD, Clinical Assistant Professor, Radiology, CCLCM
Sirotin, Nicole; MD, Adjunct Assistant Professor, Medicine, CCLCM
Siscu, Haralambie; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Siscu, Mirela; MD, Clinical Assistant Professor, Medicine, CCLCM
Sivaraman, Indu; MD, Clinical Assistant Professor, Medicine, CCLCM
Skirball, David; MD, Clinical Assistant Professor, Medicine, CCLCM
Skowronski, Gregory; DO, Clinical Assistant Professor, Emergency Medicine, CCLCM
Skugor, Blazenka; MD, Clinical Assistant Professor, Medicine, CCLCM
Skugor, Mario; MD, Clinical Assistant Professor, Medicine, CCLCM
Slavis, Scott; MD, Clinical Assistant Professor, Surgery, CCLCM
Slover, Carol; MD, Clinical Assistant Professor, Dermatology, CCLCM
Small, Larissa; MD, Clinical Instructor, Medicine, CCLCM
Smit, Lauren; DO, Clinical Assistant Professor, Family Medicine, CCLCM
Smith, Alison; MD, Clinical Assistant Professor, Radiology, CCLCM
Smith, Andre; MD, Clinical Assistant Professor, Medicine, CCLCM
Smith, Andrew; MD, Clinical Assistant Professor, Surgery, CCLCM
Smith, Ethel; MD, Clinical Assistant Professor, Medicine, CCLCM
Smith, Howard; MD, Clinical Assistant Professor, Medicine, CCLCM
Smith, Keisha; MD, Clinical Assistant Professor, Surgery, CCLCM
Smith, Martin; STD, Clinical Assistant Professor, Medicine, CCLCM
Smith, Neil; DO, Clinical Assistant Professor, Medicine, CCLCM
Smolak, Michael; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Smolley, Laurence; MD, Clinical Assistant Professor, Medicine, CCLCM
Smultea, Lavinia; DO, Clinical Assistant Professor, Medicine, CCLCM
Snavely, Adam; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Sniderman, Amy; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Snyder, Jennifer; MD, Clinical Assistant Professor, Family Medicine, CCLCM
So, Richard; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Sobecks, Nancy; MD, Clinical Assistant Professor, Medicine, CCLCM
Soe, Wai Yan; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Sola, Christopher; DO, Clinical Assistant Professor, Medicine, CCLCM
Soliman, Medhat; MD, Clinical Assistant Professor, Medicine, CCLCM
Soloviev, Dmitri; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Soltanzadeh, Payam; MD, Clinical Assistant Professor, Medicine, CCLCM
Soltész, Edward; MD, Clinical Assistant Professor, Surgery, CCLCM
Somerville, Amber; MD, Clinical Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Sood, Abhinav; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Sood-Mendiratta, Shalini; MD, Clinical Assistant Professor, Ophthalmology, CCLCM
Sorgente, Antonio; MD PhD, Clinical Assistant Professor, Medicine, CCLCM
Soriano Caminero, Alexandra; MD, Clinical Assistant Professor, Neurology, CCLCM
Souilamas, Mohammed; MD, Clinical Professor, Surgery, CCLCM
Souster, Timothy; MD, Clinical Assistant Professor, Medicine, CCLCM
Southworth, Elizabeth; MD, Clinical Assistant Professor, Medicine, CCLCM
Spalding, Steven; MD, Clinical Assistant Professor, Medicine, CCLCM
Spatola, Giovanni; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Sperduto, Andrea; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Spevak, Christopher; MD JD MPH, Clinical Assistant Professor, Anesthesiology, CCLCM
Spinner, Leah; MD, Clinical Assistant Professor, Medicine, CCLCM
Sprague, Michael; MD, Clinical Assistant Professor, Surgery, CCLCM
Spreitzer, Jeffrey; MD, Clinical Assistant Professor, Radiology, CCLCM
Sreedhar, Sue; MBBS, Clinical Assistant Professor, Pediatrics, CCLCM
Sridhar, Arun Raghav; MBBS, Clinical Instructor, Medicine, CCLCM
Srinath, Arjun; MD, Clinical Assistant Professor, Surgery, CCLCM
Srivastava, Sunil; MD, Clinical Assistant Professor, Ophthalmology, CCLCM
Stacey, Dennis; PhD, Adjunct Professor, Molecular Medicine, CCLCM
Stadtlander, Kevin; MD, Clinical Assistant Professor, Radiology, CCLCM
Stanton-Hicks, Ursula; MD, Clinical Assistant Professor, Dermatology, CCLCM
Stappenberg, Thaddeus; MD PhD, Clinical Professor, Molecular Medicine, CCLCM
Star, Michael; MD, Clinical Assistant Professor, Medicine, CCLCM
Starck, Rebecca; MD, Clinical Assistant Professor, Surgery, CCLCM
Starenchak, Scott; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Statsevych, Volodymyr; MD, Clinical Assistant Professor, Radiology, CCLCM
Stauffer, Shaun; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Staugaitis, Susan; MD PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Steckner, Karen; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Steenberge, Sean; MD, Clinical Instructor, Surgery, CCLCM
Stefanov, Teodor; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
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Teixeira Johnson, Lucileia; MD, Clinical Assistant Professor, Medicine, CCLCM
Tejpar, Farah; MD, Clinical Assistant Professor, Medicine, CCLCM
Tekautz, Tanya; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Terenzi, Fulvia; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Terpeluk, Paul; DO, Clinical Assistant Professor, Medicine, CCLCM
Teiwari, Sanjiv; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Thakur, Swati; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Thallner, Elaine; MD, Clinical Assistant Professor, Emergency Medicine, CCLCM
Thamilarasan, Maran; MD, Clinical Assistant Professor, Medicine, CCLCM
Theil, Karl; MD, Clinical Assistant Professor, Pathology, CCLCM
Thet, Phyoe; MD, Clinical Assistant Professor, Medicine, CCLCM
Thippappa, Chandra; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Thomas, Aju; MD, Clinical Assistant Professor, Radiology, CCLCM
Thomas, Santhosh; DO, Clinical Senior Instructor, Medicine, CCLCM
Thomas, Stefanie; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Thomas, Suma; MD, Clinical Assistant Professor, Medicine, CCLCM
Thomas, Tonya; MD, Clinical Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Thompson, Dustin; MD, Clinical Assistant Professor, Radiology, CCLCM
Thota, Prashanthi; MD, Clinical Assistant Professor, Medicine, CCLCM
Thuestad, Ola; MD, Clinical Assistant Professor, Medicine, CCLCM
Tierney, William; MD, Clinical Instructor, Surgery, CCLCM
Tilahun, Becky; PhD, Clinical Assistant Professor, Medicine, CCLCM
Timur, Ayse; PhD, Adjunct Assistant Professor, Pathology, CCLCM
Tischler, Eric; MS, Clinical Assistant Professor, Medicine, CCLCM
Tizzano, Anthony; MD, Clinical Assistant Professor, Surgery, CCLCM
Todd, Mark; PhD, Clinical Assistant Professor, Neurology, CCLCM
Toennes, Bjorn; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Tolba, Reda; MD, Clinical Professor, Anesthesiology, CCLCM
Tom, Martin; MD, Clinical Instructor, Medicine, CCLCM
Toma, Ihab; MBBS, Clinical Assistant Professor, Anesthesiology, CCLCM
Tomceki, Kenneth; MD, Clinical Assistant Professor, Dermatology, CCLCM
Tomsik, Philip; MD, Clinical Instructor, Family Medicine, CCLCM
Tooba, Rubabin; MD, Clinical Instructor, Medicine, CCLCM
Torrico, Pedro; MD, Clinical Assistant Professor, Neurology, CCLCM
Torzok, Thomas; DC, Clinical Assistant Professor, Medicine, CCLCM
Tower-Rader, Albee; MD, Clinical Instructor, Medicine, CCLCM
Traina, Mahmoud; MD, Clinical Professor, Medicine, CCLCM
Traylor, Michael; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Tress, Erika; DO, Clinical Assistant Professor, Emergency Medicine, CCLCM
Tripathi, Ajay; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Trivedi, Chirayu; MD, Clinical Assistant Professor, Medicine, CCLCM
Trivedi, Megh; MD, Clinical Instructor, Pediatrics, CCLCM
Trunzo, Katherine; MD, Clinical Assistant Professor, Surgery, CCLCM
Tsai, Kun-Lin; MD, Clinical Assistant Professor, Radiology, CCLCM
Tsai, Margaret; MD, Clinical Assistant Professor, Medicine, CCLCM
Tsay, Jawad; MD, Clinical Assistant Professor, Radiology, CCLCM
Tsutsui, Rayji; MBChB, Clinical Instructor, Medicine, CCLCM
Tucker, Diane; OD, Clinical Assistant Professor, Ophthalmology, CCLCM
Tucker, E.; MBBCh, Clinical Assistant Professor, Anesthesiology, CCLCM
Tufegdzic, Boris; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Tulisiak, Thomas; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Turner, Cody; MD, Clinical Assistant Professor, Medicine, CCLCM
Turner, Kincade; MD, Clinical Assistant Professor, Medicine, CCLCM
Turoczi, Steven; MD, Clinical Senior Instructor, Medicine, CCLCM
Tzakis, Andreas; MD, PhD, Clinical Assistant Professor, Surgery, CCLCM
Udeh, Belinda; PhD, Adjunct Assistant Professor, Anesthesiology, CCLCM
Udeh, Chiedozie; MBBS, Clinical Assistant Professor, Anesthesiology, CCLCM
Ugas Lopez, Carlos; MD, Clinical Assistant Professor, Neurological Surgery, CCLCM
Uj, Jennifer; MD, Clinical Assistant Professor, Medicine, CCLCM
Ukleja, Andrew; MD, Clinical Assistant Professor, Medicine, CCLCM
Ukwoma, Onyinyechi; MBBS, Clinical Assistant Professor, Pediatrics, CCLCM
Umbel, Jonathan; DO, Clinical Assistant Professor, Medicine, CCLCM
Umeda, Naoki; MD, Clinical Assistant Professor, Medicine, CCLCM
Umeda, Yuji; MD, PhD, Clinical Assistant Professor, Surgery, CCLCM
Unai, Shinya; MD, Clinical Assistant Professor, Surgery, CCLCM
Underwood, Melissa; MD, Clinical Assistant Professor, Medicine, CCLCM
Unnithan, Jaya; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Ur Rahman, Asad; MD, Clinical Assistant Professor, Medicine, CCLCM
Uzbeck, Mateen; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Vacca, Maida; MD, Clinical Assistant Professor, Medicine, CCLCM
Vaish, Sneha; MD, Clinical Assistant Professor, Surgery, CCLCM
Vajapey, Ramya; MD, Clinical Instructor, Medicine, CCLCM
Vakharia, Nirav; MD, Clinical Assistant Professor, Medicine, CCLCM
Vakil, Roya; MD, Clinical Assistant Professor, Medicine, CCLCM
Valapour, Maryann; MD, Clinical Assistant Professor, Medicine, CCLCM
Valent, Jason; MD, Clinical Assistant Professor, Medicine, CCLCM
Van Keuls, Nancy; MD, Clinical Assistant Professor, Pediatrics, CCLCM
VanDyke, Carolyn; MD, Clinical Assistant Professor, Radiology, CCLCM
VanHeyst, Peter; DO, Clinical Assistant Professor, Pediatrics, CCLCM
Vargas, Kelsey; MD, Clinical Assistant Professor, Emergency Medicine, CCLCM
Vargas, Roberto; MD, Clinical Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Varghai, Mohammad; MD, Clinical Assistant Professor, Medicine, CCLCM
Varghai, Nayyer; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Vargo, Karen; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Vargo, Patrick; MD, Clinical Instructor, Surgery, CCLCM
Varkula, Mackenzie; DO, Clinical Assistant Professor, Medicine, CCLCM
Vassil, Andrew; MD, Clinical Assistant Professor, Medicine, CCLCM
Vatolin, Sergei; PhD, Adjunct Assistant Professor, Medicine, CCLCM
Veber, William; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Vedula, Geetha; MD, Clinical Assistant Professor, Ophthalmology, CCLCM
Vekstein, Vladimir; MD, Clinical Assistant Professor, Medicine, CCLCM
Velleparambil, Muraleedharan; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Velez, Maria Giselle; MD, Clinical Assistant Professor, Medicine, CCLCM
Veneroni, Francoise; MD, Clinical Assistant Professor, Medicine, CCLCM
Venesy, Deborah; MD, Clinical Assistant Professor, Medicine, CCLCM
Vensel Rundo, Jessica; MD, Clinical Assistant Professor, Medicine, CCLCM
Verdun, Mark; DO, PhD, Clinical Assistant Professor, Surgery, CCLCM
Verma, Beni; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Vermes, Catherine; DO, Clinical Assistant Professor, Medicine, CCLCM
Vermont, Carmen; MD, Clinical Assistant Professor, Medicine, CCLCM
Viguera, Adele; MD, Clinical Assistant Professor, Dermatology, CCLCM
Vij, Alok; MD, Clinical Assistant Professor, Dermatology, CCLCM
Vijayan, Anil Kumar; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Vijayaraghavalu, Sivakumar; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Villabona, Carmen; MD, Clinical Assistant Professor, Medicine, CCLCM
Villa-Forte, Alexandra; MD, MPH, Clinical Assistant Professor, Medicine, CCLCM
Villarreal Fernandez, Eduardo; MD, Clinical Assistant Professor, Medicine, CCLCM
Villasuso, Eloy; MD, Clinical Assistant Professor, Otolary Head & Neck, CCLCM
Vincent, Joseph; MBBS, Clinical Assistant Professor, Anesthesiology, CCLCM
Vinroot, Richard; MD MPH, Clinical Assistant Professor, Medicine, CCLCM
Visconte, Valeria; PhD, Clinical Assistant Professor, Medicine, CCLCM
Vitkus, John; PhD, Clinical Assistant Professor, Medicine, CCLCM
Vizzo, Catherine; DO, Clinical Assistant Professor, Medicine, CCLCM
Vlah, Claudene; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Vlastaris, Anthony; MD, Clinical Assistant Professor, Medicine, CCLCM
Vogt, David; MD, Clinical Associate Professor, Surgery, CCLCM
Vohra, Moiz; MD, Clinical Assistant Professor, Radiology, CCLCM
Vorster, Sarel; MD, Clinical Assistant Professor, Neurological Surgery, CCLCM
Vossler, Matthew; MS, Clinical Assistant Professor, Medicine, CCLCM
Vouyiouklis Kellis, Mary; MD, Clinical Assistant Professor, Medicine, CCLCM
Voytas, John; MD, Clinical Assistant Professor, Medicine, CCLCM
Vrobel, Matthew; MD, Clinical Assistant Professor, Medicine, CCLCM
Vyas, Neha; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Wadeson, Kelly; PhD, Clinical Assistant Professor, Neurology, CCLCM
Wadhwa, Neha; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Wagenberg, Scott; MD, Clinical Assistant Professor, Ophthalmology, CCLCM
Wahl, Ali; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Wahnhoff, Elena; MD, Clinical Assistant Professor, Medicine, CCLCM
Wakefield, Brett; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Walker, Eldon; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Wallace, Lee; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Walt, Melissa; PsyD, Clinical Assistant Professor, Medicine, CCLCM
Walters, John; MD, Clinical Assistant Professor, Medicine, CCLCM
Wanek, Steven; MD, Clinical Assistant Professor, Surgery, CCLCM
Wang, Fan; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Wang, Sihe; PhD, Adjunct Assistant Professor, Pathology, CCLCM
Wang, Yuxin; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Wang, Zhendong; PhD, Adjunct Assistant Professor, Medicine, CCLCM
Waraich, Kanwaljit; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Ward, Ryan; MD, Clinical Instructor, Radiology, CCLCM
Ware, Howard; MBBS, Clinical Professor, Surgery, CCLCM
Warren, Christine; MD, Clinical Assistant Professor, Dermatology, CCLCM
Wasser, Elliot; MD, Clinical Assistant Professor, Radiology, CCLCM
Waters, Tina; MD, Clinical Assistant Professor, Medicine, CCLCM
Watson, Nathan; MD, Clinical Assistant Professor, Medicine, CCLCM
Wattar, Abdul; MD, Clinical Assistant Professor, Medicine, CCLCM
Waynar, Marin; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Weathers, Allison; MD, Clinical Assistant Professor, Neurology, CCLCM
Weaver, Gregory; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Weber, Luke; MD, Clinical Assistant Professor, Medicine, CCLCM
Wee, Alvin; MD, Clinical Assistant Professor, Surgery, CCLCM
Wee, Christopher; MD, Clinical Assistant Professor, Medicine, CCLCM
Weegryn, John; MD, Clinical Assistant Professor, Surgery, CCLCM
Weinberger, Bradley; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Weindel, Michael; MD, Clinical Assistant Professor, Pathology, CCLCM
Weiland, Robert; MD, Clinical Assistant Professor, Medicine, CCLCM
Weise, Kathryn; MD, Clinical Associate Professor, Pediatrics, CCLCM
Weiss, Eric; MD, Clinical Assistant Professor, Surgery, CCLCM
Weiss, Kenneth; MD, Clinical Assistant Professor, Medicine, CCLCM
Weiss, Robert; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Weitzel, Corrie; OD, Clinical Assistant Professor, Ophthalmology, CCLCM
Welch, Nicole; MD, Clinical Instructor, Medicine, CCLCM
Welches, William; DO, PhD, Clinical Assistant Professor, Anesthesiology, CCLCM
Weller, Michael; MD, Clinical Assistant Professor, Medicine, CCLCM
Welsh, Todd; MD, Clinical Assistant Professor, Emergency Medicine, CCLCM
Wendt, David; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Wertman, J.; MD, Clinical Assistant Professor, Pediatrics, CCLCM
West, Karl; MS, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Westerdahl, David; MD, Clinical Assistant Professor, Surgery, CCLCM
Wexberg, Steven; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Wexner, Steven; MD, Clinical Professor, Surgery, CCLCM
Whitney, Christopher; MD, Clinical Assistant Professor, Medicine, CCLCM
Whitby, Ruth; MBBS, Clinical Associate Professor, Family Medicine, CCLCM
White, Cynthia; PhD, Clinical Assistant Professor, Medicine, CCLCM
White, Harold; MD, Clinical Assistant Professor, Radiology, CCLCM
Whitman, Mitchell; MD, Clinical Assistant Professor, Radiology, CCLCM
Whitmer, Dorota; MD, Clinical Assistant Professor, Medicine, CCLCM
Wiedemann, Herbert; MD, Clinical Assistant Professor, Medicine, CCLCM
Wieg, Darice; DO, Clinical Assistant Professor, Family Medicine, CCLCM
Wiesen, Ari; MD, Clinical Assistant Professor, Medicine, CCLCM
Wilden, Robert; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Wiles, Samuel; MD, Clinical Assistant Professor, Medicine, CCLCM
Wilkins, Catherine; MD, Clinical Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Willard, Belinda; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Willen, Marlene; MD, Clinical Associate Professor, Medicine, CCLCM
Williams, Marc; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Williamson, Alexandra; OD, Clinical Assistant Professor, Ophthalmology, CCLCM
Wilson, Fredrick; DO, Clinical Assistant Professor, Medicine, CCLCM
Wilson, Robert; DO, Clinical Assistant Professor, Neurology, CCLCM
Winafski, Carl; MD, Clinical Assistant Professor, Radiology, CCLCM
Winberger, Bradley; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Wint, Dylan; MD, Clinical Assistant Professor, Neurology, CCLCM
Winter, Allison; MD, Clinical Instructor, Medicine, CCLCM
Winter, Gretchen; MD, Clinical Instructor, Medicine, CCLCM
Wisco, Dolora; MD, Clinical Assistant Professor, Neurology, CCLCM
Wiseman, Martin; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Wolf, Mark; MD, Clinical Assistant Professor, Medicine, CCLCM
Wolinsky, David; MD, Clinical Assistant Professor, Medicine, CCLCM
Wong, Hsien; MD, Clinical Assistant Professor, Radiology, CCLCM
Wong, Ken; MD, Clinical Assistant Professor, Medicine, CCLCM
Wong, Mary; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Woodson, Erika; MD, Clinical Assistant Professor, Otolary Head & Neck, CCLCM
Wright, Andrew; MD, Clinical Assistant Professor, Emergency Medicine, CCLCM
Wu, Alex; MD, Clinical Instructor, Radiology, CCLCM
Wu, Carleton; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Wu, Charles; MD, Clinical Assistant Professor, Medicine, CCLCM
Wu, Guiyun; MD, Clinical Assistant Professor, Radiology, CCLCM
Wu, James; MD PhD, Clinical Assistant Professor, Surgery, CCLCM
Wu, Jenny; MD, Clinical Instructor, Radiology, CCLCM
Wu, Nancy; MD, Clinical Assistant Professor, Medicine, CCLCM
Wu, Sue; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Wurm, Ellen; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Wylie, John; MD PhD, Clinical Assistant Professor, Radiology, CCLCM
Xue, Kate; MD, Clinical Assistant Professor, Medicine, CCLCM
Yadav, Ruchi; MBBS, Clinical Assistant Professor, Radiology, CCLCM
Yamat, Catherine; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Yamat, Roderick; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Yan, Chen; MD, Clinical Instructor, Medicine, CCLCM
Yan, Maohe; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Yang, Hui; PhD, Clinical Assistant Professor, Anesthesiology, CCLCM
Yang, Jun; MD, Clinical Assistant Professor, Medicine, CCLCM
Yang, Jun; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Yang, Peter; MD, Clinical Assistant Professor, Medicine, CCLCM
Yardi, Ruta; MBBS, Clinical Instructor, Medicine, CCLCM
Yared, Jean-Pierre; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Yeakley, William; MD, Clinical Assistant Professor, Ophthalmology, CCLCM
Yeaney, Natalie; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Yerram, Nitin; MD, Clinical Instructor, Surgery, CCLCM
Yetman, Randall; MD, Clinical Assistant Professor, Surgery, CCLCM
Yilmaz, Emrullah; MD PhD, Clinical Assistant Professor, Medicine, CCLCM
Yogi-Morren, Divya; MD, Clinical Assistant Professor, Medicine, CCLCM
Yoon, Ji; MBBCCH, Clinical Instructor, Medicine, CCLCM
Yost, Patricia; MD, Clinical Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Youness, Fadi; MD, Clinical Associate Professor, Radiology, CCLCM
Young, Andrew; DO, Clinical Instructor, Medicine, CCLCM
Young, Christopher; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Young, Laura; MBBS, Clinical Instructor, Medicine, CCLCM
Young, Melissa; MD, Clinical Assistant Professor, Medicine, CCLCM
Yu, Xiaoyi; MD, Clinical Assistant Professor, Radiology, CCLCM
Yu Chung, Jorge; MD, Clinical Assistant Professor, Medicine, CCLCM
Yung, Jeh; MD, Clinical Instructor, Surgery, CCLCM
Zachary, Adrian; MD MPH, Clinical Assistant Professor, Medicine, CCLCM
Zafirau, William; MD, Clinical Assistant Professor, Medicine, CCLCM
Zahler, Stacey; DO, Clinical Assistant Professor, Pediatrics, CCLCM
Zamanian-Daryoush, Maryam; PhD, Clinical Assistant Professor, Molecular Medicine, CCLCM
Zampini, Anna; MD, Clinical Instructor, Medicine, CCLCM
Zangmeister, John; MD, Clinical Assistant Professor, Family Medicine, CCLCM
Zanotti, Salena; MD, Clinical Assistant Professor, Ob/Gyn & Repro Bio, CCLCM
Zaw, Tin Zar; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Zawar, Ifrah; MBBS, Clinical Instructor, Medicine, CCLCM
Zayas-Santiago, Arnaldo; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Zayat, Joseph; MD, Clinical Assistant Professor, Medicine, CCLCM
Zayouna, Christine; MD, Clinical Instructor, Medicine, CCLCM
Zeeshan, Ahmad; MBBS, Clinical Assistant Professor, Medicine, CCLCM
Zeft, Andrew; MD, Clinical Assistant Professor, Pediatrics, CCLCM
Zeft, Reut; DO, Clinical Assistant Professor, Pediatrics, CCLCM
Zein, Joe; MD, Clinical Assistant Professor, Medicine, CCLCM
Zelin, Steven; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Zelisko, Andrea; MD, Clinical Instructor, Surgery, CCLCM
Zeolla, Donald; MD, Clinical Instructor, Medicine, CCLCM
Zervos, Xaralambos; DO, Clinical Assistant Professor, Medicine, CCLCM
Zhang, Aiwen; PhD, Clinical Assistant Professor, Surgery, CCLCM
Zhang, JJ; MD, Clinical Instructor, Surgery, CCLCM
Zhang, Li; MD, PhD, Clinical Assistant Professor, Medicine, CCLCM
Zhang, Renliang; MD, PhD, Clinical Assistant Professor, Molecular Medicine, CCLCM
Zhang, Wei; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Zhao, Bin; PhD, Adjunct Assistant Professor, Molecular Bio & Micro, CCLCM
Zhao, Chenyang; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Zhao, Xiaoxian; PhD, Adjunct Assistant Professor, Pathology, CCLCM
Zhao, Yongzhong; PhD, Adjunct Assistant Professor, Molecular Medicine, CCLCM
Zhong, Kate; MD, Clinical Assistant Professor, Medicine, CCLCM
Zhou, Keren; MD, Clinical Assistant Professor, Medicine, CCLCM
Zhou, Yu; PhD, Adjunct Assistant Professor, Pathology, CCLCM
Zhu, Julie; MD, Clinical Instructor, Medicine, CCLCM
Zhu, Ye; MBBS PhD, Clinical Assistant Professor, Family Medicine, CCLCM
Zimberg, Stephen; MD, Clinical Associate Professor, Surgery, CCLCM
Zimmerman, Robert; MD, Clinical Assistant Professor, Medicine, CCLCM
Zipper, Ronald; DO, Clinical Assistant Professor, Surgery, CCLCM
Znidarsic, Josie; DO, Clinical Assistant Professor, Medicine, CCLCM
Zoumot, Zaid; MBBS, Clinical Professor, Medicine, CCLCM
Zuber, Jeanne; MD, Clinical Assistant Professor, Medicine, CCLCM
Zuccaro, Gregory; MD, Clinical Assistant Professor, Medicine, CCLCM
Zura, Andrew; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Zyck, Raymond; MD, Clinical Assistant Professor, Anesthesiology, CCLCM
Gonzalez, Luis; MD PhD, Adjunct Instructor, Biomedical Eng, CSE
Hardin, Elizabeth; PhD, Adjunct Assistant Professor, Biomedical Eng, CSE
Hering, Thomas; PhD, Adjunct Associate Professor, Biomedical Eng, CSE
Hetherington, Vincent; MD, Adjunct Assistant Professor, Biomedical Eng, CSE
Kawalec, Jill; PhD, Adjunct Assistant Professor, Biomedical Eng, CSE
Landis, William; PhD, Adjunct Professor, Biomedical Eng, CSE
Nelson, Arden; PhD, Adjunct Assistant Professor, Biomedical Eng, CSE
Page, Mark; PhD, Adjunct Assistant Professor, Biomedical Eng, CSE
Penn, Marc; MD PhD, Adjunct Assistant Professor, Biomedical Eng, CSE
Southworth, Michael; BA/BS, Adjunct Instructor, Biomedical Eng, CSE
Van der Helm, Frans; PhD, Adjunct Professor, Biomedical Eng, CSE
Voskerician, Gabriela; PhD, Adjunct Assistant Professor, Biomedical Eng, CSE
Ackerman, Stephani; MA, Clinical Instructor, Otolaryngology, MHMC
Adebambo, Iyabode; MD, Clinical Associate Professor, Family Medicine, MHMC
Adityanjee, Adit; MD, Clinical Instructor, Psychiatry, MHMC
Ahmed, Mahboob; MBBS, Clinical Instructor, Psychiatry, MHMC
Ahmed, Syed; MBBS, Clinical Instructor, Psychiatry, MHMC
Akisinsk, Oladele; MD, Clinical Senior Instructor, Medicine, MHMC
Atassi, Tarik; DO, Clinical Assistant Professor, Medicine, MHMC
Bah, Tonjeh; MD, Clinical Assistant Professor, Medicine, MHMC
Baltes, Matthew; DO, Clinical Senior Instructor, Family Medicine, MHMC
Beachy, Rochele; MD, Clinical Instructor, Family Medicine, MHMC
Beck Leon; Janeen; MS, Adjunct Instructor, Medicine, MHMC
Boakye, Emmanuel; MD, Clinical Instructor, Medicine, MHMC
Bodnar, Iryna; MD, Clinical Senior Instructor, Medicine, MHMC
Boutrous, Akram; MD, Clinical Professor, Medicine, MHMC
Brackney, Kerri; MD, Clinical Assistant Professor, Reproductive Bio, MHMC
Brown, Arthur; MD PhD, Adjunct Professor, Physiology/Biophysic, MHMC
Cappaert, William; MD, Clinical Assistant Professor, Surgery, MHMC
Cari, Sarah; MD, Clinical Assistant Professor, Reproductive Bio, MHMC
Cassell, Andre; MD, Clinical Assistant Professor, P M & R, MHMC
Chang, Timothy; MD, Clinical Assistant Professor, Dermatology, MHMC
Cheriyan, Anita; MBBS, Clinical Assistant Professor, Medicine, MHMC
Cheriplilid, Deborah; MA, Clinical Instructor, Otolaryngology, MHMC
Curtis, Christine; PhD, Clinical Assistant Professor, Pathology, MHMC
Danko, Thor; MD, Clinical Instructor, Surgery, MHMC
Davis, Katherine; MD, Clinical Instructor, Family Medicine, MHMC
de Padua, Ashley; MD, Clinical Instructor, P M & R, MHMC
Delahunty, Carol; MD, Clinical Associate Professor, Pediatrics, MHMC
Deschenes, Isabelle; PhD, Adjunct Professor, Medicine, MHMC
Douglass, Karen; MD, Clinical Instructor, Emergency Medicine, MHMC
Downes, Sean; MD, Clinical Instructor, Family Medicine, MHMC
D'Souza, Carol; MD, Clinical Assistant Professor, Medicine, MHMC
Ekstein, Laurie; MD, Clinical Instructor, Pediatrics, MHMC
Feighan, John; MD, Clinical Assistant Professor, Orthopaedics, MHMC
Fitzgerald, Elaine; MD, Clinical Instructor, Pediatrics, MHMC
Friedman, Carci; MD, Clinical Instructor, Medicine, MHMC
Gallagher, Timothy; MD, Clinical Assistant Professor, Medicine, MHMC
Galvin, Jeffrey; MD, Clinical Assistant Professor, Medicine, MHMC
Ganesan, Santhi; MBBS, Clinical Assistant Professor, Pathology, MHMC
Garrels, Kristina; MD, Clinical Instructor, Surgery, MHMC
Glick, Yitzchak; MD, Clinical Associate Professor, Emergency Medicine, MHMC
Grieser, Kathleen; MD, Clinical Assistant Professor, Medicine, MHMC
Griffith, Joseph; MD, Clinical Instructor, Surgery, MHMC
Grossman, Dennis; MD, Clinical Instructor, Medicine, MHMC
Hamid, Mohamed; MD PhD, Clinical Associate Professor, Otolaryngology, MHMC
Han, Xiaonan; PhD, Clinical Assistant Professor, Medicine, MHMC
Hauer, James; MD, Clinical Assistant Professor, Surgery, MHMC
Hazet, Paul; MD, Clinical Professor, Dermatology, MHMC
Hecht, Bryan; MD, Clinical Professor, Reproductive Bio, MHMC
Ilzerma, Maarten; PhD, Clinical Assistant Professor, P M & R, MHMC
Jeromin, Alice; MD, Adjunct Instructor, Dermatology, MHMC
Kartha, Lakshmi; MD, Clinical Senior Instructor, Medicine, MHMC
Kennen, James; MD, Clinical Instructor, Radiology, MHMC
Kershaw, Sharif; MD, Clinical Instructor, Radiology, MHMC
Kish, Louis; MD, Clinical Senior Instructor, Dermatology, MHMC
Kowalski, Krzysztof; PhD, Clinical Associate Professor, P M & R, MHMC
Labbad, Gabriel; MD, Clinical Instructor, Reproductive Bio, MHMC
Landau, Daphne; MD, Clinical Instructor, Reproductive Bio, MHMC
Lavi, Richard; MD, Clinical Senior Instructor, Medicine, MHMC
Lechner, Roseanna; MD, Clinical Instructor, Neurological Surgery, MHMC
Lee, Saebom; MD, Clinical Senior Instructor, Anesthesiology, MHMC
Lengu, Irma; MD, Clinical Assistant Professor, Surgery, MHMC
Lenox, Madeleine; MD, Clinical Instructor, Otolaryngology, MHMC
Lerner, Raisa; MD, Clinical Assistant Professor, Medicine, MHMC
Louis, Judette; MD, Clinical Assistant Professor, Reproductive Bio, MHMC
Lowenthal, Rebecca; MD, Clinical Instructor, Family Medicine, MHMC
Mackall, Jane; MA, Clinical Instructor, Otolaryngology, MHMC
Macrini, George; MD, Clinical Instructor, P M & R, MHMC
Mahmood, Faddei; MD, Clinical Instructor, P M & R, MHMC
Malik, Fatima; MBBS, Clinical Assistant Professor, Pediatrics, MHMC
Maqsood, Syeda; MBBS, Clinical Instructor, Pediatrics, MHMC
Marzloff, George; MD, Clinical Instructor, P M & R, MHMC
McEachern, J.; MD, Clinical Senior Instructor, Medicine, MHMC
Meerkov, Meir; MD, Clinical Instructor, Surgery, MHMC
Mostow, Nelson; MD, Clinical Associate Professor, Medicine, MHMC
Murphy, Pamala; MD, Clinical Assistant Professor, Medicine, MHMC
Narra, Ammaji; MD, Clinical Assistant Professor, Medicine, MHMC
Natale, Andrea; MD, Adjunct Professor, Medicine, MHMC
O’Byrne Gopal, Lauren; DO, Clinical Senior Instructor, Medicine, MHMC
Olds, G.; MD, Adjunct Professor, Medicine, MHMC
Omar, Omar; MBBS, Clinical Assistant Professor, Anesthesiology, MHMC
Parimi, Prabhu; MD MBA, Clinical Professor, Pediatrics, MHMC
Patel, Chhaya; MD, Clinical Instructor, Neurology, MHMC
Patel, Shetal; MD, Clinical Assistant Professor, Emergency Medicine, MHMC
Persky, James; MD, Clinical Assistant Professor, Surgery, MHMC
Philip, Roland; MD, Clinical Assistant Professor, Surgery, MHMC
Phillippbar, Sue; MA, Clinical Instructor, Otolaryngology, MHMC
Pillai, Dilip; MBBS, Clinical Assistant Professor, Medicine, MHMC
Platt-Houston, Candis; MD, Clinical Instructor, Pediatrics, MHMC
Quan, Kara; MD, Adjunct Associate Professor, Medicine, MHMC
Quilty, James; MD, Clinical Professor, Pediatrics, MHMC
Raju, Nygi; MBBS, Clinical Instructor, Family Medicine, MHMC
Ramahi, Alfida; MD, Clinical Assistant Professor, Reproductive Bio, MHMC
Renfro, Cassandra; DO, Clinical Instructor, P M & R, MHMC
Riebel, William; MD, Clinical Senior Instructor, Medicine, MHMC
Roberts, David; MD, Clinical Associate Professor, Pediatrics, MHMC
Santiago-Lee, Eden; MD, Clinical Instructor, Psychiatry, MHMC
Seidel, Scott; DO, Clinical Instructor, Surgery, MHMC
Shank, Daniel; MD, Clinical Senior Instructor, Family Medicine, MHMC
Sidhu, Navneet; MBBS, Clinical Instructor, Psychiatry, MHMC
Sieben, Louise; MD, Clinical Senior Instructor, Medicine, MHMC
Sika, Neil; O.D., Clinical Senior Instructor, Surgery, MHMC
Sood, Jennifer; MD, Clinical Instructor, Psychiatry, MHMC
Spinner, Benjamin; MD, Clinical Assistant Professor, Psychiatry, MHMC
Spirtos, Charles; MD, Clinical Assistant Professor, Radiology, MHMC
Springel, Edward; MD, Clinical Instructor, Reproductive Bio, MHMC
Starkey, Michael; MS, Clinical Instructor, Otolaryngology, MHMC
Stegmoyer, Robert; MD, Clinical Assistant Professor, Otolaryngology, MHMC
Stephens, Donald; MD, Clinical Assistant Professor, Surgery, MHMC
Stewart, Ralph; MD, Clinical Assistant Professor, Surgery, MHMC
Suntala, Christopher; MD, Clinical Assistant Professor, Medicine, MHMC
Sutter, Constance; MD, Clinical Instructor, Dermatology, MHMC
Tabbaa, Kutaiba; MD, Clinical Assistant Professor, Anesthesiology, MHMC
Tallman, Thomas; DO, Clinical Assistant Professor, Emergency Medicine, MHMC
Tamayo, Nina; DO, Clinical Instructor, P M & R, MHMC
Thomas, Megan; MD, Clinical Instructor, Reproductive Bio, MHMC
Toabe, Mindy; OD, Clinical Senior Instructor, Surgery, MHMC
Tracy, David; MD, Clinical Assistant Professor, Emergency Medicine, MHMC
Tritle, A.; MD, Clinical Instructor, P M & R, MHMC
Tse, William; MD, Clinical Professor, Medicine, MHMC
Turgeon, Karen; MD, Clinical Assistant Professor, Dermatology, MHMC
Vargas, Alfred; MD, Clinical Assistant Professor, Medicine, MHMC
Venna, Ranga; MBBS, Clinical Assistant Professor, Anesthesiology, MHMC
Waheed, Rehan; MD, Clinical Assistant Professor, Medicine, MHMC
Walsh, W.; DO, Clinical Instructor, Surgery, MHMC
Wang, Zhishan; MD PhD, Clinical Assistant Professor, Medicine, MHMC
Warnock, Rebecca; MA, Clinical Instructor, Otolaryngology, MHMC
Weatherborn, Megan; MD, Clinical Instructor, Reproductive Bio, MHMC
Wilson, Michael; MD, Clinical Assistant Professor, Radiology, MHMC
Winfield, Anna; MPH MD, Clinical Assistant Professor, Pediatrics, MHMC
Winfield, Harry; MD, Clinical Associate Professor, Dermatology, MHMC
Wise, Anne; MD, Clinical Assistant Professor, Family Medicine, MHMC
Yang, Chengfeng; PhD, Clinical Assistant Professor, Medicine, MHMC
Abas, Mustafa; MD, Clinical Assistant Professor, Medicine, UH
Abbass, Abdul; MD, Clinical Assistant Professor, Otolaryngology, UH
Abbass, Fadi; MD, Clinical Assistant Professor, Otolaryngology, UH
Abbass, Hassan; MD, Clinical Assistant Professor, Otolaryngology, UH
Abbass, Julia; MD, Clinical Assistant Professor, Radiology, UH
Abbass, Rami; MD, Clinical Instructor, Medicine, UH
Abdallah, Ghassan; MD, Clinical Assistant Professor, Fam Med & Comm Hlth, UH
Abdallah, Jason; MD, Clinical Assistant Professor, Medicine, UH
Abdallah, Karyn; MD, Clinical Instructor, Fam Med & Comm Hlth, UH
Abdul-Al, Hala; MBbch, Clinical Professor, Surgery, UH
Abiose, Ademola; MBBS, Clinical Instructor, Pathology, UH
Abouel Soud, Mahmoud; MD, Clinical Instructor, Pediatrics, UH
Abrams, Marc; MD PhD, Clinical Associate Professor, Ophthal & Visual Sci, UH
Abu-Omar, Yasir; MBbch, Clinical Professor, Surgery, UH
Adamo, John; MSN, Clinical Senior Instructor, Psychiatry, UH
Adams, David; MD, Clinical Assistant Professor, Ophthal & Visual Sci, UH
Adedipe, Adebowale; MD, Clinical Associate Professor, Pediatrics, UH
Adelman, Chris; MD, Clinical Senior Instructor, Fam Med & Comm Hlth, UH
Adelstein, Devra; MSW, Adjunct Instructor, Psychiatry, UH
Ader, Richard; MD, Clinical Assistant Professor, Medicine, UH
Aderigbje, Oluyemi; MBBS, Clinical Instructor, Reproductive Bio, UH
Aftab, Muhammad; MBBS, Clinical Assistant Professor, Psychiatry, UH
Ahmad, Riaz; MBBS, Clinical Instructor, Medicine, UH
Ahmed, Hassan; MBBS, Clinical Instructor, Surgery, UH
Ahmed, Ismail; MBBS, Clinical Assistant Professor, Medicine, UH
Ahmed, Tosaddaq; MBBS, Clinical Instructor, Medicine, UH
Ahmed, Ziad; MD, Adjunct Assistant Professor, Neurology, UH
Ahuja, Samir; MD, Clinical Instructor, Reproductive Bio, UH
Akbar, Khalid; MD, Clinical Instructor, Pediatrics, UH
Alagarsamy, Jay; MBBS, Clinical Senior Instructor, Medicine, UH
Alaite, Mohamad Amer; MD, Clinical Instructor, Medicine, UH
Albataineh, Hassan; MD, Clinical Instructor, Medicine, UH
Albaugh, Avril; LISW, Adjunct Assistant Professor, Psychiatry, UH
Albrektson, Keith; MD, Clinical Senior Instructor, Medicine, UH
Alcorn, Robert; MD, Clinical Assistant Professor, Psychiatry, UH
Alencherry, Ben; MD, Clinical Senior Instructor, Medicine, UH
Alencherry, Erin; MD, Clinical Assistant Professor, Radiology, UH
Ali, Katherine; MS, Clinical Instructor, Anesth & Periop Med, UH
Ali, S. Ahmed; MD, Clinical Assistant Professor, Otolaryngology, UH
Alkhalil, Ahmad; MD, Clinical Instructor, Medicine, UH
Allison, Bennie; MD, Clinical Instructor, Medicine, UH
Al-Marrawi, Yaser; MD, Clinical Instructor, Medicine, UH
Al-Mubarak, Nadim; MD, Clinical Assistant Professor, Medicine, UH
Aloun, Douangdao; MD, Adjunct Assistant Professor, Pediatrics, UH
Altose, Brenda; MD, Clinical Instructor, Psychiatry, UH
Altschuler, Jonathan; MD, Adjunct Instructor, Medicine, UH
Anarado, Perry; MD, Clinical Instructor, Medicine, UH
Anastassiades, Constantinos; MBBS, Adjunct Assistant Professor, Medicine, UH
Anders, Peter; MD, Clinical Instructor, Medicine, UH
Anderson, John; MD, Clinical Assistant Professor, Radiology, UH
Andrefsky, John; MD, Clinical Assistant Professor, Neurology, UH
Anetzberger, Georgia; PhD, Adjunct Assistant Professor, Medicine, UH
Annable, William; MD, Clinical Associate Professor, Ophthal & Visual Sci, UH
Antonescu, Elena; DO, Clinical Assistant Professor, Radiology, UH
Aparna, Fru; MBBS, Clinical Instructor, Medicine, UH
Apostol, Margaret; MD, Clinical Instructor, Fam Med & Comm Hlth, UH
Arciaga, Arthur; PhD, Adjunct Instructor, Anesth & Periop Med, UH
Argote-Greene, Luis; MD, Clinical Assistant Professor, Surgery, UH
Arnett, Heather; MD, Clinical Instructor, Pediatrics, UH
Aronoff, Michael; PhD, Clinical Instructor, Psychiatry, UH
Aronson, Sarah; MD, Clinical Assistant Professor, Psychiatry, UH
Arora, Catherine; MD, Clinical Instructor, Pediatrics, UH
Arseneau, Kristen; MS, Adjunct Instructor, Medicine, UH
Arthur, Bruce; MD, Clinical Instructor, Medicine, UH
Arts, Eric; PhD, Adjunct Professor, Medicine, UH
Asa, Sylvia; MD PhD, Clinical Professor, Pathology, UH
Asgeri, Mehrdad; MD, Clinical Instructor, Medicine, UH
Ashary, Nishan; MBBS, Clinical Instructor, Anesth & Periop Med, UH
Ashraf, Umair; MBBS, Clinical Assistant Professor, Medicine, UH
Ashwath, Mahi; MBBS, Clinical Instructor, Medicine, UH
Assaad, Joe; MD, Clinical Assistant Professor, Radiology, UH
Asseff, Carl; MD, Clinical Assistant Professor, Ophthal & Visual Sci, UH
Aufmuth, Sarah; MS, Clinical Instructor, Genetics & Genome Sc, UH
Auletta, Jeffery; MD, Adjunct Associate Professor, Pediatrics, UH
Austinson, Katherine; MSN, Clinical Assistant Professor, Reproductive Bio, UH
Avella, Victor; MS, Clinical Instructor, Anesth & Periop Med, UH
Ayanleke, Omobayonle; MB BS, Clinical Instructor, Medicine, UH
Ayres, Virginia; PhD, Clinical Assistant Professor, Psychiatry, UH
Azar, Nabil; MD, Clinical Instructor, Medicine, UH
Azem, Haitham; MD, Clinical Instructor, Medicine, UH
Azuar, Keri; MD, Clinical Assistant Professor, Radiology, UH
Baaklini, Samia; MD, Clinical Instructor, Medicine, UH
Babu, Benson; MD, Clinical Instructor, Medicine, UH
Bacevice Jr., Anthony; MD, Clinical Assistant Professor, Reproductive Bio, UH
Bafna, Mohan; MD, Clinical Instructor, Medicine, UH
Bafna, Shamik; MD, Clinical Assistant Professor, Ophthal & Visual Sci, UH
Baig, Mirza; MBBS, Clinical Assistant Professor, Medicine, UH
Bak, Ewa; MD, Clinical Instructor, Medicine, UH
Baker, Elizabeth; MD, Clinical Assistant Professor, Psychiatry, UH
Baker, James; MS AA-C, Clinical Instructor, Anesth & Periop Med, UH
Balaji, Harigopal; MD, Clinical Instructor, Medicine, UH
Balina, Cynthia; MD, Clinical Instructor, Medicine, UH
Baniewicz, John; MD, Clinical Senior Instructor, Medicine, UH
Banozic, Richard; MD, Clinical Instructor, Medicine, UH
Barach, Peter; PhD, Clinical Senior Instructor, Psychiatry, UH
Baratian, Marcus; MD, Clinical Instructor, Pediatrics, UH
Barger, Richard; MD, Clinical Assistant Professor, Radiology, UH
Barker, Bradley; MD, Clinical Instructor, Fam Med & Comm Hlth, UH
Barker, Emily; PhD, Adjunct Instructor, Pediatrics, UH
Barkoukis, Michael; MD, Clinical Assistant Professor, Urology, UH
Barley, Leonard; MD, Clinical Assistant Professor, Psychiatry, UH
Barnett, Yvonne; MD, Clinical Instructor, Psychiatry, UH
Baron, John; MD, Clinical Instructor, Medicine, UH
Barrett, Jera; MD, Clinical Assistant Professor, Psychiatry, UH
Barry, Jill; MD, Clinical Senior Instructor, Medicine, UH
Barton, Fredrick; MD, Clinical Instructor, Radiation Oncology, UH
Baskar, Govindasamy; MBBS, Clinical Instructor, Pediatrics, UH
Batchu, Chandra; MD, Clinical Assistant Professor, Radiology, UH
Bates, Daniel; MS, Clinical Instructor, Anesth & Periop Med, UH
Bause, George; MD, Clinical Associate Professor, Anesth & Periop Med, UH
Bayar, Ahmet; MD, Clinical Instructor, Surgery, UH
Beattie, Adam; MD, Clinical Instructor, Pathology, UH
Beck, Agustus; MD, Clinical Assistant Professor, Medicine, UH
Beck, Brenda; DO, Clinical Instructor, Anesth & Periop Med, UH
Beck, Eric; DO, Clinical Assistant Professor, Emergency Medicine, UH
Beck, Glenn; O.D., Clinical Senior Instructor, Fam Med & Comm Hlth, UH
Becker, Devra; MD, Clinical Associate Professor, Plastic Surgery, UH
Beene, Lauren; MD, Clinical Instructor, Pediatrics, UH
Bejanishvili, Tamar; MD, Clinical Instructor, Medicine, UH
Belardo, Michelle; MD, Clinical Instructor, Reproductive Bio, UH
Belkin, Jane; MA, Clinical Instructor, Psychiatry, UH
Bellamy, Robert; MD, Clinical Senior Instructor, Medicine, UH
Beller, Nancy; MD, Clinical Senior Instructor, Medicine, UH
Bellin, Sandra; MD, Clinical Instructor, Reproductive Bio, UH
Below, Richard; O.D., Clinical Instructor, Fam Med & Comm Hlth, UH
Benatti, Rodolfo; MD, Clinical Assistant Professor, Medicine, UH
Benhacene, Assia; MD, Clinical Assistant Professor, Anesth & Periop Med, UH
Benish, William; MD, Adjunct Assistant Professor, Medicine, UH
Benjamin, Jaye; MD, Clinical Assistant Professor, Dermatology, UH
Bennet, John; MD, Clinical Assistant Professor, Pediatrics, UH
Benson, Anna; MD, Clinical Instructor, Pediatrics, UH
Berard, Alicia; PhD, Adjunct Instructor, Pathology, UH
Berger, Melvin; MD PhD, Adjunct Professor, Pediatrics, UH
Berman, Barbara; MA, Clinical Instructor, Medicine, UH
Bernat, Viera; MD, Clinical Assistant Professor, Pediatrics, UH
Bernstein, George; MD, Clinical Assistant Professor, Medicine, UH
Berte, Michael; MD, Clinical Assistant Professor, Urology, UH
Bertschinger, Kurt; MD, Clinical Assistant Professor, Psychiatry, UH
Bevan, Graham; PhD, Clinical Instructor, Medicine, UH
Bezerra, Hiram; MD, Adjunct Associate Professor, Medicine, UH
Bhadra, Eva; MBBS, Adjunct Instructor, Pediatrics, UH
Bhardwaj, Anita; MD, Clinical Instructor, Pediatrics, UH
Bhatt, Jyoti; MBBS, Clinical Senior Instructor, Medicine, UH
Bhatt, Mukesh; MBBS, Clinical Assistant Professor, Medicine, UH
Bickers, David; MD, Adjunct Professor, Dermatology, UH
Biel, David; MS, Clinical Instructor, Anesth & Periop Med, UH
Bigg, Margaret; MD, Clinical Assistant Professor, Fam Med & Comm Hlth, UH
Billowitz, Aaron; MD, Clinical Assistant Professor, Psychiatry, UH
Biswa, Tithi; MBBS MD, Clinical Associate Professor, Radiation Oncology, UH
Blisscourt, Leonardo; MD, Clinical Associate Professor, Radiology, UH
Black, Jane; MD, Clinical Assistant Professor, Pediatrics, UH
Blankfield, Robert; MD, Clinical Professor, Fam Med & Comm Hlth, UH
Blixen, Carol; PhD, Adjunct Associate Professor, Psychiatry, UH
Block, Seneca; MA, Adjunct Instructor, Psychiatry, UH
Bloom, Henry; MD, Clinical Associate Professor, Fam Med & Comm Hlth, UH
Blumenthal, Harold; MD, Clinical Assistant Professor, Dermatology, UH
Bobak, David; MD, Adjunct Associate Professor, Medicine, UH
Bobanga, Iuliana; MD, Clinical Assistant Professor, Surgery, UH
Bober, Kayla; MS, Clinical Instructor, Anesth & Periop Med, UH
Bodnar, Tetyana; MD, Clinical Assistant Professor, Psychiatry, UH
Boe, Brian; MD, Clinical Instructor, Pediatrics, UH
Boehm, Gregory; MD, Clinical Assistant Professor, Psychiatry, UH
Boieru, Cristiana; MD, Clinical Instructor, Medicine, UH
Bokovitz, Lauren; MS, Clinical Instructor, Genetics & Genome Sc, UH
Bolton, Carrie; MD, Clinical Assistant Professor, Radiology, UH
Bonder, Elise; MD, Clinical Senior Instructor, Psychiatry, UH
Bonem, Deborah; MS, Adjunct Instructor, Pediatrics, UH
Boos, Maridee; DO, Clinical Instructor, Pathology, UH
Carroccio, James; DO, Clinical Instructor, Fam Med & Comm Hlth, UH
Carrouzzo, Michele; MD, Clinical Assistant Professor, Pediatrics, UH
Carrozzo, Christian; MS, Clinical Instructor, Anesth & Periop Med, UH
Carruthers, Amy; MD, Clinical Instructor, Pediatrics, UH
Carsons, Dennis; MD, Clinical Instructor, Fam Med & Comm Hlth, UH
Carter-O’Gorman, Denise; M SW, Clinical Instructor, Medicine, UH
Carvill, Elizabeth; MS, Clinical Instructor, Anesth & Periop Med, UH
Cash, Shelby; MD, Clinical Senior Instructor, Medicine, UH
Castro, Constanza; MD, Clinical Instructor, Pediatrics, UH
Castro-Dominguez, Yulanka; MD, Clinical Assistant Professor, Medicine, UH
Castrovinci, Anthony; MD, Clinical Associate Professor, Dermatology, UH
Catanzaro, Phillip; MD, Clinical Assistant Professor, Radiology, UH
Cattano, Davide; MD PhD, Clinical Instructor, Anesth & Periop Med, UH
Cavey, Carol; MD, Clinical Senior Instructor, Psychiatry, UH
Chadha, Amrita; MBBS, Clinical Assistant Professor, Anesth & Periop Med, UH
Chaiban, Joumana; MD, Clinical Assistant Professor, Medicine, UH
Chaka, Michael; MD, Clinical Assistant Professor, Pediatrics, UH
Chakravarty, Saneka; MD, Clinical Assistant Professor, Medicine, UH
Challener, Kenneth; MD, Clinical Instructor, Medicine, UH
Chan, Megan; MD, Clinical Senior Instructor, Medicine, UH
Chandurkar, Sudhakar; MBBS, Clinical Assistant Professor, Medicine, UH
Chang, Li-Wei; MD, Clinical Assistant Professor, Dermatology, UH
Chang, Phillip; MD, Clinical Professor, Surgery, UH
Chang, Richard; MD, Clinical Assistant Professor, Medicine, UH
Chapman, Graham; MD, Clinical Instructor, Reproductive Bio, UH
Chapman, Mark; MD, Clinical Assistant Professor, Reproductive Bio, UH
Chattopadhyay, Rhea; MD, Clinical Instructor, Reproductive Bio, UH
Chaudhry, Abubaker; MD, Clinical Senior Instructor, Medicine, UH
Chaudhry, Mundeep; MD, Clinical Senior Instructor, Fam Med & Comm Hlth, UH
Chavinson, Melvin; MD, Clinical Associate Professor, Psychiatry, UH
Chelimsky, Gisela; MD, Adjunct Professor, Pediatrics, UH
Chelimsky, Thomas; MD, Adjunct Professor, Neurology, UH
Chen, Michael; MD, Clinical Instructor, Fam Med & Comm Hlth, UH
Chen, Shih-Ann; MD, Adjunct Professor, Medicine, UH
Cheng, CeCe; MD, Clinical Instructor, Reproductive Bio, UH
Cheng, Chee-Wai; PhD, Adjunct Professor, Radiation Oncology, UH
Cheplak, Alyson; MS, Clinical Instructor, Anesth & Periop Med, UH
Cheren, Mark; PhD, Adjunct Assistant Professor, Psychiatry, UH
Chi, Thomas; MD, Clinical Assistant Professor, Ophthal & Visual Sci, UH
Chi, Yang; MD, Clinical Assistant Professor, Radiology, UH
Chiang, Ambrose; MD, Clinical Associate Professor, Medicine, UH
Chmielewski, Richard; MD, Clinical Assistant Professor, Medicine, UH
Cho, Donald; MD, Clinical Assistant Professor, Medicine, UH
Cho, Michael; PhD, Adjunct Associate Professor, Medicine, UH
Chiren, MaryMargaret; MD, Adjunct Associate Professor, Dermatology, UH
Christman-Khawam, Leanne; MD, Clinical Assistant Professor, Fam Med & Comm Hlth, UH
Christie, Richard; MD, Clinical Assistant Professor, Medicine, UH
Chua, Joselita; MD, Clinical Instructor, Psychiatry, UH
Chung, Rebecca; MD, Clinical Instructor, Reproductive Bio, UH
Chwast, Robert; PhD, Clinical Assistant Professor, Psychiatry, UH
Cifra-Bean, Laura; MD, Clinical Instructor, Pediatrics, UH
Ciotti, Matthew; MS, Clinical Instructor, Anesth & Periop Med, UH
Cireddu, James; MD, Clinical Assistant Professor, Medicine, UH
Cirino, Robert; MD, Clinical Assistant Professor, Medicine, UH
Citta-Pietrolungo, Thelma; O.D., Clinical Assistant Professor, Pediatrics, UH
Clark, Lisa; MS AA-C, Clinical Instructor, Anesth & Periop Med, UH
Clarren, Hadley; MD, Clinical Associate Professor, Medicine, UH
Clough, Mary; MD, Clinical Instructor, Pediatrics, UH
Coakley, Colleen; MS, Adjunct Instructor, Psychiatry, UH
Coates, Laura; MD, Clinical Senior Instructor, Medicine, UH
Coats, Valerie; MD, Clinical Instructor, Pediatrics, UH
Cobler, Ellen; MS, Clinical Instructor, Otolaryngology, UH
Cochran, Jennifer; MD, Clinical Instructor, Pediatrics, UH
Coconcea, Cristinel; MD, Clinical Assistant Professor, Psychiatry, UH
Coconcea, Nicolete; MD, Clinical Assistant Professor, Psychiatry, UH
Coffman, Byron; MD, Clinical Senior Instructor, Medicine, UH
Cogan, David; MD, Clinical Assistant Professor, Medicine, UH
Cohen, Leslie; MS, Clinical Instructor, Genetics & Genome Sc, UH
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<th>Title</th>
<th>Department</th>
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<td>MD</td>
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<td>MPH MD</td>
<td>Clinical Instructor</td>
<td>Fam Med &amp; Comm Hlth</td>
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<td>Neurological Surgery</td>
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Deuley, Paula; MD, Clinical Instructor, Medicine, UH
DeVeoe, Ross; MS, Clinical Instructor, Anesth & Periop Med, UH
Di Gregorio, Delia; MD, Clinical Senior Instructor, Pediatrics, UH
Dickert-Leonard, Lyn; MD, Clinical Assistant Professor, Pediatrics, UH
Dickey-White, Howard; MD, Clinical Assistant Professor, Emergency Medicine, UH
Dickman, Elliot; MD PhD, Clinical Assistant Professor, Medicine, UH
Diekroger, James; MD, Clinical Instructor, Fam Med & Comm Hlth, UH
Dinary, Buthayna; MD, Clinical Assistant Professor, Medicine, UH
Diwan, Renuka; MD, Clinical Assistant Professor, Dermatology, UH
Do, Jeong-su; PhD, Adjunct Assistant Professor, Pediatrics, UH
Dohar, Robert; O.D., Clinical Instructor, Medicine, UH
Dougherty, Denise; PhD, Adjunct Professor, Pediatrics, UH
Dowling Jr., A.; MD, Clinical Associate Professor, Psychiatry, UH
Drazdik, Janeen; MD, Clinical Instructor, Fam Med & Comm Hlth, UH
Drexel, Sabrina; MD, Clinical Instructor, Surgery, UH
Driscoll, James; MD, Clinical Associate Professor, Medicine, UH
Drublionis, Raimantas; MD, Clinical Instructor, Medicine, UH
Dubchuk, Vladimir; MD, Clinical Assistant Professor, Pediatrics, UH
Duff-Boehm, Nancy; PhD, Clinical Instructor, Psychiatry, UH
Durden, Faith; MD, Clinical Assistant Professor, Dermatology, UH
Durve, Mohan; MBBS, Clinical Assistant Professor, Pediatrics, UH
Dutko, Stephen; MD, Clinical Instructor, Pediatrics, UH
Dykeman, Susan; MD, Clinical Assistant Professor, Pediatrics, UH
Eapen, Sara; O.D., Clinical Instructor, Pediatrics, UH
Ebersbacher, Donald; MD, Clinical Instructor, Medicine, UH
Eckstein, Margaret; MD, Clinical Senior Instructor, Medicine, UH
Eckstein, Michael; MD, Clinical Assistant Professor, Medicine, UH
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Edwards, Gary; MD, Clinical Senior Instructor, Orthopaedics, UH
Effron, Allison; MD, Clinical Instructor, Pediatrics, UH
Effron, Lorri; MD, Clinical Assistant Professor, Ophthal & Visual Sci, UH
Eghobamien, Donald; MBBS, Clinical Senior Instructor, Medicine, UH
Ekeoduru, Rhashedah; MD, Adjunct Assistant Professor, Anesth & Periop Med, UH
Elkonin, Joel; MD, Clinical Assistant Professor, Radiation Oncology, UH
Elfadawy, Nissreen; MBCh, Clinical Assistant Professor, Medicine, UH
Elguuin, Lariassa; MD, Clinical Instructor, Psychiatry, UH
Elguero, Carlos; MD, Clinical Assistant Professor, Fam Med & Comm Hlth, UH
Elis, Michael; MD, Clinical Assistant Professor, Psychiatry, UH
Ellington, Aaron; PhD, Clinical Senior Instructor, Psychiatry, UH
Ellis, Rodney; MD, Adjunct Professor, Radiation Oncology, UH
Elmets, Craig; MD, Adjunct Professor, Dermatology, UH
Elshafei, Ahmed; MBBCH, PhD, Adjunct Assistant Professor, Urology, UH
Elsheikh, Ibrahim; MD, Clinical Instructor, Pediatrics, UH
Emch, Michelle; MD, Clinical Assistant Professor, Psychiatry, UH
Enders, Patrick; MD, Clinical Assistant Professor, Psychiatry, UH
Engstrom, Conley; MD, Clinical Assistant Professor, Dermatology, UH
Eppes, Robert; MD, Clinical Associate Professor, Dermatology, UH
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Epstein, Donald; MD, Clinical Assistant Professor, Medicine, UH
Epstein, Rebecca; MD, Clinical Instructor, Pediatrics, UH
Erokwu, Evelyn; MD, Clinical Senior Instructor, Medicine, UH
Ertel, Joy; MD, Clinical Instructor, Pediatrics, UH
Escolas, John; DO, Clinical Instructor, Fam Med & Comm Hlth, UH
Escuro, Ruben; MD, Clinical Assistant Professor, Medicine, UH
Espejo, Rafael; MD, Clinical Assistant Professor, Anesth & Periop Med, UH
Espinosa, Maria; MD, Clinical Assistant Professor, Medicine, UH
Evans, Doris; MD, Clinical Professor, Pediatrics, UH
Evans, Judith; MD, Clinical Assistant Professor, Surgery, UH
Evans, Natalie; MD, Clinical Assistant Professor, Medicine, UH
Eversman, Lynne; MD, Clinical Instructor, Pediatrics, UH
Ewing-Wilson, Deborah; DO, Clinical Assistant Professor, Neurology, UH
Eyre, John; MD, Clinical Senior Instructor, Medicine, UH
Ezzo, Frank; PhD, Clinical Assistant Professor, Psychiatry, UH
Fabien, Andre; MD, Clinical Assistant Professor, Medicine, UH
Faigen, Elyssa; MD, Clinical Instructor, Pediatrics, UH
Failinger, Ann; MD, Clinical Instructor, Pediatrics, UH
Faiman, Gregg; MD, Clinical Instructor, Medicine, UH
Fakult, Sandra; MD, Clinical Instructor, Medicine, UH
Fall, Douglas; MD, Clinical Assistant Professor, Pediatrics, UH
Fang, James; MD, Adjunct Professor, Medicine, UH
Farag, Rosemary; MBBS, Clinical Instructor, Pathology, UH
Faraji, Arezou; MD, Clinical Assistant Professor, Radiology, UH
Farhat, Naim; MD, Clinical Assistant Professor, Medicine, UH
Farivar, Michel; MD, Clinical Senior Instructor, Psychiatry, UH
Fastiggi, Michael; MD, Clinical Instructor, Surgery, UH
Feighan, Elizabeth; MD, Clinical Instructor, Pediatrics, UH
Feldman, David; MD, Clinical Assistant Professor, Psychiatry, UH
Feldman, Marc; MD, Clinical Senior Instructor, Pediatrics, UH
Ferguson, Benjamin; MS, Clinical Instructor, Anesth & Periop Med, UH
Ferguson, Lindsay; MD, Clinical Instructor, Reproductive Bio, UH
Ferraro, Martina; D.O., Clinical Assistant Professor, Medicine, UH
Fetterman, Timothy; MD, Clinical Senior Instructor, Fam Med & Comm Hlth, UH
Feudo, Scott; MD, Clinical Instructor, Medicine, UH
Fikter, William; MD, Clinical Instructor, Psychiatry, UH
Findling, Robert; MD, Adjunct Professor, Psychiatry, UH
Finigan, James; MD, Adjunct Assistant Professor, Medicine, UH
Finkelstein, Denise; MD, Clinical Instructor, Medicine, UH
Firoozmand, Amin; MD, Clinical Instructor, Medicine, UH
Fischer, Philip; MD, Clinical Senior Instructor, Psychiatry, UH
Fisher, Quentin; MD, Adjunct Assistant Professor, Anesth & Periop Med, UH
Fitzgerald, Kim; MD, Clinical Assistant Professor, Urology, UH
Flaherty, J.; MS, Clinical Instructor, Anesth & Periop Med, UH
Fleck, Douglas; MD, Clinical Assistant Professor, Pediatrics, UH
Fleksher, Daniel; MD, Clinical Instructor, Medicine, UH
Fleming, Barbara; PhD, Clinical Assistant Professor, Psychiatry, UH
Flores, Toribio; MD, Clinical Assistant Professor, Otolaryngology, UH
Flynn, Stephen; MD, Clinical Professor, Fam Med & Comm Hlth, UH
Foerstner, Stacey; PhD, Clinical Senior Instructor, Psychiatry, UH
Forsyth, Leighann; PhD, Clinical Assistant Professor, Psychiatry, UH
Fortinsky, Richard; PhD, Adjunct Associate Professor, Medicine, UH
Forur, Lindsey; MD, Clinical Instructor, Pediatrics, UH
Foust, Alexandra; DO, Clinical Assistant Professor, Radiology, UH
Fox, David; MD, Clinical Senior Instructor, Psychiatry, UH
Fox, Monte; O.D., Clinical Instructor, Dermatology, UH
Frankel, Jonathan; MD, Clinical Instructor, Otolaryngology, UH
Frankel, Mark; MD, Clinical Assistant Professor, Psychiatry, UH
Freedman, Elisha; MD, Clinical Assistant Professor, Radiation Oncology, UH
Freedman, Lois; MD, Clinical Assistant Professor, Psychiatry, UH
Fresco, David; PhD, Adjunct Associate Professor, Psychiatry, UH
Freyvogel, Mary; DO, Clinical Assistant Professor, Surgery, UH
Friedlander, Samuel; MD, Clinical Assistant Professor, Medicine, UH
Friedman, Judah; MD, Clinical Assistant Professor, Medicine, UH
Friedman, Lee; PhD, Adjunct Assistant Professor, Medicine, UH
Friedman-Verdun, Molly; O.D., Clinical Senior Instructor, Fam Med & Comm Hlth, UH
Fritsch, Thomas; MD, Adjunct Instructor, Neurology, UH
Fullen, Shelby; MS, Clinical Instructor, Anesth & Periop Med, UH
Furin, Jennifer; MD PhD, Adjunct Assistant Professor, Medicine, UH
Gacad, Joji; MD, Clinical Instructor, Pediatrics, UH
Gahm, Claire; MD, Clinical Instructor, Pediatrics, UH
Galun, Steven; MD, Clinical Instructor, Reproductive Bio, UH
Galvez, Javier; MD, Clinical Assistant Professor, Psychiatry, UH
Garber, Rachel; MD, Clinical Assistant Professor, Pediatrics, UH
Gardner, Gretchen; MD, Clinical Instructor, Psychiatry, UH
Garner, Andrew; MD PhD, Clinical Professor, Pediatrics, UH
Garner, Will; MD, Clinical Senior Instructor, Medicine, UH
Garratt, Betsy; DO, Clinical Assistant Professor, Neurology, UH
Gartner, Anya; MS, Clinical Instructor, Anesth & Periop Med, UH
Gascoigne, G.; MD, Clinical Instructor, Pediatrics, UH
Gaston, Benjamin; MD, Adjunct Professor, Pediatrics, UH
Gaston, Susan; MD, Clinical Instructor, Pediatrics, UH
Gaug, Justine; MS CAA, Clinical Instructor, Anesth & Periop Med, UH
Geerk, Ingrid; PhD, Clinical Instructor, Psychiatry, UH
Geier, Peter; MD, Clinical Assistant Professor, Psychiatry, UH
Geletka, Stephanie; MS, Clinical Instructor, Anesth & Periop Med, UH
Gerace, Gretchen; MD, Clinical Instructor, Reproductive Bio, UH
Geraci, Kevin; MD, Clinical Professor, Medicine, UH
Gerardo, Ernesto; MD, Clinical Assistant Professor, Pediatrics, UH
Gerberding, Julie; MD MPH, Adjunct Professor, Medicine, UH
Gerhart, Mary; O.D., Clinical Instructor, Ophthal & Visual Sci, UH
German, Konstantin; MD, Clinical Senior Instructor, Medicine, UH
Gerstenblith, Meg; MD, Clinical Assistant Professor, Dermatology, UH
Gervasi, Lawrence; MD, Clinical Assistant Professor, Urology, UH
Ghamrawi, Riane; Pharm D, Clinical Senior Instructor, Medicine, UH
Gharibeh, Tarek; MBBS, Clinical Assistant Professor, Medicine, UH
Ghazoul, Marwan; MD, Clinical Assistant Professor, Surgery, UH
Gherman, Cindy, MD, Clinical Assistant Professor, Pediatrics, UH
Ghobrial, Peter, MD, Clinical Assistant Professor, Radiology, UH
Giannattasio, Bartolomeo; MD, Clinical Assistant Professor, Medicine, UH
Gibbs, James; MD, Clinical Assistant Professor, Fam Med & Comm Hlth, UH
Gibson, Mason; MS, Clinical Instructor, Anesth & Periop Med, UH
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Gillen, Vincent; MS, Clinical Instructor, Anesth & Periop Med, UH
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Ginsberg, Amy; PhD JD, Clinical Assistant Professor, Psychiatry, UH
Ginwalla, Mahazarin; MBBS, Clinical Associate Professor, Medicine, UH
Gipson, Mark; MD, Clinical Instructor, Pediatrics, UH
Glavin, Ye-Fan; PhD, Clinical Assistant Professor, Fam Med & Comm Hlth, UH
Gleisser, Pamela; LISW, Adjunct Instructor, Psychiatry, UH
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Harp, Joseph; MS, Clinical Instructor, Anesth & Periop Med, UH
Harris, Lyndsay; MD, Adjunct Professor, Medicine, UH
Harris-Haywood, Sonja; MD, Clinical Assistant Professor, Fam Med & Comm Hlth, UH
Hart, Jane; MD, Clinical Instructor, Medicine, UH
Harvey, Scott; MS, Clinical Instructor, Anesth & Periop Med, UH
Hasan, Samia; MD, Clinical Assistant Professor, Psychiatry, UH
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Hause-Wardega, Katarzyna; MD, Clinical Senior Instructor, Medicine, UH
Hayek, Emil; MD, Clinical Assistant Professor, Medicine, UH
Hazar, Anupinder; MD, Clinical Assistant Professor, Radiology, UH
Hazar, Meghan; DO, Clinical Instructor, Reproductive Bio, UH
Hazar, Sandra; MD, Clinical Instructor, Medicine, UH
Headey, David; MD, Clinical Assistant Professor, Medicine, UH
Hejal, Rana; MD, Clinical Associate Professor, Medicine, UH
Hellerstein, Elizabeth; MD, Clinical Assistant Professor, Pediatrics, UH
Helms, Stephen; MD, Clinical Assistant Professor, Dermatology, UH
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Henderson, Joseph; MD, Clinical Instructor, Reproductive Bio, UH
Heneghan, Amy; MD, Adjunct Associate Professor, Pediatrics, UH
Hertz, Andrew; MD, Clinical Assistant Professor, Pediatrics, UH
Hertzer, Julie; MD, Clinical Instructor, Pediatrics, UH
Hetrick, Pamela; MSN, Clinical Instructor, Reproductive Bio, UH
Heyman, Tonya; MD, Clinical Instructor, Reproductive Bio, UH
Hickman, Franklin; PhD, Adjunct Assistant Professor, Psychiatry, UH
Hilal, Marwan; MD, Clinical Senior Instructor, Medicine, UH
Hill, Richard; MD PhD, Clinical Senior Instructor, Psychiatry, UH
Hill, Warren; MD, Adjunct Professor, Ophthal & Visual Sci, UH
Hillard, Bradley; O.D., Clinical Instructor, Fam Med & Comm Hlth, UH
Hillard, Erin; O.D., Clinical Instructor, Fam Med & Comm Hlth, UH
Hillier, Sherry; MD, Clinical Assistant Professor, Radiology, UH
Hirsh, Alan; MD, Clinical Assistant Professor, Medicine, UH
Hirsh, Fred; MD, Clinical Associate Professor, Dermatology, UH
Hirshman, Judith; MD, Clinical Instructor, Psychiatry, UH
Hitch, Jeanne; MA/MS, Adjunct Instructor, Fam Med & Comm Hlth, UH
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<td>MD, Clinical Instructor, Reproductive Bio</td>
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<td>Jones, Zachary</td>
<td>MS, Clinical Instructor, Anesth &amp; Periop Med</td>
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Joyce, Kelly; MD, Clinical Assistant Professor, Pediatrics, UH
Judge, Constance; MD, Clinical Instructor, Pediatrics, UH
Kacir, Matthew; MD, Clinical Instructor, Pediatrics, UH
Kaiser, Christine; DACM, Clinical Associate Professor, Pathology, UH
Kaisi, Nadia; MBBS, Clinical Associate Professor, Pathology, UH
Kakarala, Harish; MD, Clinical Instructor, Medicine, UH
Kale, Neelima; MD, Clinical Assistant Professor, Fam Med & Comm Hlth, UH
Kalil, Jorge; MD PhD, Adjunct Professor, Pathology, UH
Kaminski, Peggy; MD, Clinical Instructor, Pediatrics, UH
Kammerman, Theresa; MD, Clinical Instructor, Pediatrics, UH
Kan, Charlene; MD PhD, Clinical Assistant Professor, Radiation Oncology, UH
Kanistros, Peter; MD, Clinical Assistant Professor, Radiology, UH
Kannensohn, Jon; MD, Clinical Instructor, Pediatrics, UH
Kantharaj, Belagodu; MD, Clinical Assistant Professor, Medicine, UH
Kantor, Bara; MBBS, Clinical Assistant Professor, Anesth & Periop Med, UH
Kapaczynski, Przemyslaw; MD, Clinical Senior Instructor, Psychiatry, UH
Kaplan, Samuel; MD, Clinical Senior Instructor, Fam Med & Comm Hlth, UH
Kapur, Varun; MBBS, Clinical Assistant Professor, Surgery, UH
Karam, Nadim; MD, Clinical Assistant Professor, Fam Med & Comm Hlth, UH
Katcher, Jerald; MD, Clinical Assistant Professor, Radiation Oncology, UH
Kates, Georgianna; MD, Clinical Senior Instructor, Medicine, UH
Katongole-Mbidde, Edward; MBBS, Adjunct Assistant Professor, Medicine, UH
Katz, Leonard; MD, Clinical Associate Professor, Dermatology, UH
Kaufman, Barbara; MD, Clinical Assistant Professor, Psychiatry, UH
Kaufman, Kellye; MS, Clinical Instructor, Anesth & Periop Med, UH
Kaufman, Stephen; MD, Clinical Assistant Professor, Ophthal & Visual Sci, UH
Kaur, Jasleen; MS, Clinical Instructor, Anesth & Periop Med, UH
Kausch, Otto; MD, Clinical Assistant Professor, Psychiatry, UH
Kay, Rachel; MS, Clinical Assistant Professor, Reproductive Bio, UH
Kazi, Daanish; MD, Clinical Instructor, Surgery, UH
Ke, Malcolm; MD, Adjunct Assistant Professor, Dermatology, UH
Keating, Catherine; MD, Clinical Assistant Professor, Medicine, UH
Keaton, Daniel; MD, Clinical Instructor, Psychiatry, UH
Keck, William; MD, Adjunct Professor, Fam Med & Comm Hlth, UH
Kelley, Kevin; MD, Clinical Assistant Professor, Radiation Oncology, UH
Kellis, Augustine; MD, Clinical Assistant Professor, Ophthal & Visual Sci, UH
Kellner, Patricia; MD, Clinical Assistant Professor, Fam Med & Comm Hlth, UH
Kelly, Shannon; MS, Clinical Instructor, Anesth & Periop Med, UH
Kemp, Janet; MD, Clinical Instructor, Psychiatry, UH
Kennon, Thomas; MS, Clinical Instructor, Anesth & Periop Med, UH
Kern, Jeffrey; MD, Adjunct Professor, Medicine, UH
Kerr, Lauren; MD, Clinical Instructor, Reproductive Bio, UH
Kershaw, Lindsey; MSN, Clinical Instructor, Psychiatry, UH
Kessler, Ayla; MBBCH, Clinical Instructor, Medicine, UH
Khan, Bilquis; MBBS, Clinical Assistant Professor, Pediatrics, UH
Khan, Billoo; MBBS, Clinical Assistant Professor, Pediatrics, UH
Khan, Sorina; MD, Clinical Assistant Professor, Surgery, UH
Khanna, Sonali; MD, Clinical Assistant Professor, Surgery, UH
Kibbe, Peter; MD, Clinical Instructor, Medicine, UH
Kidd, Jennifer; MD, Clinical Assistant Professor, Medicine, UH
Kierson, Malca; DO, Clinical Instructor, Pathology, UH
Kikano, George; MD, Clinical Professor, Fam Med & Comm Hlth, UH
Kim, Byung-Gyu; PhD, Adjunct Instructor, Pediatrics, UH
Kim, Julian; MD, Clinical Professor, Surgery, UH
Kim, Mijin; MS, Clinical Instructor, Anesth & Periop Med, UH
Kim, Seong-Jin; PhD, Adjunct Professor, Pediatrics, UH
King, Richard; MD, Clinical Assistant Professor, Medicine, UH
King, Thomas; MD, Clinical Assistant Professor, Medicine, UH
Kinney, Sam; MD, Clinical Associate Professor, Otolaryngology, UH
Kirby, Eric; MD, Clinical Instructor, Medicine, UH
Kirpekar, Sona; MD, Clinical Senior Instructor, Medicine, UH
Kirsch, Michael; MD, Clinical Senior Instructor, Medicine, UH
Kittoe, David; MD, Clinical Instructor, Medicine, UH
Klarfeld, Jonathan; MD, Clinical Assistant Professor, Medicine, UH
Klette, Paul; MD, Clinical Assistant Professor, Radiology, UH
Klausner, David; MD, Clinical Assistant Professor, Reproductive Bio, UH
Klein, Adam; MD, Clinical Assistant Professor, Urology, UH
Klein, Nancy; PhD, Clinical Assistant Professor, Pediatrics, UH
Klos, Matthew; PhD, Clinical Instructor, Surgery, UH
Kluge, Glenn; MD, Clinical Instructor, Medicine, UH
Knapp, Julie; PhD, Clinical Instructor, Pediatrics, UH
Knaurer, Kent; MD, Clinical Assistant Professor, Medicine, UH
Knittel, Amanda; MSN, Clinical Instructor, Reproductive Bio, UH
Kobe, Daniel; MD, Clinical Senior Instructor, Medicine, UH
Koblenz, Leslie; MD, Clinical Assistant Professor, Psychiatry, UH
Koby, Elizabeth; MD, Clinical Assistant Professor, Psychiatry, UH
Koehler, Michael; MD, Clinical Assistant Professor, Medicine, UH
Kofman, Esther; MD, Clinical Instructor, Pediatrics, UH
Kohberger, Cortney; MD, Clinical Assistant Professor, Psychiatry, UH
Kolkin, Alla; MD, Clinical Instructor, Pediatrics, UH
Komar, Mark; MD, Clinical Associate Professor, Fam Med & Comm Hlth, UH
Konczal, Laura; MD, Clinical Assistant Professor, Genetics & Genome Sc, UH
Kondray, Gregory; MD, Clinical Assistant Professor, Urology, UH
Konieczny, J.; PhD, Clinical Senior Instructor, Psychiatry, UH
Koontz, Michaela; MD, Adjunct Assistant Professor, Pediatrics, UH
Kopel, Mark; MS, Clinical Instructor, Anesth & Periop Med, UH
Korobkova, Irina; MD, Clinical Assistant Professor, Psychiatry, UH
Koroly, Michael; O.D., Clinical Instructor, Reproductive Bio, UH
Korosec, Marian; MD, Clinical Instructor, Medicine, UH
Koss, Elisabeth; PhD, Clinical Associate Professor, Psychiatry, UH
Kotewar, Saket; MBBS, Clinical Instructor, Medicine, UH
Koury, Anthony; MS, Clinical Instructor, Anesth & Periop Med, UH
Kowal, Martine; MA, Clinical Instructor, Medicine, UH
Kozlovskaya, Oksana; MS, Clinical Instructor, Anesth & Periop Med, UH
Krause, Steven; PhD, Clinical Assistant Professor, Psychiatry, UH
Kravitz, Alan; MD, Clinical Senior Instructor, Medicine, UH
Kriwinsky, Jan; MD, Clinical Associate Professor, Pediatrics, UH
Krug, William; MD, Clinical Assistant Professor, Dermatology, UH
Krutmann, Jean; MD, Adjunct Professor, Dermatology, UH
Ksenich, Nicholas; MD, Clinical Instructor, Fam Med & Comm Hlth, UH
Kuchynski, Marie; MD, Clinical Senior Instructor, Medicine, UH
Kulasingham, S.; MD, Clinical Assistant Professor, Radiology, UH
Kumar, Aryavarta; MD PhD, Clinical Assistant Professor, Radiation Oncology, UH
Kumar, Praveer; MBBS, Clinical Senior Instructor, Medicine, UH
Kumar, Sunita; MBBS, Clinical Senior Instructor, Psychiatry, UH
Kumins, Norman; MD, Clinical Assistant Professor, Surgery, UH
Kunos, Charles; MD PhD, Adjunct Assistant Professor, Radiation Oncology, UH
Kunze, Peter; MD, Clinical Instructor, Medicine, UH
Kunzelman, Kevin; MS C-AA, Clinical Instructor, Anesth & Periop Med, UH
Kushnir, Ori; MD, Clinical Instructor, Reproductive Bio, UH
Kutlesic, Vesna; PhD, Clinical Assistant Professor, Psychiatry, UH
Kwoh, C. Kent; MD, Adjunct Associate Professor, Medicine, UH
Kyeyune, Fred; PhD, Adjunct Instructor, Medicine, UH
Laing, Kathleen; PhD, Adjunct Assistant Professor, Pediatrics, UH
Lamkin, Barry; MD, Clinical Associate Professor, Dermatology, UH
Lamping, Kathleen; MD, Clinical Associate Professor, Ophthal & Visual Sci, UH
Lancaster, Pamela; O.D., Clinical Instructor, Fam Med & Comm Hlth, UH
Landefeld, Charles; MD, Adjunct Professor, Medicine, UH
Landeras, Veeda; MBBS, Clinical Assistant Professor, Medicine, UH
Landers, Patrick; DPM, Clinical Instructor, Surgery, UH
Landon, Gabrielle; MSN, Clinical Instructor, Reproductive Bio, UH
Landry, Beverly; MD, Clinical Instructor, Pediatrics, UH
Lane, Deforia; PhD, Clinical Assistant Professor, Medicine, UH
Lane, Gerri; MD, Clinical Instructor, Medicine, UH
Lane, Isabelle; DO MPH, Clinical Instructor, Fam Med & Comm Hlth, UH
Lane Jr., James; MD, Clinical Assistant Professor, Medicine, UH
Langford, Da'Na; MS CNM, Clinical Instructor, Reproductive Bio, UH
School of Medicine Faculty

Luna, Antonio; MD, Clinical Assistant Professor, Radiology, UH
Lund, Cheryl; MD, Clinical Instructor, Medicine, UH
Luo, Chunhui; PhD, Clinical Assistant Professor, Radiation Oncology, UH
Lustig, Lili; DO, Clinical Assistant Professor, Family Medicine, UH
Luxenberg, Andrew; MD, Clinical Instructor, Emergency Medicine, UH
Lynch Ljubi, Meghan; DO, Clinical Instructor, Pediatrics, UH
Lyons, Sean; MD, Clinical Instructor, Medicine, UH
Lyren, Anne; MD, Adjunct Associate Professor, Pediatrics, UH
MacCallum, Charles; MD, Clinical Assistant Professor, Fam Med & Comm Hlth, UH
MacDougall, Monica; MD, Clinical Assistant Professor, Psychiatry, UH
MacGregor-Banak, Lauren; MS, Clinical Assistant Professor, Reproductive Bio, UH
Machtay, Mitchell; MD, Adjunct Professor, Radiation Oncology, UH
Macias, Charles; MD MPH, Clinical Associate Professor, Pediatrics, UH
Mackel, Audley M.; MD, Clinical Instructor, Orthopaedics, UH
Macklis, Roger; MD, Clinical Professor, Radiation Oncology, UH
Mackn, Carol; MD, Clinical Senior Instructor, Psychiatry, UH
Madalin, Karla; MD, Clinical Assistant Professor, Neurology, UH
Madan-Mohan, Gayatri; MBBS, Clinical Instructor, Medicine, UH
Mader, Joseph; MS, Clinical Instructor, Anesth & Periop Med, UH
Magalotti, Selena; MD, Clinical Assistant Professor, Psychiatry, UH
Mahajan, Neeraj; MD, Clinical Assistant Professor, Medicine, UH
Mahapatra, Srijoy; MD, Adjunct Assistant Professor, Medicine, UH
Mahlay, Taras; MD, Clinical Instructor, Medicine, UH
Mahmoud, Ahmed; MBCh, Clinical Assistant Professor, Medicine, UH
Makii, Jason; Pharm. D., Clinical Assistant Professor, Neurology, UH
Malinowski, Mark; MD, Clinical Instructor, Pediatrics, UH
Malkin, Marilyn; PhD, Clinical Assistant Professor, Psychiatry, UH
Mamlouk, M.B.; MD, Clinical Instructor, Medicine, UH
Mancuso, Michael; MD, Clinical Senior Instructor, Dermatology, UH
Mandalakas, Anna; MD, Adjunct Associate Professor, Pediatrics, UH
Maniphon, Soudaline; MD, Adjunct Assistant Professor, Pediatrics, UH
Mann, Andrea; D.O., Clinical Senior Instructor, Pediatrics, UH
Mann, Donald; MD, Clinical Associate Professor, Neurology, UH
Mann, Margaret; MD, Clinical Associate Professor, Dermatology, UH
Manohar, Chenguttai; MBBS, Clinical Instructor, Medicine, UH
Marbury, William; AA-C, Clinical Instructor, Anesth & Periop Med, UH
Marcy, Jennifer; MD, Clinical Assistant Professor, Pediatrics, UH
Mariappuram, Valsa; MBBS, Clinical Instructor, Medicine, UH
Maricich, Stephen; MD PhD, Adjunct Associate Professor, Pediatrics, UH
Mark, Mathew; MD, Clinical Instructor, Fam Med & Comm Hlth, UH
Markowitz, Alan; MD, Clinical Assistant Professor, Surgery, UH
Marquinez, Frederick; MD, Clinical Assistant Professor, Medicine, UH
Marsh, Lonnie; MD, Clinical Senior Instructor, Medicine, UH
Marsh, Loralee; MD, Clinical Assistant Professor, Psychiatry, UH
Marshall, John; MD, Clinical Associate Professor, Medicine, UH
Martin, Scott; MD, Clinical Instructor, Psychiatry, UH
Maruzzi, Chiara; MD, Clinical Senior Instructor, Medicine, UH
Mascoli, Matthew; MD, Clinical Instructor, Pediatrics, UH
Masnyj, Stephen; MD, Clinical Instructor, Surgery, UH
Mason, Delbert; MD, Clinical Assistant Professor, Pediatrics, UH
Mason, Laura; MD, Clinical Instructor, Pediatrics, UH
Massiello, Emily; MS, Clinical Instructor, Genetics & Genome Sc, UH
Massien, Scott; MD, Clinical Instructor, Medicine, UH
Matalavage, Anthony; DPM, Clinical Instructor, Surgery, UH
Mathew, Raichal; MBBS, Clinical Instructor, Pediatrics, UH
Matloub, Yousif; MD, Adjunct Professor, Pediatrics, UH
Matta, Maroun; MD, Clinical Assistant Professor, Medicine, UH
Mattera, Rafael; PhD, Adjunct Associate Professor, Medicine, UH
Mayanja-Kizza, Harriet; MBBS, Adjunct Assistant Professor, Medicine, UH
Mayne, Susan; NP, Clinical Instructor, Dermatology, UH
Mayuga, Myttle; MD, Clinical Instructor, Medicine, UH
Mazanec, Mary; MD, Adjunct Associate Professor, Medicine, UH
Mazover, Elenora; MS, Clinical Instructor, Anesth & Periop Med, UH
Mazzarini, Angelica; MD, Clinical Instructor, Pediatrics, UH
Mbanebo, Charles; MD, Clinical Assistant Professor, Medicine, UH
Mc Burney, Richard; MD, Clinical Assistant Professor, Fam Med & Comm Hlth, UH
Mc Kenzie, Kay; MD, Clinical Assistant Professor, Psychiatry, UH
Mc Pherson, George; MD, Clinical Instructor, Pediatrics, UH
McAllister, Jana; MS, Clinical Instructor, Anesth & Periop Med, UH
McAndrew, Scott; MS, Clinical Instructor, Anesth & Periop Med, UH
McBride, Nancy; MD, Clinical Senior Instructor, Medicine, UH
McCarthy, Jennifer; MD, Clinical Assistant Professor, Medicine, UH
McClendon, McKee; PhD, Adjunct Instructor, Neurology, UH
McCoy, Brett; MD, Clinical Assistant Professor, Orthopaedics, UH
McGhee, Brenda; MD, Clinical Instructor, Pediatrics, UH
McGovern, Rene; PhD, Adjunct Associate Professor, Psychiatry, UH
McGrath, Susan; PhD, Adjunct Instructor, Pediatrics, UH
McKinney, Matthew; MS, Clinical Instructor, Anesth & Periop Med, UH
McLaughlin, Beth; MD, Clinical Assistant Professor, Fam Med & Comm Hlth, UH
McNeeley, Sean; MD, Clinical Instructor, Fam Med & Comm Hlth, UH
McQuay, Nathaniel; MD, Clinical Associate Professor, Surgery, UH
McRaven, Jeff; MD, Clinical Instructor, Pediatrics, UH
McWilliams, Geoffrey; DO, Clinical Assistant Professor, Radiology, UH
Meah, Gholam; MBA, Clinical Instructor, Anesth & Periop Med, UH
Mease, Elizabeth; MD, Clinical Instructor, Medicine, UH
Mehler, Ann Marie; MSN CNM, Clinical Instructor, Reproductive Bio, UH
Mehta, Jaideep; MD, Clinical Instructor, Anesth & Periop Med, UH
Mehta, Noopur; MS, Clinical Instructor, Anesth & Periop Med, UH
Mehta, Rajendra; MBBS, Clinical Assistant Professor, Medicine, UH
Meister, Cheryl; BSN, Clinical Instructor, Psychiatry, UH
Mamelud, Mark; MD, Clinical Instructor, Medicine, UH
Mellion, Marc; DO, Clinical Assistant Professor, Radiology, UH
Meltzer, Herbert; MD, Adjunct Professor, Psychiatry, UH
Memberg, Stacey; MD PhD, Clinical Instructor, Pediatrics, UH
Mendoza, Luis; MD, Clinical Assistant Professor, Radiology, UH
Mendpara, Suresh; MBBS, Clinical Assistant Professor, Medicine, UH
Menendez, Gregory; M PH, Clinical Instructor, Anesth & Periop Med, UH
Menolasino, Michael; O.D., Clinical Instructor, Medicine, UH
Menzel, Paul; AA-C, Clinical Instructor, Anesth & Periop Med, UH
Merk, Hans; MD, Adjunct Professor, Dermatology, UH
Merkin, Bruce; MD, Clinical Instructor, Psychiatry, UH
Merriman, John; MD, Clinical Senior Instructor, Medicine, UH
Mesoros, Daniel; MS, Clinical Instructor, Anesth & Periop Med, UH
Metri, Deana; AA-C, Clinical Instructor, Anesth & Periop Med, UH
Metz, Claudia; MD, Clinical Assistant Professor, Psychiatry, UH
Meurer, Lindsay; MD, Clinical Senior Instructor, Medicine, UH
Meyers, Elizabeth; PhD, Adjunct Instructor, Pediatrics, UH
Michel, Beno; MD, Clinical Professor, Dermatology, UH
Miclat, Romeo; MD, Clinical Assistant Professor, Medicine, UH
Mikhail, Josephine; MBBS, Clinical Instructor, Medicine, UH
Mikhail, Yasser; MBBS, Clinical Instructor, Medicine, UH
Miller, Benjamin; MD, Clinical Instructor, Psychiatry, UH
Miller, Jacqueline; MD, Clinical Assistant Professor, Psychiatry, UH
Miller, Jill; MD, Clinical Senior Instructor, Medicine, UH
Miller, Melissa; MSN, Clinical Instructor, Reproductive Bio, UH
Miller, Noah; MD, Clinical Senior Instructor, Psychiatry, UH
Milner, Sherry; MD, Clinical Instructor, Pediatrics, UH
Minai, Beena; MBBS, Clinical Instructor, Fam Med & Comm Hlth, UH
Miotto, Paul; MD, Clinical Assistant Professor, Fam Med & Comm Hlth, UH
Mirmirani, Paradi; MD, Adjunct Assistant Professor, Dermatology, UH
Mistovich, Keili; MD, Clinical Instructor, Pediatrics, UH
Mitchell, David; MD, Clinical Assistant Professor, Ophthal & Visual Sci, UH
Moayeri, Mohammad; MD, Clinical Senior Instructor, Medicine, UH
Modi, Raju; MD, Clinical Assistant Professor, Medicine, UH
Moffitt, Cynthia; MD, Clinical Instructor, Pediatrics, UH
Mohindra, Shalini; MBBS, Clinical Instructor, Pathology, UH
Mohney, Amanda; MS, Clinical Instructor, Anesth & Periop Med, UH
Moini, Babak; MD, Clinical Instructor, Medicine, UH
Mok, Shaffer; MD, Clinical Assistant Professor, Medicine, UH
Momen, Muhammad; MD, Clinical Senior Instructor, Psychiatry, UH
Montgomery, Lynda; MD, Clinical Associate Professor, Fam Med & Comm Hlth, UH
Moorman, Matthew; MD, Clinical Associate Professor, Surgery, UH
Moratschek, Sonal; MD MPH, Clinical Senior Instructor, Psychiatry, UH
Morehead, Sherrod; PhD, Clinical Assistant Professor, Psychiatry, UH
Morello, Natalie; MS, Clinical Instructor, Anesth & Periop Med, UH
Morgan, Amanda; MD, Clinical Instructor, Medicine, UH
Morrow-White, Cheryl; MD, Clinical Assistant Professor, Pediatrics, UH
Mostow, Eliot; MD, Clinical Associate Professor, Dermatology, UH
Moufawad, Sami; MD, Clinical Senior Instructor, Fam Med & Comm Hlth, UH
Mount, Michael; MD, Clinical Instructor, Pediatrics, UH
Mourany, Adnan; , Clinical Instructor, Otolaryngology, UH
Moussavand, Samareh; MD, Clinical Assistant Professor, Psychiatry, UH
Moyal, Yoram; MD, Clinical Instructor, Medicine, UH
Mubashir, Bashar; MD, Clinical Assistant Professor, Medicine, UH
Mudido, Philippa; MD, Adjunct Instructor, Pediatrics, UH
Mugyenyi, Peter; MBBS, Adjunct Assistant Professor, Medicine, UH
Mukherjee, Devashis; MBBS, Clinical Instructor, Pediatrics, UH
Mukhtar, Hasan; PhD, Adjunct Professor, Dermatology, UH
Mullasari, Ajit; MBBS, Adjunct Assistant Professor, Medicine, UH
Mullen, Lori; MD, Clinical Instructor, Reproductive Bio, UH
Munjapara, Valji; MBBS, Clinical Instructor, Medicine, UH
Munshi, Amani; MD, Clinical Assistant Professor, Surgery, UH
Muoh, Ogechi; DO, Clinical Instructor, Medicine, UH
Murad, Hatem; MD, Adjunct Assistant Professor, Neurology, UH
Murakami, Shunichi; MD, Clinical Assistant Professor, Orthopaedics, UH
MURALEEDHARA, R.; MBBS, Clinical Instructor, Ophthal & Visual Sci, UH
Murphy, Erin; MSN, Clinical Assistant Professor, Psychiatry, UH
Murphy, Madeleine; MSN, Clinical Instructor, Medicine, UH
Murthy, Somasheila; MS, Clinical Instructor, Ophthal & Visual Sci, UH
Mutuluuza, Cissy; MBBS, Adjunct Assistant Professor, Medicine, UH
Muzanye, Grace; MBBCh, Adjunct Instructor, Medicine, UH
Myers, Abby; MSN, Clinical Assistant Professor, Reproductive Bio, UH
Myers, Andrew; MD, Clinical Assistant Professor, Radiology, UH
Myers, Martha; MD, Clinical Instructor, Pediatrics, UH
Myers, Timothy; BS, Adjunct Assistant Professor, Pediatrics, UH
Naemi, Kaveh; OD, Clinical Instructor, Pathology, UH
Nagamos, Rochelle; MD MBA, Clinical Instructor, Pathology, UH
Nagem, Hassan; MD, Clinical Instructor, Anesth & Periop Med, UH
Naik, Milind; MBBS, Clinical Instructor, Ophthal & Visual Sci, UH
Nair, Priti; MD, Clinical Instructor, Medicine, UH
Najm, Kassandra; MD, Clinical Assistant Professor, Pediatrics, UH
Namrow, Alexander; MD, Clinical Assistant Professor, Pediatrics, UH
Narayanan, Raja; MBBS, Clinical Assistant Professor, Ophthal & Visual Sci, UH
Narsia, Tinatin; MD, Clinical Instructor, Medicine, UH
Nasab, Arian; MD, Clinical Instructor, Pediatrics, UH
Nascimento, Alessandra; MD, Clinical Associate Professor, Pathology, UH
Nasiri, Thomas; D.O., Clinical Instructor, Medicine, UH
Nasif, Marwan; MD, Clinical Instructor, Medicine, UH
Natesan, Viswanath; MD, Clinical Instructor, Medicine, UH
Nayak, Ashwini; MD, Clinical Instructor, Medicine, UH
Naylor, Jr., Douglas; MD, Clinical Assistant Professor, Surgery, UH
Neeland, Ian; MD, Clinical Assistant Professor, Medicine, UH
Neely, Timothy; DO, Clinical Instructor, Fam Med & Comm Hlth, UH
Nehrer, Jonathan; MD, Clinical Instructor, Psychiatry, UH
Nekl, Kenneth; MD, Clinical Assistant Professor, Medicine, UH
Nelson, Richard; MD, Clinical Instructor, Pathology, UH
Nemunaitis, John; MD, Clinical Assistant Professor, Medicine, UH
Nesheiwat, Jawad; MD, Clinical Assistant Professor, Radiology, UH
Neti, Priya; MS, Clinical Instructor, Anesth & Periop Med, UH
Neuhaus, Steven; PhD, Clinical Assistant Professor, Psychiatry, UH
Nevar, Ann; MS, Clinical Instructor, Pediatrics, UH
New, Erica; MD, Clinical Instructor, Psychiatry, UH
Newman, Tracey; MA, Clinical Instructor, Otolaryngology, UH
Nguyen, Vinh; MD, Clinical Assistant Professor, Radiology, UH
Nicholas, Jennifer; MD, Clinical Associate Professor, Radiology, UH
Noall, Carol; MD, Clinical Senior Instructor, Fam Med & Comm Hlth, UH
Nochomovitz, Michael; MD, Clinical Assistant Professor, Medicine, UH
Novak, David; MD, Clinical Instructor, Medicine, UH
Noveske, F.; MD, Clinical Instructor, Psychiatry, UH
Nserekoe, Mary; MBBS, Adjunct Instructor, Medicine, UH
Nwajei, Emmanuel; MBBS, Clinical Senior Instructor, Psychiatry, UH
Occhionero, Scot; MD, Clinical Assistant Professor, Pediatrics, UH
O'Donnell, Timothy; MD, Clinical Assistant Professor, Surgery, UH
Ogbogu, Princess; MD, Clinical Associate Professor, Pediatrics, UH
Ogunlesi, Oludamilola; MBBS, Clinical Instructor, Medicine, UH
O'Hara, Janet; MD, Clinical Assistant Professor, Medicine, UH
Ojuok, Carol; MS, Clinical Instructor, Anesth & Periop Med, UH
Okere, Isidore; MBBS, Clinical Instructor, Medicine, UH
Okusaga, Olutosin; MS, Clinical Instructor, Anesth & Periop Med, UH
Oley, Peter; DO, Clinical Instructor, Medicine, UH
O'Malia, Colleen; MS, Clinical Instructor, Anesth & Periop Med, UH
Onyia, Joseph; MD, Clinical Instructor, Otolaryngology, UH
O'reiordan, Mary Ann; MS, Adjunct Assistant Professor, Pediatrics, UH
Ornt, Daniel; MD, Adjunct Professor, Medicine, UH
Orosz, Linda; MD, Clinical Instructor, Pediatrics, UH
Orringer, Carl; MD, Adjunct Associate Professor, Medicine, UH
Osman, Mohammed; MBBS, Clinical Assistant Professor, Medicine, UH
Ostrowski, Emily; MD, Clinical Instructor, Fam Med & Comm Hlth, UH
Ove, Roger; MD PhD, Clinical Associate Professor, Radiation Oncology, UH
Pagano, Gary; MD, Clinical Assistant Professor, Psychiatry, UH
Pairojkul, Srivieng; MD, Adjunct Associate Professor, Pediatrics, UH
Paladino, Walter; MD, Clinical Instructor, Medicine, UH
Palella, Nicholas; MS, Clinical Instructor, Anesth & Periop Med, UH
Palmer, Kristopher; DO, Clinical Instructor, Medicine, UH
Palomaki, Jacob; MD, Clinical Associate Professor, Reproductive Bio, UH
Pandit, Ashwini; MD, Clinical Instructor, Pathology, UH
Pandit, Mukul; MBBS, Clinical Senior Instructor, Medicine, UH
Papirova, Irina; MD, Clinical Instructor, Medicine, UH
Pappas, Christy; MA, Clinical Senior Instructor, Otolaryngology, UH
Pappuru, Rajeev Kumar; MBBS, Clinical Assistant Professor, Ophthal & Visual Sci, UH
Parikh, Aditi; MD, Clinical Assistant Professor, Genetics & Genome Sc, UH
Parikh, Divya; MD, Clinical Instructor, Pediatrics, UH
Parikh, Keyur; MD, Clinical Assistant Professor, Medicine, UH
Park, Hoon; MD, Clinical Instructor, Medicine, UH
Parker, Lydia; MD, Clinical Instructor, Dermatology, UH
Parks, Jeffrey; MD, Clinical Instructor, Surgery, UH
Parmar, Rajvinder; MD, Clinical Instructor, Medicine, UH
Parris, David; MD, Clinical Senior Instructor, Medicine, UH
Passero, Michael; MD, Clinical Instructor, Medicine, UH
Pastoriza, Sarah; DO, Clinical Instructor, Medicine, UH
Pate, Ashish; MS, Clinical Instructor, Anesth & Periop Med, UH
Patel, Mona; MD, Clinical Instructor, Pediatrics, UH
Patel, Monaliben; MD, Asst Professor, Medicine, UH
Patel, Nirali; MS, Clinical Instructor, Anesth & Periop Med, UH
Patel, Seema; Pharm.D, Clinical Instructor, Medicine, UH
Patrick, Katherine; MD, Clinical Instructor, Pediatrics, UH
Patterson, Andrew; MD PhD, Clinical Instructor, Medicine, UH
Pavlik, Layne; MS, Clinical Instructor, Anesth & Periop Med, UH
Pavlov, Charles; MD, Clinical Instructor, Medicine, UH
Pawlicki, Matthew; MD, Clinical Instructor, Fam Med & Comm Hlth, UH
Pazirandeh, Mahmood; MD, Clinical Associate Professor, Medicine, UH
Pearlman, Fred; O.D., Clinical Instructor, Pediatrics, UH
Pedro, Abraham; MD, Clinical Instructor, Fam Med & Comm Hlth, UH
Peleg, Gil; MD, Clinical Assistant Professor, Medicine, UH
Pelletier, Marc; MD PhD, Clinical Professor, Surgery, UH
Periyalwar, Pranav; MD, Clinical Assistant Professor, Medicine, UH
Perryman, Brenda; MD, Clinical Senior Instructor, Medicine, UH
Pescatore, Earle; O.D., Clinical Instructor, Reproductive Bio, UH
Petersilge, William; MD, Clinical Assistant Professor, Orthopaedics, UH
Peterson, Sabrina; MS CAA, Clinical Instructor, Anesth & Periop Med, UH
Petroff, Nina; MD, Clinical Senior Instructor, Dermatology, UH
Petroff, Roman; MD, Clinical Instructor, Medicine, UH
Petrosiute, Agne; MD, Adjunct Assistant Professor, Pediatrics, UH
Petrosky, Jacob; MD, Clinical Assistant Professor, Surgery, UH
Philavong, Khamseng; MD, Adjunct Assistant Professor, Pediatrics, UH
Pholsena, Phonethep; MD, Adjunct Associate Professor, Pediatrics, UH
Phongsavath, Khampe; MD, Adjunct Assistant Professor, Pediatrics, UH
Phung, Charlie; MS, Clinical Instructor, Anesth & Periop Med, UH
Piaskei, Robert; DO, Clinical Instructor, Medicine, UH
Pina, Ileana; MD, Adjunct Professor, Medicine, UH
Pinchuk, David; PhD, Clinical Assistant Professor, Psychiatry, UH
Pinto, Merlin; MBBS, Clinical Instructor, Pediatrics, UH
Pinzani, Massimo; MD PhD, Adjunct Professor, Medicine, UH
Piper, Robin; MA/MS, Clinical Senior Instructor, Otolaryngology, UH
Pistone, Daniel; MS, Clinical Instructor, Anesth & Periop Med, UH
Pitlick, Judith; MA, Clinical Instructor, Psychiatry, UH
Platz, Michelle; MD, Clinical Instructor, Fam Med & Comm Hlth, UH
Plessner, Jonathan; MA, Clinical Instructor, Otolaryngology, UH
Plunkett, Scott; MS, Clinical Instructor, Anesth & Periop Med, UH
Polster, Daniel; MD, Clinical Assistant Professor, Psychiatry, UH
Polster, Daniel; MD, Clinical Instructor, Psychiatry, UH
Polzella, Amelia; MS, Clinical Instructor, Psychiatry, UH
Pompili, Vincent; MD, Adjunct Associate Professor, Medicine, UH
Ponsky, Diana; MD, Clinical Assistant Professor, Otolaryngology, UH
Ponsky, Jacqueline; MA, Clinical Instructor, Medicine, UH
Poolos, Pete; MD, Clinical Assistant Professor, Neurological Surgery, UH
Poommipanit, Paul; MD, Clinical Associate Professor, Medicine, UH
Pope, Rachel; MD, Clinical Instructor, Urology, UH
Pope, Stephanie; MD, Clinical Assistant Professor, Psychiatry, UH
Popescu, Andrei; MD PhD, Clinical Instructor, Medicine, UH
Pophal, Mark; MD, Clinical Assistant Professor, Ophthal & Visual Sci, UH
Poreh, Amir; PhD, Clinical Associate Professor, Psychiatry, UH
Potoczak, Douglas; MD, Clinical Instructor, Fam Med & Comm Hlth, UH
Prescott, Jon; MD, Clinical Assistant Professor, Radiology, UH
Pretzer, James; PhD, Clinical Assistant Professor, Psychiatry, UH
Price, Franklin; MD, Clinical Instructor, Medicine, UH
Price, Lindsay; MS, Clinical Instructor, Anesth & Periop Med, UH
Proehl, Katherine; MSN, Clinical Assistant Professor, Psychiatry, UH
Pucell, Anthony; MD, Clinical Instructor, Pediatrics, UH
Punjabi, Eshwar; MBBS, Clinical Instructor, Medicine, UH
Purdum, Michael; PhD, Clinical Instructor, Fam Med & Comm Hlth, UH
Purohit, Maulik; MD MPH, Clinical Assistant Professor, Neurological Surgery, UH
Purushothaman, Priti; MBBS, Clinical Instructor, Psychiatry, UH
Putka, Brian; MD, Clinical Assistant Professor, Medicine, UH
Putra, Manesha; MD, Clinical Instructor, Reproductive Bio, UH
Raad, Dany; MD, Clinical Assistant Professor, Medicine, UH
Raad, Roy; MD, Clinical Assistant Professor, Radiology, UH
Rabenn, Rachel; MS, Clinical Instructor, Genetics & Genome Sc, UH
Rakshit, Jayati; MD, Clinical Senior Instructor, Medicine, UH
Ramachandran, Umarani; MBBS, Clinical Instructor, Pediatrics, UH
Ramaiya, Nikhil; MD, Clinical Associate Professor, Radiology, UH
Ramesh, Kekunnaya; MD, Clinical Assistant Professor, Ophthal & Visual Sci, UH
Ramone, James; DO, Clinical Assistant Professor, Medicine, UH
Ramos-Estebanez, Ciro; MD PhD, Adjunct Assistant Professor, Neurology, UH
Ranasinghe, Elizabeth; MBBS, Clinical Assistant Professor, Fam Med & Comm Hlth, UH
Rankin, Dan; BS, Clinical Instructor, Anesth & Periop Med, UH
Rao, Bharati; MBBS, Clinical Senior Instructor, Pediatrics, UH
Rao, Llewelyn; MD, Clinical Assistant Professor, Ophthal & Visual Sci, UH
Rapkin, David; MD, Clinical Assistant Professor, Anesth & Periop Med, UH
Rashid, M.; MBBS, Clinical Assistant Professor, Medicine, UH
Rashidi, Arash; MD, Clinical Assistant Professor, Medicine, UH
Ratay, Susan; DO, Clinical Instructor, Fam Med & Comm Hlth, UH
Rath, Varsha; D.O., Clinical Assistant Professor, Ophthal & Visual Sci, UH
Raymond, Chad; DO, Clinical Assistant Professor, Medicine, UH
Razzak, Rab; MBBS, Clinical Associate Professor, Medicine, UH
Redline, Susan; MD, Adjunct Professor, Medicine, UH
Redman, Emily; MD, Clinical Instructor, Reproductive Bio, UH
Reed, Deborah; MD, Clinical Assistant Professor, Neurology, UH
Reed, Mona; MD, Clinical Assistant Professor, Medicine, UH
Reed, Steven; MD, Clinical Assistant Professor, Radiology, UH
Reese, Amy; MD, Clinical Assistant Professor, Medicine, UH
Rehman, Saif; MD, Clinical Assistant Professor, Medicine, UH
Reichsman, Ann; MD, Clinical Associate Professor, Fam Med & Comm Hlth, UH
Reisman, Jon; MD, Clinical Instructor, Medicine, UH
Remick, Scot; MD, Adjunct Professor, Medicine, UH
Remy, Kenneth; MD, Clinical Associate Professor, Medicine, UH
Resnick, Lee; MD, Clinical Assistant Professor, Fam Med & Comm Hlth, UH
Saffran, Eileen; M SW, Clinical Senior Instructor, Fam Med & Comm Hlth, UH
Safi, Dania; MD, Clinical Instructor, Pediatrics, UH
Salamone, John; DPM, Clinical Instructor, Surgery, UH
Saleh, Ayman; MD, Adjunct Assistant Professor, Pediatrics, UH
Salman, Tarek; MBBC, Clinical Instructor, Pediatrics, UH
Samra, Manpreet; MBBS, Clinical Instructor, Medicine, UH
Sanabria, Juan; MD, Adjunct Assistant Professor, Fam Med & Comm Hlth, UH
Sanchez, Tiffany; MS, Clinical Instructor, Anesth & Periop Med, UH
Sande, Obondo; PhD, Adjunct Instructor, Medicine, UH
Sandhu, Satnam; MBBS, Clinical Assistant Professor, Medicine, UH
Sandifer, Marnita; PhD, Adjunct Assistant Professor, Dermatology, UH
Sandoval, Victor; MD, Clinical Instructor, Pediatrics, UH
Sangree, Jill; MD, Clinical Assistant Professor, Pediatrics, UH
Sanitato, John; MD, Clinical Assistant Professor, Psychiatry, UH
Saric, Petar; MD, Clinical Senior Instructor, Medicine, UH
Sayon, Abraham; MD, Clinical Instructor, Surgery, UH
Saysanasong Kham, Bounnack; MD, Adjunct Assistant Professor, Pediatrics, UH
Schaffer, Suzanne; MD, Clinical Assistant Professor, Medicine, UH
Schorfstein, Jonathan; MD, Clinical Assistant Professor, Medicine, UH
Scherrer, Donald; MD, Clinical Associate Professor, Dermatology, UH
Schillaci, Lori-Anne; MD, Clinical Assistant Professor, Genetics & Genome Sc, UH
Schlechte, Keith; MD, Clinical Assistant Professor, Radiology, UH
Schleicher, William; MD, Clinical Instructor, Plastic Surgery, UH
Schmedlen, George; PhD JD, Clinical Senior Instructor, Psychiatry, UH
Schmieder, Frederick; DPM, Clinical Instructor, Surgery, UH
Schnall, Adrian; MD, Clinical Professor, Medicine, UH
Schoenberg, Michael; PhD, Adjunct Associate Professor, Neurology, UH
Schoenberger, Joseph; MD, Clinical Assistant Professor, Radiology, UH
Schultz, William; MD, Clinical Assistant Professor, Fam Med & Comm Hlth, UH
Schwab, William; MD PhD, Clinical Associate Professor, Medicine, UH
Schwartz, Stephan; PhD, Clinical Senior Instructor, Psychiatry, UH
Schweid, Daniel; MD, Clinical Assistant Professor, Psychiatry, UH
Schweid, Robert; PhD, Clinical Senior Instructor, Psychiatry, UH
Schwendiman, Sam; MD, Clinical Instructor, Psychiatry, UH
Scott, David; MD, Clinical Instructor, Psychiatry, UH
Scott, Jeffrey; MD, Adjunct Assistant Professor, Dermatology, UH
Sechler, James; MD, Clinical Assistant Professor, Medicine, UH
Segal, Allen; DO, Clinical Assistant Professor, Medicine, UH
Selekman, Samuel; M SW, Clinical Instructor, Psychiatry, UH
Sellers, J.; PhD, Clinical Instructor, Psychiatry, UH
Semaan, Maroun; MD, Clinical Associate Professor, Otolaryngology, UH
Semaj, Flamur; MD, Clinical Assistant Professor, Radiology, UH
Senders, Shelly; MD, Clinical Professor, Pediatrics, UH
Senft, James; MD PhD, Clinical Assistant Professor, Medicine, UH
Sengmanivong, K.; MD, Adjunct Assistant Professor, Pediatrics, UH
Senthil, Sirisha; MBBS, Clinical Instructor, Ophthal & Visual Sci, UH
Serels, Anna; MD, Clinical Instructor, Medicine, UH
Sexton, Donna; MD, Clinical Instructor, Medicine, UH
Sfiiligoj, Matthew; MD, Clinical Assistant Professor, Radiology, UH
Shad, Fariha; MBBS, Clinical Instructor, Medicine, UH
Shafer, Joseph; MS CAA, Clinical Instructor, Anesth & Periop Med, UH
Shagawat, Barbara; MD, Clinical Instructor, Reproductive Bio, UH
Shah, Bianca; MS, Clinical Instructor, Anesth & Periop Med, UH
Shah, Jaya; MBBS, Clinical Instructor, Pediatrics, UH
Shah, Kaushal; MD, Clinical Assistant Professor, Surgery, UH
Shah, Pankaj; MBBS, Clinical Instructor, Anesth & Periop Med, UH
Shah, Sonal; MD, Clinical Associate Professor, Dermatology, UH
Shah, Yogesh; MBBS, Clinical Assistant Professor, Reproductive Bio, UH
Shapiro, Eric; MD, Clinical Assistant Professor, Medicine, UH
Sharma, Trilok; MBBS, Clinical Assistant Professor, Medicine, UH
Sharp, Janet; MA, Clinical Instructor, Psychiatry, UH
Shattuck, Jessica; MSN, Clinical Instructor, Reproductive Bio, UH
Shea, Brian; MD, Clinical Instructor, Surgery, UH
Shemisa, Othman; MD PhD, Clinical Assistant Professor, Fam Med & Comm Hlth, UH
Sheon, Amy; PhD MPH, Adjunct Associate Professor, Fam Med & Comm Hlth, UH
Sher, Theodore; MD, Clinical Assistant Professor, Pediatrics, UH
Sherlock, Douglas; MD, Clinical Instructor, Reproductive Bio, UH
Sherman, Alla; MD, Clinical Instructor, Pediatrics, UH
Sherman, Bruce; MD, Clinical Assistant Professor, Medicine, UH
Sheyn, David; MD, Clinical Instructor, Urology, UH
Shin, Min-Kyoo; PhD, Adjunct Instructor, Psychiatry, UH
Shkraba, Pavlo; MS, Clinical Instructor, Anesth & Periop Med, UH
Shpilko, Marina; MD, Clinical Assistant Professor, Emergency Medicine, UH
Shroff, Palak; MD, Clinical Instructor, Fam Med & Comm Hlth, UH
Shulemovich, Korina; MD, Clinical Assistant Professor, Medicine, UH
Shuss, Christine; MS, Clinical Instructor, Genetics & Genome Sc, UH
Shkraba, Pavlo; MS, Clinical Instructor, Anesth & Periop Med, UH
Sidloski, Jay; MD, Clinical Assistant Professor, Medicine, UH
Sidloski, Jay; MD, Clinical Assistant Professor, Medicine, UH
Sidloski, Jay; MD, Clinical Assistant Professor, Medicine, UH
Sidloski, Jay; MD, Clinical Assistant Professor, Medicine, UH
Sih, Marvin; MD, Clinical Assistant Professor, Neurology, UH
Sikowitz, Aaron; MS, Clinical Instructor, Anesth & Periop Med, UH
Silbiger, Daniel; DO, Clinical Assistant Professor, Medicine, UH
Silver, Benjamin; MD, Clinical Assistant Professor, Orthopaedics, UH
Silver, Eli; MD, Clinical Assistant Professor, Pediatrics, UH
Simmons, Holly; MD, Clinical Instructor, Ophthal & Visual Sci, UH
Sinkney, Marina; MS, Clinical Instructor, Anesth & Periop Med, UH
Singerman, Lawrence; MD, Clinical Professor, Ophthal & Visual Sci, UH
Singh, Gurinder; DO, Clinical Instructor, Anesth & Periop Med, UH
Singh, Maninder; MD, Clinical Assistant Professor, Anesth & Periop Med, UH
Sinha, Madhumita; MBBS, Adjunct Assistant Professor, Pediatrics, UH
Sirek, Jonathan; MD, Clinical Instructor, Psychiatry, UH
Sivek, Harry; PhD, Clinical Assistant Professor, Psychiatry, UH
Skinner, Regina; MS, Clinical Instructor, Anesth & Periop Med, UH
Skrinska, A.J.; MD, Clinical Instructor, Pediatrics, UH
Sleik, Khaled; MBCH, Clinical Assistant Professor, Medicine, UH
Smaltz, Daniel; MS, Clinical Instructor, Anesth & Periop Med, UH
Smart, Sylvester; MBCH, Clinical Instructor, Psychiatry, UH
Smith, David; MD, Clinical Assistant Professor, Medicine, UH
Smith, Douglas; MD, Clinical Associate Professor, Psychiatry, UH
Smith, Jeffrey; MD, Clinical Instructor, Psychiatry, UH
Smith, Mark; PhD, Clinical Assistant Professor, Radiation Oncology, UH
Smith, Michael; MD, Clinical Professor, Medicine, UH
Smith, Sarah; MD, Clinical Instructor, Reproductive Bio, UH
Smoot, Ernest; MD, Clinical Instructor, Pediatrics, UH
Snair, Trisha; DO, Clinical Instructor, Pediatrics, UH
Snelson, Marc; MD, Clinical Instructor, Reproductive Bio, UH
Snodgrass, Stephen; DO, Clinical Assistant Professor, Radiology, UH
Soliman, Sherif; MD, Clinical Assistant Professor, Psychiatry, UH
Solis Lopez, Luz; DO, Clinical Instructor, Medicine, UH
Solt, Alex; MS, Clinical Instructor, Anesth & Periop Med, UH
Solomos, Korina; MD, Clinical Assistant Professor, Fam Med & Comm Hlth, UH
Song, Amy; MS CAA, Clinical Instructor, Anesth & Periop Med, UH
Song, Grace; MD, Clinical Instructor, Fam Med & Comm Hlth, UH
Sooriyapalan, Nish; MD, Clinical Senior Instructor, Fam Med & Comm Hlth, UH
Sopko, Joseph; MD, Clinical Associate Professor, Medicine, UH
Soremekun, Maurice; MD, Clinical Instructor, Reproductive Bio, UH
Sotolongo Fernandez, Antonio; MD, Clinical Assistant Professor, Medicine, UH
Soyka, Caroline; DO, Clinical Assistant Professor, Medicine, UH
Spannagel, Sarah; PhD, Clinical Instructor, Pediatrics, UH
Sparhawk, Roger; MD, Clinical Assistant Professor, Psychiatry, UH
Spengler, Sarah; MS, Clinical Instructor, Reproductive Bio, UH
Spiegel, Alan; MD, Clinical Instructor, Pediatrics, UH
Spratt, Daniel; MD, Clinical Professor, Radiation Oncology, UH
Srinivas, Ganga; MBBS, Clinical Instructor, Pediatrics, UH
Srivastava, Maya; MD, Clinical Instructor, Pediatrics, UH
Srivastava, Swati; MBBS, Clinical Instructor, Pathology, UH
Sroka, Stephen; PhD, Adjunct Assistant Professor, Fam Med & Comm Hlth, UH
Srouf, M.; MD, Adjunct Instructor, Pediatrics, UH
Srp, James; MS, Clinical Instructor, Psychiatry, UH
Seal, Francis; MBCh, Adjunct Instructor, Medicine, UH
Stacks, Trisha; DO, Clinical Senior Instructor, Psychiatry, UH
Stanescu, Gabriel; MD, Clinical Instructor, Medicine, UH
Stanescu, Roxana; MD, Clinical Senior Instructor, Medicine, UH
Stankowski, Joy; MD, Clinical Assistant Professor, Psychiatry, UH
Stansifer, Libbie; MD, Clinical Assistant Professor, Psychiatry, UH
Stecyk, Orest; MD, Clinical Instructor, Fam Med & Comm Hlth, UH
Stefano, Gregory; MD, Clinical Assistant Professor, Medicine, UH
Stein, Andrew; MD, Clinical Instructor, Otolaryngology, UH
Stein, Richard; MD, Clinical Assistant Professor, Medicine, UH
Stein, Richard; MD, Clinical Senior Instructor, Medicine, UH
Stein, Sara; MD, Clinical Assistant Professor, Psychiatry, UH
Steinberg, Joel; MD, Clinical Assistant Professor, Psychiatry, UH
Steinberg, Laura; MD, Clinical Instructor, Psychiatry, UH
Steiner, Michael; MS, Clinical Instructor, Anesth & Periop Med, UH
Steiner II, William; MD PhD, Clinical Assistant Professor, Medicine, UH
Steinetz, Caroline; MD, Clinical Instructor, Pathology, UH
Stempak, Lisa; MD, Clinical Assistant Professor, Pathology, UH
Stephens, Isabel; MD, Clinical Instructor, Neurology, UH
Stephens, Susan; MD, Clinical Instructor, Orthopaedics, UH
Stephenson, Janette; MD, Clinical Instructor, Reproductive Bio, UH
Sterkel, Andrea; MS, Clinical Senior Instructor, Otolaryngology, UH
Stern, Denise; MD, Clinical Senior Instructor, Medicine, UH
Stern, Elizabeth; MD, Clinical Instructor, Psychiatry, UH
Stern, Jason; D.O., Clinical Assistant Professor, Medicine, UH
Stevens, David; MD, Adjunct Professor, Medicine, UH
Stevens, Elaine; MA/MS, Clinical Instructor, Medicine, UH
Stevens, Seth; MD, Adjunct Assistant Professor, Dermatology, UH
Stillick, Wayne; MD, Clinical Instructor, Pediatrics, UH
Stith, Carol; MS, Clinical Instructor, Anesth & Periop Med, UH
Stockmeier, Craig; PhD, Adjunct Associate Professor, Psychiatry, UH
Stopko, Katarina; MD, Clinical Instructor, Pediatrics, UH
Stoupis, Christoforos; MD, Clinical Associate Professor, Radiology, UH
Strauss, Ronald; MD, Adjunct Assistant Professor, Pediatrics, UH
Streeter, Barbara; MS, Adjunct Instructor, Psychiatry, UH
Striet, Cynthia; MD, Clinical Instructor, Pediatrics, UH
Stropko, Molly; CNM, Clinical Instructor, Reproductive Bio, UH
Stupin, Jeremy; MD, Clinical Assistant Professor, Radiology, UH
Sturdevant, Joseph; MD, Clinical Instructor, Medicine, UH
Sugiyama, Hideaki; MD PhD, Adjunct Assistant Professor, Dermatology, UH
Sullivan, Catherine; M SW, Clinical Instructor, Psychiatry, UH
Sullivan, John; MD, Clinical Instructor, Medicine, UH
Sultan, Sadia; MBBS, Clinical Instructor, Pathology, UH
Sumerauer, Dieter; MD, Clinical Assistant Professor, Pediatrics, UH
Sundaram, Priya; DO, Clinical Assistant Professor, Radiology, UH
Sundararajan, Krishnan; MD, Clinical Assistant Professor, Medicine, UH
Sunderville, Brian; MS, Clinical Instructor, Anesth & Periop Med, UH
Suresky, M.; MD, Clinical Instructor, Psychiatry, UH
Sutter, Kory; AA-C, Clinical Instructor, Anesth & Periop Med, UH
Svala, Kathleen; MD, Clinical Senior Instructor, Psychiatry, UH
Svete, Thomas; MD, Clinical Senior Instructor, Psychiatry, UH
Sweeney, Maureen; CNP, Clinical Senior Instructor, Psychiatry, UH
Sweeney, William; MS, Adjunct Assistant Professor, Pediatrics, UH
Syed, Zubair; MD, Clinical Assistant Professor, Radiology, UH
Tabenkin, Hava; MD, Clinical Assistant Professor, Fam Med & Comm Hlth, UH
Tahir, Adnan; MD, Clinical Assistant Professor, Medicine, UH
Tahir, Imran; MBBS, Clinical Assistant Professor, Emergency Medicine, UH
Taneja, Mukesh; MBBS, Clinical Assistant Professor, Ophthal & Visual Sci, UH
Tani, Marie; MD, Clinical Assistant Professor, Neurology, UH
Tanphaichitr, Arthapol; MD, Clinical Assistant Professor, Dermatology, UH
Tarr, Robert; MD, Clinical Professor, Radiology, UH
Tashtish, Nour; MD, Clinical Instructor, Medicine, UH
Tatka, Jason; DO, Clinical Instructor, Pediatrics, UH
Taub, Steven; MD, Clinical Assistant Professor, Dermatology, UH
Taxman, Thomas; MD, Clinical Assistant Professor, Pediatrics, UH
Taylor, Cynthia; MD, Clinical Assistant Professor, Psychiatry, UH
Taylor, H.; PhD, Adjunct Professor, Pediatrics, UH
Taylor, Harris; MD, Clinical Professor, Medicine, UH
Taylor, Jay; MD, Clinical Senior Instructor, Fam Med & Comm Hlth, UH
Tcaciuc, Daniela; MD, Clinical Senior Instructor, Medicine, UH
Tcheurekdjian, Haig; MD, Clinical Associate Professor, Medicine, UH
Teeter, Trevor; MD, Clinical Assistant Professor, Surgery, UH
Tefera, Leben; MD, Clinical Senior Instructor, Medicine, UH
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van Heeckeren, Willem; MD PhD, Clinical Assistant Professor, Medicine, UH
Van Winkle, Erin; MS, Clinical Instructor, Anesth & Periop Med, UH
VanDevanter, Donald; PhD, Adjunct Professor, Pediatrics, UH
Vanga, Naveen; MD, Adjunct Assistant Professor, Anesth & Periop Med, UH
Varella, Megan; MS C-AA, Clinical Instructor, Anesth & Periop Med, UH
Varghai, Mohammed; MD, Clinical Assistant Professor, Medicine, UH
Vargo, Susan; MD, Clinical Instructor, Pediatrics, UH
Varyani, Sandhia; MD, Clinical Instructor, Reproductive Bio, UH
Vatev, Virginia; MD, Clinical Instructor, Medicine, UH
Vazquez, Eduardo; MD, Clinical Senior Instructor, Psychiatry, UH
Vecchione, Donna; MD, Clinical Senior Instructor, Surgery, UH
Veloso, Hazel; MD, Clinical Assistant Professor, Medicine, UH
Venkatasubramanian, S; MD, Clinical Instructor, Medicine, UH
Venkateshaiah, Lokesh; MBBS, Clinical Instructor, Medicine, UH
Vento, J.; MD, Clinical Assistant Professor, Orthopaedics, UH
Venugopal, Deviprasad; MBBS, Clinical Assistant Professor, Medicine, UH
Vibhakar, Nilla; MD, Clinical Instructor, Pediatrics, UH
Vijitakula, Sorapat; MD MPH, Clinical Instructor, Emergency Medicine, UH
Vilinsky, Felix; MD, Clinical Instructor, Medicine, UH
Villabona, Claudia; MD, Clinical Instructor, Medicine, UH
Vincent, David; DC, Clinical Instructor, Medicine, UH
Virmani, Rashmi; MD, Clinical Assistant Professor, Radiology, UH
Vitiello, Angela; MD, Clinical Instructor, Pediatrics, UH
Vizy, Barbara; MD, Clinical Instructor, Fam Med & Comm Hlth, UH
Vladic, Franjo; MD, Clinical Instructor, Medicine, UH
Vogelgesang, Ryan; MD, Clinical Instructor, Pediatrics, UH
Vollweiler, Jennifer; MD, Clinical Assistant Professor, Medicine, UH
Voos, Kristin; MD, Adjunct Associate Professor, Pediatrics, UH
Vrabel, Cynthia; MD, Clinical Assistant Professor, Psychiatry, UH
Vuyyala, Sowjanya; MBBS, Clinical Instructor, Medicine, UH
Vyasa, Chinmay; MD, Clinical Instructor, Fam Med & Comm Hlth, UH
Wachuku, Chigozirim; MS, Clinical Instructor, Anesth & Periop Med, UH
Wagamon, Sharon; MD, Clinical Instructor, Medicine, UH
Wagner, Katherine; MD, Clinical Instructor, Pediatrics, UH
Wagner, Timothy; DO, Clinical Instructor, Fam Med & Comm Hlth, UH
Wagner, Todd; MD, Clinical Senior Instructor, Fam Med & Comm Hlth, UH
Walker, Catherine; MD, Clinical Instructor, Pediatrics, UH
Walker, David; MD, Clinical Assistant Professor, Pediatrics, UH
Walker, Leslie; MD, Clinical Instructor, Psychiatry, UH
Wall, Kristian; MD, Clinical Assistant Professor, Medicine, UH
Wallis, Robert; MD, Adjunct Professor, Medicine, UH
Wang, Heng; MD PhD, Clinical Assistant Professor, Pediatrics, UH
Wang, Yiping; MD, Clinical Assistant Professor, Medicine, UH
Warren, Anne; MD, Clinical Assistant Professor, Psychiatry, UH
Warren, Mark; MD, Clinical Assistant Professor, Psychiatry, UH
Wasserbauer Kingston, Nancy; DO, Clinical Instructor, Pediatrics, UH
Wasserman, Diana; MD, Clinical Assistant Professor, Pediatrics, UH
Watson, Anita; MD, Clinical Instructor, Pediatrics, UH
Watts, Gregory; MD, Clinical Senior Instructor, Medicine, UH
Ways, Heather; MD, Clinical Senior Instructor, Fam Med & Comm Hlth, UH
Weaver, Robert; DPM, Clinical Instructor, Surgery, UH
Weber, Charles; MD, Clinical Instructor, Pediatrics, UH
Wegner, Robert; MD, Adjunct Assistant Professor, Anesth & Periop Med, UH
Wehrli, Gay; MD, Clinical Professor, Pathology, UH
Weidenthal, Daniel; MD, Clinical Professor, Ophthal & Visual Sci, UH
Weimer, David; MD, Clinical Senior Instructor, Orthopaedics, UH
Weinberger, Daniel; MD, Adjunct Assistant Professor, Psychiatry, UH
Weinberger, Leonard; MD, Clinical Assistant Professor, Neurology, UH
Weinberger, Richard; MD, Clinical Assistant Professor, Fam Med & Comm Hlth, UH
Weiner, David; MD, Clinical Assistant Professor, Medicine, UH
Weitman, Carl; PhD, Clinical Assistant Professor, Psychiatry, UH
Welch, Kristen; MD, Clinical Senior Instructor, Medicine, UH
Welford, Scott; PhD, Adjunct Associate Professor, Radiation Oncology, UH
Wellman, Charles; MD, Clinical Assistant Professor, Medicine, UH
Welsh, Brian; MD, Clinical Instructor, Psychiatry, UH
Wenz, Margie; MD, Clinical Instructor, Reproductive Bio, UH
West, Sara; MD, Clinical Associate Professor, Psychiatry, UH
Westphal, Kristi; PhD, Adjunct Instructor, Pediatrics, UH
Westra, James; MD, Clinical Instructor, Pathology, UH
Wetzig, Diane; PhD, Clinical Assistant Professor, Psychiatry, UH
Wexler, Isaiah; MD PhD, Adjunct Associate Professor, Pediatrics, UH
Wheatley, Brian; MS, Clinical Instructor, Anesth & Periop Med, UH
Wheeler, Mark; BA, Clinical Instructor, Anesth & Periop Med, UH
White, Edward; MD, Clinical Associate Professor, Fam Med & Comm Hlth, UH
White, Jon-Ano; MD, Adjunct Assistant Professor, Pediatrics, UH
Whitehouse, Robert; MD, Clinical Assistant Professor, Fam Med & Comm Hlth, UH
Whitko, Stephanie; MD, Clinical Senior Instructor, Medicine, UH
Whitney, Erika; O.D., Clinical Senior Instructor, Medicine, UH
Wieder, William; MD, Clinical Instructor, Pediatrics, UH
Wieselthier, Janet; MD, Clinical Assistant Professor, Dermatology, UH
Wiggers, Alan; D.O., Clinical Instructor, Medicine, UH
Wilbur, Carly; MD, Clinical Instructor, Pediatrics, UH
Wiley, William; MD, Clinical Assistant Professor, Ophthal & Visual Sci, UH
Williams, Barbara; MD, Clinical Instructor, Medicine, UH
Williams, Bradley; MS, Clinical Instructor, Anesth & Periop Med, UH
Williams, Jason; MD, Adjunct Assistant Professor, Pediatrics, UH
Williams, Lynn Ryan; MD, Clinical Instructor, Dermatology, UH
Wills, Eddie; MD, Adjunct Instructor, Pediatrics, UH
Wilson, Lawrence; MD, Clinical Senior Instructor, Fam Med & Comm Hlth, UH
Wilson, Thomas; MD, Clinical Assistant Professor, Medicine, UH
Winer, Norton; MD, Clinical Assistant Professor, Neurology, UH
Winter, Karen; MD, Clinical Instructor, Fam Med & Comm Hlth, UH
Wirtz, John; MD, Clinical Instructor, Fam Med & Comm Hlth, UH
Wiseman, Terry; MD, Clinical Instructor, Pediatrics, UH
Witmer, Larry; O.D., Clinical Assistant Professor, Fam Med & Comm Hlth, UH
Witt, Ann Marie; MD, Clinical Instructor, Fam Med & Comm Hlth, UH
Wolf, Brooke; MD, Clinical Senior Instructor, Psychiatry, UH
Wolf, John; DQ, Clinical Assistant Professor, Fam Med & Comm Hlth, UH
Wolfe, Sidney; MD, Adjunct Professor, Medicine, UH
Wolkoff, Cheryl; BS, Clinical Instructor, Anesth & Periop Med, UH
Wollam-Huhn, Nancy; MD, Clinical Instructor, Reproductive Bio, UH
Wolovitz, Brian; MBBS, Clinical Instructor, Medicine, UH
Wolpaw, Daniel; MD, Adjunct Professor, Medicine, UH
Wolpaw, Terry; MD, Adjunct Professor, Medicine, UH
Woods, Natalie; MD, Clinical Instructor, Pediatrics, UH
Worthington, Daniel; MD, Clinical Assistant Professor, Pediatrics, UH
Wurst, Jennifer; MD, Clinical Assistant Professor, Fam Med & Comm Hlth, UH
Wyatt, Laura; MS, Clinical Instructor, Anesth & Periop Med, UH
Wyse, Denton; MD, Clinical Assistant Professor, Psychiatry, UH
Yadav, Dhiraj; MBBS, Clinical Instructor, Medicine, UH
Yadav, Kunal; MBBS, Clinical Assistant Professor, Surgery, UH
Yamada, Akira; MD, Clinical Assistant Professor, Plastic Surgery, UH
Yasinow, Eric; MD, Clinical Assistant Professor, Medicine, UH
Yeager, Danielle; MD, Clinical Assistant Professor, Dermatology, UH
Yeh, Lloyd; MD, Clinical Instructor, Pediatrics, UH
Yohan, Molly; MD, Clinical Assistant Professor, Radiology, UH
Yoo, Bo; MD, Clinical Senior Instructor, Neurological Surgery, UH
Younes, Bouchra; MBBS, Clinical Assistant Professor, Radiology, UH
Young, Hazel; MD, Clinical Assistant Professor, Radiology, UH
Youssef, Joseph; DO, Clinical Instructor, Surgery, UH
Youssef, Sarah; MD, Clinical Instructor, Pediatrics, UH
Yu, Liming; MD, Clinical Assistant Professor, Surgery, UH
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Zaizafoun, Manaf; MD, Clinical Instructor, Medicine, UH
Zakhary, Nardine; DO, Clinical Instructor, Medicine, UH
Zakov, Nicholas; MD, Clinical Professor, Ophthal & Visual Sci, UH
Zandinejad, Keivan; MD, Clinical Instructor, Medicine, UH
Zanotti-Morocco, Rachael; MD, Clinical Instructor, Pediatrics, UH
Zarowitz, Joshua; DO, Clinical Senior Instructor, Psychiatry, UH
Zeisler, Lee; MD, Clinical Assistant Professor, Radiology, UH
Zelis, Cynthia; MD, Clinical Assistant Professor, Fam Med & Comm Hlth, UH
Zerba, Margaret; PhD, Clinical Instructor, Psychiatry, UH
Zets, Andrea; MD, Clinical Instructor, Pediatrics, UH
Zevallos, Carlos; MD, Clinical Instructor, Medicine, UH
Zhang, Howard; MD, Clinical Assistant Professor, Medicine, UH
Zhang, Lilei; MD PhD, Clinical Instructor, Genetics & Genome Sc, UH
Zhang, Shulin; MD PhD, Adjunct Associate Professor, Pathology, UH
Zhao, Bo; MD, Clinical Assistant Professor, Medicine, UH
Zhao, Chen; MD PhD, Clinical Associate Professor, Pathology, UH
Zhu, Wenhui; MD PhD, Clinical Assistant Professor, Medicine, UH
Zielinski, Kathleen; MD, Clinical Instructor, Ophthal & Visual Sci, UH
Zinn, Stephen; MD, Clinical Assistant Professor, Psychiatry, UH
Zipp-Partovi, Lisa; MD, Clinical Instructor, Pediatrics, UH
Ziv, Amitai; MD, Adjunct Associate Professor, Pediatrics, UH
Zroller, Devon; MD, Clinical Assistant Professor, Medicine, UH
Zombek, Lindsey; MS, Clinical Instructor, Otolaryngology, UH
Abusneineh, Basel; MD, Clinical Instructor, Medicine, VA
Aguayo, Frank; ASSOC, Clinical Instructor, Medicine, VA
Anderson, Philip; MD, Clinical Associate Professor, Medicine, VA
Anthony, Scott; DO, Clinical Assistant Professor, Ophthal & Visual Sci, VA
Aziza, Wahby; DO, Clinical Assistant Professor, Dermatology, VA
Baron, Elvera; MD PhD, Clinical Associate Professor, Anesth & Periop Med, VA
Bauer, Laurie; DO, Clinical Assistant Professor, Pathology, VA
Bokar, Joseph; MD PhD, Clinical Associate Professor, Medicine, VA
Brocone, Matthew; MD, Clinical Assistant Professor, Radiology, VA
Bruner, William; MD, Clinical Professor, Ophthal & Visual Sci, VA
Busby, Katherine; MD, Clinical Senior Instructor, Psychiatry, VA
Canania, Rachael; OD, Clinical Instructor, Ophthal & Visual Sci, VA
Chapman, Heather; PhD, Clinical Assistant Professor, Psychiatry, VA
Cornicelli, Diane; MD, Clinical Assistant Professor, Medicine, VA
Cupala, Homay; MBBS, Clinical Assistant Professor, Psychiatry, VA
Cymes, Marc; MS, Clinical Instructor, Urology, VA
Daly, Janis; PhD, Adjunct Professor, Neurology, VA
Del Rio Perez, Anaibeth; MD, Clinical Instructor, Pathology, VA
Domb, Jane; MD, Clinical Senior Instructor, Psychiatry, VA
Elhaj, Omar; MD, Clinical Assistant Professor, Psychiatry, VA
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Fantauzzo, Paul; DO, Clinical Assistant Professor, Medicine, VA
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Hall, Colleen; Pharm.D., Clinical Assistant Professor, Psychiatry, VA
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Hattab, Helen; MD, Clinical Assistant Professor, Psychiatry, VA
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Huck, Kimberly; BSN, Clinical Assistant Professor, Medicine, VA
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Kassaie, Ali; MD, Clinical Assistant Professor, Radiology, VA
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Kushner, Donald; MD, Clinical Senior Instructor, Surgery, VA
Lederer, Joan; MD, Clinical Senior Instructor, Psychiatry, VA
Ly, David; MD, Clinical Assistant Professor, Radiation Oncology, VA
Macavinta, Uri; MD, Clinical Instructor, Medicine, VA
Madhun, Zuhayr; MD, Clinical Associate Professor, Medicine, VA
Marqua, Sybille; MD, Clinical Instructor, Psychiatry, VA
Masroujeh, Ramy; MD, Clinical Instructor, Medicine, VA
Moss, Kenneth; MD, Clinical Assistant Professor, Anesth & Periop Med, VA
Nageotte, Catherine; MD, Clinical Assistant Professor, Psychiatry, VA
Navas, Maria; MD, Clinical Assistant Professor, Pathology, VA
Piotrowski, Edward; MD, Clinical Assistant Professor, Surgery, VA
Proctor, Monica; MD, Clinical Senior Instructor, Psychiatry, VA
Raju, Rajeeva; MBBS, Clinical Assistant Professor, Pathology, VA
Raslan, Fares; MD, Clinical Assistant Professor, Anesth & Periop Med, VA
Reljanovic, Sophia; MD, Clinical Senior Instructor, Fam Med & Comm Hlth, VA
Rice, Louis; MD, Adjunct Professor, Medicine, VA
Rizk, Nabila; MD, Clinical Senior Instructor, Psychiatry, VA
Robbins, Jeffrey; MD, Clinical Assistant Professor, Surgery, VA
Roche-Desilets, Jennifer; MD, Clinical Senior Instructor, Psychiatry, VA
Roncone, David; OD, Clinical Senior Instructor, Ophthal & Visual Sci, VA
Rosenthal, Gary; MD, Adjunct Associate Professor, Medicine, VA
Rubai, Amal; MBBS, Clinical Senior Instructor, Psychiatry, VA
Sakr, Hany; MD PhD, Clinical Assistant Professor, Pathology, VA
Sangiorgi, Susan; BS, Clinical Instructor, Medicine, VA
Schechter, Amy; MD, Clinical Assistant Professor, Medicine, VA
Schelezig, Dietrich; MD MPH, Clinical Assistant Professor, Psychiatry, VA
Serna, George; PhD, Clinical Instructor, Psychiatry, VA
Shands, Philip; MD, Clinical Associate Professor, Ophthal & Visual Sci, VA
Shaughnessy, Michael; MD, Clinical Assistant Professor, Ophthal & Visual Sci, VA
Shlaes, David; MD PhD, Adjunct Professor, Medicine, VA
Shotelersuk, Voravan; MD, Clinical Assistant Professor, Radiology, VA
Slepecky, Rachel; PhD, Clinical Senior Instructor, Psychiatry, VA
Srinath, Guruprasad; MD, Clinical Assistant Professor, Radiology, VA
Steele, Erica; D.O., Clinical Instructor, Pathology, VA
Stehura, Michelle; MD, Clinical Instructor, Pathology, VA
Stocker, Eric; DO, Clinical Assistant Professor, Ophthal & Visual Sci, VA
Strauss, Gerald; PhD, Clinical Assistant Professor, Medicine, VA
Tarrillion, Madeline; DO, Clinical Assistant Professor, Dermatology, VA
Thomas, Farrah; Psy.D., Clinical Assistant Professor, Medicine, VA
Vidmar, Dennis; MD, Clinical Associate Professor, Dermatology, VA
Vijayakumar, Sujaya; MD, Clinical Assistant Professor, Medicine, VA
Wilson, Lindsey; MD, Clinical Assistant Professor, Radiology, VA
Wood, Gary; MD, Adjunct Professor, Dermatology, VA
Yamakoski, Cynthia; PhD, Clinical Senior Instructor, Psychiatry, VA
Zipp, Thomas; MD, Adjunct Assistant Professor, Medicine, VA
WEATHERHEAD SCHOOL OF MANAGEMENT

Peter B. Lewis Building
http://weatherhead.case.edu/
Phone: 216.368.2030

Weatherhead School of Management spans the entire spectrum of research and learning from Appreciative Inquiry (AI) to Artificial Intelligence (AI). Weatherhead’s more than 1,400 students study undergraduate, graduate and doctoral programs in the Peter B. Lewis Building. Weatherhead’s Executive Education programs engage more than 3,000 people annually and offer the latest in leadership development programs to help individuals at all stages of their careers grow in their profession. Our Fowler Center for Business as an Agent of World Benefit brings students together with an international network of educators, researchers and practitioners who incorporate social and global issues into business innovation and social entrepreneurship.

Through innovative curriculum in data-driven management, Weatherhead continues to position graduates for high-demand jobs that connect business with analytics and technology in a rapidly changing world. STEM Masters degrees for MBA, Accounting, Business Analytics and Intelligence, Finance, and Supply Chain Management immerse students with in-demand technical knowledge, such as big data, artificial intelligence and blockchain technology, that is essential for a competitive business career. Located in the hub of healthcare in Cleveland, Ohio, Weatherhead gives aspiring healthcare business professionals the tools and resources they need to succeed in our Master of Healthcare Management program and Online MBA-Healthcare Management Track.

As a management school within a top research university, Weatherhead’s faculty members are committed to expanding knowledge and contributing to global scholarship through their research. Weatherhead faculty pioneered concepts in Appreciative Inquiry, Emotional Intelligence competencies, Intentional Change Theory and Manage by Designing. Our faculty have extensive, real-world business experience and connections to business leaders which they leverage to help students learn and develop networks. Students have unique opportunities to work closely with our world-class faculty members.

Mission Statement

The Weatherhead School of Management has an enduring impact on business and society through cutting edge research and innovative teaching that prepares professionals for the marketplace of the future.

Vision

The Weatherhead School of Management is a leader in data driven, experiential, and market-based management education and research. We leverage our strengths from Appreciative Inquiry to Artificial Intelligence (AI to AI), empowering our graduates to solve complex problems and lead thriving organizations that do well by doing good.

Values

The Weatherhead School of Management proudly embraces our student-centered culture of excellence that promotes collaboration, inclusion, and diversity in all that we do.

• Student-Centered – We believe in our students and alumni being our true north, and promote their development, growth, and well-being.

• Excellence with Integrity – We act ethically and transparently with all our internal and external stakeholders to promote and reward a culture of inquiry and discovery that is driven by evidence-based innovation in our research, in our classroom experience, and in our community endeavors.

• Collaboration in Action – We act collegially within our WSOM community, the University, and with external partners to develop enduring and transformational knowledge across disciplines.

• Diversity with Inclusion – We value diversity of ideas, culture, and people to foster an inclusive, respectful, and supportive community of lifelong learners.

Brief History

In 1952, Western Reserve University established the School of Business by combining the Cleveland College Division of Business Administration and the Graduate School Division of Business Administration, and from its founding until 1988, the activities of the School of Business were divided among a number of buildings both in downtown Cleveland and in University Circle. In 1967, the merger of Case Institute of Technology and Western Reserve University created Case Western Reserve University, and the Western Reserve University School of Business absorbed Case’s Division of Organizational Sciences to become the School of Management in 1970. Just six years later, the School of Management launched its full-time MBA.

In 1980, the School of Management was renamed in honor of Albert J. Weatherhead III, a Cleveland businessman and industrialist who represented the fourth generation of his family to carry on the Weatherhead name and values, including cultural and educational leadership. By 1999, the Weatherhead School of Management had developed a strong identity, growing out of its space in Enterprise Hall and requiring new construction. Funded by the philanthropist and entrepreneur whose name it bears, the Peter B. Lewis building, designed by renowned contemporary architect Frank Gehry and completed in 2002, was the answer. Located across the street from the George S. Dively Building, which houses Weatherhead Executive Education programs, the Lewis Building, featuring Gehry’s unmistakable sculptural profile and gleaming stainless steel roof, both sets the school apart from its surroundings and, quite literally, reflects the prestigious neighborhood of the school. Gehry redefined the way a business school should look, just as Weatherhead redefines the way management education should take place.

Accreditation

The programs of the Weatherhead School of Management have been fully accredited by the Association to Advance Collegiate Schools of Business (AACSB) International since 1958.

Administration

Manoj K. Malhotra, PhD
(Ohio State University)
Dean, Weatherhead School of Management; Albert J. Weatherhead III Professor of Management; Professor, Operations

Gregory A. Jonas, PhD, CMA
(Virginia Commonwealth University)
Senior Associate Dean, Academics and Graduate Programs; Associate Professor, Accountancy
Leonardo Madureira, PhD  
(University of Pennsylvania)  
Associate Dean, Research and Faculty; Deborah and David Daberko Fellow; Professor, Banking and Finance

J.B. Silvers, PhD  
Associate Dean, Finance; Professor, Banking and Finance

Jennifer Johnson, MBA  
Associate Dean, Undergraduate and Integrated Programs; Associate Professor, Design & Innovation

Shirley Leonard, MBA  
Associate Dean, External Relations

Jim Hurley, MEd, MSEd  
Assistant Dean, Undergraduate and Integrated Programs

Tiffany Schwendeman, MAcc, MBA  
Assistant Dean, Curriculum and Administration, Master of Accountancy

Deborah Bibb, MBA  
Executive Director Enrollment, Career Development and Student Experience

Anna Frolova-Levi, MBA  
Executive Director, Recruitment and Placement

Christine Kush, MBA, MPA  
Executive Director, Executive Education

Department Chairs

Diana Bilimoria, PhD  
(University of Michigan)  
KeyBank Professor; Chair and Professor, Organizational Behavior

CNV Krishnan, PhD  
(University of Wisconsin-Madison)  
Chair and Professor, Banking and Finance; Faculty Director, Master of Finance

Kalle Lyytinen, PhD  
(University of Jyvaskyla)  
Distinguished University Professor; Iris S. Wolstein Professor of Management Design; Faculty Director, Doctor of Business Administration; Chair and Professor, Design & Innovation

Kamlesh Mathur, PhD  
(Case Western Reserve University)  
Chair and Professor, Operations; Faculty Co-director, Master of Business Analytics and Intelligence; Faculty Co-director, Master of Engineering and Management

Thomas King, DM, CPA, CMA  
(Case Western Reserve University)  
Chair and Professor, Accountancy; Faculty Director, Master of Accountancy

Mark Votruba, PhD  
(Princeton University)  
Chair and Associate Professor, Economics

Undergraduate Programs

DEGREES AND MAJORS

BS Accounting

BA Economics

BS Management with Major(s) in:

1. Business Management with one or more concentration(s) in:
   a. Business Information Technology
   b. Healthcare Management
   c. Innovation & Entrepreneurship
   d. International Business
   e. Organizational Leadership
   f. Supply Chain Management

2. Finance
3. Marketing
4. Dean's Approved

Bachelor of Science (BS) in Accounting

The accounting profession demands a high degree of technical training, similar to the professions of architecture, law, engineering and medicine, and a broad knowledge of the fundamentals of economics and business with a commitment to public well-being. Career opportunities in accounting include the public, corporate, government, nonprofit and healthcare sectors. The undergraduate program in accountancy is designed to prepare students for entrance into these careers and to provide a foundation for the examination to become a CPA or to achieve other professional certifications. Each state Board of Accountancy (https://www.nasba.org/stateboards/) has its own eligibility requirements for taking the CPA exam. Students pursuing a BS in Accounting should consult the Board of Accountancy (https://www.nasba.org/stateboards/) website for the state in which they plan to sit for the CPA examination in order to determine specific course requirements.

As part of the sequence of courses leading to the BS in Accounting offered through Weatherhead, the student takes required and elective courses in related fields of banking and finance, economics, marketing, organizational behavior and operations.

General Education Requirements

SAGES Requirements
First Seminar  
Two University Seminars  
Departmental Seminars - taken as MGMT 395, see Core Requirements  
Senior Capstone  
Breadth Requirements
Mathematical Sciences Part 1  
Mathematical Sciences Part 2  
Mathematical Sciences Part 2

Mathematical Sciences Part 2

DESN 210  
Introduction to Programming for Business Applications  
or CSDS 132  
Introduction to Programming in Java
### Degree Requirements

**Principles Requirements**

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<tr>
<th>Course</th>
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<td>Foundations of Accounting II</td>
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<td>ECON 102</td>
<td>Principles of Microeconomics</td>
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<td>ECON 103</td>
<td>Principles of Macroeconomics</td>
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<td>OPRE 207</td>
<td>Statistics for Business and Management Science I</td>
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**Core Requirements**

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<td>BAFI 355</td>
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<td>MGMT 201</td>
<td>Contemporary Business and Communication</td>
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<td>MKMR 201</td>
<td>Marketing Management</td>
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<td>OPRE 301</td>
<td>Operations Research and Supply Chain Management</td>
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<td>ORBH 250</td>
<td>Leading People (LEAD I)</td>
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<td>MGMT 395</td>
<td>Advanced Seminar</td>
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**Open Electives**

Electives: 19-27

**Total Units** 38-46

### Major Requirements

Students who desire a Secondary Major in Accounting should consult with a Weatherhead academic advisor.

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<td>ACCT 300</td>
<td>Corporate Reporting I</td>
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<td>ACCT 301</td>
<td>Corporate Reporting II</td>
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<td>ACCT 305</td>
<td>Income Tax: Concepts, Skills, Planning</td>
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<td>ACCT 306</td>
<td>Accounting Information Systems - Basic</td>
<td>3</td>
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<td>ACCT 307</td>
<td>Applied Management Accounting</td>
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<td>ACCT 307L</td>
<td>Technology Lab for Management Accounting</td>
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<td>ACCT 314</td>
<td>Attestation and Assurance Services</td>
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<tr>
<td>BLAW 331</td>
<td>Legal Environment of Management</td>
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</table>

Total Units 23

### Total Credit Hours for Degree: 122

† Students must complete one university-approved SAGES Senior Capstone. It is not required that students complete a Weatherhead-specific capstone. Most students choose to take MGMT 398 Action Learning, although a second option within Weatherhead is MGMT 397 Undergraduate Research Project.

‡ Students must complete three one-credit-hour MGMT 395 offerings each of a different topic.

Students pursuing the BS in Accounting are advised to take the two introductory classes, ACCT 100 Foundations of Accounting I and ACCT 200 Foundations of Accounting II, and ACCT 106 Spreadsheet Basics for Business and Non-Business Majors, as early as possible. In addition, students are advised to take MGMT 201 Contemporary Business and Communication as early as possible and ORBH 250 Leading People (LEAD I) in the second year.

Twelve credit hours of accounting coursework taken at another accredited institution may be considered for transfer toward the BS in Accounting, although transfer credit for courses must be approved by the Accountancy Department. Each student is required to consult with an advisor in the Office of Undergraduate and Integrated Study Programs at Weatherhead.

For more information, contact Tiffany Schwendeman (tiffany.schwendeman@case.edu), assistant dean of undergraduate and integrated study programs, at 216.368.2058.

### Integrated Study Program in Accountancy

Undergraduate students at Case Western Reserve University have the unique opportunity to pursue both the Bachelor of Arts (BA) or Bachelor of Science (BS) and the Master of Accountancy through the BA/BS and Master of Accountancy Integrated Study Program. The Integrated Study program allows students to complete both degrees in four or five years. For students majoring in accounting, both degrees are most commonly completed in four-and-a-half years or nine academic semesters. All Case Western students must apply for and be admitted to the MAcc program, although certain requirements are waived, such as the Graduate Management Admission Test (GMAT) or the Graduate Record Examinations (GRE). Because of the necessity for proper planning of coursework, undergraduate students are strongly encouraged to apply for the MAcc in their junior year.

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

For more information, contact Tiffany Schwendeman (tiffany.schwendeman@case.edu), assistant dean of undergraduate and integrated study programs, at 216.368.2058.

### Early Admission to the Integrated Study Program in Accountancy

Each year, approximately 10 to 15 exceptionally well-qualified high school seniors who plan to pursue careers in accountancy will be offered Early Admission to the Integrated Study Program in Accountancy.
Early admits receive a conditional commitment of admission to the Weatherhead School of Management Master of Accountancy (https://weatherhead.case.edu/degrees/masters/m-accountancy/) program and a scholarship package covering a minimum of 50% of an academic year’s tuition cost to be honored when students formally enroll as a graduate student. Students are required to maintain a minimum undergraduate GPA of 3.2 overall and in accountancy courses. Those who achieve higher grade point averages will be eligible for greater scholarship amounts.

**Practicum Program**

The practicum program (https://case.edu/postgrad/experiential-education/practicum/) is a planned, structured, supervised workplace experience at an approved "site" organization. The practicum is an experiential learning arrangement between the student, the employer and the practicum adviser in conjunction with the Office of Post-Graduate Planning and Experiential Education. Employers provide appropriate supervision and work-related learning while the practicum adviser guides and evaluates the student’s experience. The primary goal of this active learning experience is the intellectual, personal and professional growth of the student in an area related to the student’s academic goals. The practicum should provide the student with new skills, insights and experiences that are transferable to the academic setting.

Students apply to the Office of Post-Graduate Planning and Experiential Education in the semester preceding the work assignment and may participate in up to two practicums. All practicums developed through the University Career Center must be taken for transcript notation, and students must have a faculty member serve as a practicum advisor. If a student elects to work in an internship/practicum without enrolling in the course for academic notation, he or she will not have the benefits of full-time student status. Additionally, he or she will not represent the practicum program in any official capacity.

**Sample Plan of Study: BS in Accounting**

<table>
<thead>
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<th>First Year</th>
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<th>Spring</th>
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<td>SAGES First Seminar</td>
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<td>Math and Calculus Applications for Life, Managerial, and Social Sci I (MATH 125)</td>
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<td>Foundations of Accounting I (ACCT 100)</td>
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<td>Spreadsheet Basics for Business and Non-Business Majors (ACCT 106)</td>
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<td>Principles of Microeconomics (ECON 102)</td>
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<td>SAGES University Seminar</td>
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<td>Foundations of Accounting II (ACCT 200)</td>
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<td>Principles of Macroeconomics (ECON 103)</td>
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<td>Contemporary Business and Communication (MGMT 201)</td>
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<td>Statistics for Business and Management Science I (OPRE 207)</td>
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<td>Leading People (LEAD I) (ORBH 250)</td>
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<td>Corporate Reporting II (ACCT 301)</td>
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<td>Operations Research and Supply Chain Management (OPRE 301)</td>
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<td>Advanced Seminar (MGMT 395)</td>
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<td>Natural Sciences</td>
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<td>Elective</td>
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<td>Legal Environment of Management (BLAW 331)</td>
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**Total Units in Sequence: 121**
Bachelor of Arts (BA) in Economics 
(College of Arts and Sciences)

The BA in Economics is a 120-credit-hour, structured program in which students learn to analyze problems of resource allocation and decision making and to understand the influence of these factors on economies and societies.

Our highly regarded major attracts some of the best students on campus. Students have the opportunity to assist Weatherhead faculty in their research activities and to participate in independent research projects.

Bachelor of Arts (BA) in Economics concentration in Quantitative Methods 
(College of Arts and Sciences)

This major option (120-hours) emphasizes mathematical and empirical methods in economics, including development of strong quantitative and programming skills. The Quantitative Methods concentration is especially recommended for students who are highly interested in research and advanced study in Economics.

General Degree Requirements 
Students are required to complete the Arts and Sciences General Education Requirements (p. ).

Students who desire a Secondary Major in Economics should consult with a Weatherhead academic advisor.

Major Requirements: Economics

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<tr>
<td>or MATH 125</td>
<td>Math and Calculus Applications for Life, Managerial, and Social Sci I</td>
<td></td>
</tr>
<tr>
<td>ECON 102</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 103</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 307</td>
<td>Intermediate Macro Theory</td>
<td>3</td>
</tr>
<tr>
<td>ECON 308</td>
<td>Intermediate Micro Theory</td>
<td>3</td>
</tr>
<tr>
<td>or ECON 309</td>
<td>Intermediate Micro Theory: Calculus-Based</td>
<td></td>
</tr>
<tr>
<td>OPRE 207</td>
<td>Statistics for Business and Management Science I</td>
<td>3</td>
</tr>
<tr>
<td>or STAT 243</td>
<td>Statistical Theory with Application I</td>
<td></td>
</tr>
<tr>
<td>or STAT 312</td>
<td>Basic Statistics for Engineering and Science</td>
<td></td>
</tr>
<tr>
<td>or STAT 312R</td>
<td>Basic Statistics for Engineering and Science Using R Programming</td>
<td></td>
</tr>
<tr>
<td>ECON 326</td>
<td>Econometrics (Ideally, Econometrics should be taken by the junior year to enrich understanding of upper-level elective courses and to enable engagement in more sophisticated economic analysis.)</td>
<td>4</td>
</tr>
</tbody>
</table>

Elective courses (a minimum of five additional economics courses at the 200 or 300 level). ECON 398 Honors Research II does not count toward fulfilling this requirement. 15

Total Units 38

Major Requirements: Economics concentration in Quantitative Methods

The Quantitative Methods concentration includes the requirements above, AND the following additional or alternative requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 122</td>
<td>Calculus for Science and Engineering II</td>
<td>4</td>
</tr>
<tr>
<td>or MATH 126</td>
<td>Math and Calculus Applications for Life, Managerial, and Social Sci II</td>
<td></td>
</tr>
<tr>
<td>ECON 309</td>
<td>Intermediate Micro Theory: Calculus-Based</td>
<td>3</td>
</tr>
</tbody>
</table>

Quantitative Methods - Any three of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 216</td>
<td>Data Visualization in R</td>
<td>3</td>
</tr>
<tr>
<td>ECON 327</td>
<td>Advanced Econometrics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 329</td>
<td>Game Theory: The Economics of Thinking Strategically</td>
<td>3</td>
</tr>
<tr>
<td>ECON 364</td>
<td>Economic Analysis of Business Strategies</td>
<td>3</td>
</tr>
<tr>
<td>ECON 380</td>
<td>Computational Economics</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives 9 units - At least 3 must be in economics at 200-level or 300-level, and at least 3 must be from non-economics electives menu below:

Mathematics

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>MATH 201</td>
<td>Introduction to Linear Algebra for Applications</td>
<td>3</td>
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<td>or MATH 307</td>
<td>Linear Algebra</td>
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</tr>
<tr>
<td>MATH 223</td>
<td>Calculus for Science and Engineering III</td>
<td>3</td>
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<tr>
<td>or MATH 224</td>
<td>Elementary Differential Equations</td>
<td>3</td>
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<td>or MATH 228</td>
<td>Differential Equations</td>
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<tr>
<td>MATH 304</td>
<td>Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 321</td>
<td>Fundamentals of Analysis I</td>
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</table>

Advanced Empirical Methods in Business

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>BAFI 362</td>
<td>Advanced Financial Analytics</td>
<td>3</td>
</tr>
<tr>
<td>OPRE 301</td>
<td>Operations Research and Supply Chain Management</td>
<td>3</td>
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</table>

Programming

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>ENGR 131</td>
<td>Elementary Computer Programming</td>
<td>3</td>
</tr>
<tr>
<td>DESN 210</td>
<td>Introduction to Programming for Business Applications</td>
<td>3</td>
</tr>
</tbody>
</table>

Statistics

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ANTH 319</td>
<td>Introduction to Statistical Analysis in the Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 307</td>
<td>Social Statistics</td>
<td>3</td>
</tr>
<tr>
<td>STAT 201</td>
<td>Basic Statistics for Social and Life Sciences</td>
<td>3</td>
</tr>
<tr>
<td>STAT 244</td>
<td>Statistical Theory with Application II</td>
<td>3</td>
</tr>
<tr>
<td>STAT 325</td>
<td>Data Analysis and Linear Models</td>
<td>3</td>
</tr>
<tr>
<td>STAT 326</td>
<td>Multivariate Analysis and Data Mining</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 442</td>
<td>Causal Learning from Data</td>
<td>3</td>
</tr>
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</table>

**NOTE: ECON 395 and ECON 398 do not count towards electives (See information below on SAGES Senior Capstone).**
SAGES Senior Capstone: Economics
The basic Economics major does not require a capstone as part of the major. However, students need to complete a capstone as part of the SAGES requirement. The Economics Department offers the following courses for a capstone.

ECON 398 Honors Research II 3
ECON 395 Senior Capstone in Economics 3
ECON 399 Individual Readings and Research (upon approval of Senior Capstone Coordinator) 3-6

SAGES Senior Capstone: Economics concentration in Quantitative Methods
Required - 3 units:
ECON 395 Senior Capstone in Economics 3
or ECON 398 Honors Research II

For more information, contact Teresa Kabat (teresa.kabat@case.edu), department administrator, at 216.368.4110.

Bachelor of Science (BS) in Management
Graduates of the BS in Management degree program obtain a broad education that enables them to bring an unusual degree of analytical capability to the problems of management and business. Each student is required to complete an approved major program of study from the options outlined below. In addition, each student must consult with an advisor in the Office of Undergraduate and Integrated Study Programs at Weatherhead.

General Education Requirements
SAGES Requirements
First Seminar 4
Two University Seminars 6
Departmental Seminars - taken as MGMT 395, see Core Requirements
Senior Capstone ‡ 3-6

Breadth Requirements
Mathematical Sciences Part 1 4
MATH 125 Math and Calculus Applications for Life, Managerial, and Social Sci I
or MATH 121 Calculus for Science and Engineering I
Mathematical Sciences Part 2 3-4
DESN 210 Introduction to Programming for Business Applications
or CSDS 132 Introduction to Programming in Java
or ENGR 131 Elementary Computer Programming
or MATH 122 Calculus for Science and Engineering II
or MATH 126 Math and Calculus Applications for Life, Managerial, and Social Sci II

Two Natural Sciences Courses 6-8
Two Arts & Humanities Courses 6-8
Two Social Sciences Courses 6
Total Units 38-46

Degree Requirements
Principles Requirements
ACCT 100 Foundations of Accounting I 3
ACCT 200 Foundations of Accounting II 3
ECON 102 Principles of Microeconomics 3
ECON 103 Principles of Macroeconomics 3
OPRE 207 Statistics for Business and Management Science I 3

Core Requirements
BAFI 355 Corporate Finance 3
MGMT 201 Contemporary Business and Communication 3
MIDS 301 Introduction to Information: A Systems and Design Approach 3
MKMR 201 Marketing Management 3
OPRE 301 Operations Research and Supply Chain Management 3
ORBH 250 Leading People (LEAD I) 3
ORBH 251 Leading Organizations (LEAD II) 3
PLCY 399 Business Policy 3
MGMT 395 Advanced Seminar * 3

Open Electives
Electives 15-24
Total Units 57-66

Major Requirements
Students must complete an 18-credit-hour major in Business Management, Finance, Marketing or a Dean's Approved Major. Students who desire a Secondary Major in one of these areas should consult with a Weatherhead academic advisor.

Business Management Major Requirements
1) Complete three courses from within one of the concentrations below. 9
2) Complete one of the following analytics courses: 3-4
BAFI 361 Empirical Analysis in Finance
ECON 326 Econometrics
MKMR 310 Marketing Analytics
3) Complete two additional Weatherhead electives. 6
NOTE: A student who is completing a major in Accounting, Economics, Finance or Marketing may apply one course from one of these majors towards the Concentration, Analytics Course, or Weatherhead Electives requirement for their major in Business Management.

Total Units 18-19

Business Management Concentrations
Business Information Technology
Required Course:
DESN 210 Introduction to Programming for Business Applications

Elective Courses (complete two of the following):
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 306</td>
<td>Accounting Information Systems - Basic</td>
</tr>
<tr>
<td>BAFI 335</td>
<td>Introduction to Fintech</td>
</tr>
<tr>
<td>MKMR 348</td>
<td>Strategic Internet Marketing</td>
</tr>
</tbody>
</table>

**Healthcare Management**

Required Course:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 378</td>
<td>Health Care Economics</td>
</tr>
</tbody>
</table>

Elective Courses (complete two of the following):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 342</td>
<td>Public Finance</td>
</tr>
<tr>
<td>HSMC 412</td>
<td>Lean Services Operations</td>
</tr>
<tr>
<td>HSMC 420</td>
<td>Health Finance</td>
</tr>
</tbody>
</table>

Or alternative, approved HSMC or other WSOM course chosen in consultation with advisor.

**Innovation and Entrepreneurship**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLAW 331</td>
<td>Legal Environment of Management</td>
</tr>
<tr>
<td>ECON 313</td>
<td>Experiential Entrepreneurship</td>
</tr>
<tr>
<td>ECON 364</td>
<td>Economic Analysis of Business Strategies</td>
</tr>
<tr>
<td>ECON 369</td>
<td>Economics of Technological Innovation and Entrepreneurship</td>
</tr>
<tr>
<td>ENTP 301</td>
<td>Entrepreneurial Strategy</td>
</tr>
<tr>
<td>ENTP 310</td>
<td>Entrepreneurial Finance</td>
</tr>
<tr>
<td>ENTP 311</td>
<td>Entrepreneurship and Wealth Creation</td>
</tr>
<tr>
<td>MKMR 312</td>
<td>Selling and Sales Management</td>
</tr>
<tr>
<td>ORBH 380</td>
<td>Managing Negotiations</td>
</tr>
</tbody>
</table>

NOTE: ENTP 301 is required for this concentration. Students completing an Innovation and Entrepreneurship concentration may not complete an Entrepreneurship minor.

**International Business**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 355</td>
<td>The Origins of the Modern Economy</td>
</tr>
<tr>
<td>ECON 372</td>
<td>International Finance</td>
</tr>
<tr>
<td>ECON 373</td>
<td>International Trade</td>
</tr>
<tr>
<td>ECON 375</td>
<td>Economics of Developing Countries</td>
</tr>
<tr>
<td>ECON 376</td>
<td>Inside Financial Crises</td>
</tr>
<tr>
<td>MGMT 315</td>
<td>International Management Institute</td>
</tr>
<tr>
<td>ORBH 391</td>
<td>Leadership in Diversity and Inclusion: Towards a Globally Inclusive Workplace</td>
</tr>
</tbody>
</table>

NOTE: MGMT 315 is required for this concentration. If a student wishes to substitute a course from another study abroad experience, he/she must receive prior approval from an academic advisor.

**Organizational Leadership**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORBH 303</td>
<td>Leading Teams through Interpersonal Relationships</td>
</tr>
<tr>
<td>ORBH 330</td>
<td>Quantum Leadership: Creating Value for You, Business, and the World</td>
</tr>
<tr>
<td>ORBH 360</td>
<td>Independent Study</td>
</tr>
<tr>
<td>ORBH 370</td>
<td>Navigating Gender in Organizations</td>
</tr>
<tr>
<td>ORBH 380</td>
<td>Managing Negotiations</td>
</tr>
<tr>
<td>ORBH 391</td>
<td>Leadership in Diversity and Inclusion: Towards a Globally Inclusive Workplace</td>
</tr>
</tbody>
</table>

**Finance Major Requirements**

Required Courses: 9

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAFI 356</td>
<td>Investments</td>
</tr>
<tr>
<td>BAFI 357</td>
<td>Financial Modeling, Analysis and Decision Making</td>
</tr>
<tr>
<td>BAFI 361</td>
<td>Empirical Analysis in Finance</td>
</tr>
</tbody>
</table>

Elective Courses (complete three of the following six): 9

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAFI 335</td>
<td>Introduction to Fintech</td>
</tr>
<tr>
<td>BAFI 341</td>
<td>Money and Banking</td>
</tr>
<tr>
<td>BAFI 358</td>
<td>Intermediate Corporate Finance</td>
</tr>
<tr>
<td>BAFI 359</td>
<td>Cases in Finance</td>
</tr>
<tr>
<td>BAFI 362</td>
<td>Advanced Financial Analytics</td>
</tr>
<tr>
<td>BAFI 365</td>
<td>Options and Other Derivatives</td>
</tr>
</tbody>
</table>

Total Units 18

**Marketing Major Requirements**

Required Courses: 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKMR 304</td>
<td>Brand Management</td>
</tr>
<tr>
<td>MKMR 308</td>
<td>Measuring Marketing Performance</td>
</tr>
<tr>
<td>MKMR 310</td>
<td>Marketing Analytics</td>
</tr>
<tr>
<td>MKMR 311</td>
<td>Customer Relationship Management</td>
</tr>
<tr>
<td>MKMR 312</td>
<td>Selling and Sales Management</td>
</tr>
<tr>
<td>MKMR 348</td>
<td>Strategic Internet Marketing</td>
</tr>
</tbody>
</table>

Total Units 18

**Dean’s Approved Major Requirements**

A student may consult with an advisor to develop a proposal for individualized study in an area of interest, subject to approval by the Weatherhead Undergraduate Executive Committee.
1) Complete five courses around a common interest, selected in conjunction with a major advisor.  

2) Complete one of the following analytics courses:  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAFI 361</td>
<td>Empirical Analysis in Finance</td>
</tr>
<tr>
<td>ECON 326</td>
<td>Econometrics</td>
</tr>
<tr>
<td>MKMR 310</td>
<td>Marketing Analytics</td>
</tr>
</tbody>
</table>

Total Units: 18-19

Total Credit Hours for Degree: 122

‡ Students must complete one university-approved SAGES Senior Capstone. It is not required that students complete a Weatherhead-specific capstone. However, the vast majority of students take MGMT 398 Action Learning. Highly motivated students with a keen interest in a particular business topic may complete an individual research project via MGMT 397, subject to approval by the Weatherhead Undergraduate Executive Committee.

* Students must complete three one-credit-hour MGMT 395 offerings each of a different topic.

Students pursuing a BS in Management are advised to take MGMT 201 Contemporary Business and Communication as early as possible and the ORBH 250 Leading People (LEAD I) and ORBH 251 Leading Organizations (LEAD II) sequence in the second year.

For more information, contact Jim Hurley (james.hurley@case.edu), assistant dean of undergraduate and integrated study programs at 216.368.3856.

### Sample Plan of Study: BS in Management

#### First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>SAGES First Seminar</td>
<td>4</td>
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</tr>
<tr>
<td>Math and Calculus Applications for Life, Managerial, and Social Sci I (MATH 125)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundations of Accounting I (ACCT 100)</td>
<td>3</td>
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<td></td>
</tr>
<tr>
<td>Principles of Microeconomics (ECON 102)</td>
<td>3</td>
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<tr>
<td>Arts &amp; Humanities</td>
<td>3</td>
<td></td>
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<td>PHED</td>
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<tr>
<td>SAGES University Seminar</td>
<td>3</td>
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<tr>
<td>Foundations of Accounting II (ACCT 200)</td>
<td>3</td>
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<tr>
<td>Principles of Macroeconomics (ECON 103)</td>
<td>3</td>
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<tr>
<td>Contemporary Business and Communication (MGMT 201)</td>
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</tr>
<tr>
<td>Social Sciences</td>
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<td></td>
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<td>Year Total:</td>
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#### Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>SAGES University Seminar</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>Statistics for Business and Management Science I (OPRE 207)</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>Corporate Finance (BAFI 355)</td>
<td>3</td>
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<tr>
<td>Leading People (LEAD I) (ORBH 250)</td>
<td>3</td>
<td></td>
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<tr>
<td>Natural Sciences</td>
<td>3</td>
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</table>

Introduction to Programming for Business Applications (DESN 210) 3
Marketing Management (MKMR 201) 3
Leading Organizations (LEAD II) (ORBH 251) 3
Arts & Humanities 3
Natural Sciences 3

Year Total: 15 15

#### Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Weatherhead Major</td>
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<tr>
<td>Weatherhead Major</td>
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<tr>
<td>Social Sciences</td>
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<tr>
<td>Elective</td>
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<td></td>
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<tr>
<td>Weatherhead Major</td>
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<td></td>
<td></td>
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<tr>
<td>Advanced Seminar (MGMT 395)</td>
<td>1</td>
<td></td>
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</tr>
<tr>
<td>Introduction to Information: A Systems and Design Approach (MIDS 301)</td>
<td>3</td>
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<td></td>
</tr>
<tr>
<td>Operations Research and Supply Chain Management (OPRE 301)</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>Elective</td>
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#### Fourth Year

<table>
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<th>Spring</th>
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<tbody>
<tr>
<td>Weatherhead Major</td>
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<td></td>
<td></td>
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<tr>
<td>MGMT 395</td>
<td>1</td>
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</tr>
<tr>
<td>Action Learning (MGMT 398)</td>
<td>6</td>
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<tr>
<td>Elective</td>
<td>3</td>
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<tr>
<td>Elective</td>
<td>3</td>
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<tr>
<td>Business Policy (PLCY 399)</td>
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<tr>
<td>MGMT 395</td>
<td>1</td>
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<tr>
<td>Elective</td>
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<tr>
<td>Elective</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
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<tr>
<td>Year Total:</td>
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<td>13</td>
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Total Units in Sequence: 122

### Minor in Accounting

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>ACCT 100 Foundations of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 200 Foundations of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 305 Income Tax: Concepts, Skills, Planning</td>
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</tbody>
</table>

Two additional 300-level accounting courses 6

Total Units: 15

### Minor in Banking and Finance

Required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 100 Foundations of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BAFI 355 Corporate Finance</td>
<td>3</td>
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</table>
Three electives from the following:  
- BAFI 335 Introduction to Fintech  
- BAFI 341 Money and Banking  
- BAFI 356 Investments  
- BAFI 357 Financial Modeling, Analysis and Decision Making  
- BAFI 358 Intermediate Corporate Finance  
- BAFI 359 Cases in Finance  
- BAFI 361 Empirical Analysis in Finance  
- BAFI 362 Advanced Financial Analytics  
- BAFI 365 Options and Other Derivatives  

Total Units 15

**Minor in Business Management**

Note: Business Management minor is not open to WSOM majors (except Economics majors).

**Required:**
- ACCT 100 Foundations of Accounting I 3  
- ECON 102 Principles of Microeconomics 3  
  or ECON 103 Principles of Macroeconomics 3

Three electives from the following:  
- BAFI 355 Corporate Finance  
  or BAFI 341 Money and Banking  
- BLAW 331 Legal Environment of Management  
- ENTP 301 Entrepreneurial Strategy  
  or ENTP 302 Creativity in Design & Business: Sources of Perception, Imagination, & Creative Thinking  
  or ENTP 308 Business Model Design and Innovation  
  or ENTP 310 Entrepreneurial Finance  
  or ENTP 311 Entrepreneurship and Wealth Creation  
  or ECON 369 Economics of Technological Innovation and Entrepreneurship  
- MGMT 201 Contemporary Business and Communication  
- ORBH 250 Leading People (LEAD I) 3  
  or ORBH 396 Professional Development for Engineers 3  

Total Units 15

**Minor in Economics**

- ECON 102 Principles of Microeconomics 3  
- ECON 103 Principles of Macroeconomics 3  
- Three additional ECON courses 9

Total Units 15

**Minor in Entrepreneurial Studies**

- ACCT 100 Foundations of Accounting I 3  
- MKMR 201 Marketing Management 3  
- ENTP 301 Entrepreneurial Strategy 3  
- ENTP 310 Entrepreneurial Finance 3  
- ENTP 311 Entrepreneurship and Wealth Creation 3

Total Units 15

**Minor in Leadership**

**Required:**
- ORBH 250 Leading People (LEAD I) 3  
  or ORBH 396 Professional Development for Engineers 3  
- ORBH 251 Leading Organizations (LEAD II) 3

Three electives from the following:  
- ORBH 303 Leading Teams through Interpersonal Relationships 3  
- ORBH 370 Navigating Gender in Organizations 3  
- ORBH 380 Managing Negotiations 3  
- ORBH 391 Leadership in Diversity and Inclusion: Towards a Globally Inclusive Workplace 3

Total Units 15

**Minor in Marketing**

**Required:**
- MKMR 201 Marketing Management 3  
- ORBH 250 Leading People (LEAD I) 3  
- ORBH 396 Professional Development for Engineers 3  

Four of the following (including at least three MKMR courses):  
- MKMR 304 Brand Management 3  
- MKMR 308 Measuring Marketing Performance 3  
- MKMR 310 Marketing Analytics 3  
- MKMR 311 Customer Relationship Management 3  
- MKMR 312 Selling and Sales Management 3  
- MKMR 348 Strategic Internet Marketing 3  
- ANTH 102 Being Human: An Introduction to Social and Cultural Anthropology 3  
- ECON 328 Designing Experiments for Social Science, Policy, and Management 3  
- ENTP 301 Entrepreneurial Strategy 3  
- PSCL 315 Social Psychology 3

Total Units 15

For more information, contact:
Weatherhead's Integrated Study Programs allow undergraduate students the unique opportunity to pursue a bachelor's degree and a master's degree at the same time, completing both degrees in as little as four years. These programs are open to all Case Western undergraduates, regardless of major, but certain prerequisite courses may be required in order to complete the master's degree. Each program has its own set of admission criteria, course timelines and considerations, so it is best to speak with a program representative as early as possible.

BA/BS and Master of Accountancy Integrated Study Program

Program Contacts:

Tiffany Schwendeman (tiffany.schwendeman@case.edu), assistant dean of undergraduate and integrated study programs, 216.368.2058

Ashley Lu (ashley.lu@case.edu), program manager, MAcc program, 216.368.5376

BA/BS and Master of Business Analytics and Intelligence Integrated Study Program

Program Contacts:

Jim Hurley (james.hurley@case.edu), assistant dean of undergraduate and integrated study programs, 216.368.3856

Marybeth Keeler (mxk761@case.edu), program manager, Master of Finance program, 216.368.3688

Meredith Richardson (meredith.richardson@case.edu), admissions manager, 216.368.7586

BA/BS and Master of Finance Integrated Study Program

Program Contacts:

Jim Hurley (james.hurley@case.edu), assistant dean of undergraduate and integrated study programs, 216.368.3856

Marybeth Keeler (mxk761@case.edu), program manager, Master of Finance program, 216.368.3688

Meredith Richardson (meredith.richardson@case.edu), admissions manager, 216.368.7586

BA/BS and Master of Healthcare Management Integrated Study Program

Program Contacts:

Jim Hurley (james.hurley@case.edu), assistant dean of undergraduate and integrated study programs, 216.368.3856

Karla Schiebel (karla.schiebel@case.edu), director of admission, senior recruiter Master of Healthcare Management & international initiatives, 216.368.3914

BA/BS and Master of Supply Chain Management Integrated Study Program

Program Contacts:

Jim Hurley (james.hurley@case.edu), assistant dean of undergraduate and integrated study programs, 216.368.3856

Meredith Richardson (meredith.richardson@case.edu), admissions manager, 216.368.7586

Master of Business Administration (MBA)

Full-Time MBA

The full-time MBA program is a four-semester, 60-credit-hour program that provides students with the strong foundation necessary to be a leader in management while allowing opportunities for students to pursue their passions and customize their experience. In partnership with faculty and staff, students create a personalized learning plan with distinct concentrations by choosing electives that comprise half of the program thereby enabling specialization within their MBA.

Distinctive courses in Weatherhead’s MBA program help students assess their strengths and develop a learning plan to meet their career goals. Upon enrolling in the MBA, students take Leading People and Organizations, which facilitates the discovery of individual strengths and weaknesses through a series of self-assessments, experiential activities and case studies focused on teamwork. Students then develop core management skills (accounting, finance, marketing, operations/supply chain management, strategy, economics, statistics and analytics) in the first year of the program. In the second year of the MBA program, students choose electives based on their choice of concentration(s) and complete the required core strategy class.

The Weatherhead School of Management offers two tracks in the MBA program.

STEM MBA track - offers three concentrations:

- Business Analytics
- Financial Analytics
- Operations Analytics
Standard MBA track - offers eight concentrations:

- Business Analytics
- Entrepreneurship & Design & Innovation
- Finance
- Healthcare Management
- Leading Design and Transformational Innovation (beginning fall 2022)
- Marketing
- Operations
- Organizational Leadership

Independent Study

MBA students are limited to three credit hours of elective credit as independent study with the approval of the full-time MBA faculty program director.

Other courses at the university may be eligible for MBA elective credit, subject to approval from senior associate dean of academics and graduate programs Gregory Jonas (gregory.jonas@case.edu).

**Curriculum**

All of the core courses in the following tables are required.

<table>
<thead>
<tr>
<th>First Year</th>
<th>Units</th>
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<td></td>
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<td>Probability, Statistics, and Quantitative Methods (MBAC 500)</td>
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<td>Financial Accounting (MBAC 502)</td>
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<td>Leading People and Organizations (MBAC 515)</td>
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<td>Marketing Management (MBAC 506)</td>
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<td>Corporate Finance I (MBAC 504)</td>
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<td>Operations and Supply Chain Management (MBAC 507)</td>
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<td>Economics (MBAC 512)</td>
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<td>Corporate Finance II (MBAC 505)</td>
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<td>Business Analytics (MBAC 518)</td>
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<td>Strategic Issues and Applications (MBAC 508)</td>
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<tr>
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</table>

| Year Total: | 15 | 15 |

| Total Units in Sequence: | 60 |

**Electives**

The program provides space for 30 elective credit hours. Students must choose a concentration and complete 12 credit hours in that concentration area (a concentration is required). Students must complete eight STEM-approved electives to complete the requirements of the STEM MBA track.

For additional information about this program, contact Radhika Ramamurthi (rxe73@case.edu), associate director of MBA programs, 216.368.2144, or Stephen Scheidt (sxs1507@case.edu), director of admissions, 216.368.6208.

**Part-Time MBA**

The part-time MBA is a 48-credit-hour, cohort-based program that combines a core of fundamental business classes with elective options to create an integrated experience focused on honing general management skills. Students develop a personalized learning plan through the MBAP 401 (LEAD) course.

The first summer semester begins with the intensive offering of LEAD and an online introduction to statistics MBAP 400. The rest of the core offerings are covered within the first two years of the program. All core classes typically meet one evening a week and are offered in a hybrid format. Summer semesters include more intensive formats. The majority of the third year is devoted to electives. The part-time MBA program is designed to be a three-year program, but the 48 credit hours can be completed in as little as 2.5 years based on a customized curriculum plan. All degree requirements must be completed within six years.

<table>
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<th>Curriculum</th>
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<td>Leadership Assessment and Development (MBAP 401)</td>
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<td>Financial and Managerial Accountancy (MBAP 402)</td>
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<td>Statistics and Decision Modeling (MBAP 403)</td>
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<td>Managing People and Organizations (MBAP 404)</td>
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<td>Financial Management I (MBAP 405)</td>
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<tr>
<td>Economics for Managers (MBAP 406)</td>
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<td>Operations Management (MBAP 408)</td>
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<td>Strategic Issues and Applications (MBAP 410)</td>
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</table>
Open Electives

Students in the part-time MBA program have the opportunity to choose five electives. Students determine their own focus areas and, with the help of our Career Management Office, learn how to best position themselves for post-MBA career advancement.

For additional information about this program, contact Radhika Ramamurthi (rxe73@case.edu), associate director of MBA programs, 216.368.2144, or Stephen Schiedt (sxs1507@case.edu), director of admissions, 216.368.6208.

Online Healthcare Management Track

A blend of MBA core and healthcare management core courses, the online part-time MBA curriculum is designed to create future leaders in the growing field of healthcare management. Cutting-edge, multidisciplinary coursework from Case Western Reserve University’s renowned business, medical, law and engineering schools is coupled with learning opportunities in collaboration with Cleveland Clinic, MetroHealth, Louis Stokes Cleveland VA Medical Center, and University Hospitals.

The program follows a trimester schedule with three full terms in Fall, Spring, and Summer. While the program is offered online, it still provides a high-touch experience for students. In addition to high quality synchronous and asynchronous content delivered by faculty, students have the opportunity to become fully immersed in the Weatherhead community through interactive and in-person experiences while also benefiting from the flexibility of online learning. Connect and collaborate with peers and faculty during real-time, face-to-face virtual classes. Receive guidance and support from your professors during online office hours. And complete 2 - 3 1/2 day in-person residencies at different types of hospital systems for hands-on, experiential learning of practical skills.

Sample Plan for Students Entering Fall 2021

<table>
<thead>
<tr>
<th>Third Year</th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Sustainability and Social Entrepreneurship (MBAP 409)</td>
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<td>Identifying Design Opportunities (MBAP 411)</td>
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Total Units in Sequence: 48

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<tr>
<td>Managing People and Organizations (MBAP 404H)</td>
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<td>Dialogs in Healthcare Management (MBAP 421H)</td>
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<td>Regulatory Issues in Healthcare Management (MBAP 420H)</td>
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<td>Statistics and Decision Modeling (MBAP 403H)</td>
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<td>Economic Issues and Applications in Healthcare (MBAP 424H)</td>
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<td>Organizational Culture in Healthcare Management (MBAP 421H)</td>
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<td>Financial Management (MBAP 405H)</td>
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<td>Experiential Learning in Healthcare (MBAP 425H)</td>
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<td>Finance Issues and Applications in Healthcare (MBAP 426H)</td>
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<td>Introduction to Population Health (MBAP 427H)</td>
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</table>

Total Units in Sequence: 48

For additional information about this program track, contact Suzanne Healy (slh73@case.edu), director of online learning, 216.368.5973 or visit our website (https://weatherhead.case.edu/degrees/masters/mba/online-mba/).

Executive MBA (EMBA)

The Executive MBA (EMBA) and the Cleveland Clinic-Weatherhead Executive MBA are tailored to those poised to move into a more prominent leadership role. Weatherhead’s renowned Organizational Behavior Department structured the EMBA around an exploration of the four levels of leadership, amplifying students’ ability to effect change...
at the personal, team, organization and societal levels. Classes are held during periodic residencies in the company of intimate cohort groups.

**Curriculum**

The 48-credit-hour program takes place over 16 brief residencies. The curriculum is delivered over five semesters or 21 months. Both fall and spring semesters are comprised of four three-day residencies (Thursday, Friday, Saturday), with additional track-specific site visits during one residency in the spring semester. The summer semester includes the 10-day international study tour as part of the international business course EMBA 475. Although individual study habits vary, students should anticipate spending 15-20 hours per week to study outside of classes.

The Weatherhead EMBA is a lock-step cohort program. Participants self-select learning teams that represent essential study partnerships over the course of the program as well as invaluable resources for networking and organizational support. Learning teams meet weekly outside of the classroom, either face-to-face or remotely, to achieve course objectives and enhance the learning experience. In addition, faculty often host optional study and review sessions, which are also recorded for virtual access.

**First Year**

<table>
<thead>
<tr>
<th>Units</th>
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<tr>
<td>Leading Change: Self (EMBA 441)</td>
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<tr>
<td>Accounting for Business Executives (EMBA 436)</td>
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<tr>
<td>Business Statistics and Quantitative Analysis (EMBA 438A)</td>
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<td>Managerial Marketing (EMBA 450)</td>
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<td>Business Model Design (EMBA 451)</td>
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<td>TEAMS (EMBA 417)</td>
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<td>Leading Change: Teams (EMBA 473)</td>
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<td>Economic Analysis for Managers (EMBA 437)</td>
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**Second Year**

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<td>Leading Change: The Organization (EMBA 472)</td>
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<td>Managing Risk and Real Options (EMBA 446)</td>
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<td>Legal Environment (EMBA 464)</td>
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<td>Supply Chain Management (EMBA 443)</td>
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<td>Corporate Governance and Dialogues in Healthcare (EMBA 476)</td>
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<tr>
<td>Contemporary Issues in Management (EMBA 449)</td>
<td></td>
<td>2.5</td>
</tr>
<tr>
<td>Year Total:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Units in Sequence:** 48

* Year totals have been rounded up to 11.3, but the correct units are 11.25.

**EMBA Nonprofit Certificate**

In addition to earning the Master of Business Administration degree, nonprofit professionals who complete the EMBA can earn the EMBA Nonprofit Certificate at the same time. The EMBA certificate program fosters mutually beneficial dialogue between professionals from nonprofit and for-profit backgrounds. As a participant in the EMBA Nonprofit Certificate program, you will build new and lasting partnerships with other nonprofit and for-profit organizations in Greater Cleveland.

**Cleveland Clinic-Weatherhead Executive MBA**

The Cleveland Clinic-Weatherhead Executive MBA at Case Western Reserve University combines Weatherhead’s breakthrough business concepts of leadership in management with Cleveland Clinic’s innovation in healthcare to make this EMBA the premier option for experienced professionals in the healthcare profession. Participants in the Cleveland Clinic-Weatherhead EMBA join students in the traditional EMBA track to provide cross-pollination of ideas from a multitude of industries and experiences. Several healthcare-specific curriculum differences are noted in the plan of study below.

**Curriculum**

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leading Change: Self (EMBA 441)</td>
<td>2.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting for Business Executives (EMBA 436)</td>
<td></td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>Business Statistics and Quantitative Analysis (EMBA 438A)</td>
<td></td>
<td>1.25</td>
<td></td>
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<tr>
<td>Managerial Marketing (EMBA 450)</td>
<td></td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>Business Model Design (EMBA 451)</td>
<td></td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>TEAMS (EMBA 417)</td>
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<tr>
<td>Leading Change: Teams (EMBA 473)</td>
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<td>2.5</td>
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<tr>
<td>Expanding Boundaries (EMBA 445)</td>
<td></td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>Business Statistics and Quantitative Analysis (EMBA 438B)</td>
<td></td>
<td>1.25</td>
<td></td>
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<tr>
<td>Corporate Finance (EMBA 439)</td>
<td></td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>Economic Analysis for Managers (EMBA 437)</td>
<td></td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>Managing in a Global Economy (EMBA 475)</td>
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<tr>
<td>Year Total:</td>
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</tr>
</tbody>
</table>

**Total Units in Sequence:** 48

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**Cleveland Clinic-Weatherhead Executive MBA**

The Cleveland Clinic-Weatherhead Executive MBA at Case Western Reserve University combines Weatherhead’s breakthrough business concepts of leadership in management with Cleveland Clinic’s innovation in healthcare to make this EMBA the premier option for experienced professionals in the healthcare profession. Participants in the Cleveland Clinic-Weatherhead EMBA join students in the traditional EMBA track to provide cross-pollination of ideas from a multitude of industries and experiences. Several healthcare-specific curriculum differences are noted in the plan of study below.

**Curriculum**

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<th>Spring</th>
<th>Summer</th>
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<td>Accounting for Business Executives (EMBA 436)</td>
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<td>2.5</td>
<td></td>
</tr>
<tr>
<td>Business Statistics and Quantitative Analysis (EMBA 438A)</td>
<td></td>
<td>1.25</td>
<td></td>
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<tr>
<td>Managerial Marketing (EMBA 450)</td>
<td></td>
<td>2.5</td>
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</tr>
<tr>
<td>Business Model Design (EMBA 451)</td>
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<tr>
<td>TEAMS (EMBA 417)</td>
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<tr>
<td>Leading Change: Teams (EMBA 473)</td>
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<td>2.5</td>
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<tr>
<td>Expanding Boundaries (EMBA 445)</td>
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<td>Business Statistics and Quantitative Analysis (EMBA 438B)</td>
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<td>Corporate Finance (EMBA 439)</td>
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<td>Economic Analysis for Managers (EMBA 437)</td>
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</tr>
<tr>
<td>Managing in a Global Economy (EMBA 475)</td>
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<tr>
<td>Year Total:</td>
<td>11.3</td>
<td>11.3</td>
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</tr>
</tbody>
</table>
degrees in the shortest amount of time, typically nine or 10 semesters. A select number of exceptionally well-qualified high school seniors who plan to study accounting are offered places in the Early Admission to the Integrated Study Program in Accountancy (https://bulletin.case.edu/weatherheadschoolofmanagement/undergradpgrams/#accountingtext) (p. 1113) and may obtain both degrees in eight semesters.

**Eligibility to Apply**

Applicants to the MAcc program must have earned, or are in the process of earning, a bachelor’s degree from an accredited institution. A bachelor’s degree in accounting is not required to apply to the MAcc. Students interested in the Analytics Track must have completed two semesters of college calculus (including exposure to multivariate functions) and have a basic understanding of linear algebra (high-level knowledge of vectors and matrices plus what’s involved in adding and multiplying them).

**Prerequisite Courses**

In addition to earning a bachelor’s degree, applicants must have earned a grade of C or better in the following courses or their equivalents. Students who have not completed these courses must fulfill these requirements at CWRU or at an approved substitute institution.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 100</td>
<td>Foundations of Accounting I †</td>
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</tr>
<tr>
<td>ACCT 200</td>
<td>Foundations of Accounting II ‡</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 300</td>
<td>Corporate Reporting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 301</td>
<td>Corporate Reporting II</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 305</td>
<td>Income Tax: Concepts, Skills, Planning</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 314</td>
<td>Attestation and Assurance Services</td>
<td>3</td>
</tr>
<tr>
<td>BLAW 331</td>
<td>Legal Environment of Management</td>
<td>3</td>
</tr>
</tbody>
</table>

† This prerequisite may also be fulfilled by ACCT 101 Introduction to Financial Accounting.
‡ This prerequisite may also be fulfilled by ACCT 102 Management Accounting.
§ Students may take the graduate level U.S. Business Law course (BLAW 417 Legal Environment of Management) and double count it as an elective for the MAcc.

**Curriculum**

The MAcc program requires completion of 30 credit hours of graduate study, typically comprised of ten 3-credit hour courses. The program offers two tracks: (i) a Professional Track for students interested in careers in audit, tax or management accounting; and (ii) a STEM-designated Analytics Track for students interested in combining accounting with data analysis tools. Completion of either track will meet the accounting educational requirements to sit for the CPA exam in the state of Ohio.

**Core Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 404</td>
<td>Advanced Financial Reporting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 405</td>
<td>Advanced Federal Taxes</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 444</td>
<td>Advanced Auditing Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 520</td>
<td>Advanced Accounting Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

For more information, contact Elizabeth Beldon (exb420@case.edu), Program Manager, Executive Education 216.368.6411.
ACCT 540  Corporate Governance and Contemporary Accounting Policy  3

Total Units  15

Track Courses: 
Students must complete one of the following two tracks;

1) Professional Track

ACCT 406  Advanced Accounting Information Systems  3
ACCT 407  Analytics and Control  3
ACCT 414  Corporate Reporting and Analysis  3
ACCT 431  Tax Practice: Analysis, Planning and Communications  3

Supporting Elective  3

Total Units  15

2) Analytics Track

BTEC 420  Introduction to Programming for Business Applications  3
BUAI 433  Foundations of Probability and Statistics  3
BUAI 434  Data Mining & Visualization  3
BUAI 444  Predictive Modeling  3

Supporting Elective  3

Total Units  15

* All students must select a 3-credit hour graduate-level elective course that compliments an accountancy career. Students completing the Analytics Track must choose an elective with a STEM-related focus. A list of approved graduate supporting electives will be provided each semester.

For more information about the MAcc, contact Tiffany Schwendeman (tiffany.schwendeman@case.edu), assistant dean, undergraduate and integrated study programs, at 216.368.2058; or Ashley Lu (ashley.lu@case.edu), program manager, MAcc, at 216.368.5376.

Master of Business Analytics and Intelligence

The Master of Business Analytics and Intelligence has replaced the Master of Science in Management - Business Analytics.

The Master of Business Analytics and Intelligence degree is a 16-month, 36-credit-hour, full-time program for students interested in learning advanced data analytics skills for application in general business areas, focusing specifically on both marketing and operations. The program prepares students to analyze big data for smart insights for executive decision making. The program includes three interlocking modules:

- Business core (10.5 credit hours),
- Analytics core (13.5 credit hours)
- Applied Business analytics (12 credit hours)

The Business Core provides students with a holistic understanding of the underlying business context necessary for succeeding in any industry. The Analytics Core equips students with general data handling, data presentation and analysis skills. The courses in Applied Business Analytics build from these general skills to improve the students’ ability to make decisions in the two focus application areas: marketing and operations.

The overlapping areas emphasize our program’s goals:

- Learning the language of business
- Building analytical skills
- Applying appropriate analytical tools to today’s business data

The program is delivered through a range of open source and commercial statistical software (e.g., R, Python, SPSS, SAS), preparing students with the necessary user expertise to excel in analyst positions across industries.

Prerequisites

Students are required to have taken two calculus courses at the college level and one course in linear algebra. Students who do not satisfy linear algebra prerequisites will be required to take a one credit preparatory course. A course in statistics is strongly preferred.

Curriculum

First Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operations Management I (BUAI 406A)</td>
<td>1.5</td>
<td></td>
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<tr>
<td>Managerial Marketing I (BUAI 407A)</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>Foundations of Probability and Statistics (BUAI 433)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Data Mining &amp; Visualization (BUAI 434)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Predictive Modeling (BUAI 444)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Foundations of Python Programming (BUAI 492)</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>Operations Management II (BUAI 406B)</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>Managerial Marketing II (BUAI 407B)</td>
<td>1.5</td>
<td></td>
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<tr>
<td>Accounting and Financial Management (BUAI 410)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Operations Analytics: Stochastic (BUAI 432)</td>
<td>3</td>
<td></td>
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<tr>
<td>Advanced Marketing Analytics (BUAI 445)</td>
<td>3</td>
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<tr>
<td>Team Development (BUAI 485B)</td>
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</table>

Second Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
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</thead>
<tbody>
<tr>
<td>Operations Analytics: Deterministic (BUAI 411)</td>
<td>3</td>
</tr>
<tr>
<td>Marketing Models and Digital Analytics (BUAI 435)</td>
<td>3</td>
</tr>
<tr>
<td>Machine Learning and Artificial Intelligence in Business Analytics (BUAI 446)</td>
<td>3</td>
</tr>
<tr>
<td>Year Total:</td>
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</tbody>
</table>

Total Units in Sequence: 36

For more information about this program, visit the website (https://weatherhead.case.edu/degrees/masters/ms-management/business-analytics/) or contact Meredith Richardson (meredith.richardson@case.edu), admissions manager, at 216.368.7586.

Master of Engineering and Management (MEM)

The Master of Engineering and Management (MEM) degree is offered through an innovative collaboration between the Case School of
Engineering and the Weatherhead School of Management. The one-year, 12-course program of study builds on the technical and analytical skills gained through an undergraduate engineering degree and provides a real-world framework for applying them along with master’s level business management tools. Individualized coaching emphasizes self-assessment and emotional intelligence. Interdisciplinary team projects enhance the people skills needed as a business leader today. The MEM program positions students to become more productive faster and, in the process, accelerate their careers.

Additional information regarding the MEM program (p. 13) is available in the Case School of Engineering section of the Bulletin.

**Master of Finance**

*The Master of Finance has replaced the Master of Science in Management - Finance.*

The Master of Finance degree is a rigorous program designed to equip students to meet the needs of financial sector companies in today’s intense and competitive business climate. Upon completion of the program, students will be prepared to make immediate contributions to careers in corporate finance, investment banking, equity research, investment management, risk management and corporate consulting, or to pursue higher studies.

The program’s 30 credit hours can be completed in as little as two semesters, or students can stay longer to work toward an additional nine-credit-hour departmental certification in a specialization track—corporate financial analytics, corporate finance, risk management analytics or financial big data analytics.

**Curriculum**

The 30-credit-hour Master of Finance program is a two-semester, full-time curriculum.

The curriculum is comprised of the following components:

**Core Courses**

The core courses provide students with the tools and techniques that build a strong foundation in finance.

Before the first semester begins, all entering Master of Finance students must take FNCE 401, Financial Orientation, which is the mandatory preparatory/refresher course.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>FNCE 401</td>
<td>Financial Orientation</td>
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<tr>
<td>FNCE 404</td>
<td>Financial Modeling</td>
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<tr>
<td>FNCE 421</td>
<td>Corporate Financial Analysis</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 429</td>
<td>Investment Management</td>
<td>3</td>
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<tr>
<td>FNCE 430</td>
<td>Derivatives and Risk Management</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 435</td>
<td>Empirical Finance</td>
<td>3</td>
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<tr>
<td>FNCE 436A</td>
<td>Individual, Team and Career</td>
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<td>Development</td>
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<td>FNCE 436B</td>
<td>Individual, Team and Career</td>
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<tr>
<td></td>
<td>Development</td>
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</table>

**Total Units:** 18

**Track Electives**

Track elective courses develop expertise in a particular track: corporate financial analytics, corporate finance, risk management analytics or financial big data analytics. Enrollment in elective courses may be contingent upon appropriate performance in the program.

**Corporate Financial Analytics Track (STEM Eligible)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNCE 428</td>
<td>Financial Strategy and Value Creation</td>
<td>3</td>
</tr>
<tr>
<td>or FNCE 480</td>
<td>Global Banking &amp; Capital Markets</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 432</td>
<td>Corporate Risk Management</td>
<td>3</td>
</tr>
<tr>
<td>or FNCE 460</td>
<td>Financial Analytics and Banking</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 491</td>
<td>Python Programming w Appl in Finance</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 493</td>
<td>Blockchains and AI: Applications in Finance and Business</td>
<td>3</td>
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<tr>
<td>STAT 425</td>
<td>Data Analysis and Linear Models</td>
<td>3</td>
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<tr>
<td>or STAT 426</td>
<td>Multivariate Analysis and Data Mining</td>
<td>3</td>
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</table>

**Corporate Finance Track**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>FNCE 403</td>
<td>Corporate Financial Technology</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 428</td>
<td>Financial Strategy and Value Creation</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 440</td>
<td>Financial Decisions Modeling and Analytics</td>
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</tr>
<tr>
<td>FNCE 450</td>
<td>Mergers and Acquisitions</td>
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<tr>
<td>FNCE 480</td>
<td>Global Banking &amp; Capital Markets</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 444</td>
<td>Entrepreneurial Finance</td>
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</table>

**Risk Management Analytics Track (STEM Eligible)**

<table>
<thead>
<tr>
<th>Course</th>
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<th>Units</th>
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</thead>
<tbody>
<tr>
<td>FNCE 403</td>
<td>Corporate Financial Technology</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 431</td>
<td>Fixed Income Markets and Their Derivatives</td>
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</tr>
<tr>
<td>FNCE 432</td>
<td>Corporate Risk Management</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 433</td>
<td>Quantitative Risk Modeling</td>
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</tr>
<tr>
<td>FNCE 434</td>
<td>Financial Analytics and Banking</td>
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</tr>
<tr>
<td>FNCE 440</td>
<td>Financial Decisions Modeling and Analytics</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 491</td>
<td>Python Programming w Appl in Finance</td>
<td>3</td>
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</table>

**Financial Big Data Analytics Track (STEM Eligible)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNCE 431</td>
<td>Fixed Income Markets and Their Derivatives</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 433</td>
<td>Quantitative Risk Modeling</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 460</td>
<td>Investment Strategies</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 470</td>
<td>Financial Models Using Big Data</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 471</td>
<td>Applications in Financial Big Data</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 493</td>
<td>Blockchains and AI: Applications in Finance and Business</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 494</td>
<td>Artificial Intelligence for Financial Modeling</td>
<td>3</td>
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</tbody>
</table>

Other appropriate electives as approved by the program faculty director.

Departmental certification is available upon successful completion of 39 credit hours in a specific track.

For more information visit the website (https://weatherhead.case.edu/degrees/masters/ms-management/finance/) or contact Marybeth Keeler.
Management - Healthcare.

The Master of Healthcare Management has replaced the Master of Science in Healthcare Management. Richardson

The Master of Science in FinTech will begin admitting new students for fall 2022. For more information about this program, contact Meredith Richardson (mer118@case.edu), admissions manager, at 216.368.7586.

### Master of Finance in China

The Weatherhead School of Management at Case Western Reserve University and the School of Economics and Management at Tongji University (SEM-Tongji) have partnered to offer the Master of Finance in China program. This is the first master's degree in finance offered by a world-class U.S. university in mainland China. This innovative program, taught in Shanghai and Cleveland, provides students with both broad general management skills and depth of knowledge in finance. Graduates come away with a global way of thinking and the latest insights on the financial markets and instruments. In 2019, MBACHina ranked this program 2nd among more than 200 finance-focused MBA programs in China.

Students enrolled in this program take 30 credit hours of Weatherhead Master of Finance courses through two semesters of part-time study on the Tongji University campus in Shanghai, plus a one-month-long residency in the U.S., which includes classes on the Case Western Reserve University campus in Cleveland, Ohio, as well as a residency in New York City to interact with financial institutions on Wall Street.

Upon graduation from the program, students will obtain the Master of Finance degree from Weatherhead.

### Program Features

- Obtain the first Master of Finance degree offered from a highly ranked U.S. university in mainland China
- Gain cutting-edge knowledge and skills in global finance
- Take advantage of the opportunity to prepare for CFA, FRM and other certifications
- Specialize in corporate finance, risk management and capital markets
- Network with financial sector players in the U.S.; intern in Shanghai's Lujiazui/Pudong international finance and trade area

To learn more, please review our admissions (https://weatherhead.case.edu/degrees/masters/m-finance/china/admission/) information.

### Master of Science in FinTech

The Master of Science in FinTech (MS-FinTech) is a 30-credit-hour, two-semester program that provides students with quantitative and analytical skills including programming and empirical capabilities that are in high demand. Graduates of the MS-FinTech program will have a solid understanding of finance as well as recent trends and products that are reshaping the finance industry, including blockchain, AI, big data analytics, and others.

Students can choose to stay an additional semester or two semesters, to earn a specialization in Analytics for FinTech by completing an additional 9 credit hours of approved courses.

The Master of Science in FinTech will begin admitting new students for fall 2022. For more information about this program, contact Meredith Richardson (mer118@case.edu), admissions manager, at 216.368.7586.

### Master of Healthcare Management

The Master of Healthcare Management program provides rising healthcare professionals with the skills necessary to become effective managers and future healthcare leaders. The Master of Healthcare Management program is a part-time program designed for working professionals that provides foundational training in the essential elements of business management through coursework tailored around the issues and challenges facing modern healthcare organizations.

### Outcomes

In completion of the Master of Healthcare Management program, students will:

- Gain a sophisticated understanding of the modern healthcare economy—its players, the incentives those players operate under and the role played by institutions and public policy in shaping those incentives
- Receive foundational training in essential elements of business management, including accounting, finance, strategy and operations
- Learn to speak and understand the language of business
- Gain exposure to a wide range of established healthcare professionals operating in diverse parts of the healthcare economy
- Acquire a network of regional and national contacts in the healthcare sector

### Curriculum

The Master of Healthcare Management is a 30-credit-hour program that is completed in six semesters with one summer semester completely dedicated to an independent project.

#### First Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Units</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>Health Economics and Strategy (HSMC 421)</td>
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<tr>
<td>Accounting for Healthcare (ACCT 401H)</td>
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<tr>
<td>Health Finance (HSMC 420) or Health Finance (BAFI 420)</td>
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<td>3</td>
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<tr>
<td>Health Decision Making &amp; Analytics (HSMC 457)</td>
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<tr>
<td>Identifying Design Opportunities (HSMC 411)</td>
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#### Second Year

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<thead>
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<th>Fall</th>
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<tbody>
<tr>
<td>Lean Services Operations (HSMC 412)</td>
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<tr>
<td>Managerial Marketing (HSMC 407)</td>
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<tr>
<td>Dialogues in Health Care Management (HSMC 425)</td>
<td></td>
<td>3</td>
<td></td>
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<tr>
<td>Managing People and Organizations (HSMC 404)</td>
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<tr>
<td>Action Learning Project (MGMT 497)</td>
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<tr>
<td>Year Total:</td>
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**Total Units in Sequence:** 30

The Master of Healthcare Management program may also be completed full-time in one year.
Accelerated Curriculum Plan

Plan of Study

<table>
<thead>
<tr>
<th>Courses</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>Health Economics and Strategy (HSMC 421)</td>
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<td></td>
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<tr>
<td>Identifying Design Opportunities (MBAP 411)</td>
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<td>Action Learning Project (MGMT 497)</td>
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</table>

Year Total: 12 12 6

Total Units in Sequence: 30

For additional information about this program, contact Karla Schiebel (kks527@case.edu), senior recruiter, at 216.368.3914 or Alyssa Marynowski (axm1507@case.edu), recruitment manager, at 216.368.0894.

Master of Science in Positive Organization Development and Change (MPOD)

The Master of Science in Positive Organization Development and Change (MPOD) is the premier program created and offered by the world-renowned Organizational Behavior Department at the Weatherhead School of Management. The curriculum remains on the cutting edge of positive organization development, results-driven change management, leadership development, coaching, gender, diversity and multi-culturalism (inclusive leadership) and interpersonal and team-effectiveness.

The MPOD program emphasizes strength-based and positive approaches to managing change, designing sustainable organizations, formulating effective strategy, creating high engagement work cultures, leading through emotional intelligence and coaching for deep and lasting personal and professional development. The MPOD program is of value to organizations with aspiring managers who wish to:

- Maximize organizational gains by managing the diversity and complexity that characterize today’s organizations
- Use experiential learning to promote effective teams and decision making

The MPOD program is grounded in the basic belief that a person can be a powerful instrument for change, and that personal and professional development go hand in hand. The MPOD learning experience enables participants to become more effective leaders and coaches, and design and conduct positive organization change management interventions.

Curriculum

The MPOD program is conducted in modules spread out over four University semesters. The program design uses both onsite and online teaching to accommodate the busy schedules of leaders, managers and staff professionals, and enables students to attend school while continuing to work full time.

MPOD Course List

<table>
<thead>
<tr>
<th>MPOD 413</th>
<th>Foundations of Positive Organization Development and Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPOD 414</td>
<td>Managing Organizational Change and Real-World Challenges</td>
</tr>
<tr>
<td>MPOD 416A</td>
<td>Leadership, Executive Assessment and Development</td>
</tr>
<tr>
<td>MPOD 416B</td>
<td>Leadership and Executive Assessment and Development</td>
</tr>
<tr>
<td>MPOD 418</td>
<td>Flourishing Enterprise</td>
</tr>
<tr>
<td>MPOD 432</td>
<td>Interpersonal Skills Building</td>
</tr>
<tr>
<td>MPOD 435</td>
<td>Practicum in Appreciative Inquiry and Positive OD</td>
</tr>
<tr>
<td>MPOD 439</td>
<td>Individual Field Project</td>
</tr>
<tr>
<td>MPOD 440A</td>
<td>Inclusive Leadership in a Global Context</td>
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<tr>
<td>MPOD 440B</td>
<td>Inclusive Leadership in a Global Context</td>
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<tr>
<td>MPOD 470A</td>
<td>Leading Change from a Complexity Perspective</td>
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<tr>
<td>MPOD 470B</td>
<td>Leading Change from a Complexity Perspective</td>
</tr>
<tr>
<td>MPOD 479</td>
<td>Foundations of Strategic Thinking</td>
</tr>
<tr>
<td>MPOD 480</td>
<td>Dynamics of Effective Change Management Strategies</td>
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<tr>
<td>MPOD 498</td>
<td>Global Citizenship and Multi-Cultural OD: International Study Tour</td>
</tr>
</tbody>
</table>

For more information, please visit the website (http://weatherhead.case.edu/degrees/ms-positive-organization-development/) or contact Patricia Petty (patricia.petty@case.edu), associate director, at 216.368.4642.

Master of Supply Chain Management

The Master of Supply Chain Management has replaced the Master of Science in Management - Operations Research and Supply Chain Management.

The Master of Supply Chain Management program is designed for individuals with quantitative training who seek to obtain a
position in supply chain management or a management position in manufacturing, healthcare, service or consulting firms that are part of sophisticated national or global supply chains. The Master of Supply Chain Management curriculum provides students with the fundamentals of business as well as depth and focus in the principles and concepts of supply chain management. This unique program produces highly knowledgeable professionals who are well prepared to make organizations more efficient and competitive.

The Master of Supply Chain Management program attracts individuals with a quantitative undergraduate degree who have an interest in gaining expertise in the field of supply chain management. Typical undergraduate majors include:

- Engineering
- Statistics
- Computer science
- Economics
- Mathematics
- Business

Work experience is beneficial but not required for admission; many students pursue the Master of Supply Chain Management program immediately following the completion of their undergraduate degree.

**Outcomes**

Upon completion of the Master of Supply Chain Management program, students will:

- Be equipped with analytical and supply chain skills to become an agent of positive change at their organization within the first few years of work
- Speak and understand the language of business
- Have a working knowledge of all functional areas of an organization and the ability to communicate effectively with colleagues in these areas
- Have a network of regional, national and international business contacts

**Curriculum**

The 30-credit-hour Master of Supply Chain Management program is a full-time program that starts in the fall semester each year and can be completed in two, three or four semesters. The curriculum comprises the following three components:

**Analytics Core (6 credit hours)**

The Analytics Core provides the mathematical, statistical and computational skills needed by supply chain analysts in research and development groups in manufacturing and services companies and consulting firms.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>SCMG 411A</td>
<td>Optimization Analytics for Supply Chain</td>
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</tr>
<tr>
<td>SCMG 432A</td>
<td>Spreadsheet and Business Process Simulation - I</td>
<td>1.5</td>
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<tr>
<td>SCMG 433</td>
<td>Statistical Data Analytics for Supply Chain</td>
<td>3</td>
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</tbody>
</table>

**Total Units** 6

**Supply Chain Core (18 credit hours)**

The Supply Chain Core builds upon the business and quantitative foundation to provide advanced knowledge in operations and supply chain management.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>SCMG 406</td>
<td>Operations Management</td>
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<tr>
<td>SCMG 420</td>
<td>Experiential Learning with Six Sigma Green Belt</td>
<td>3</td>
</tr>
<tr>
<td>SCMG 475</td>
<td>Global Supply Chain Logistics</td>
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<tr>
<td>SCMG 477A</td>
<td>Business Forecasting</td>
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<td>SCMG 477B</td>
<td>Enterprise Resource Planning in the Supply Chain</td>
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<td>SCMG 476A</td>
<td>Strategic Sourcing in Supply Chain</td>
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<td>SCMG 470</td>
<td>Supply Chain Risk Management</td>
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<td>SCMG 460</td>
<td>Supply Chain Strategy</td>
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<tr>
<td>SCMG 480</td>
<td>Blockchain Technology in Supply Chain Management</td>
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</table>

**Total Units** 18

**Elective Options (6 credit hours)**

Students must choose six credit hours of departmentally approved elective supply chain courses based on availability, which currently include the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>SCMG 422</td>
<td>Lean Operations</td>
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<tr>
<td>SCMG 450</td>
<td>Project Management</td>
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<td>SCMG 492</td>
<td>Foundations of Python Programming</td>
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<td>SCMG 478</td>
<td>Operational Excellence</td>
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<tr>
<td>SCMG 432B</td>
<td>Spreadsheet and Business Process Simulation - II</td>
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</tr>
<tr>
<td>SCMG 491</td>
<td>Revenue Management</td>
<td>3</td>
</tr>
</tbody>
</table>

For more information, contact Alireza Kabirian (axk821@case.edu), PhD, associate professor of operations at 216.368.2506; or Meredith Richardson (mer118@case.edu), admissions manager, at 216.368.7586.

**Doctoral Programs**

**Doctor of Business Administration (DBA)**

Business leadership is increasingly required to integrate multiple sources of knowledge, understand the perceptions of diverse parties and put human values into action. Executives are challenged to create social, intellectual and economic value for their organizations and for society at large based on rigorous and sound evidence. Recognizing these challenges, Weatherhead offers two doctoral degrees in management for working professionals: the DBA and the PhD in Management: Designing Sustainable Systems.

The DBA is based on the expectation that the practitioner-scholar will develop the ability to think intensely and critically about problems confronting an organization, a community, a nation and the world. Students are afforded the opportunities to conceptually model these "wicked" problems, challenge existing assumptions and test new ideas. This is accomplished in a cross-disciplinary fashion with relevant contributions to both management theory and practice.

The PhD in Management: Designing Sustainable Systems is focused on preparing interdisciplinary practitioner-scholars for successful research and academic careers. Students develop the ability to approach problems
of practice rigorously from multiple disciplinary angles and to produce sound evidence and theoretical frames to address those problems and communicate them to academic and practitioner audiences. The DBA program also includes preparations for successful teaching in academic settings.

Curricula and coursework in these programs provide a foundation for conducting rigorous research and practicing evidence-based management. Courses are interrelated theoretically and methodologically and prepare students to bring academic, theoretical and data-driven perspectives to bear on problems that they may encounter in their organizations or in public policy advocacy.

**DBA**

The DBA is a 60-credit-hour, three-year, lock-step program with an option to pursue the Designing Sustainable Systems track in the PhD in Management Program. DBA students’ research projects are evaluated by a faculty review committee over the course of the program at critical research milestones.

### Curriculum

#### First Year

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>Theory and Practice of Collective Action (DBAP 611)</td>
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<tr>
<td>Leading Change (DBAP 613)</td>
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<tr>
<td>Introduction to Research Inquiry (DBAP 665)</td>
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<tr>
<td>Qualitative Inquiry I (DBAP 638)</td>
<td>3</td>
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<tr>
<td>Flourishing Enterprise: Creating Sustainable Value for Business and World Benefit (DBAP 672)</td>
<td>3</td>
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<tr>
<td>Understanding, Designing, Managing Complex Systems (DBAP 673)</td>
<td>3</td>
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<tr>
<td>Directed Studies Seminar (DBAP 642)</td>
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#### Second Year

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<tr>
<td>Conflict &amp; Cooperation in the Global Arena (DBAP 680)</td>
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<tr>
<td>Qualitative Inquiry II (DBAP 641)</td>
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<tr>
<td>Causal Analysis of Business Problems I (DBAP 648)</td>
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<tr>
<td>Directed Studies Seminar (DBAP 642)</td>
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<tr>
<td>Technology and Social System Design (DBAP 617)</td>
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<tr>
<td>Measuring Business Behaviors and Structures (DBAP 643)</td>
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<tr>
<td>Causal Analysis of Business Problems II (DBAP 649)</td>
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<td>Directed Studies Seminar (DBAP 642)</td>
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#### Third Year

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<td>Business as an Evolving Complex System (DBAP 614)</td>
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<tr>
<td>Integration of Qualitative and Quantitative Inquiry (DBAP 645)</td>
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<tr>
<td>Designing Sustainable Systems (DBAP 677)</td>
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<tr>
<td>Directed Studies Seminar (DBAP 642)</td>
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<tr>
<td>Social Ethics: Contemporary Issues (DBAP 640)</td>
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**Knowledge Dissemination to Influence Managerial Practice (DBAP 664)**

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**Global Economic Systems and Issues (DBAP 616)**

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<tbody>
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</table>

**Total Units in Sequence:** 60

### Research Requirements and Deliverables

The DBA dissertation consists of the Qualitative Research Paper, Quantitative Research Paper and an Integrative Paper that organizes the research into a coherent thesis.

#### Research Proposal Paper

The first research requirement is a Qualitative Research Proposal that frames the student’s research problem and question. Additionally, the proposal specifies a design for the fieldwork portion of the qualitative research project. An inductive qualitative research proposal is developed that synthesizes a substantial body of scholarly literature (theoretical and empirical) in a fashion that creates a conceptual framework and model that provides insight into a significant problem of practice reflecting the lived experiences of a specific group of practitioners. The proposal outlines a broad research question to guide the qualitative research and specifies a design for the fieldwork to be carried out in the study. Students develop individual skills of conceptualizing (including modeling), creating ethnographic/phenomenological interview protocols, conducting semi-structured interviews and interpretively analyzing qualitative interview data.

#### Qualitative Research Paper

The Qualitative Research Paper presents findings and explanatory concepts from the student’s qualitative fieldwork project. It identifies and frames a potent “phenomenological practice gap” where current practitioner and academic knowledge guide effective practice. The research synthesizes significant scholarly literature into a coherent conceptual framework and an understandable model of relationships among theoretical constructs. Students learn to frame effective questions for practitioner-scholarship research that embodies inquiry and openness, to align the conceptual framework and research question to the chosen problem of practice and to write scholarly papers that are clear and that present a logical flow of well-supported arguments. By understanding the development of grounded theory and understanding ethnographic observation and field notes, students formally and rigorously analyze qualitative data in an interpretive fashion.

#### Capstone

The Capstone integrates the analytical approaches the student has learned in DBAP 643 Measuring Business Behaviors and Structures, DBAP 648 Causal Analysis of Business Problems I and DBAP 649 Causal Analysis of Business Problems II. The Capstone exercise is intended to allow students to demonstrate their independent competence in quantitative inquiry skills and, based on a satisfactory assessment, to progress toward the completion of the quantitative inquiry project, which is a requirement for both the DBA and the PhD in Management: Designing Sustainable Systems.

#### Quantitative Research Paper

At the end of the Fall semester of the third year, students complete a Quantitative Research Paper. The objective of the quantitative research
project is to generate a rigorous and valid quantitative empirical study that is guided by a hypothesized model of the student's phenomena of interest. The study must be framed by current theoretical and empirical work within the area of interest. A robust research design is utilized that follows the material covered in the quantitative research courses including collecting and validating data in a way that mitigates biases. The student completes a systematic and rigorous quantitative analysis and interprets the analysis in a way that provides novel insight into the phenomena of interest. The quantitative research paper details the project and is written in a manner that meets high scholarly standards to merit publication in top-rated journals and outlets.

**Integrative Paper**

As a final requirement for the DBA dissertation, each student writes an overview statement introducing his or her Qualitative and Quantitative Research Papers, making substantive observations and conclusions about each project, and presenting a personal reflective statement about each project's significance to the author. The Research Proposal frames the dissertation overview in a preliminary way, but in light of the student's experience in conducting qualitative and quantitative studies, the synthesis is rewritten, revised and critically evaluated to become the Integrative Paper. The approved Integrative Paper, Qualitative Research Paper and Quantitative Research Paper serve as the dissertation requirement of the DBA program.

**PhD in Management: Designing Sustainable Systems**

Please refer to the PhD in Management (p. 1132) section of the Bulletin for more information on the PhD in Management: Designing Sustainable Systems.

**PhD in Management**

A PhD in management offers students the opportunity to develop theory-driven scholarship that is grounded in practice and explores various dimensions of value creation and to prepare for a career as a faculty member.

Candidates may specialize in one of three areas:

- Accountancy
- Designing Sustainable Systems
- Design & Innovation

**Accountancy**

The PhD in accountancy is structured and a student study plan is developed to support high-quality research and effective teaching based upon knowledge and skill levels appropriate to a student's goals. Doctoral students work with faculty whose research investigates matters of importance to academics, practitioners and policy makers, in order to influence practice and standard setting in both the private and public sectors.

**Curriculum**

The first two academic years are directed toward the study of the literature, methods and recent research appropriate to a student's identified interests. Most summer periods are available for individual reading, development and writing along project lines to be determined by the student's chair and program committee. This two-year period is expected to provide the foundation for preparing well-developed research papers that exhibit knowledge and skill levels appropriate to an individual’s goals as he or she approaches candidacy.

The third year is devoted to writing-focused individual papers leading to a dissertation proposal under the supervision of a study program committee. Based upon one of these high-quality research papers, a suitable dissertation proposal will be prepared by the end of the third year of study. This research and writing activity will not only help to determine the student's dissertation topic but will also be considered equivalent to field examinations. The series of papers leading up to the dissertation proposal, the proposal itself and an oral presentation to the student's study program committee will be taken into account as the committee determines whether to grant doctoral candidate status to the student.

The fourth year is focused upon completion of the dissertation. The student will also prepare documents necessary and helpful for the acquisition of a full-time academic appointment. Most students will also be engaged in the revision of submissions of academic work to journals in the accounting discipline. Throughout the program, the student will develop competencies related to classroom and teaching activities as well.

For more information, visit our website (http://weatherhead.case.edu/degrees/phd-management/accountancy/) or contact Lila Robinson (lila.robinson@case.edu), department administrator, at 216.368.2055.

**Designing Sustainable Systems**

Weatherhead’s Designing Sustainable Systems track in the PhD in Management (https://weatherhead.case.edu/degrees/phd-management/designing-sustainable-systems/) program offers an extension to the DBA. This program is for DBA students who wish to reorient their careers to formally pursue positions as academic researchers and scholars. DBA students can apply for this degree program during their second year in the DBA program.

**Research Requirements and Deliverables**

Although transdisciplinary research is the main focus of the 78-credit-hour PhD in Management: Designing Sustainable Systems track, candidates must be grounded in a disciplinary field. Therefore, throughout their course of study, candidates will read seminal works and acquire knowledge that leads to grounding in their chosen discipline(s) (for example, marketing, strategy, accounting, information systems, organizational behavior, finance or economics). Students are required to take a comprehensive exam demonstrating knowledge of the field’s theories, research methods and results. Upon passing the comprehensive exam, students are advanced to candidacy for the PhD. Candidates defend their PhD thesis proposal and the final thesis during their course of study.

Doctoral candidates in the PhD in Management: Designing Sustainable Systems track undertake dissertation research during their fourth year of study to extend their contributions to managerial knowledge. Informed by courses in design practices, sustainable value and complex systems thinking, candidates incorporate human values and appropriate mixed methods of analysis into their research. An original and significant endeavor, the dissertation includes a detailed review of the chosen topic, relevant research questions, methods of inquiry used and findings obtained, as well as the implications of these findings.

For more information, contact Sue Nartker (sue.nartker@case.edu), managing director of the DBA program, at 216.368.1943; or Marilyn Chorman (marilyn.chorman@case.edu), associate director of the program, at 216.368.3638.
Design & Innovation

The PhD in Management Design & Innovation brings together the disciplines of information systems and marketing to prepare scholars for path-creating research on consequential issues faced by organizations and managers.

This world-class management doctoral degree program in the Department of Design & Innovation seeks to develop scholars who:

- Challenge conventional wisdom
- Think critically and creatively
- Are skilled in rigorous research methods that transcend the qualitative/quantitative divide
- Desire a career addressing significant organizational problems

We value thought and action that better the lives of people, contributes to a just society and maintains a sustainable environment. Our objective is to be recognized globally as a distinctive force in management research that is founded on interdisciplinary, outward-looking faculty collaboration and that addresses deep problems confronting today’s organizations.

Program Features

Weatherhead’s PhD in Management with a concentration in Design & Innovation is focused on interdisciplinary research and trains academic scholars for faculty positions in information systems, strategy, management and marketing at leading business schools.

PhD students will generally engage with problems grounded in practice, building on traditions in the disciplines of information systems, strategy and marketing. The PhD program encourages a hands-on education, broad exposure to technique, close association with industry and intensive workshops with senior faculty.

Certificate of Achievement in research skills for Quantitative Methodologies (AQM)

Graduate students at Case Western Reserve University can specialize in advanced analytics for applied research and study by earning this certificate of Achievement in research skills for Quantitative Methodologies (AQM). Learn more about the AQM certification requirements and eligibility.

Curriculum

The organizing principles for the program are to:

- Provide rigorous interdisciplinary training in theory and methods through core courses
- Challenge students to develop research articles in each year of study that draw from their interdisciplinary training

The PhD in Management program consists of coursework in three areas and a dissertation. Coursework in the following areas is required: general management research and methods, specialization research and a minor area of study.

Sample First Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tr>
<td>DESN 527</td>
<td>Seminar in DESN</td>
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<tr>
<td>Intro to Philosophy of Science</td>
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<td>NURS 630</td>
<td>Advanced Statistics: Linear Models</td>
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<tr>
<td>Qualitative Methods</td>
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Sample Second Year

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 571</td>
<td>Measurement Theory and Method</td>
<td></td>
</tr>
<tr>
<td>DESN Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minor Elective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

At the end of first and second year of study, each student will be expected to complete and present a publishable paper that draws from one of more of their courses of study and demonstrates their progress in the program.

Following the completion of all required coursework, students take a comprehensive qualifying examination, generally during the second summer semester or early in the fall semester of the third year. Upon successful completion of the comprehensive qualifying examination, the student is admitted to candidacy and formally begins the dissertation phase of the program.

Students will be expected to complete a teaching requirement as part of their PhD studies. This requirement includes engaging in teaching responsibilities for at least two full semesters (not including summer) as an instructor of an assigned course and/or assistant assigned to faculty teaching a course. Teaching responsibilities are governed by department priorities as determined by the chair.

Information Systems Specialization

A management discipline engaged in design- and information-based inquiry, information systems (IS) is influenced by a broad set of concepts from the humanities, social sciences and engineering. The IS faculty is a center of excellence for learning about the ways in which information is generated and used in organizations. We believe that a broad, theoretical study of information that includes human, social and technical aspects will best enable people in organizations to achieve their operational and strategic missions.

The program seeks intellectually curious students who possess a solid background in information systems or computer science; industrial, service, or interaction design; or related academic areas. The program prepares students for a career in research and teaching, primarily in academic institutions. We seek to attract rigorous lateral thinkers who want to shape their environments and build a strong scholarly track record in design principles for innovation.

Marketing Specialization

As a discipline, marketing lies at the core of the purpose of management—to create and deliver value to customers, shareholders and society at large. As a profession, marketing serves an organization’s vital interests—to manage capabilities for value creation and delivery at organization–customer and organization–society interfaces. Technology, information and globalization are rapidly changing how organizations interact with customers to create and deliver value.

The marketing faculty is a center of excellence for the study and management of valued customer relationships. We view brands, offerings, interactions and interfaces as design elements and our crucibles for innovation. We recognize that fascinating opportunities for
design and innovation lie in dynamic markets that are increasingly rich in information, social in networks, and flat in connectivity.

Qualified students will have a demonstrable record of intellectual curiosity, academic excellence and industry experience with a marketing orientation. We value diversity and encourage students with academic work in basic and social sciences including engineering, health and law to apply, in addition to those with business backgrounds. A master's degree with at least two years of industry experience is a must.

For more information about the PhD in Management Design & Innovation, visit our website (https://weatherhead.case.edu/degrees/doctorate/phd-management/design-and-innovation/) or contact Gail Stringer (gcs23@case.edu), department administrator, at 216.368.5326.

**PhD in Organizational Behavior**

Weatherhead’s PhD in organizational behavior was the first of its kind. Graduating our first PhD students in 1964, our department set the standard for universities worldwide. United by a passion for generating new knowledge of enduring consequence through scholarly research, inquiry and writing as well as deeply reflective practice, doctoral students study in a department consistently ranked among the best in the world.

Recipients of our PhD in organizational behavior have taken positions in leading universities and research institutions such as the London School of Business, Columbia University, Stanford University and the Naval Post-Graduate School.

Organizational behavior is a vital and growing field of knowledge that is concerned with human and developmental processes across levels of analysis from individuals and groups through organizations, inter-organizational systems and societies. The academic roots of the field span the disciplines of individual and social psychology, sociology, anthropology, political science and social philosophy. Organizational behavior situates the knowledge and tools of those disciplines in the context of the human dimensions of organizational life.

We approach the study of organizational behavior from the perspective of human possibility, with a special concern for the dynamics and processes of development and for creating new knowledge of individual, group and organizational processes of learning, development and transformation.

**Goals of the Program**

Our educational goals are to prepare PhD students to:

- Obtain a doctoral-level foundation in academic areas pertinent to organizational behavior, from the micro to the macro. This interdisciplinary course of study covers key social science domains such as psychology, sociology, learning theory, organization theory, living systems theory, management science and the organizational dimensions of global sustainability and change.
- Master and triangulate rigorous qualitative, quantitative and action-research methodologies in the quest for deep and comprehensive understanding.
- Develop a high level of professional creativity and interpersonal competence, as well as a foundation of professional values and ethics enabling the pursuit of research and teaching in the field, including the facilitation and design of contexts for human development and self-reflective learning, organization development and larger-system transformative change.

Our mission is to provide students with the knowledge, skills and values needed to: conduct the highest quality research and teaching in the field and sub-fields of organizational behavior and become leading scholars in careers as researchers and educators at the top levels of their specializations and in high-impact areas of society.

Our vision is clear: to be a world-class center of doctoral education, known for our bold ideas, our powerful learning community and our commitment to value-driven knowledge for the betterment of organizations and the greater good. All of this is in clear and strong alignment with the aim of the Weatherhead School of Management at Case Western Reserve University "to develop transformational ideas and outstanding leaders for the betterment of business and society," and through this environment to have a transformational impact on all who teach, learn, discover and work here, so they are prepared and engaged to advance knowledge and serve humanity.

The philosophy of the Organizational Behavior Department (http://weatherhead.case.edu/departments/organizational-behavior/) is rooted in human values. These values guide our behavior as we strive to enhance research, learning and academic excellence amidst the demands and complexities of everyday life. They also reflect the spirit of connectedness among us that gives life to the doctoral learning community as a whole. The following guiding ideas represent our aspirations and our community at our best:

- Knowledge of consequence
- Methodological rigor and variety
- A community of inquiry
- A deep value for diversity and inclusion
- Whole person development
- The life of the mind
- Academic innovation and excellence

**Curriculum**

Our doctoral program is structured to resonate with our department’s mission of developing world-class researchers and educators interested in doing high-quality academic work of enduring consequence. Hence our program and course requirements encourage continual development of reading, writing, research methods, statistical skills and relational skills to help students effectively study and communicate their ideas. Coursework is completed in the first two years of the program, as follows:

**Sample Course Schedule**

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>First Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
</tr>
<tr>
<td>Organizational Behavior Department Seminar (ORBH 510)</td>
<td>1.5</td>
</tr>
<tr>
<td>ORBH Dynamic Modules (3 each semester)</td>
<td>4.5</td>
</tr>
<tr>
<td>Research Methods I (ORBH 560)</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Statistics: Linear Models (NURS 630)</td>
<td>3</td>
</tr>
<tr>
<td>Organizational Behavior Department Seminar (ORBH 510)</td>
<td>1.5</td>
</tr>
<tr>
<td>ORBH Dynamic Modules (3 each semester)</td>
<td>4.5</td>
</tr>
<tr>
<td>Qualitative Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Statistics: Multivariate Analysis (NURS 631)</td>
<td>3</td>
</tr>
</tbody>
</table>
perspectives on the evolution of the scholarly conversation to date, an
of the scholarly conversation about the topic, encompassing historical
problem of interest. It can be thought of as a report on the current state
is a critical review and integration of the literature about a topic or
By the end of the spring semester of the first year, each doctoral student
Integrative Scholarship Paper
Other program requirements include the following:
Research Requirements and Deliverables

Research Seminar

Research Seminar is a department-wide platform for developing
Research Seminar is required for both the first- and second-year cohort
and presentation of Integrative Scholarship Papers, Qualifying Papers,
research. After completion of both degree programs, two separate
diplomas are awarded. Coursework for both programs is usually completed within five years, and it must
be completed within six years of the date of initial enrollment in either
program.

Qualifying Paper
During the summer of their second year in the doctoral program, students
complete a Qualifying Paper. Generally, this is an initial empirical
investigation or meta-analysis of the topic of choice. The student is
expected to form a committee, headed by a faculty advisor of the
student's own choosing and two other departmental faculty members
who guide the research. Often understood as a mini-thesis or pilot study,
the student is expected to produce an in-depth analysis of the research
question explored through a relevant method of inquiry. Students are
expected to submit their qualifying paper for consideration for conference
presentation and journal publication during their third and subsequent
years of the doctoral program.

Dissertation
Doctoral students undertake dissertation research after completion of
their qualifying paper. Each student forms a committee, consisting of
three departmental faculty members (one of whom will be the
committee chair) and one faculty member from outside the department
but within the university, to guide the research conducted. An original and
significant endeavor, the dissertation includes a detailed review of the
chosen topic, relevant research questions, research methods, findings
obtained and an analysis of their implications.

Though all three deliverables (the ISP, Qualifying Paper and Dissertation)
may optimally flow within a single stream of inquiry, the student is free to
choose a different topic of interest for each.

For more information, contact Lila Robinson (lila.robinson@case.edu),
department administrator, at 216.368.2055.

Dual-Degree Programs

MBA/Doctor of Medicine (MD) Dual-Degree Program
The School of Medicine and Weatherhead collaborate to offer the
MBA/MD dual-degree program. The MBA/MD provides physicians with
the management knowledge and skills necessary to deal with rapid
changes in the healthcare industry and economy. After completion of
both degree programs, two separate diplomas are awarded. Coursework
for both programs is usually completed within five years, and it must
be completed within six years of the date of initial enrollment in either
program.

To learn more, contact Weatherhead at 216.368.2030 or
wsomadmissions@case.edu, or the School of Medicine at 216.368.3450
or casemed-admissions@case.edu.

MBA/Juris Doctor (JD) Dual-Degree Program
Weatherhead has a formal full-time dual-degree program with the School
of Law. Students enrolled in the program who fulfill the requirements
set for graduation by both schools will receive both an MBA and a JD
degree. The MBA/JD dual-degree program is designed for individuals who
want to specialize in the legal, contractual and governmental aspects of
management. After completion of both degree programs, two separate
examination of how the topic is approached by different disciplines or
schools of thought, theoretical propositions and suggestions for future
research. The ISP is reviewed by the faculty advisor and a faculty reader,
and upon approval is included in the department's working paper series.
Beyond the first year, students are expected to work with their faculty
adviser and others to submit their ISPs for consideration for conference
presentation and journal publication during their second and subsequent
years of the doctoral program.

Qualifying Paper
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management. After completion of both degree programs, two separate
diplomas are awarded. Coursework for both programs must be completed within six years of the date of initial enrollment in either program.

To learn more, contact Weatherhead at 216.368.2030 or wsomadmissions@case.edu, or the School of Law at 216.368.3600 or lawadmissions@case.edu.

MBA/Master of Social Work (MSW) Dual-Degree Program
The MBA/MSW dual-degree program is offered in partnership with the Jack, Joseph, and Morton Mandel School of Applied Social Sciences (Mandel School) and Weatherhead. The MBA/MSW dual-degree program is designed for candidates who wish to prepare for advanced social work practice in a variety of direct practice and community practice settings/organizations while developing the skills to assume management responsibility within those settings. Candidates must apply separately to each program.

To learn more, contact Weatherhead at 216.368.2030 or wsomadmissions@case.edu, or Mandel School at 216.368.1655 or msass.case.edu/admissions (http://msass.case.edu/admissions/).

MBA/Master of Public Health (MPH) Dual-Degree Program
The MBA/MPH dual-degree program was developed by the School of Medicine, the School of Graduate Studies and Weatherhead to provide the skills and knowledge necessary for those who wish to attain the following goals:

• A career working with communities to improve the health of their members by identifying and assessing the health needs of the population and planning and implementing programs to meet those needs
• Management and leadership ability to ensure continued economic viability, human development and effective communication for the public health organization and community in which they practice

MBA/MPH candidates must complete separate applications, participate in the required admission tests and be admitted separately to each program.

To learn more, contact Weatherhead at 216.368.2030 or wsomadmissions@case.edu, or the School of Medicine at 216.368.0875 or daniel.tisch@case.edu.

MBA/Master of Finance Dual-Degree Program
Weatherhead offers a dual-degree program that is ideal for students interested in gaining the management skills to create sustainable value for business and society, along with specialized skills that prepare them to make immediate contributions in careers in corporation finance, investment banking, equity research, investment management, risk management and corporate consulting.

A student can submit one application to be admitted into the dual-degree program but will be considered for each program separately. A student currently in the first year of the Weatherhead full-time MBA program can also apply to be admitted into the dual-degree program. A motivated student may be able to complete both degrees in just five semesters (https://weatherhead.case.edu/degrees/masters/dual-degree/mba-m-finance/).

• Learn breakthrough business concepts from the people who invented them
• Realize cross-disciplinary collaboration making creativity as vital as quantitative analysis
• Receive direct exposure to top employers to learn about career opportunities

To learn more, contact Marybeth Keeler (mxk761@case.edu), program manager, at 216.368.3688.

MBA/Masters of Science in Medical Physiology (MS) Dual-Degree Program
The MBA/MS Medical Physiology dual-degree is offered by the School of Medicine and Weatherhead School of Management to provide the skills and knowledge necessary for those who wish to attain the following goals:

• Find career opportunities in healthcare consultation, hospital administration, hospital operations, pharmaceutical project management and more
• Enhance their chances of admission to medical school, osteopathic school, dental school, a PhD program or other related programs

MBA/MS Medical Physiology candidates must complete separate applications, participate in the required admission tests and be admitted separately to each program.

To learn more, contact Weatherhead at 216.368.2030 or wsomadmissions@case.edu, or the School of Medicine at mspadmissions@case.edu.

MBA/Master of Science in Biochemistry (MS) Dual-Degree Program
The MBA/MS in Biochemistry dual degree is offered by the School of Medicine and Weatherhead School of Management to provide the skills and knowledge necessary for those who wish to attain the following goals:

• Participate in the fields of medical research and management as well as give students an opportunity to develop expertise in areas of substantive interest
• Realize cross-disciplinary collaboration that prepares practitioners to adapt to the changing healthcare environment and create positive, sustainable change for their organizations
• Increase job opportunities that are at the intersection of translational science and business

MBA/MS in Biochemistry candidates must complete separate applications and be admitted separately to each program. Once students have been admitted, they will consult with the Department of Biochemistry Department Liaison and Associate Dean for Academic Affairs at the Weatherhead School of Management to determine their appropriate course of study.

To learn more, contact Weatherhead at 216.368.2030 or wsomadmissions@case.edu, or the School of Medicine at 216.368.3334 or the Department of Biochemistry (biochem_grad_programs@case.edu).

Master of Healthcare Management (MHC)/Master of Public Health (MPH) Dual-Degree Program
Weatherhead and the School of Medicine collaborate to offer the MHC/MPH dual-degree program. This program integrates into a single unified curriculum with graduate coursework from the healthcare management
To learn more, contact Weatherhead at 216.368.2030 or wsomadmisions@case.edu, or the School of Medicine at 216.368.0875 or daniel.tisch@case.edu.

**Weatherhead Center**

**Fowler Center for Business as an Agent of World Benefit**

The Fowler Center for Business as an Agent of World Benefit exists to create a world where business can prosper, human beings can flourish and nature can thrive.

The Fowler Center helps propel business success and flourishing enterprise through the belief that business is one of the most powerful and positive forces for advancing a better world. It’s a center that challenges, at every turn, what might be called “the great trade-off illusion”—the myth that doing good is at odds with doing well. We believe that increasingly, it’s exactly the opposite. Peter Drucker, one of our first advisors, said that he loved the phrase “business as an agent of world benefit” because of its opportunity focus. He was clear that every business exists to create value and advance a better society, just as every organ in the body is there to enable life and health. He declared something that completely transcended the great trade-off illusion:

“Every social and global issue of our day is a business opportunity in disguise... just waiting for the pragmatism of good business, its capacity for radical innovation and entrepreneurship and its management for results.”

We know from the best research available that today’s industry-leading stars are moving toward the strategy concept of sustainable or shared value—it’s an inseparable win-win mindset that says “doing good and doing well” is the most promising pathway to organizational success and significance, especially when coupled with the increasingly high expectations of stakeholders including millennials and Generation Z, the inherent interdependence of economy and nature, and the rapid rise of what’s being called the Purpose Economy.

The research, teaching and service mission of the Fowler Center is to be one of the world’s most powerful, science-based and inspiring organization development centers for the advancement of business success and what we call “full spectrum flourishing.” Our purpose is clear:

**A world where business can excel, human beings can flourish and nature can thrive.**

The Fowler Center’s primary focus is on for-profit organizations that use their core activities to create value for society and the environment in ways that create even more value for their customers and shareholders; its primary vehicle for effecting change is Positive Organizational Science and Appreciative Inquiry. We are drawing on expertise and tools such as design, sustainable value and Appreciative Inquiry to build and maintain prosperity and flourishing.

Companies embracing the notion of “full-spectrum flourishing” as part of their business strategy have seen huge benefits to their bottom line. These findings are reported in recent publications such as *Flourishing Enterprise* (Laszlo, Brown, et al., 2014), *Dreammakers: Innovating for the Greater Good* (Hunt, 2017), and *The Quest for a Flourishing Earth is the Most Significant OD Opportunity of the 21st Century* (Cooperrider, 2017), and *Quantum Leadership: New Consciousness in Business* (Laszlo, Tsao, 2019).

The Fowler Center advances extraordinary business innovation and social entrepreneurship by turning the social and global issues of our day into business opportunities, much as Peter F. Drucker envisioned. The Fowler Center practices, researches and supports initiatives based on whole-system design for advancing the ‘how-to’ of flourishing enterprise, and works with businesses, organizations, industries and economic regions to discover the power and promise of flourishing as an innovation engine for doing good and doing well.

**Portfolio of activities**

The Fowler Center conducts research, teaching, service and applied work to accelerate a better world, one where business can excel, all people can flourish and nature can thrive. Our strategic portfolio includes:

1. AIM2Flourish: The search for the greatest business and society innovations in the world. This search fuels everything the Fowler Center does.
2. Powerful Learning Environments for Students: Pathways for student leadership advancement
3. Custom Design Corporate Development: Applied Business as an Agent of World Benefit
4. Strategic Convening and Knowledge Alliances, like the Global Forum Series
5. Pioneering Scholarship

The research activities of the Fowler Center include teaching cases and PhD research as well as books, book chapters and journal articles on Appreciative Inquiry, sustainable value, design and flourishing enterprise. To carry out its agenda, the Fowler Center relies in part on its Fowler Center Doctor of Management Fellows, MBA Business as an Agent of World Benefit Fellows and other students of Case Western Reserve University.

The leadership of the Fowler Center is built on the vision and work of David Cooperrider, Ron Fry, Chris Laszlo and other faculty at the Weatherhead School of Management, working in close collaboration with the Fowler Center’s Advisory Board members and other leaders in the Case Western Reserve University community.

To learn more or to find out how you or your organization can get involved with the Fowler Center, visit our website (http://weatherhead.case.edu/centers/fowler/) or contact the Fowler Center at 216.368.2160.

**Policies**

**Registration and Academic Standards for Graduate Students**

**Change of Grading Basis**

With Dean’s Office approval, the grading basis can change from "Graded" to "Pass/No Pass" for elective courses. Students need to request the grading basis change prior to the last week of classes. No more than six hours of elective courses can have the grading basis change from "Graded" to "Pass/No Pass."
Class Attendance
Students are expected to attend all scheduled class meetings for the courses in which they are registered. Students should notify faculty when they are forced to miss a class because of extenuating circumstances. Faculty should report excessive absences to the program’s faculty director. Students who are not on the class roster for a course are not permitted to attend the course.

Course Loads
Weatherhead requires students to register for and complete courses as specified in their cohort program curriculum plan to continue in their program and maintain any scholarship granted. Failure to adhere to the program curriculum plan may result in separation from the program. Full time, three-quarter time, half time and less than half time enrollment information is provided by the University Registrar (https://case.edu/registrar/registration-classes/enrollment-status/).

Course Registration
A student may enroll during each registration period through the last day of late registration, as set by the official university calendar (https://www.case.edu/registrar/calendar/). Exceptions will be granted only upon the recommendation of the dean of Weatherhead. A fee of $25 is charged during the late registration period.

To register, students must have a clear balance unless they are participating in the Bridge Loan Program. Students eligible for the Bridge Loan Program need to submit a company tuition reimbursement letter, Bridge Loan application and fee each semester. Students register online using the Student Information System (SIS). Students who wish to apply for federal loans should visit the FAFSA website (http://www.fafsa.ed.gov/).

During any semester, a student may not register in more than one career in SIS, unless the student is in a dual-degree program.

If at any time a student fails to register in two consecutive semesters, excluding the summer session, the student must reapply for admission to Weatherhead, unless prior approval was granted by the Weatherhead registrar.

Degrees Conferred
Case Western Reserve University grants degrees to qualified candidates three times per year: in August, for students who complete their programs during the summer semester; in January, for students who complete their programs during the fall semester; and in May, for students who complete their programs during the spring semester.

There is only one diploma ceremony (https://case.edu/events/commencement/) each year, in May, and all candidates are invited to march at this ceremony, regardless of the month in which their degree was awarded. May degree candidates receive their diplomas the day of the ceremony. May degree candidates who do not participate in the ceremony can choose to have their diploma mailed to them or can collect it at the Weatherhead registrar’s office. January and August degree recipients can have diplomas mailed or held for pick up. Students may not receive diplomas prior to the date on which the degree is to be granted.

Extra Assignments
No student is permitted to do extra assignments beyond the work assigned to all students in a course in order to obtain a higher grade. This policy applies to changing an I (Incomplete) grade to a regular grade or to changing one regular grade to another. However, faculty may replace or substitute assignments for individual students in a course, based on extenuating circumstances.

Grades

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Meaning</th>
<th>Quality Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Fair</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Passing</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>Completion of the first semester of a two-semester course</td>
<td></td>
<td>No degree credit awarded</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>0</td>
<td>Degree credit awarded</td>
</tr>
<tr>
<td>NP</td>
<td>No pass</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
<td>No degree credit awarded</td>
</tr>
<tr>
<td>AD</td>
<td>Successful audit</td>
<td></td>
<td>No degree credit awarded</td>
</tr>
<tr>
<td>NG</td>
<td>No grade, unsatisfactory audit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal from a class</td>
<td></td>
<td>No degree credit awarded</td>
</tr>
<tr>
<td>WD</td>
<td>Withdrawal from all courses in a semester</td>
<td></td>
<td>No degree credit awarded</td>
</tr>
</tbody>
</table>

Midterm Grades

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Meaning</th>
<th>Quality Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td>0</td>
<td>No degree credit awarded</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>0</td>
<td>No degree credit awarded</td>
</tr>
</tbody>
</table>

Grade of Incomplete (I)
The grade I is assigned at the discretion of an instructor, provided that two criteria are met:

- There are extenuating circumstances, explained to the instructor before the assignment of the grade, which clearly justify an extension of time beyond the requirements established for other students in the class. It is the student’s responsibility to notify the instructor of the circumstances that prevent completion of the course.
- The student has been passing the course and only a small segment of the course, such as a term paper, remains to be completed, for which the extenuating circumstances justify a special exception.

In order to receive credit for an I, the student must complete the work by the date specified by the instructor, and no later than the end of the next regular semester (fall or spring semester).

In the absence of notification or adequate justification, the I will automatically change to F or NP (depending on the grading basis for the course) on the stated deadline.

If the student wishes to petition to extend a grade of I beyond the stated deadline, the student must obtain approval from the faculty member who assigned the I, and from the program’s faculty director, before the deadline. A request must be made in writing, preferably via email, and convey (a) the extenuating circumstances justifying the extension and
(b) the expected date of completion of the work. If approved, the request should be initialed by the faculty member and delivered by the student to the faculty director for approval and then to the Weatherhead registrar. Failure to complete course requirements by the extended date will result in a grade of F or NP depending on the grading basis for the course.

Graduation Requirements
A cumulative GPA of 2.5 in all graduate courses taken for credit in the Master of Accountancy, Master of Business Administration, Master of Science in Positive Organization Development and Change, Master of Business Analytics and Intelligence, Master of Finance, Master of Healthcare Management, Master of Science in FinTech, and Master of Supply Chain Management degree programs is required for graduation. Candidates must submit an application for graduation in SIS no later than two months before the graduation date at which their degree is expected to be awarded. The candidate is responsible for filing the application. Students are advised to contact the Weatherhead Registrar’s Office (https://intranet.weatherhead.case.edu/registrar/contact/) if they have any questions regarding requirements for graduation.

Leave of Absence
If a student will not be taking classes for more than one semester, the student should request a one-year leave of absence. Approval for any leave of absence from a degree program must be requested in writing by the student. This request for approval should be submitted to the faculty director of the program and the Weatherhead registrar. Unapproved interruption in the program sequence constitutes separation from the program.

Retroactive leaves of absence are not permitted. Students who fail to return upon completion of a leave of absence need to re-apply to the degree program. Students must graduate within six years from the start of their first semester at Weatherhead. A leave of absence does not extend the maximum time permitted for the completion of degree requirements. A leave of absence cannot be taken if students are on an approved extension of the time limit to complete their degree.

Registration
Students generally register for classes and make changes to their schedule using SIS. Step by step information on registering for classes is available online (https://case.edu/registrar/sites/case.edu.registrar/files/2020-03/Student%20-%20Registering%20for%20Classes.pdf). For assistance with this process, students must contact the Weatherhead registrar (https://intranet.weatherhead.case.edu/registrar/contact/) before the last day of the drop/add period.

Repeat Policy
In general, Masters students can take a course for credit only one time. Master of Accountancy, Master of Business Administration, Master of Science in Positive Organization Development and Change, Master of Business Analytics and Intelligence, Master of Finance, Master of Healthcare Management, Master of Science in FinTech, and Master of Supply Chain Management students who earn a grade of F in a core course must repeat the course, or an equivalent course as approved by the faculty program director. Graduate students can repeat Curricular Practical Training or the equivalent, Independent Study/Special Problems and Topics and International Institute/study abroad electives. Full semester study abroad experiences at an international school are not repeatable. Doctor of Business Administration students who earned a grade of NP in a doctoral course are required to repeat the course and earn a P.

Residency
For the Doctor of Business Administration program:
In-person presence at each residency is critical for success in the Doctor of Business Administration program. Student participation at the residency sessions is obligatory. Students are expected to attend each residency and each class and to participate throughout the program with classmates in small groups, team projects and practicums. If unavoidable absences arise, these should be approved in advance and accommodation should be reached with the faculty member(s) in question to make up the content.

For the Executive MBA program:
In-person presence at each residency is critical for success in the Executive MBA program. Students are expected to attend each residency and each class. If unavoidable absences arise, these should be approved in advance and accommodation should be reached with the faculty member(s) in question to make up the content. In addition to regularly scheduled classes, students can expect to attend frequent meetings with small groups formed at the start of the program.

For the Master of Science in Positive Organization Development and Change (MPOD) program:
In-person presence at each residency is critical for success in the MPOD program. Students are expected to attend each residency and each class and to participate throughout the program with classmates in small groups, team projects and practicums. If unavoidable absences arise, these should be approved in advance and accommodation should be reached with the faculty member(s) in question to make up the content.

Retention Requirements
All students are required to follow their curriculum plan and graduate with their cohort. If at any time a student fails to register in two consecutive semesters, excluding the summer session, the student must reapply for admission to Weatherhead, unless prior approval was granted by the Weatherhead registrar.

For the Master of Accountancy, Master of Business Administration, Master of Science in Positive Organization Development and Change, Master of Business Analytics and Intelligence, Master of Finance, Master of Healthcare Management, Master of Science in FinTech, and Master of Supply Chain Management degree programs:
- All grades received are included in the calculation of the GPA
- A cumulative GPA of 2.5 is needed to maintain good standing
- A cumulative GPA below 2.5 will result in probation
- A cumulative GPA below 2.5 in two semesters will result in separation from the program
- Students must retake a core course in which they earn an F or an equivalent course approved by the faculty program director
- A course in which an F is earned contributes no hours toward graduation requirements

For the Master of Engineering and Management degree program:
Students should contact the Master of Engineering and Management program director for specifics regarding Retention Requirements.

Time Limit to Return to a Degree Program
Students who leave their WSOM Graduate program (after not returning from an approved one-year Leave of Absence or not returning due to a
Transcripts

Case Western Reserve University considers grades and other information about a student’s performance at the university to be a private matter and will release such information to the student only upon written request. Transcripts will not be issued to or on behalf of a student who has not discharged all financial obligations to the university. Transcripts are issued by the University Registrar’s Office. Transcript requests can be made online (https://case.edu/registrar/grading-transcript/request-a-transcript/), in person or by mail.

Transcripts of work completed at other institutions will not be released to the student or other third parties.

Transfers and Waivers

No transfers, waivers or substitutions are accepted for full-time Master of Accountancy, Master of Business Administration, Executive MBA and Master of Science in Positive Organization Development and Change.

For Master of Business Analytics and Intelligence, Master of Finance, Master of Science in FinTech, and Master of Supply Chain Management:

Upon approval of the faculty program director, Master of Business Analytics and Intelligence, Master of Finance, Master of Science in FinTech and Master of Supply Chain Management students may substitute up to nine credit hours of coursework if comparable CWRU courses have been completed.

For Master of Healthcare Management:

Students may transfer up to six credit hours of prior course work from an AACSB-accredited university to replace elective classes only with approval from the faculty director and the Weatherhead registrar. No course in which the student received a grade lower than a B will be accepted. Graduate courses counted toward another degree are not eligible for transfer credit. Courses completed more than five years prior to the start of the Master of Healthcare Management program are not eligible for transfer credit. If a transfer credit request is approved, upon completion of the course, it is the student’s responsibility to provide the Weatherhead Registrar’s Office with an official transfer transcript. Courses cannot be transferred without an official transfer transcript. Quarter hours convert to semester hours with a conversion of 0.67 semester hours for every 1.0 quarter hours.

Withdrawals

To withdraw from courses during a semester, the student may either initiate a request to withdraw in SIS or contact the Weatherhead registrar (https://intranet.weatherhead.case.edu/registrar/contact/) before the last day of classes. All withdrawals after the official drop/add periods will result in a grade of W (WD if withdrawing from all classes) on the student’s transcript. A student withdrawing after the last day of classes will receive the grade of F unless, in the judgment of the program’s faculty director, there are valid reasons for recording the grade of W.

Failure to attend class, giving notice to the instructor or nonpayment of fees will not be regarded as official notice of withdrawal. A grade of F will be assigned in each course from which the student has not officially withdrawn.

Note: A student is not entitled to any tuition adjustment for a single course dropped after the drop/add deadline. However, if a student is forced to withdraw from all coursework for the semester due to unavoidable and unforeseen circumstances, they may petition (in writing to the Weatherhead registrar) for a partial tuition refund. Tuition charges for withdrawals after the drop/add deadline are prorated based upon the week of withdrawal and according to the withdrawal and refund schedule (http://case.edu/studentaccounts/tuition-fees/withdrawal-refund/) published by Student Financial Services (http://case.edu/studentaccounts/).

Academic Integrity Policy

This policy comprises the standards of academic integrity in the graduate programs of the Weatherhead School of Management at Case Western Reserve University and sets forth the procedures to be followed by the dean, faculty and staff in cases in which students are alleged to have violated the Academic Integrity Policy. This policy does not address alleged violations and disciplinary actions in the undergraduate programs. Such matters are addressed at the university level.

Academic integrity is vital to the Weatherhead graduate programs’ learner-centered approach to management education. A deep commitment to learning and honesty on the part of every student is crucial. Every student is expected to respect the learning process, to enhance it and to strenuously avoid any activity that might corrupt it. Students are required to report observed violations of the Weatherhead code of academic conduct. Faculty, the dean and administration also have a crucial role in upholding academic integrity at Weatherhead and ensuring adherence to general principles of academic integrity and this policy.

To foster a well-informed commitment to academic integrity, the following policies govern the Weatherhead learning environment:

1. All forms of dishonesty including cheating, plagiarism or knowingly furnishing false information to Weatherhead faculty or administrators are prohibited. This standard is to be interpreted strictly. Examples of violations of the code of academic conduct include, but are not limited to:

   • Communication or use of aids not specifically authorized by the instructor during examinations. Such instances include giving or receiving unauthorized assistance in any form (including the use of unauthorized aids, copying from another student’s work, or giving, soliciting or receiving unauthorized aid).
• Submission of work prepared for another class, for another section of the same class in the same or prior years, or by other students without the prior authorization of the course instructor.
• Submission of texts or partial texts prepared by anyone other than the student (plagiarism), including material from the internet, without proper attribution, including whether the true author is aware of or condones the act. Plagiarism can occur inadvertently due to the omission of proper credit and includes failure to properly footnote sources, to indicate quoted or paraphrased material or to credit others for their ideas, words or work.
• Misrepresentation on a resume, Weatherhead application materials or any other official document.

2. Computer software is private intellectual property; therefore, copying university-owned or -licensed software or data, or loading such software onto another computer system for personal or external non-CWRU use without prior written approval is prohibited. The modification of university-owned or -licensed software or data without prior written approval is prohibited.

3. Information technology, including computers, data transmission and storage technology are essential to knowledge production and learning. Damage or disruption to the operation of computer equipment, data communications equipment or data communications lines is prohibited. The use of university-owned or -licensed computers for non-educational purposes or for purposes for which they were not intended is prohibited.

**Academic Integrity Officer and Associate Academic Integrity Officer**

To maintain and consolidate information on prior academic integrity violations and associated consequences, prior to each academic year, Council will designate one Academic Integrity Officer (AIO) and one Associate Academic Integrity Officer (AAIO) from the full-time faculty to serve a term of one year of service during the coming academic year, renewable up to five years based upon the respective individuals’ willingness and ability to fulfill the respective roles. Council will carefully consider the fit between the workload demands of the AIO and AAIO and the characteristics of the individuals, including such things as the individuals’ tenure, rank and previous involvement in other Weatherhead committees related to Weatherhead curriculum. To fulfill the responsibilities of the AIO, the individual will be provided with the appropriate administrative support.

The AIO is the first contact for allegations of violations of the code of academic conduct, as explained below. The AAIO is appointed for two purposes. First, the AAIO serves as a backup for the AIO in the event that conflicts of interest or other obligations prevent the AIO from fulfilling AIO duties in a given case. Second, Council selects the AAIO with the idea that the AAIO may become the succeeding AIO when the AIO’s term is concluded, whereupon Council will designate a replacement AAIO. The expectation is that the AIO and the AAIO will work together on academic integrity issues that arise.

If a student witnesses an activity that appears to violate the code of academic conduct, that student must take proper action to address or curtail the activity. Proper action may include confronting the individuals involved, requesting that the instructor clarify the guidelines for appropriate conduct, and reporting the activity to the instructor or the AIO. Provision will be made for an anonymous reporting channel as necessary.

In the event that a faculty member has reasonable grounds to suspect that a student has violated the Weatherhead Code of Academic Conduct, the faculty member must consult the AIO. The purpose of the consultation is fourfold: (1) to provide the faculty member with an awareness of precedents for the violation in question, (2) to maintain consistency across departments in the Weatherhead, (3) to determine whether the student has prior violations and (4) to allow the faculty member and the AIO to determine whether additional information should be gathered about the alleged incident and by whom. If the student has had prior offenses, a hearing must be conducted.

A faculty member may resolve the violation without a hearing if the following four conditions are met: (1) the incident and sanction have been reported to the AIO, (2) the student admits to the violation, (3) based on the best information available, it is the student’s first violation and (4) the student accepts the sanction proposed by the faculty member. If the student does not accept the faculty member’s proposed sanction, the student has one week from that refusal to request a hearing. The minimum sanction in such cases is failure in the work in question; the maximum sanction is failure in the course. In addition, any student guilty of an academic integrity violation shall not be permitted to participate in the evaluation process for either the faculty member(s) who brought the allegation or the course in which the violation occurred.

If any one of the four conditions noted above is not met, or if the faculty member concludes that the seriousness of the offense warrants a hearing, a hearing must be convened in accordance with the procedures outlined below. In addition, students found guilty of an academic integrity violation shall not have the same rights as other students to participate in the course/instructor evaluation process. A separate policy document regarding this can be obtained from the AIO.

If a hearing is warranted then a maximum penalty can include failure in the course and expulsion.

**Procedures for Conducting Academic Integrity Disciplinary Hearings**

**Initial Steps**

1. The faculty member or other individual alleging the academic integrity violation shall prepare a written, signed statement containing a description of the acts constituting the alleged violation of the Code of Academic Conduct, including dates, times, locations and names of individuals involved. The written statement shall include all supporting evidence that is pertinent to the alleged violation.

2. The individual shall submit the statement to the AIO. The AIO will review the statement to determine whether the written statement contains sufficient information to warrant further investigation. The AIO shall also notify the university’s Office of Student Affairs of the matter. The AIO can continue to consult the university’s Office of Student Affairs to the extent appropriate.

3. If the AIO determines that further investigation is warranted, the AIO may request that other parties prepare written statements describing their knowledge of the alleged violation of the Code of Academic Conduct.

4. The AIO shall notify the student of the allegations and that a hearing will be scheduled, which will provide the student with the opportunity to prepare a defense against the allegations and to have an adviser present at the hearing.
Hearing Process
1. After receiving all written statements and any other pertinent information, the AIO shall convene an ad hoc hearing committee comprised of the following individuals: (a) one student, and (b) two full-time regular faculty members. One non-voting administrative staff member shall also attend to take minutes of the proceeding. The members of the committee will elect one member to serve as chair with the staff member recording the minutes. The AIO shall approach student government and allow that organization to nominate the student representative. If student government does not respond, the AIO shall appoint a student representative.

2. Prior to the hearing, the ad hoc hearing committee members will be provided with the written documents concerning the alleged incident and any other pertinent information.

3. The ad hoc hearing committee will establish a hearing date and communicate the date to all parties involved. Prior to the hearing date, the student in question shall have access to all written documents and any other information the ad hoc hearing committee has reviewed. For these purposes, the committee should be aware that privacy concerns or related legal issues may prevent the sharing of certain information with the student. For example, cases may arise in which the sharing of certain information may violate the Family Education Rights and Privacy Act (FERPA). In such cases, the committee will consult with the university’s legal counsel.

4. All members of the ad hoc hearing committee must be present at the hearing.

5. The student may be accompanied and assisted by an adviser. The adviser shall not be permitted to participate in the hearing except to advise the student.

6. The faculty member bringing the academic integrity matter to the hearing ordinarily must be present at the hearing. However, if the AIO determines that no material issue of fact exists, the faculty member’s presence is not required.

7. Minutes of the hearing will be recorded by the staff member referenced in item 1 of this section.

8. The student shall have the opportunity to argue their defense and to present supporting evidence and witnesses. The student shall have the opportunity to hear and question witnesses against them by directing all such inquiry through the person chairing the meeting.

9. The hearing committee shall have the authority to reasonably limit the time for testimony for each witness, including the testimony of the student in question.

10. After the hearing, the committee shall convene to discuss the information presented. The committee shall make a written recommendation at this time. The recommendation shall be made to the dean no later than one week after the hearing. The dean will make the final decision regarding the outcome of the hearing.

11. The recommendation may include discipline up to and including expulsion. The student will receive a copy of the committee’s recommendation.

Sanctions and Appeal Process
1. The dean shall have the authority to accept, reject or modify the hearing committee’s recommendation, after consultation with the AIO and, if possible, the AAIO. The student shall have the right to present in writing their basis for requesting acceptance, rejection or modification. The dean shall communicate their decision in writing to the student and the committee.

2. In no event will a student be suspended from classes or expelled prior to a final resolution of the charges, except in cases where the dean believes the student’s presence on campus presents a risk to the university community.

3. The procedures set forth herein do not preempt the jurisdiction and disciplinary processes of other university bodies that retain their own concurrent jurisdiction to investigate and enforce their own rules and impose their own disciplinary measures. In circumstances in which different disciplinary findings or measures may be imposed by different bodies, the more severe shall have precedent.

4. A student found in violation of the academic integrity policy has the right to appeal the original decision to the Provost’s Office according to the following procedures: An appeal of a decision must be submitted in writing and postmarked or hand-delivered to the provost or the provost’s designee within 10 calendar days after the date on which written notice of the decision was sent to the student. Each student shall be limited to one appeal. The decision of the appeal officer is final.

5. An appeal may be based only upon one or more of the following grounds: (a) procedural error, (b) misapplication or misinterpretation of the rule alleged to have been violated, (c) findings of facts not supported by a preponderance of evidence, (d) discovery of substantial new facts that were unavailable at the time of the hearing, or (e) that the disciplinary sanction imposed is grossly disproportionate to the violation committed.

6. The appeal officer shall dismiss the appeal if the appeal is not based upon one or more of the grounds set forth in section 5 immediately above. The appeal officer may decide the appeal based upon a review of the record. The appeal officer may request additional written information or an oral presentation from any relevant person(s) and then decide the appeal based upon the enhanced record.

7. The appeal officer may, after a review of the record, uphold the original sanction, dismiss the original sanction or impose a lesser sanction. An appeal officer may also remand the case to the original hearing body or refer the case to a new hearing officer or panel to be reheard. If possible, the new hearing officer or panel should be different from the one that originally decided the case. If a case is reheard by a hearing officer or panel, the sanction imposed could be greater or lesser than that imposed at the original hearing.

8. A student and hearing officer may agree in advance to minor deviations from procedure. Such deviations are not then subject to appeal. Other minor deviations are acceptable as long as such deviations are not found upon appeal to be unreasonably harmful to the student.

Standards of Conduct Beyond Academic Integrity
In addition to the standards set forth in the Academic Integrity Policy, Weatherhead students are subject to the university’s University Code of Conduct (https://case.edu/studentlife/conduct/university-code-conduct/). All students are expected to make themselves aware of those standards and refrain from engaging in any prohibited activities.

A student accused of any of the listed prohibited activities may be referred to the disciplinary conduct procedures described below.

Disciplinary Conduct Procedures
Initial Steps
1. The student, faculty member or member of staff making the allegation shall prepare a written and signed statement containing a complete description of the acts constituting the violation of the
Sanctions and Appeal Process

1. The student will be notified that a hearing will be scheduled and on the hearing date, all members of the hearing committee must be present supporting witnesses. The student shall have the opportunity to present, in writing, a request for acceptance, rejection or modification no later than one week after receiving the decision.

2. In no event will a student be suspended from classes or expelled prior to a final resolution of the charges, except in cases where the dean or designee believes that the student's presence on campus presents a risk to the university community.

The procedures set forth herein do not preempt the jurisdiction and disciplinary processes of other university bodies, which retain their own concurrent jurisdiction to investigate and enforce their own rules and impose their own disciplinary measures. In circumstances where different disciplinary findings and/or measures may be imposed by different bodies, the more severe sanction shall take precedence.

Grievance Procedures

Staff and faculty members have an important role to play in supporting the best possible learning environment. In the event that a student feels unjustly affected by a non-disciplinary academic or administrative action, they may grieve the action or decision in the following manner:

1. The student should bring their complaint directly to the person responsible for the action in question. The student should make an effort to resolve the problem informally. If the matter involves a complaint with a faculty member, the student should first approach the faculty member directly. If those efforts are not successful, the student should bring the matter to the appropriate department chair to make additional attempts at informal resolution.

2. If efforts at informal resolution of the problem are not successful, the student shall prepare a written statement within a reasonable period of time after the action or decision that gives rise to the grievance. The statement shall contain the following:
   - Date of the grievance
   - Brief description of the alleged unjust academic or administrative action or decision
   - Names of individual(s) involved
   - Explanation of previous attempts to resolve the problem(s)
   - Action(s) that the student believes should be taken to resolve the problem

3. The written statement shall be directed to the director of student experience.

4. The dean or dean's designee may request that the individual(s) named in the grievant's written statement prepare a written statement responding to the grievant.

5. Upon receiving the written statements, the dean or designee shall convene an ad hoc committee consisting of one student and two full-time faculty members.

6. The committee shall consider the written statements of the individuals involved and any other information they deem relevant. The committee may interview the individuals involved, including the grievant.

7. The committee shall make a written recommendation to the dean or designee and furnish a copy to the grievant.

8. The dean or designee may accept, reject or modify any or all of the committee's recommendations. The dean or designee shall make the final
decision as to the grievance and shall communicate the decision to the
grievant in writing.

All grievances will be held in strictest confidence by all involved. The
grievance process cannot be used to circumvent the disciplinary process
and procedures set forth elsewhere in this document.

Honors and Awards

Graduate Student Honors and Awards

All Weatherhead graduate students, faculty and staff may nominate
graduating students for the student awards. An ad hoc committee
comprised of at least one non-graduating student, one faculty member,
and one staff member is formed each year to review the nominations and
determine the recipients of the following awards.

The Rita Kicher Award is presented to a graduating part-time student
at Weatherhead. The award recipient is recognized as an outstanding
colleague in Cleveland’s professional community by their peers and
supervisors, is an active member of community nonprofit organizations,
contributes to one or more professional societies or organizations,
demonstrates leadership qualities and promotes Weatherhead in a
positive way.

The Scott S. Cowen Student Leadership Award is presented to a
Weatherhead graduate student who serves as a leader and role model for
all students. The recipient promotes the Weatherhead image in a positive
way, contributes to the total community and stimulates the classroom
experience. The recipient must be a member of the Graduate Business
Student Association and/or a Weatherhead School of Management Club
Leader.

The Student Life Award is presented to a Weatherhead graduate
student who actively participates in and supports Weatherhead student
activities and events; encourages and supports student participation in
student life activities; and creates, revitalizes or provides added value to
Weatherhead student organizations, activities or programs.

The Theodore M. Alfred Distinguished Service Award is presented
to a Weatherhead graduate student who participates in community
service inside and outside of Weatherhead, brings community
service opportunities to Weatherhead and promotes external service
opportunities.

Awards presented independent of nominations are:

• The Dean’s Academic Achievement Award to the student or students
  attaining the highest GPA in each degree program.

• Beta Gamma Sigma: Master’s students graduating in the spring who
  are in the top 20 percent of their graduating class (summer, fall and
  spring graduates) are invited to join in the semester they complete
  their program. Master’s students graduating in the summer and fall
  who are in the top 20 percent of their graduating class (summer,
  fall and spring graduates) are invited to join in the spring semester
  following completion of their program. Doctoral students graduating
  in the spring are invited to join in the semester they complete their
  program. Doctoral students graduating in the summer and fall are
  invited to join in the spring semester following completion of their
  program.
CNV Krishnan, PhD  
(University of Wisconsin-Madison)  
Chair and Professor, Banking and Finance; Faculty Director, Master of Finance

Leonardo Madureira, PhD  
(University of Pennsylvania)  
Deborah and David Daberko Fellow; Associate Dean, Research and Faculty; Professor, Banking and Finance

Joonki Noh, PhD  
(Emory University & University of Michigan)  
Assistant Professor, Banking and Finance

Peter Ritchken, PhD  
(Case Western Reserve University)  
Professor, Banking and Finance

J.B. Silvers, PhD  
(Stanford University)  
Associate Dean, Finance; Professor, Banking and Finance

Li Wang, PhD  
(University of Illinois at Urbana-Champaign)  
Assistant Professor, Banking and Finance

Jennifer L. Johnson, MBA  
(Case Western Reserve University)  
Associate Dean, Undergraduate and Integrated Programs; Associate Professor, Design & Innovation

Hyowon Kim, PhD  
(The Ohio State University)  
Assistant Professor, Design & Innovation

Satish Nambisan, PhD  
(Syracuse University)  
Nancy and Joseph Keithley Professorship of Technology Management; Professor, Design & Innovation

Rakesh Niraj, PhD  
(Washington University in St. Louis)  
Associate Professor, Design & Innovation; Co-Director, Master of Business Analytics and Intelligence

N. Mohan Reddy, PhD  
(Case Western Reserve University)  
Professor, Design & Innovation

Jagdip Singh, PhD  
(Texas Tech University)  
AT&T Professor of Marketing; Professor, Design & Innovation

Youngjin Yoo, PhD  
(University of Maryland)  
Elizabeth M. and William C. Treuhaft Professor of Entrepreneurship; Professor, Design & Innovation

Design & Innovation Faculty

Richard J. Boland Jr., PhD  
(Case Western Reserve University)  
Professor, Design & Innovation

Richard Buchanan, PhD  
(University of Chicago)  
Professor, Design & Innovation

Sayan Chatterjee, PhD  
(University of Michigan)  
Professor, Design & Innovation

Philip A. Cola, PhD  
(Case Western Reserve University)  
Associate Professor, Design & Innovation; Faculty Director, Master of Healthcare Management

Somali Ghosh, PhD  
(State University of New York Binghamton)  
Assistant Professor, Design & Innovation

James Gilmore  
(University of Pennsylvania)  
Assistant Professor, Design & Innovation

Michael Goldberg, MBA  
(University of Pennsylvania)  
Assistant Professor, Design & Innovation

Economics Faculty

David Clingingsmith, PhD  
(Harvard University)  
Interim Chair and Associate Professor, Economics

Jonathan Ernest, PhD  
(Clemson University)  
Assistant Professor, Economics

Jenny Hawkins, PhD  
(University of Arizona)  
Assistant Professor, Economics
Susan Helper, PhD  
(Harvard University)  
*Frank Tracy Carlton Professor of Economics; Professor, Economics*

Scott A. Shane, PhD  
(University of Pennsylvania)  
*A. Malachi Mixon III Professor of Entrepreneurial Studies; Professor, Economics*

Roman Sheremeta, PhD  
(Purdue University)  
*Associate Professor, Economics; Faculty Director, MBA Programs*

Daniel Shoag, PhD  
(Harvard University)  
*Associate Professor, Economics*

Mark Votruba, PhD  
(Princeton University)  
*Chair and Associate Professor, Economics*

Heyu Xiong, PhD  
(Northwestern University)  
*Assistant Professor, Economics*

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**Operations Faculty**

Alireza Kabirian, PhD  
(Iowa State University)  
*Associate Professor, Operations; Faculty Director, Master of Supply Chain Management*

Pooyan Kazemian, PhD  
(University of Michigan)  
*Assistant Professor, Operations*

Manoj K. Malhotra, PhD  
(Ohio State University)  
*Dean and Albert J. Weatherhead, III Professor of Management; Professor, Operations*

Jie Ning, PhD  
(University of Michigan, Ann Arbor)  
*Associate Professor, Operations*

Kamlesh Mathur, PhD  
(Case Western Reserve University)  
*Chair and Professor, Operations; Faculty Co-Director, Master of Business Analytics and Intelligence; Co-Director, Master of Engineering and Management*

Daniel Solow, PhD  
(Stanford University)  
*Professor, Operations*

George Vairaktarakis, PhD  
(University of Florida)  
*Professor, Operations*

Qi Wu, PhD  
(University of Texas, Austin)  
*Associate Professor, Operations*

Shitao Yang, PhD  
(University of North Carolina at Chapel Hill)  
*Visiting Associate Professor, Operations*

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**Organizational Behavior Faculty**

Diana Bilimoria, PhD  
(University of Michigan)  
*KeyBank Professor; Chair and Professor, Organizational Behavior*

Richard E. Boyatzis, PhD  
(Harvard University)  
*Distinguished University Professor; H.R. Horvitz Professor in Family Business; Professor, Organizational Behavior*

Susan S. Case, PhD  
(New York University at Buffalo)  
*Associate Professor, Organizational Behavior*

Corinne A. Coen, PhD  
(University of Michigan)  
*Associate Professor, Organizational Behavior*

Harlow Cohen, PhD  
(Case Western Reserve University)  
*Professor, Organizational Behavior; Faculty Director, MPOD Program*

David L. Cooperrider, PhD  
(Case Western Reserve University)  
*Distinguished University Professor; The Covia-David L. Cooperrider Professor in Appreciative Inquiry; Professor, Organizational Behavior; Faculty Director, Fowler Center*

Ronald Fry, PhD  
(Massachusetts Institute of Technology)  
*Professor, Organizational Behavior*

Chris Laszlo, PhD  
(University of Paris)  
*Professor, Organizational Behavior*

Tracey Messer, PhD  
(Case Western Reserve University)  
*Assistant Professor, Organizational Behavior*

Melvin L. Smith, PhD  
(University of Pittsburgh)  
*Professor, Organizational Behavior; Faculty Director, Executive Education*

John Paul Stephens, PhD  
(University of Michigan)  
*Associate Professor, Organizational Behavior*

Ellen Van Oosten, PhD  
(Case Western Reserve University)  
*Associate Professor, Organizational Behavior; Faculty Director, Executive Education*
Weatherhead School of Management Courses

Courses

ACCT

ACCT 100. Foundations of Accounting I. 3 Units.
Accounting is the language of business and this course exposes students to that language. This course introduces students to the basic principles, objectives, terminology and role of financial, managerial, and tax accounting in business. This course is intended for both business and non-business majors. This is the first required accounting course for all business majors.

ACCT 106. Spreadsheet Basics for Business and Non-Business Majors. 1 Unit.
This one hour class combines classroom and project work to complete assignments leveraging Microsoft Excel 365. Through this course, students will gain an understanding of data, data extraction, creation of data models and use of spreadsheet technology for solving business information related problems.

ACCT 200. Foundations of Accounting II. 3 Units.
This course teaches future business professionals how to produce and use financial information for business decisions. This course expands upon the basic principles and objectives of financial and managerial accounting providing business students with essential skills for any business career. This course is the second required accounting course for all WSOM business majors. Prereq: ACCT 100.

ACCT 300. Corporate Reporting I. 3 Units.
This is the first course in the Corporate Reporting sequence. This course examines the basic financial statements (balance sheet, income statement, statement of cash flows), the asset side of the balance sheet (from cash to inventory), accrual versus cash accounting, revenue recognition, time value of money, and profitability analysis. Also, this course will highlight some of the differences between GAAP and IFRS relative to the topics covered. Prereq: ACCT 100 or ACCT 101 and ACCT 106.

ACCT 300L. Technology Lab for Corporate Reporting I. 1 Unit.
In this lab, students will learn about the technology tools currently used in the professional environment to advance their ability to report and analyze financial accounting data. Examples of foundational tools include advanced spreadsheet functions and data collection/download tools. The knowledge gained in this lab will be applied in ACCT 300, Corporate Reporting I, taken concurrently with the lab. Prereq: ACCT 106. Coreq: ACCT 300.

ACCT 301. Corporate Reporting II. 3 Units.
This course is the second of a 3 course sequence and covers financial accounting theory, generally accepted accounting principles and reporting practices. Areas of focus include: property plant and equipment, liability determination, long-term debt, derivatives, leases, pensions and other postretirement benefits, and investments. International (IFRS) aspects also are considered. Prereq: ACCT 300.

ACCT 305. Income Tax: Concepts, Skills, Planning. 3 Units.
This course addresses U.S. Federal Income Taxation concepts and applications. The subject matter includes topics applicable to individuals, partnerships and corporations and various other entities required to file income tax returns. In addition the subject matter addressed includes a variety of business, legal and taxation concepts and practices related to effective tax planning. The purpose of the course is to provide the student with the appropriate knowledge and skill levels to "speak the language of U.S. tax." Prereq: Sophomore Standing.

ACCT 306. Accounting Information Systems - Basic. 3 Units.
This course introduces the students to the major business cycles as they relate to Accounting Information Systems, including the revenue, procurement and conversion cycles. Additionally, students will be introduced to risks and controls in accounting systems, as well as emerging accounting technology. Prereq: ACCT 102 or ACCT 200.

ACCT 307. Applied Management Accounting. 3 Units.
This course advances students’ ability to use management accounting to evaluate decisions, businesses, and managers. Students will begin with the idea that management accounting is a dialect within the language of accounting, explore varied types of costs and their relationships to pricing, and then use these concepts to assess decisions, organizations, and performance. Case studies will be used to stress application of management accounting concepts to problems faced in the real-world business environment. Students will use advanced spreadsheet functions and data analytics/visualization tools to further develop their proficiency at using management accounting to evaluate decisions, businesses, and managers. Prereq: (ACCT 101 and ACCT 102) or ACCT 200 and ACCT 106 or ACCT 207.

ACCT 307L. Technology Lab for Management Accounting. 1 Unit.
In this lab, students will learn about the technology tools currently used in the professional environment to further develop their proficiency at using management accounting in evaluating decisions, businesses, and managers. Examples of foundational technology tools include advanced spreadsheet functions and data analytics/visualization tools. The knowledge gained in this lab will be applied in ACCT 307, Applied Management Accounting, taken concurrently with the lab. Prereq: ACCT 106. Coreq: ACCT 307.

ACCT 314. Attestation and Assurance Services. 3 Units.
This course covers the role of the auditor, the audit process, the public accounting profession, audit risk and materiality, fraud, audit methods and techniques, audit planning, internal control, the effects of information technology on the audit, auditing revenue, receivables and inventories, professional ethics, legal responsibilities, emerging assurance services, and recent developments in the auditing profession. Prereq: ACCT 301.
ACCT 360. Independent Study. 1 - 18 Units.

ACCT 401H. Accounting for Healthcare. 3 Units.
This course exposes MSM-Healthcare students to ways that accounting information helps managers monitor and improve the performance of organizations. After studying the nature and limitations of accounting information, we explore how financial, cost, tax, and regulatory accounting are used by various stakeholders. From this effort, students become comfortable evaluating accounting recognition, valuation, classification, and disclosure issues that arise in an executive's career. Finally, we study how accounting is a feedback loop that enables managers to assess consequences of past decisions and think about what should be done going forward. Feedback loops, in turn, can give rise to observer effects and/or unpredictable outcomes. Course content contributes to achieving the program goal of strengthening a student's ability to promote positive change in healthcare. Prereq: Master of Healthcare Management students only.

ACCT 404. Advanced Financial Reporting. 3 Units.
ACCT 404 covers advanced financial reporting topics including financial statement consolidations, foreign currency translations and transactions, VIE's, (variable interest entities), partnership accounting, derivatives, segment reporting, and interim financial statement reporting. As a graduate course, a master's level project or paper will be required. Prereq: ACCT 301.

ACCT 405. Advanced Federal Taxes. 3 Units.
Corporate income taxes, estate and gift tax, fiduciary income taxes, partnerships, and hybrid forms of organization are covered. Prereq: ACCT 305.

ACCT 406. Advanced Accounting Information Systems. 3 Units.
This is a three hour class in which the students will combine classroom and project work to learn how technology is used in the reporting and evaluation of internal and external Accounting Information. Students will learn to recognize and manage technology-based risks to Accounting Information and will study current events and relevant trends in accounting technology. Prereq: ACCT 314.

ACCT 407. Analytics and Control. 3 Units.
This is the final course in the Department of Accountancy's analytics sequence. The course is designed to further students' skills in making informed decisions when faced with unfamiliar data sets. We hone the ability to use the tools of average, variance, correlation, sampling, and hypothesis to reduce uncertainty. Upon course completion, students will be able to analyze data that help organizations accomplish desired goals. We prioritize development of critical thinking skills over the ability to use software to perform statistical calculations. We seek to be approximately right rather than precisely wrong. Prereq: (ACCT 102 and OPRE 207) or (MBAC 503 and MBAC 511) or MBAP 403.

ACCT 414. Corporate Reporting and Analysis. 3 Units.
This course provides a basis for evaluation of traditional and proposed uses of reports and information for decision making regarding investment, credit and internal planning and control. Students are introduced to concepts, and analytical techniques that can be used to critique and interpret the financial health and value of an organization. At a practical and theoretical level, the course integrates research in the areas of accounting, quantitative methods and finance which has proved useful in the financial analysis of organizations Prereq. ACCT 300 or ACCT 401H or MBAC 502 or MBAP 402 or Requisites Not Met permission.

ACCT 431. Tax Practice: Analysis, Planning and Communications. 3 Units.
This course concentrates on teaching the identification of key U.S. tax issues, the analysis of fundamental tax concepts and the underlying interpretation and application of tax law through the use of appropriate authoritative sources. Both oral and written communication will be utilized to present tax planning research results. Actual court cases will be used as the basis for simulating practical client scenarios. Prereq: ACCT 305.

ACCT 444. Advanced Auditing Theory and Practice. 3 Units.
This course examines auditing concepts and issues in depth. A special focus exists on audit evidence and how auditors make decisions. Some topic areas include ethics, analytical review, fraud, and the role of technology. Prereq: ACCT 314 or Requisites Not Met permission.

ACCT 501. Special Problems and Topics. 0 - 18 Units.
This course is offered, with permission, to students undertaking reading in a field of special interest.

ACCT 520. Advanced Accounting Theory. 3 Units.
This seminar studies contemporary issues in financial accounting theory and business reporting. Topics are considered from their historical development to contemporary circumstances. Academic and professional literatures are employed to gain a variety of perspectives on current matters. The development of communication skills, written and verbal, and use of support technology for presentations is emphasized throughout. Students are required to make several individual and team presentations, to conduct database and periodical research and to provide frequent written and oral research reports. Prereq: MAcc students only and ACCT 301. Prereq or Coreq: ACCT 404.

ACCT 540. Corporate Governance and Contemporary Accounting Policy. 3 Units.
The Sarbanes-Oxley Act (SOX), passed in the wake of a series of corporate accounting scandals including Enron and WorldCom, was designed to strengthen Corporate Governance processes for all US publicly traded companies with an aim of "protecting investors by improving the accuracy and reliability of corporate disclosures." The contemporary implications of SOX for the accounting profession are immense. Students must understand these implications to successfully navigate the world of public company financial reporting. One implication is the role SOX gave to corporate board audit committees to oversee the independent auditors charged with auditing public company financial statements. This requires a fundamental understanding of corporate boards including why they exist and what are their more general responsibilities. Another implication is the establishment of the Public Company Accounting Oversight Board (PCAOB) to regulate the accounting profession. Thus, this seminar examines broad issues surrounding Corporate Governance including governance of public companies including investment companies, with strong contemporary connections to the accounting profession. Students are required to make several individual and team presentations, to conduct database and periodical research and to provide frequent written and oral research reports. Prereq: MAcc students only and ACCT 301, and ACCT 314. Prereq or Coreq: ACCT 404.

ACCT 601. Special Problems and Topics. 1 - 18 Units.
This course is offered, with permission, to Ph.D. candidates undertaking reading in a field of special interest.

ACCT 701. Dissertation Ph.D.. 1 - 9 Units.
(Credit as arranged.) Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.
ECON 341. Prereq: ECON 102 and ECON 103.

systems with monetary and fiscal policy. Offered as BAFI 341 and changes, and the closely intertwined condition of financial and economic

and banking--and the economy. Emphasis is placed on both theoretical

This course emphasizes the importance of financial markets, the nature

and role of the financial system, and the linkages between these--money

and banking--and the economy. Emphasis is placed on both theoretical

and practical constructs, on major innovations and contemporary

and seed opportunities for inclusive growth. Fintech is also the label

enforcement challenges, provides new gateways for entrepreneurship,

These innovations are revolutionizing how existing firms create and

and deliver products and services, addresses privacy, regulatory and law-

enforcement challenges, provides new gateways for entrepreneurship,

and seed opportunities for inclusive growth. Fintech is also the label

in a business setting by developing proficiency in PowerPoint and oral

presentation skills.

BAFI 206. Personal Financial Management with Digital Technology. 1 Unit.

In the digital era, financial technologies have worked its way into our
digital wallets and portfolio. Mobile banking services, budgeting and
investing apps are intrinsically linked with how we conduct our personal

Firms try to create value. In their day-to-day operations, they are faced
with numerous challenges: Should we accept trade credit or borrow?
Will an acquisition create or destroy value? Should we introduce a new
product line even if it cannibalizes an existing one? In each of these

situations they try to quantify the impact on the value of their firm. The
goal of this course is to develop your skills in financial modeling and
valuation, so you can tackle issues like the ones described above. The
course is designed to be "hands-on": You will learn to apply the theory
and develop spreadsheet modeling skills through homework, case
studies and a group project. By the end of the course you will have a good
understanding of both the theory and practice of valuation, and possess
a set of cutting-edge financial modeling skills. This course is designed for
students who aspire to work in a regular company, a bank or a consulting
firm in (i) corporate finance (including mergers and acquisitions); (ii)
strategy; or (iii) equity and analysis. Prereq: BAFI 355.

BAFI 358. Intermediate Corporate Finance. 3 Units.

This is a rigorous second course in corporate finance (following
BAFI 355) designed to lay the analytic foundation for careers in business.
The objective is to strengthen students' theoretical and conceptual
understanding of several important topics in finance, and to develop their
problem-solving skills. Topics covered include economic cash flows and
valuation, Long term financial planning and ratios analysis, Growth and
external financing, Short term financial planning and Working capital
management, Managerial options and valuation, Derivatives, Agency cost
and asymmetric information, Capital structure and payout policy. Prereq:
BAFI 355

BAFI 359. Cases in Finance. 3 Units.

This course applies the case study method applied to a variety of
business situations that teaches students to think on their feet, develop
presentation skills and hone business judgment. The objective of the
course is to strengthen students' conceptual understanding and problem-
solving skills. It is intended to complement the two course sequence in

corporate finance (BAFI 355 and BAFI 358) by applying these concepts to
real world problems. Topics covered include cash flow estimation
and corporate valuation, financial planning and ratio analysis, financing
using internal and external sources, capital budgeting and managerial
options, capital structure, payout policy, financial strategy, public equity
analysis (including initial public offerings), mergers and acquisitions
and leveraged buyouts. The course envisages an extensive use of case
studies and simulation exercises. Prereq: BAFI 355.
BAFI 361. Empirical Analysis in Finance. 3 Units.
This course is developed based on the feedback received from employers who have hired BS Management (finance) graduates in the past and will likely do so in future. The goal is to enable students to use financial econometrics to effectively analyze financial data. The course will draw on theoretical aspects of BAFI 355 but focus on developing financial analytic skills. The applied nature of the course comes from the use of real, rather than theoretical, data. In other words, in a real-world fashion, through the use of statistical methods to analyze real data, the student can address practical questions of high relevance to the Finance industry. The scope of the data as well as the quantitative methods used in such analysis often requires familiarity with computational environments and statistical packages. As such, another goal of the course is to familiarize the student with at least one such environment. Prereq: BAFI 355 and OPRE 207.

BAFI 362. Advanced Financial Analytics. 3 Units.
The objectives of this course include understanding important quantitative risk models, risk measurement tools and explaining implications for risk management and investment decisions. Data will be used from Bloomberg and other intra-day data sources to estimate models and evaluate results in many areas of finance. At the end of the course students will: (i) understand and apply analytical models to real financial market problems, (ii) be exposed to debt, credit, and derivatives markets and associated career opportunities in applied analytics and (iii) be exposed to bank risk management skills and applications. This course is designed to be focused and intense, while also being very aligned with the best practices in the financial industry today. Microsoft Excel, because of its flexibility, will be the primary source of practical experience, though the course may also incorporate other computer tools/languages. Prereq: OPRE 207 and BAFI 355.

BAFI 365. Options and Other Derivatives. 3 Units.
This course is designed to introduce students to the theoretical and practical aspects of financial futures, options, and other derivatives. The markets for these instruments have grown enormously and have generated a profusion of innovative products and ideas, not to mention periodic crises. Derivatives have become one of the most important tools of modern finance. The goal is for students to understand the principles of how these important instruments and markets work. Prereq: BAFI 355.

BAFI 372. International Finance. 3 Units.
This course deals with open-economy macroeconomics and international financial markets, covering open-economy national income analysis, international macroeconomic policy coordination, exchange rate determination, foreign portfolio investment, and global financial crises. Offered as BAFI 372 and ECON 372. Prereq: ECON 103.

BAFI 403. Corporate Financial Technology. 3 Units.
This course is focused on the many aspects of the development in Financial Technology from recent notable successes to the current edge and thoughts about the future. Topics covered will include “FinTech” Applications, Incubators and Angels, Block Chains, Crypto-currencies, Crowdfunding, and Payment Schemes. Topics can change from semester to semester, in tune with changing technology. Offered as BAFI 403 and FNCE 403.

BAFI 404. Financial Modeling. 3 Units.
This is a course about financial modeling. It covers a range of topics in the field of financial economics. Each topic is chosen because it lends itself to financial modeling. The primary focus of the course is to relate the theory of finance to practical and usable spreadsheet models that will assist a financial manager with a firm’s investment and financing decisions. Spreadsheet models have been the dominant vehicle for finance professionals to practice their trade. This course will utilize Excel and challenge the student to improve their finance and modeling skills. Students will improve their familiarity with financial data analysis through various exercises that incorporate completed models. In summary, the course is designed to increase your practical understanding of core concepts in finance, help you develop hands-on spreadsheet modeling skills, and strengthen your ability to perform financial data analysis within an Excel model. Prereq: MBAC 504 or MBAP 405.

BAFI 420. Health Finance. 3 Units.
Exploration of economic, medical, financial and payment factors in the U.S. healthcare system sets the framework for the study of decisions by providers, insurers, and purchasers in this course. The mix of students from various programs and professions allows wide discussion from multiple viewpoints. Offered as BAFI 420 and HSMC 420. Prereq: MBAC 502 or MBAP 402 or ACCT 401H and enrollment in a program other than MSM in Healthcare.

BAFI 428. Financial Strategy and Value Creation. 3 Units.
The intersection between the theory of perfect markets and the reality of market imperfections provides the basis for the exploration of value creation in this course. Opportunities in both product and financial markets are explored using case studies to develop a framework for strategic financial decisions.

BAFI 429. Investment Management. 3 Units.
This course explores the characteristics of financial investments and markets and develops modern techniques of investment analysis and management. The goal is to help students develop a level of analytical skill and institutional knowledge sufficient to make sensible investment decisions. Topics include: an overview of stock, debt and derivative asset markets, practical applications of modern portfolio theory, equilibrium and arbitrage-based approaches to capital market pricing, the debate over market efficiency, the term structure of interest rates, bond portfolio management, and uses of derivative assets in investment portfolios. Prereq or Coreq: MBAC 504 or MBAP 405.

BAFI 430. Derivatives and Risk Management. 3 Units.
This course is intended to give students an understanding of options and futures markets both in theory and practice. The emphasis is on arbitrage and hedging. The course concentrates on listed common stock and index contracts as well as commodity markets. Various theories for trading strategies are studied. Prereq or Coreq: MBAC 504 or MBAP 405.

BAFI 431. Fixed Income Markets and Their Derivatives. 3 Units.
This class is concerned with fixed income securities, interest rate risk management, and credit risk. Fixed income securities account for about two thirds of the market value of all outstanding securities, and hence this topic is important. The course covers the basic products of fixed income markets including treasury and LIBOR products, such as interest rate swaps. Risk management and hedging strategies are covered as well as selected topics in credit risk models and mortgage-backed securities. Prereq: BAFI 430.
BAFI 432. Corporate Risk Management. 3 Units.
This is a risk management course aimed at participants who wish to enhance their understanding of the risks faced by corporate firms, both financial and non-financial, learn techniques to identify and measure these risks, and understand how derivatives and risk management solutions can be used to manage these risks, create value, and advance the strategic goals of the firm. Offered as BAFI 432 and FNCE 432. Prereq: MBAP 405 or MBAC 504 or MBAC 505.

BAFI 433. Quantitative Risk Modeling. 3 Units.
This course is designed to help students learn quantitative models for estimating risk in various financial settings for different types of financial institutions (banks, hedge funds, and others). It is a very hands-on course where students will become familiar with several state-of-the-art quantitative risk models as well as their detailed implementation procedure in the real world. The course uses several in-class Excel exercises to illustrate the models as well as their practical implementation using real financial data. Offered as BAFI 433 and FNCE 433. Prereq or Coreq: MBAC 504 or MBAP 405.

BAFI 434. Financial Analytics and Banking. 3 Units.
This course will cover empirical and analytical aspects of banking, including loan origination, syndication, sales, stress-testing and securitization; capital adequacy, regulation and supervision; methods of measuring and managing value at risk, credit risk, interest rate risk, liquidity risk, and other risk; credit market information, feedback, and signaling. Offered as BAFI 434 and FNCE 434. Prereq or Coreq: MBAC 504 or MBAP 405.

BAFI 435. Empirical Finance. 3 Units.
This course provides an introduction to empirical analysis and research in finance. This involves the management of empirical datasets and the aspects of quantitative applications of finance theory. The goal is to enable the student to deal with the need to analyze complex and large financial and economic datasets that is present in many fields of the financial profession. The scope of the data as well as the quantitative methods used in such analysis often requires familiarity with robust computational environments and statistical packages. As such, another goal of the course is to familiarize the student with at least one such environment. Applications are conducted using real financial and economic data. The course draws on the theoretical aspects of the subjects covered, but mainly focuses on the practical matters required to undertake an empirical analysis of financial topics—e.g., the definition of the research question, the datasets required, the computational needs, and, then, the implementation. The course enables the student to evaluate outstanding financial research as well as to conduct his or her own research. Offered as BAFI 435 and FNCE 435. Prereq or Coreq: MBAC 504 or MBAP 405.

BAFI 444. Entrepreneurial Finance. 3 Units.
The objective of this course is to introduce students to the issues of financial management and capital formation in new ventures. The course will address issues of estimation of cash requirements, development of pro forma financial plans, firm valuation and the process and tools used in raising debt and equity financing. Bootstrapping, angel investing, venture capital, strategic alliances and initial public offerings will be covered. The emphasis is on the entrepreneur and how he/she can assess financial needs and develop a sensible plan for acquiring financial resources in a manner that is consistent with their financial needs and other strategic goals. Offered as BAFI 444 and FNCE 444. Prereq or Coreq: BAFI 420, MBAC 504, MBAP 405, FNCE/MSFI 401 or MEM students.

BAFI 450. Mergers and Acquisitions. 3 Units.
This course examines the economic rationale and motivation for the different merger and acquisition and recapitalization activities undertaken by firms and individuals in the U.S. market. Emphasis is on the comparable publicly traded proxy company, comparable "change of control" transaction, and discounted cash flow methods of valuing a firm. The class will also review the different types of debt and equity capital employed to fund mergers and acquisitions and recapitalizations, how senior lenders and equity investors structure their loans and/or investments, and how investors realize the gains through different exit strategies. The legal and tax ramifications of various forms of M&A activity are also discussed. The course gives the student an excellent understanding of the role that senior commercial banks, insurance companies, pension funds, LBO funds, investment banking firms, and venture/growth capital investors play in mergers and acquisitions and will strengthen the students’ ability to value a business enterprise. Prereq: MBAC 504 or MBAP 405.

BAFI 460. Investment Strategies. 3 Units.
This course provides a broad survey of some of the main strategies used by hedge funds today. Through exercises and projects, the hedge fund strategies will be presented using real data. Students will learn to use a methodology referred to as “back testing” in order to evaluate hedge fund strategies. The course will also cover institutional details related to short selling, liquidity, margin requirements, risk management, and performance measurement. Since hedge funds today use advanced modeling techniques, the course will require students to analyze and manipulate real data using mathematical modeling. The objective of the course is for students to gain practical knowledge about creating, back-testing, and implementing hedge fund trading strategies. Offered as BAFI 460 and FNCE 460. Prereq: MBAC 504 and MBAC 505.

BAFI 480. Global Banking & Capital Markets. 3 Units.
This course will expose students to Banking and Capital Market Structure, Practices, and Regulations in North America, Europe, as well as Asia. Students will learn about structure of the financial services industry in different parts of the world, the history and evolution of the regulatory frameworks in this industry, and its consequent impact on financial and economic development as well as risk. Several case studies are used to expose students to different issues and questions that arise in the day-to-day jobs of financial managers in this industry. Offered as BAFI 480 and FNCE 480. Prereq: MBAC 504 or MBAP 405.

BAFI 490. Cases in Applied Corporate and Real Estate Valuation. 3 Units.
This course is focused on engaging groups of students in identifying, analyzing and making decisions on real-world corporate financial problems. Teams of students will be assigned to a specific client situation drawn from one of four general areas: (i) mergers and acquisitions (involving corporations and/or leveraged buyout firms), (ii) public equities (IPOs and/or equity research), (iii) corporate financial policies and transactions or (iv) real estate. Learning will include lectures, structured problem solving using live case studies and an in-depth project in which will evaluate an actual current business opportunity and present it to a panel of industry veterans. In addition to learning deeper financial skills, the course will enhance unstructured problem solving, project management, team building and high level communications skills. Offered as BAFI 490 and FNCE 490. Prereq: MBAC 504 or MBAP 405.
BAFI 491. Python Programming w Appl in Finance. 3 Units.
There are two parts to this course. (i) In the first part we learn the basics of Python programming language by solving a sequence of rather simple problems each focusing on broadening your knowledge. At each stage we introduce important commands of Python and slowly learn the structure of object oriented programming with Python. The objective is to make you Python literate. (ii) The second part of the course is for you to tackle significant financial problems either in risk management or in corporate finance using the Python language as the primary tool to do the analysis. You will develop a series of financial models in your track and then tackle two major projects which will utilize all the skills developed. Offered as BAFI 491 and FNCE 491. Coreq: BAFI 430.

BAFI 501. Special Problems and Topics. .75 - 18 Units.
This course is offered, with permission, to students undertaking reading in a field of special interest.

BLAW

BLAW 331. Legal Environment of Management. 3 Units.
This course will provide an overview of the legal environment in which business transactions take place. Through coverage of a number of topical areas, the student will be given a broad understanding of how the law impacts upon the daily decisions of managers. More specifically, the student will be better able to identify and understand how the legal issues facilitate or hinder the conduct of business. Topics covered will include contracts, property, products' liability, employment law, and corporate law. Special emphasis is placed on those regulatory areas of greatest interest to modern business. Offered as BLAW 331 and BLAW 417.

BLAW 411. Business and Law Colloquium. 3 Units.
This course will bring together law students, business students, mid-level attorneys and senior leaders in the legal field for a one-semester weekly colloquium. Even though women have represented approximately half of law-school graduates for a number of years, women represent only 16% of law firm equity partners and even fewer corporate General Counsels. This course aims to offer an introduction to the business skills that both women and men will need to rise to the highest levels of law practice and organizational leadership. Each week will focus on a different aspect of law and business. The curriculum will include sessions focused in financial management, business development, communication skills, and intercultural business and law practices. Offered as LAWS 5432 and BLAW 411.

BLAW 417. Legal Environment of Management. 3 Units.
This course will provide an overview of the legal environment in which business transactions take place. Through coverage of a number of topical areas, the student will be given a broad understanding of how the law impacts upon the daily decisions of managers. More specifically, the student will be better able to identify and understand how the legal issues facilitate or hinder the conduct of business. Topics covered will include contracts, property, products’ liability, employment law, and corporate law. Special emphasis is placed on those regulatory areas of greatest interest to modern business. Offered as BLAW 331 and BLAW 417.

BTEC

BTEC 420. Introduction to Programming for Business Applications. 3 Units.
Goals: This course will introduce students to the basics of programming logic utilizing the Python programming language and environment. The course will help students understand how to apply programming solutions and related algorithmic thinking to solve common business and decision problems. This class is a great introduction into programming logic, it just happens to use Python. This course will teach the fundamentals of programming logic, which could be applied to any programming language available today or into the future. Learning Objectives: Upon completion of this course students should have a foundational knowledge of how to use variables, operators, manipulate strings, loops, functions, and basic array manipulation all through Python programming language. The course will culminate with a final project where students will be divided into groups with each group solving a different small business problem. The final submission will require a joint white paper submission that demonstrates the following learned objectives: problem research, scope, architect, and design a potential solution using python environment. A sample of the implemented Python code that was used to solve this problem will be required for final submission. Course Requirements: Each student must have access to a computer that can be brought to class. No programming experience is required. Downloading and installing Python is covered at the start of the course. Basic computer skills: surfing websites, running programs, saving and opening documents, etc. Offered as BTEC 420 and DESN 210.

BTEC 493. Blockchains and AI: Applications in Finance and Business. 3 Units.
It behooves today’s business leaders to be well acquainted with blockchain technologies and AI (Artificial Intelligence), two seemingly disparate technologies that have the potential to fundamentally disrupt a wide range of businesses. The popularity of blockchain technologies has increased exponentially since the release of bitcoin in 2009. While bitcoins garnered a lot of attention during the initial days, the focus has shifted over time to the underlying technology blockchain. This wildly innovative technology has made possible tasks that were hitherto deemed implausible: validate ownership in a digital asset, verify the true state of a transaction without relying on a costly intermediary etc. The list of businesses that are impacted by this technology makes for an impressive reading: supply chain, health care, insurance, foreign exchange transfers, real estate, etc. If the emphasis of blockchain technology is on trust, that of Artificial Intelligence is on predictions. Accurate predictions and sound judgements are two critical ingredients of any decision making process. While the jury is still out on whether algorithms can make sound judgements, recent developments in a field called machine learning (and its sub-field, deep learning) have led to dramatic improvements in the accuracy of predictions made by these algorithms. Significantly, this gain in accuracy has been accompanied by a reduction in overall costs. These in turn have spurred the recent interest in AI. Organizations that have enabled AI at the enterprise level appear to be making more informed decisions and innovating new products. In this course, we will unpack these technologies and examine a wide range of relevant business use cases. Our objective is to provide a practical introduction to these key technologies and their business implications. We focus on business perspectives, rather than on the technical dimensions. Fittingly, this course is open to all graduate students of Weatherhead School (MBA and all specialty Masters). Students are not expected to have any specific programming background; however, a basic understanding of statistics is required to better appreciate the discourse on Artificial Intelligence. Offered as BTEC 493 and FNCE 493. Prereq or Coreq: MBAC 504 or MBAP 405.
BTEC 494. Artificial Intelligence for Financial Modeling. 3 Units.
This is a hands-on course on Artificial Intelligence (A.I.) where the emphasis is not only on understanding the theoretical underpinnings of various AI models but also on building, evaluating, and critiquing A.I. models as they apply to the finance industry. This course begins with an introduction of Machine Learning models; various key ideas such as bias-variance tradeoff, cross-validation, regularization techniques are introduced with relevant examples from Finance. The course then proceeds to discuss Artificial Neural Networks and its relevance to Deep Learning. Foundational ideas such as back-propagation are discussed in sufficient detail; we also lay a lot of emphasis on evaluating the performance of all these models. A key objective of this course is to help students build cutting-edge A.I. models that are ready for prime time, i.e., real-life applications. Fittingly, we work with several real-life datasets and case studies from banking and finance. We will work with three case studies, each of which span multiple sessions. In the first case study, students use Machine Learning algorithms to understand how imbalanced datasets are handled in real-life. In the second study, students use time series data and learn not only about the power of regularization techniques but also to highlight the prominence of A.I. in financial markets. In the third case study, students learn how to use cutting-edge Deep Learning models to extract sentiments from disparate news sources; these are in turn used to generate trading strategies. By contrasting the effort that goes into and the payoff obtained from Machine Learning and Deep Learning models, students gain an intuitive appreciation of both these classes of models. Offered as BTEC 494 or FNCE 494.

BUAI

BUAI 400. Linear Algebra. 1 Unit.
The objective of this one-credit hour course is to provide a basic working knowledge of material in linear algebra that is relevant to the Master of Supply Chain Management and Master of Business Analytics & Intelligence programs. This background material includes geometric and algebraic properties of vectors and matrices together with operations that can be performed on them. The use of vectors and matrices in solving systems of linear equations is taught. Offered as BUAI 400 and SCMG 400. Prereq: For Master of Business Analytics & Intelligence students only.

BUAI 406A. Operations Management I. 1.5 Unit.
Operations managers, ranging from supervisors to vice presidents, are concerned with the production of goods and services. More specifically, they are responsible for designing, running, controlling and improving the systems that accomplish production. This course is a broad-spectrum course with emphasis on techniques helpful to the practice of management at the analyst level. Its goal is to introduce you to the environments, to help you appreciate the problems that operations managers are confronted with, and provide you with the tools to address these problems. Operations Management spans all value-adding activities of an organization including product and process design, production, service delivery, distribution network and customer order management. As global competition in both goods and services increases, a firm's survival depends upon how well it structures its operations to respond quickly to changing consumer needs. Thus, it is essential for all business managers to acquire an understanding of operations management to maintain their competitive advantage. This course provides students with the basic tools needed to become an analyst in Supply Chain and Operations Management. This course provides an overview of Process analysis, Capacity management, Queuing system and analysis. Coreq: BUAI/MSBA 433.

BUAI 406B. Operations Management II. 1.5 Unit.
Operations managers, ranging from supervisors to vice presidents, are concerned with the production of goods and services. More specifically, they are responsible for designing, running, controlling and improving the systems that accomplish production. This course is a broad-spectrum course with emphasis on techniques helpful to the practice of management at the analyst level. Its goal is to introduce you to the environments, to help you appreciate the problems that operations managers are confronted with, and provide you with the tools to address these problems. Operations Management spans all value-adding activities of an organization including product and process design, production, service delivery, distribution network and customer order management. As global competition in both goods and services increases, a firm's survival depends upon how well it structures its operations to respond quickly to changing consumer needs. Thus, it is essential for all business managers to acquire an understanding of operations management to maintain their competitive advantage. This course provides students with the basic tools needed to become an analyst in Supply Chain and Operations Management. This course provides an overview of Process analysis, Capacity management, Queuing system and analysis. Coreq: BUAI/MSBA 433.
BUAI 410. Accounting and Financial Management. 3 Units.
This course focuses on learning the language of business, how basic accounting information is reported and analyzed, and how basic financial principles can be applied to understanding how value is created within an enterprise. This course is intended for individuals who have a limited background in accounting, finance and business. Most of the exercises will involve evaluating and building models in Excel. Teaching objectives are fairly straightforward: 1. Provide you with a basic understanding of the key principles of accounting and finance. We will quickly cover material that is typically covered in a threecourse sequence (Introductory Accounting and Finance I and II). We will fly at a fairly high level, but we want to make sure you understand the basic concepts. 2. Apply these concepts to real (but straightforward) business situations, to gain a better understanding of how companies utilize accounting and financial information. 3. Time permitting, explore how these concepts can be applied to securities, mergers and acquisitions and leveraged buyout transactions, with a specific emphasis on how these concepts are likely to surface in your role in such transactions. Offered as BUAI 410 and SCMG 410. Prereq: For Master of Business Analytics & Intelligence students only.

BUAI 411. Operations Analytics: Deterministic. 3 Units.
The first half of the course provides a practical coverage of linear programming, a special type of mathematical model. The art of formulating linear programs is taught through the use of systematic model-building techniques. The simplex algorithm for solving these models is developed from several points of view: geometric, conceptual, algebraic, and economic. The role and uses of duality theory are also presented. Students learn to obtain and interpret a solution from a computer package and how to use the associated output to answer “What-happens-if...” questions that arise in post-optimality analysis. Specific topics include: problem formulation, geometric and conceptual solution procedures, the simplex algorithm (phase 1 and phase 2), obtaining and interpreting computer output, duality theory, and sensitivity analysis. The second half of this course provide a practical approach to formulating and solving combinatorial optimization problems in the areas of networks, dynamic programming, project management (CPM), integer programming, and nonlinear programming. The art of formulating problems, understanding what is involved in solving them, and obtained and interpreting the solution from a computer package are shown. A comparison with formulating and solving linear programming problems is provided as a way to understand the advantages and disadvantages of some of these problems and solutions procedures. Recommended preparation: Knowledge of Excel, one semester each of undergraduate linear algebra and undergraduate calculus (derivatives); or consent of instructor. Prereq: For Master of Business Analytics & Intelligence students only.

BUAI 432. Operations Analytics: Stochastic. 3 Units.
This course covers modeling and analysis of discrete-event dynamical systems using computer simulations. Topics include an introduction to simulation as a modeling tool, with emphasis on understanding the structure of a simulation model and how to build such models, model validation, random number generation, simulation languages, statistical simulation output analysis, design of simulation experiments and selected current research topics. Prereq: BUAI/MSBA 433. Coreq: SCMG 406.

BUAI 433. Foundations of Probability and Statistics. 3 Units.
Data of many kinds are typically available in practice, but the challenge is to use those data to make effective professional decisions. This software-intensive course begins with useful descriptions of data and the probability theory foundation on which statistics rests. It continues to statistics, including the central limit theorem, which explains why data often appear to be normally distributed, and the Palm-Khintchine theorem which explains why data often appear to have a Poisson distribution. The remainder of the course focuses on regression and forecasting, including detecting and overcoming some of the deadly sins of regression, and the surprising flexibility of regression models. Recommended preparation: One semester of undergraduate calculus or consent of instructor. Prereq: For Master of Business Analytics & Intelligence students only.

BUAI 434. Data Mining & Visualization. 3 Units.
Data Mining is the process of identifying new patterns and insights in data. As the volume of data collected and stored in databases grows, there is a growing need to provide data summarization (e.g., through visualization), identify important patterns and trends, and act upon the findings. Insight derived from data mining can provide tremendous economic value, often crucial to businesses looking for competitive advantages. This course is a survey of data visualization methods, supervised and unsupervised learning techniques, and modern tools for discovering knowledge for business decisions. Prereq or Coreq: BUAI/MSBA 433 or SCMG/MSOR 433 or OPRE 433.

BUAI 435. Marketing Models and Digital Analytics. 3 Units.
Models & analytics suitable for digital marketing data are the focus of this course. The objective to develop analytical skills for making intelligent decisions about marketing investments that create value and build competitive advantage. In short, to build capabilities for marketing ai-analytics for insights. The course content and assignments are designed to (a) enable student learning by using real-world problems and data, (b) emphasize the Problem-Data-Analytics interdependence for effective problem solving, and (c) engage with thoughtful practitioners of digital data analytics to inform current practices and opportunities. Prereq or Coreq: MBAC 506 or BUAI/MSBA 407A. Prereq: BUAI/MSBA 433 or SCMG/MSOR 433 or OPRE433.

BUAI 444. Predictive Modeling. 3 Units.
Predictive modeling is a set of procedures and tools for hypothesizing, testing and validating a model to explain and predict the probability or likelihood of a future event, or outcome. A wide range of procedures and tools are available for predictable modeling, and this course will cover a select set of topics with wide applicability. Through applications and case studies involving real-life data, the course will emphasize managerial problem solving. To build models is to capture managerial problem formulation, and to test/validate them is to confront managerial hypotheses with empirical observations. Problem solving is a creative act rooted in validated evidence of managerial hypotheses testing. Prereq or Coreq: BUAI/MSBA 433 or SCMG/MSOR 433 or OPRE 433.
BUAI 445. Advanced Marketing Analytics. 3 Units.
In order to improve decision making in various decision areas of marketing like segmentation, positioning, advertising, promotions, new product development and pricing, use of quantitative data and analysis has become very popular. It is increasingly common for marketing managers to be challenged by top managers, to show the value of marketing expenditures to an organization’s financial well-being. This course will introduce a variety of data based decision-aids in the marketing area that will often focus on those metrics. In addition, the course will also introduce SAS to you. SAS is a very popular tool that analysts in business and economics field have been using for decades now, and has the potential to open some doors for you when it comes to internships and jobs. In order to improve decision making in various decision areas of marketing like segmentation, positioning, advertising, promotions, new product development and pricing, use of quantitative data and analysis has become very popular. It is increasingly common for marketing managers to be challenged by top managers, to show the value of marketing expenditures to an organization’s financial well-being. This course will introduce a variety of data based decision-aids in the marketing area that will often focus on those metrics. In addition, the course will also introduce SAS to you. SAS is a very popular tool that analysts in business and economics field have been using for decades now, and has the potential to open some doors for you when it comes to internships and jobs. The course will also use Python in parallel to re-emphasize what you have already learnt in previous classes. Prereq or Coreq: BUAI/MSBA 407A or MBAC 506. Prereq: (BUAI/MSBA 433 or OPRE 433 or SCMG/MSOR 433) and (BUAI 492 or MSOR 492 or BTEC 420).

BUAI 446. Machine Learning and Artificial Intelligence in Business Analytics. 3 Units.
Advances in computational analytics including Machine, Deep and Statistical Learning (ML) provide powerful methods for developing mathematical "learning" models that can autonomously parse, learn from, and make predictions from data to improve performance with "experience". In deep learning, large neural networks are leveraged to achieve artificial intelligence (AI), enabling machines to mimic human behavior. This course covers principles, algorithms, and applications of machine learning from a business analytics perspective. Specifically, the course will provide a practical understanding of modern machine learning techniques including regression and classification methods, resampling methods and model selection, regularization, perceptron and artificial neural networks, tree-based methods, support vector machines and kernel methods, and grouping methods. Prereq: BUAI/MSBA 434 or BUAI/MSBA 444 and (BUAI/MSBA 492 or SCMG/MSOR 492 or BTEC 420).

BUAI 485B. Team Development. 1.5 Unit.
This course is unique in the sense that its primary focus is on the student working in teams. In this course the student will assess their team interaction based on team assignments simulated and action learning type projects, presenting to the class as a team, engaging in various experiential activities, participating one team coaching session, working with a team, and expanding their knowledge of team leadership and membership skills and abilities. They are also expected to engage with projects external to the university (similar to an action learning project).

BUAI 492. Foundations of Python Programming. 1.5 Unit.
Python is an object-oriented programming language that can interact with the world wide web as well as Excel and other programming languages like VBA. As such, Python has gained popularity and is becoming an industry standard in many areas, including supply chain management. In addition to assignment, if/then, and for/while statements, in this course you will learn about object-oriented programming and how to implement those ideas with appropriate data structures. You will also learn how to use libraries that others have created, such as Numpy for numerical calculations (like working with vectors, matrices, and solving systems of linear equations). In addition to individual homeworks, you will solve an assigned project in groups and make a final presentation to the class with PowerPoint. Being able to communicate your model and results is part of learning to work effectively with others in an organization, which is a goal of the supply chain program. All of this is designed to enable you to build and solve models that help organizations make good decisions. Offered as BUAI 492 and SCMG 492. Prereq: For Master of Business Analytics & Intelligence students only.

BUAI 499. Capstone Project in Business Analytics. 0 Unit.
This course is focused on engaging Master of Business Analytics students in a capstone experience. Students will be provided with analytics problems with data from local companies and will be asked to leverage the broad range of skills, tools and approaches introduced throughout the program to analyze the data. They will also present a final report to the sponsoring organization. Prereq: For Master of Business Analytics & Intelligence students only.

DESN
DESN 210. Introduction to Programming for Business Applications. 3 Units.
Goals: This course will introduce students to the basics of programming logic utilizing the Python programming language and environment. The course will help students understand how to apply programming solutions and related algorithmic thinking to solve common business and decision problems. This class is a great introduction into programming logic, it just happens to use Python. This course will teach the fundamentals of programming logic, which could be applied to any programming language available today or into the future. Learning Objectives: Upon completion of this course students should have a foundational knowledge of how to use variables, operators, manipulate strings, loops, functions, and basic array manipulation all through Python programming language. The course will culminate with a final project where students will be divided into groups with each group solving a different small business problem. The final submission will require a joint white paper submission that demonstrates the following learned objectives: problem research, scope, architect, and design a potential solution using python environment. A sample of the implemented Python code that was used to solve this problem will be required for final submission. Course Requirements: Each student must have access to a computer that can be brought to class. No programming experience is required. Downloading and installing Python is covered at the start of the course. Basic computer skills: surfing websites, running programs, saving and opening documents, etc. Offered as BTEC 420 and DESN 210.
DESN 302. Creativity in Design & Business: Sources of Perception, Imagination, & Creative Thinking. 3 Units.
The goal of this course is to develop skills and techniques for creative problem solving. The course is for anyone interested in design, the development of new products and services, and strategies for change in organizations and society. It is useful wherever we face challenging situations that require imagination, new ideas, and innovative approaches in a rapidly changing world. At its core, creativity is an issue of perception. Learning to change one's perception from what is known, comfortable, and familiar to what is unknown and potentially valuable and rewarding is the challenge of this course. We will explore a wide variety of methods, techniques, and tools for encouraging new perceptions. There will be useful readings, but also exercises and projects for individuals and teams to develop new strategies of creative thinking. Offered as DESN 302 and ENTP 302.

DESN 308. Business Model Design and Innovation. 3 Units.
This course takes the perspective of entrepreneurs or business unit managers. The three basic questions that all entrepreneurs and entrepreneurs must answer is where to play, how to win and what to do. You have identified a group of customers for your product or service (where to play). Your first challenge is to know what features (Customer Attributes) your target customer will pay for. Innovative business models focus on a set of customer attributes that are usually very different from other industry incumbents that we call Focal Attributes. Your second challenge is to clearly state your profit logic – how you will make money – to win. The concept called Profit Objectives (similar but not the same as KPI and/or SMART objectives) allow you to operationalize the profit logic through specific and measurable deliverables. Your third challenge is building the value chain that can deliver these focal attributes (what to do). At this point, you have a good understanding of all the elements of your business model and in particular, how the focal attributes and the value chain align with the profit objectives. You will learn how to illustrate this alignment through a mapping process. Offered as DESN 308 and ENTP 308. Prereq: Junior standing or higher.

DESN 410. Leading Digital Innovation by Design. 3 Units.
A new wave of digital revolution is transforming every industrial sector. Powered by increasingly smaller yet potent microprocessors and sensors, a new generation of analytical tools, and ubiquitous wearable and mobile devices, companies can radically transform the way they interact with users and the way they create and capture value. Technology like Block Chain and AI are likely to fundamentally reshape how we think about firms and industries. Such changes make existing strategic frameworks and tools obsolete. In order to understand how and why digital technology changes the industrial landscape, companies must understand some of the fundamental characteristics of digital technology and how it demands new types of value creation logic. Be it a large corporation or a small start-up; or a government agency or a multinational enterprise; everyone is struggling to deal with the new digital reality. Yet, exactly how to use digital technology to create value is not clear. While all companies must understand how digital technology is fundamentally different from other forms of technology, ironically digital innovation is not about technology. Digital innovation is making digital technology meaningful and value to users. Therefore, digital innovation requires us to truly understand us (people), what we do, why we do what we do, what makes us happy, and what we consider meaningful. Therefore, digital innovation is a deeply humanistic exploration to make digital technology meaningful and valuable to us. In order to fully harness the transformative capacity of digital technology, we must gain deeper insights on people and their actions, meanings and values. In this experiential course, we use design as the primary tool to gain such humanistic insights, and work with real-world projects to apply those ideas and tools to build real digital innovations.

DESN 419. Entrepreneurship and Personal Wealth Creation. 3 Units.
Course explores the accumulation of personal wealth utilizing entrepreneurial strategies. The underlying competencies of successful entrepreneurs are identified and applied to individual lives of students. Active entrepreneurs will be studied, and original case studies of start-ups and acquisitions provide the basis for class exercises. Offered as DESN 419 and IIME 419.

DESN 425. Chief Executive Officer. 3 Units.
This course will take the perspective of the CEO in deciding the actions that lead to sustainable competitive advantage. We will study decisions that span from starting a small business to expanding beyond the core using mergers and acquisitions. We will also study how CEOs decide to exit a market. The successful CEO not only has to design the strategy for success but has to also design an execution plan. As the organization grows the importance of delegation to the right subordinates becomes increasingly critical. The course material includes case studies, decision briefs and presentations (virtual and in person) by senior executives. Decision briefs are short notes that have the same information that the CEOs had when starting the business. You will develop the strategy based on these decision briefs and will compare your suggestions to what was actually done by both successful and unsuccessful CEOs. Offered as DESN 425 and IIME 424.

DESN 440. Design of Disruptive Business Models. 3 Units.
This course will explore the design of business models that disrupt traditional or established business patterns. With the shift toward services and human interactions as the foundation of many new companies, this course will focus on methods of inventing and developing business models that use digital technology, information, and service concepts to meet new needs in areas of retail, medical care, and other areas of business opportunity.
DESN 490. Business Model Innovation and Diversification. 3 Units.
This course is an advanced strategy course that explores the determinants of successful corporate strategy. In Strategy Issues and Applications you were exposed to the basic frameworks for developing successful competitive or business unit level strategy. Corporate strategy takes you to the next level and provides the frameworks you need to be able to be successful in multiple businesses. At its core corporate strategy constitutes any and all decisions that change the core business model of a firm. Examples are vertical integration, new but related product lines, entering new markets with existing products and entering new or existing markets with unrelated products. The fundamental premise of the course is that successful corporate strategy is rooted in competitive advantage arising from capabilities residing at the business unit level. Starting from analyzing business level strategies of very simple firms, the course successively builds frameworks towards more complicated business level strategies. Next, the course develops frameworks to discuss corporate strategy based around the concept of core competencies and market entry strategies. Finally, the course develops the concepts that are useful in greenfield entries, alliances and acquisitions as part of an overall corporate strategy.

DESN 494. Managerial Consultancy. 3 Units.
Students will learn to match consulting methodologies with client needs and employ a step by step strategy development process applied to actual companies which are semester-long clients of the class. Accelerated career strategies in the consultancy business are featured as well as tactics for getting hired in the first place. The course views consultancy as a role rather than career and conceptualizes consultancy as a process of optimizing an organization's value creation potential and competitive advantage. Students should be able to apply the concepts regardless of career choice. Exposure to senior practicing consultants is featured.

DESN 496. Strategic Planning and Control Systems for Strategy Implementation. 3 Units.
This course introduces the principal tools of strategy implementation, namely the design of organization structures, the use of formal planning and control systems, and the design of measurement and reward systems. The importance of organizational context (small vs. large, for profit vs. not-for-profit, manufacturing vs. service, etc.) and the need to tailor systems to the context of the organization are emphasized. New and emergent organizational forms and their role in strategy development and implementation are reviewed. Cases and readings are the principal pedagogical methods utilized. Students work in small project teams, study the operation and effectiveness of systems for strategic control in organizations, and present the results of their analysis in class presentations.

DESN 501. Special Problems and Topics. 1 - 18 Units.
This course is offered, with permission, to students undertaking reading in a field of special interest.

DESN 527. Seminar in DESN. 3 Units.
This seminar addresses topics of current interest with a strong emphasis on research. It is intended primarily for the faculty and doctoral students of the DESN Department.

DESN 601. Special Topics in MIS. 1 - 18 Units.
This course is offered, with permission, to Ph.D. candidates undertaking reading in a field of special interest.

DESN 701. Dissertation Ph.D.. 1 - 9 Units.
(Credit as arranged.) Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

DBAP 611. Theory and Practice of Collective Action. 3 Units.
The ability of autonomous and interdependent parties to coordinate actions, or to act cooperatively, affects a wide range of organizational and social problems. This course addresses the theory and practice of collective action in local, national and global contexts. Case studies of collective action problems, such as environmental protection, community revitalization, and the mobilization of interest groups will be discussed. Offered as DBAP 611 and EDMP 611. Prereq: Must be enrolled in the Doctor of Business Administration Program.

DBAP 613. Leading Change. 3 Units.
Change is an enigma and yet sustained, desirable change (SDC) drives adaptation, growth and life itself. In this course, we will continuously attempt to answer two questions: What is the process of sustained, desirable change? and What is the role of a leader? Concepts from complexity theory will be used, including understanding the multilevel nature of SDC at the individual, dyad, team, organization, community, country, and global levels. Intentional Change Theory (ICT) will be used as the organizing concept for the changes studied. Leadership and its development will be examined by studying a number of topics and applying them to three major case studies: (1) yourself; (2) practice coaching with compassion; and (3) a major change project. This course will explore questions, such as: Who are effective leaders? How do they think and act? What makes us want to follow them? How are leaders developed? What is the role of emotional and social intelligence? How does a leader’s mind, body, heart, and spirit affect their performance? Offered as DBAP 613 and EDMP 613. Prereq: Must be enrolled in the Doctor of Business Administration Program.

DBAP 614. Business as an Evolving Complex System. 3 Units.
The goal of this course is to provide a foundation for understanding how business systems evolve, why the business systems in the major advanced countries have evolved differently over the last 100 years or so, and what the underlying driving forces are. The focus is on transformation rather than economic growth. The course examines the evolution of business systems as a result of technological and organizational change. It deals with the role of history, culture and finance in generating business organizations in various countries. The course also studies the emergence of regional innovation systems and industry clusters, as well as how digitization and globalization are changing the "industrial logic." Offered as DBAP 614 and EDMP 614. Prereq: Must be enrolled in the Doctor of Business Administration Program.

DBAP 616. Global Economic Systems and Issues. 3 Units.
This course provides a framework and analytical tools for understanding globalization and international economic relations in the context of the global political system. It analyzes the economic and political forces that are shaping global cooperation on economic matters, the role and impact of international economic institutions such as the World Bank, the International Monetary Fund, and the World Trade Organization, and evolving forms of regional governance, such as the European Union. It covers national and international policies and development and the causes and cures of international financial crises. The course revolves around concepts of efficiency, equality, power, and institutions in the making of public policy towards globalization of communications and transportation. Offered as DBAP 616 and EDMP 616. Prereq: DBAP 665.
DBAP 617. Technology and Social System Design. 3 Units.
Managers are designers who shape the social and technical world we inhabit. This course explores the process of design and asks how managers can become better designers and interventionists who anticipate and evaluate the social, economic, and political consequences of existing and emerging products, processes, and organizational forms. Offered as DBAP 617 and EDMP 617. Prereq: Must be enrolled in the Doctor of Business Administration Program.

DBAP 638. Qualitative Inquiry I. 3 Units.
This course explores ways to conceptualize an object of study and facilitates formulation of students' conceptual work and production of research reports at the end of the first year of the program. The course conveys how to generate research ideas by critically reviewing literature and developing ideas that contribute to a problem or issue of interest by working with theory and extending previous research. The practicality of conducting certain kinds of research is evaluated and length, intensity and ethical constraints of different research efforts are examined. Each student produces a report communicating and supporting a conceptualization of the phenomenon of interest involving independent, mediating and dependent variables. The paper defines a problem of practice, presents, both visually and in narrative form, concepts shaped by field experience and prior writing that promote understanding of the problem, and includes a research proposal describing sample, data collection and data analysis. Offered as DBAP 638 and EDMP 638. Prereq: DBAP 665.

DBAP 640. Social Ethics: Contemporary Issues. 3 Units.
The course draws upon intellectual ancestors and current thinkers in moral philosophy and ethics to assist each student in identifying, analyzing, and discussing social and ethical questions pertaining to the definition and purpose of contemporary life, the need for moral coherence, and the meaning of life in a global society. The unifying theme of the course is Tolstoy's question, “How then shall we live?” The course does not seek to provide answers to the great questions of life. Rather, it tries to expand each student's capacity to grapple with such questions. Offered as DBAP 640 and EDMP 640. Prereq: Must be enrolled in the Doctor of Business Administration Program.

DBAP 641. Qualitative Inquiry II. 3 Units.
This course guides the student in conducting the qualitative research project that was proposed in EDM 638. Fieldwork and initial analysis is conducted during the summer when data based on semi-structure interviews is collected and analysis begins using inductive coding techniques. A summer residency is held in mid-June to assess progress as final data collection and analysis continues. The aim of the fall semester is to prepare a formal research report on that project, which will be submitted to an academic research conference. The final report includes a revision of one's conceptual model, integrating new understandings and literature arising from the data collection and analysis. Offered as DBAP 641 and EDMP 641. Prereq: DBAP 638.

DBAP 642. Directed Studies Seminar. 0 - 9 Units.
At different times during the Program, EDM students register for Directed Studies courses. The purpose of these courses is to recognize the work the students are doing to conduct and present their individualized research at a high quality level. Activities conducted under the Directed Studies courses are dedicated to the collection of qualitative or quantitative data and the preparation of research reports. Offered as DBAP 642 and EDMP 642. Prereq: Must be enrolled in the Doctor of Business Administration Program.

DBAP 643. Measuring Business Behaviors and Structures. 3 Units.
This course aims to develop the basic foundations and skills for designing and executing generalizable studies. It focuses on building competence in model building, construct measurement, research design, data collection methodologies, and application of analytical software commonly involved in quantitative inquiry. Covered topics include framing research questions, reliability and validity of measurement, quasi-experimental research design, and fieldwork for data collection. Classes are designed to balance between the theory and practice of quantitative research design, and will be linked to the participant's own research projects. Offered as DBAP 643 and EDMP 643. Prereq: DBAP 641.

DBAP 645. Integration of Qualitative and Quantitative Inquiry. 3 Units.
Using the mixed method research toolkit developed in previous courses, this course focuses on critically analyzing selected pieces of published applied and policy research to develop a critical appreciation of issues and debates that have wide applicability and relevance. In particular, it offers students ways to integrate and triangulate using a mixed method approach, different forms of evidence, and related evidence. In addition, this course addresses common method choice and justification issues and related challenges of validity and theory formulation that typically arise during the students' execution of a series of individual research projects. Application of critical analysis and appreciation approach in justifying mixed methods designs to the student's own research work is encouraged and supported by sharing and discussing common research and methodology themes and problems. Offered as DBAP 645 and EDMP 645. Prereq: Must be enrolled in the Doctor of Business Administration Program.

DBAP 646. Advanced Analytical Methods for Generalizing Research. 3 Units.
This course addresses advanced topics in regression and structural equation modeling such as latent growth curve models, partial least squares, logit models, tests for various types of invariance, multiple-group analysis, multilevel analysis, and analyzing qualitative/categorical data. These analytical methods are intended to enhance the student's toolkit as to facilitate a strong bridge to the academic literature and the application to specific data based problems that arise in applied managerial research. Offered as DBAP 646 and EDMP 646. Prereq: Must be enrolled in the Doctor of Business Administration Program.

DBAP 648. Causal Analysis of Business Problems I. 3 Units.
Model Building & Validation I introduces fundamental concepts in theory-based model building and validation. In this course students will develop, explore, refine and validate a range of models appropriate for addressing their problem of practice including classification models, process models, variance models, and articulating nomological networks. In particular, the course will focus on effective conceptualizations of causation, control, mediation, and moderation. Further, foundational statistical techniques such as tests of assumptions of the data, exploratory factor analysis, and regression and path analysis will be introduced. Offered as DBAP 648 and EDMP 648. Prereq: Must be enrolled in the Doctor of Business Administration Program.
DBAP 649. Causal Analysis of Business Problems II. 3 Units.
Building upon the first course in Model Building & Validation, this course will guide students through the theoretically-grounded variance models that are required for testing through structural equation modeling (SEM) in the quantitative portion of their research. Fundamental concepts in model testing will be reinforced using path analysis, and will include a deeper exploration of moderation by addressing topics such as moderated mediation and interaction effects. Beyond the analysis the course will emphasize precise and accurate formulation of theoretical models and associated reasoning, as well as careful interpretation of findings. The class will also delve into testing of data assumptions and prepare students for the model testing portion of their capstone assignments. Offered as DBAP 649 and EDMP 649. Prereq: Must be enrolled in the Doctor of Business Administration Program.

DBAP 664. Knowledge Dissemination to Influence Managerial Practice. 3 Units.
The aim of this course is twofold. First, it supports students organizing and writing their DM thesis overview or their PhD thesis proposal. Also discussed are ways to organize and communicate in scientific genres, their aims and their generic properties. Secondly, students become acquainted with scientific communication and publishing. Effective reviewing, criteria for judging articles and theses, management of review processes, and how to communicate and respond to reviews are topics discussed. The course also addresses publication strategies and ways of managing and communicating scientific and managerial knowledge to different stakeholders. Offered as DBAP 664 and EDMP 664. Prereq: Must be enrolled in the Doctor of Business Administration Program.

DBAP 665. Introduction to Research Inquiry. 3 Units.
This course begins participants’ three-year research experience. Energized by one’s personal passion and commitment to the topic, we seek for the work to be accomplished at a level that makes it worthy of widespread dissemination and influence as engaged scholars. The goal in this course is to prepare students to develop their minds as scholars by understanding the world of research; develop a research identity by identifying one’s research domain; learn to read academic literature and write in a scholarly style; work with academic literature to identify and digest concepts and theories that inform research on that problem; begin to develop a conceptual model that abstracts how the world may be functioning in that problem domain and points to a research question that can guide the next stage of the research. The final deliverable for this course is to present the research topic with substantiation for its significance, relevance and timeliness in the management field. This would include the research question(s), the literature review; and proposed qualitative methodology and analytical approach(es). Offered as DBAP 665 and EDMP 665. Prereq: Must be enrolled in the Doctor of Business Administration Program.

DBAP 672. Flourishing Enterprise: Creating Sustainable Value for Business and World Benefit. 3 Units.
This course is designed to galvanize new visions of business and society, as well as organizational leadership. The course is born of a conviction that the future of human society and the natural world is intimately linked to the future of the world economy, business enterprises, and management education. The course presentations, books, dialogues, and interview projects are organized around three themes: (1) the state of the world and the economics possibilities of our time, (2) the business case for understanding business as an agent of world benefit—how business performance can profit from current and future advances in sustainable design and social entrepreneurship; and (3) tools for becoming a change leader—including the methods of Appreciative Inquiry and new insights about "strength-based" change emerging from the science of human strengths. The overarching aim is to provide a powerful introduction to the many facets of sustainable value creation as a complete managerial approach. Offered as DBAP 672 and EDMP 672. Prereq: Must be enrolled in the Doctor of Business Administration Program.

DBAP 673. Understanding, Designing, Managing Complex Systems. 3 Units.
The purpose of this course is to provide a perspective on systems thinking and complex systems and aid PhD students in expanding the ideas in their research on systems, systems models, and complex systems. The work of the course will develop with increasingly difficult books on the subject of complex systems, a major case study in health care, and individual applications of the concepts to their potential research model and methods. Offered as DBAP 673 and EDMP 673. Prereq: Must be enrolled in the Doctor of Business Administration Program.

DBAP 677. Designing Sustainable Systems. 3 Units.
Students in teams will recognize and work in practice on a managerial problem that involves dimensions of sustainability and design. They will develop a set of solutions to the problem by generating alternative models and intervention strategies to address the problem. The project results in a short presentation and written communication of the solution in a form of a poster or prototype. The course will also include presentations of intervention and action research approaches and issues of inquiry validation and theory development. Offered as DBAP 677 and EDMP 677. Prereq: Must be enrolled in the Doctor of Business Administration Program.

DBAP 680. Conflict & Cooperation in the Global Arena. 3 Units.
The global arena is described by some as a realm of perpetual conflict. Others argue that given the right institutions and incentives, international actors can find ways to achieve cooperation, peace and increased global prosperity. Still others suggest that the international political and economic arena is “what you make of it”—emphasizing the role of norms, identities and ideas in shaping international outcomes. This course will examine both theoretical and policy perspectives regarding the question of international conflict and cooperation, with a specific emphasis on drawing on insights from collective action theory and international relations scholarship. Offered as DBAP 680 and EDMP 680. Prereq: Must be enrolled in the Doctor of Business Administration Program.

This course is set up individually upon conference between the student and a DM Faculty member and is designed in consult with the DM Program Director in order to complete the student's required coursework and research requirements within the DM Program. Offered as DBAP 699 and EDMP 699. Prereq: DBAP 665.
ECON 102. Principles of Microeconomics. 3 Units.
This course is an introduction to microeconomic theory, providing a foundation for future study in economics. In particular, it addresses how individuals and businesses make choices concerning the use of scarce resources, how prices and incomes are determined in competitive markets, and how market power affects the prices and quantities of goods available to society. We will also examine the impact of government intervention in the economy.

ECON 103. Principles of Macroeconomics. 3 Units.
While Microeconomics looks at individual consumers and firms, Macroeconomics looks at the economy as a whole. The focus of this class will be on the business cycle. Unemployment, inflation and national production all change with the business cycle. We will look at how these are measured, their past behavior and at theoretical models that attempt to explain this behavior. We will also look at the role of the Federal Government and the Federal Reserve Bank of the United States in managing the business cycle.

ECON 216. Data Visualization in R. 3 Units.
Visualizations, such as graphs and maps, provide a compelling and intuitively appealing approach to understanding data and communicating that understanding to others. This course provides a practical, hands-on introduction to the creation of beautiful visual displays of social science data. We will learn the powerful but easy to use visualization tools in the R language. No prior experience in working with data or in coding is required. Counts for CAS Quantitative Reasoning Requirement. Prereq: Sophomore standing.

ECON 307. Intermediate Macro Theory. 3 Units.
Macroeconomics studies aggregate indicators of the performance of an economy, most commonly measured in terms of GDP, and the rates of unemployment and inflation. An important goal of macroeconomic researchers is to develop a model of an economy that is simple, yet powerful enough to explain the historical trends of these aggregate economic indicators. Needless to say, coming up with a good model has remained a very difficult task. So far, there is no single model that is good enough to coherently explain even the most prominent historical trends of aggregate economic indicators. But several models have been built, each offering insight into a certain aspect of the economy. Throughout the course model building is motivated by real world cases from the American economy. Prereq: ECON 102 and ECON 103.

ECON 308. Intermediate Micro Theory. 3 Units.
This course builds on ECON 102 and provides a more in-depth analysis of the theory of the consumer, the theory of the firm, market equilibrium, market failure and government intervention in the market. The focus in this class is on intuition, rather than mathematical derivations, although there will be some. You should come away from this course with a greater understanding of how consumers and firms make their decisions and how they interact in the market place. Note: a student cannot receive degree credit for both ECON 308 and ECON 309. Prereq: ECON 102 and (MATH 121 or MATH 125).

ECON 309. Intermediate Micro Theory: Calculus-Based. 3 Units.
This course builds on Economics 102 and provides a more in-depth analysis of the theory of the consumer, the theory of the firm, market equilibrium, market failure and government intervention in the market. We will use calculus to derive supply, demand and market equilibrium from first principles. You should come away from this course with a greater understanding of how consumers and firms make their decisions and how they interact in the market place. Note: a student cannot receive degree credit for both ECON 308 and ECON 309. Prereq: ECON 102 and (MATH 122 or MATH 126).

ECON 312. Entrepreneurial Finance. 3 Units.
This course explores the financing and financial management of entrepreneurial new ventures. The course will focus on issues of financial management of new ventures (forecasting cash flows, cash flow management, valuation, capital structure) and the various financial methods and mechanisms available to entrepreneurs (bootstrapping, angel investors, venture capitalists, IPOs). ECON 312.

ECON 313. Experiential Entrepreneurship. 3 Units.
Experiential entrepreneurship places students in a startup (founded by the student or someone else) for a semester, while simultaneously teaching students key concepts for startup success in a classroom setting. Each session covers tools and concepts that every entrepreneur should understand, and students should be able to apply these tools and concepts to their host companies. Prereq: ECON 102.

ECON 326. Econometrics. 4 Units.
Econometrics is the application of statistics to empirical economic analysis. One way of testing the validity of economic theories is to gather data and apply statistical tests to see if the data support the theory. These data are usually gathered by observing actual economies, firms and consumers, rather than by performing experiments in a laboratory. Because field data does not have the precision and control of laboratory data, analysts must compensate by adjusting their statistical procedures. In this class, we will concentrate on regression analysis, which is the basic tool of the economic researcher. We will study the assumptions commonly made in the application of this technique, the consequences of violating these assumptions, and the corrections that can be made. Students will have a chance to formulate and test their own hypotheses using econometric software available for personal computers. Prereq: ECON 102 and ECON 103 and (Opre 207 or STAT 243 or STAT 312).

ECON 327. Advanced Econometrics. 3 Units.
This class builds on the foundations of applied regression analysis developed in ECON 326. The goal of the class is to equip students with the tools to conduct a causal analysis of a hypothesis in a variety of settings. Topics will include causality, panel and time series data, instrumental variables and quasi-experiments, semi- and non-parametric methods, and treatment evaluation. Offered as ECON 327 and ECON 427. Prereq: ECON 326.
ECON 328. Designing Experiments for Social Science, Policy, and Management. 3 Units.
Both economists and firms are increasingly relying on experiments to study the economic behavior of individuals and the effectiveness of policies in a wide range of settings. This course gives students the tools they need to design and critique experiments that answer a research or business question. A small part of the class will be devoted to important theoretical concepts in experimental design, such as treatments, factorial designs, randomization, and internal validity, biases, and inference problems. The bulk will be devoted to learning about how these concepts come together by discussing exciting new experimental work on topics such as discrimination and identity, cooperation versus self-interest, and dishonesty and corruption. Prereq: ECON 102 and (OPRE 207, STAT 201, STAT 243, STAT 312, ANTH 319, or PSCL 282).

ECON 329. Game Theory: The Economics of Thinking Strategically. 3 Units.
The term "game theory" refers to the set of tools economists use to think about strategic interactions among small groups of individuals and firms. The primary purpose of this course is to introduce students to the basic concepts of game theory and its applications. The class will stress the use of game theory as a tool for building models of important economic phenomena. The class will also include a number of experiments designed to illustrate the game theoretic results, and to highlight how reality may depart from the theory. The course will stress the value of thinking strategically and provide students with a framework for thinking strategically in their everyday lives. Rather than approaching each strategic situation they encounter as a unique problem, students will be taught to recognize patterns in the situations they face and to generalize from specific experiences. A paper on an application of game theory will be required for graduate students. Offered as ECON 329 and ECON 429. Prereq: ECON 102.

ECON 330. Economic Behavior and Psychology. 3 Units.
This course is an introduction to Behavioral Economics, a growing field which incorporates insights from other disciplines--primarily psychology--into microeconomic models. We will cover fundamental aspects of decision-making, such as how people respond to risk, how people make trade-offs between short-term and long-term rewards, and the ways in which people aren't as selfish as standard economic models suggest. We will cover novel economic models that can accommodate phenomena such as altruism, loss aversion, and self-control problems. We will discuss empirical applications of these concepts in areas ranging from personal finance and health to marketing and public policy. Prereq: ECON 102.

ECON 332. Economic Analysis of Labor Markets. 3 Units.
This course explores the economics of work and pay. We take a comprehensive look at labor markets in the U.S. and other advanced countries and examine related social policy issues. These include the effect of unions on wages; the underpinnings of the income distribution of the U.S.; issues of poverty and welfare; discrimination and wage differential by gender and race; the relationship between work and family; education as a determinant of wages; immigration and migration, and the way firms use wage and employment practices to motivate their employees to work productively. What makes labor economics special is that the commodity we examine is human labor, something that is central to the organization of our lives and the functioning of the economy. Labor economics thus applies the standard neoclassical model of demand, supply, and equilibrium to many areas that also have a profound human dimension. Prereq: ECON 102.

ECON 333. The Economics of Organizations and Employment Relationships. 3 Units.
Economic activity is guided not only by the "invisible hand" of the market, but also by the "visible hand" of management. This class uses microeconomic concepts to understand different ways of organizing economic activity, including firms, cooperatives, and state-owned enterprises. The course focuses on the roles of information, property rights, and incentives in determining the origin and performance of different types of organizations. We look at problems faced by real organizations, examining questions such as, are Facebook and Uber fundamentally new types of firms? Why do some firms offer high-paying jobs while competitors in the same industry do not (eg, Costco vs. Walmart)? What are the impacts of different kinds of contracts with workers and supply chain firms on incentives to work hard, invest, and innovate? Should firms maximize shareholder value, or something else? Why are firms often not able to survive "disruptive innovation"? Are venture capitalists promoters or thwarters of innovation? An objective of the course is to give students a rigorous understanding of fundamental principles that will allow them to examine their own careers, even as many features of the economy change dramatically. Prereq: ECON 102.

ECON 338. Law and Economics. 3 Units.
This course examines legal institutions and rules from an economic perspective. Students will learn when and how legal rules can be efficient. Topics will include property law (including intellectual property), tort law, contracts, and crime. Offered as ECON 338 and ECON 438. Prereq: ECON 102.

ECON 341. Money and Banking. 3 Units.
This course emphasizes the importance of financial markets, the nature and role of the financial system, and the linkages between these--money and banking--and the economy. Emphasis is placed on both theoretical and practical constructs, on major innovations and contemporary changes, and the closely intertwined condition of financial and economic systems with monetary and fiscal policy. Offered as BAFI 341 and ECON 341.

ECON 342. Public Finance. 3 Units.
Government intervention is a pervasive feature of every modern economy. The goal of this course is to develop the economic tools for understanding and evaluating a wide range of government behaviors such as taxation and redistribution policy, the public provision of goods and services, and the regulation of private markets. ECON 342 begins by considering "market failures" that justify government intervention in a market economy. To respond to such failures, governments must raise revenues through taxation. Using the tools of microeconomic theory, we will develop a framework for thinking about the positive and normative effects of alternative forms of taxation. Particular attention will be paid to the individual income tax in the U.S., allowing students to understand the efficiency, distributional and behavioral implications of recent changes in the tax code. We will then turn to the expenditure side of the public sector. The economic principles used to evaluate public expenditures will be discussed and exemplified through the analysis of significant public programs. Of particular interest will be the effect of public programs on the incentives faced by workers and families. Prereq: ECON 102.

ECON 346. Economic Perspectives. 3 Units.
This course examines important contemporary and historical issues from an economic perspective. It enables students to think about the world "like an economist." Possible topics of current interest include the transformation of Eastern Europe; ethic and racial strife; environmental policy and sustainable development; and professional sports.
ECON 350. Regional and Urban Economics: The Case of Israel. 3 Units.
The goal of this course is to develop a deep understanding of core issue in regional and urban economics. Israel, by dint of its unique history and geo-political environment, provides a fascinating case study on the impact of refugees and immigration, urban planning and governance, security concerns, inequities and discrimination, labor force participation, poverty, environmentalism, and regional cooperation. This course provides a learning experience about these topics both via classroom time at Israeli universities and through visits to carefully chosen sites throughout the country. The trip includes a small amount of discretionary time for visiting spiritually significant sites as well. Counts for CAS Global & Cultural Diversity Requirement. Prereq: ECON 102 or ECON 103.

ECON 351. Startup Nation Trip Course. 3 Units.
The course offers an opportunity to experience, first hand, Israel’s raging start-up economy. Students will visit some of the country’s hottest high-tech companies and meet face-to-face with top entrepreneurs and investors. The course will meet with prominent figures in the Israeli innovation scene, including directors of leading accelerators; top angel investors; leaders of corporate innovation; and representatives of governmental entrepreneurship agencies. Topics will include: the role of military in spurring innovation, public support for innovation, biotech, water, energy, cyber security, and new funding models. Prereq: ECON 102.

ECON 355. The Origins of the Modern Economy. 3 Units.
This course in economic history investigates the process by which the modern industrial economy, with its high and growing standard of living, came into being. It traces the development of important pre-modern economic institutions, such as agriculture, states, markets, and long-distance trade. The industrial revolution, the fulcrum that launched the modern economy, is then explored in detail, including its origins and uneven spread around the world. Prereq: ECON 102.

ECON 360. Economics of Crime. 3 Units.
Crime and incarceration impose tremendous costs on society with lasting impact on individuals, families, and communities. Over the past four decades, the incarceration rate in the United States has grown to an historically unprecedented level with approximately 2.2 million people behind bars. In light of the substantial resources allocated towards crime, it is only natural to ask whether the criminal justice system achieves its goals. The purpose of this course is to develop the analytical skills necessary for understanding the economic rationale for criminal law and the criminal justice system. Through the lens of microeconomic theory, we will deal with questions such as when and what to criminalize, the severity of punishment, the determinants of the supply of criminal activity, the effects of policing, and the optimal level of enforcement. This course will introduce students to key concepts in crime policy and help develop their policy analysis skills, including the ability to frame problems and policy alternatives, think critically about empirical evidence, use cost-effectiveness and cost-benefit analysis to compare policy alternatives, and communicate the findings in writing. Prereq: ECON 102.

ECON 364. Economic Analysis of Business Strategies. 3 Units.
This course examines how companies compete against each other and interact with customers in an effort to increase profits. Topics include: pricing strategies, product differentiation, advertising, R&D strategies, bundling and tie-ins, entry barriers, mergers and acquisitions, collusion and cartels, the dynamics of network industries (e.g. information technology), and technology adoption and diffusion. The course will take two complementary perspectives. First, we will consider the point of view of companies, and ask how different business strategies can affect competitive success. Second, we will consider the perspective of consumers and policymakers: we will ask whether different firm strategies enhance or reduce social welfare, and will explore different policy options to increase welfare (e.g. antitrust policies, patent systems). The first part of the course will utilize a range of basic economic tools. In the second part of the course, we will apply what was learned in the first part to real examples of firms and industries, including both business and legal cases. Prereq: ECON 102.

ECON 366. Economics of Sports. 3 Units.
The world of sports provides many captivating examples of how economic tools and methods can be understood through real-world applications. While the popularity of sports is unquestioned, there are many ways in which economics can delve more deeply into the hidden inner-workings of the sports world. When sports teams acquire a new player, are they attempting to maximize wins, or profits? Do the NCAA, NFL, or other sports leagues have a monopoly, and what costs would this entail? What incentives guide sports teams, strategies, and would they ever lose on purpose? Is it worth it to subsidize a sports team to build a new stadium, or renovate an existing arena, in your city? The purpose of this course is to perform economic analysis of sports teams, leagues, and institutions by applying economic tools to a variety of sport-related topics. Microeconomic theory is applied to these questions, and others, drawing from economic fields including industrial organization and public finance. Students with an interest in applying basic economic tools to answer real-world questions in the rapidly growing world of sports should strongly consider taking this course. Prereq: ECON 102.

ECON 368. Environmental Economics. 3 Units.
Economics provides a critically important lens for understanding why environmental problems arise and persist, and the consequences of efforts to mitigate those problems. We will apply economics tools to real-world problems, such as: how can we address climate change without massive job loss? why do markets fail to prevent pollution, and how can government policy do better? Under what circumstances can companies profit by polluting less? What kinds of policies can spur the invention of green technologies? Class sessions will include guest presentations from professionals who are actively working on environmental challenges. Offered as ECON 368 and ECON 468. Prereq: ECON 102.

ECON 369. Economics of Technological Innovation and Entrepreneurship. 3 Units.
This course is designed to help students identify, evaluate, and obtain control over technological opportunities so they may successfully understand the challenges of starting new companies. The course focuses on four themes: 1) the source, discovery and evaluation of technological opportunities; 2) the process of organizing a new firm to produce new technology that satisfies the needs of customers; 3) the acquisition of financial and human resources necessary to exploit technological opportunities; and 4) the development of mechanism to appreciate the returns from exploitation of technological opportunities. Prereq: ECON 102.
ECON 372. International Finance. 3 Units.
This course deals with open-economy macroeconomics and international financial markets, covering open-economy national income analysis, international macroeconomic policy coordination, exchange rate determination, foreign portfolio investment, and global financial crises. Prereq: ECON 102 and ECON 372. Prereq: ECON 103.

ECON 373. International Trade. 3 Units.
This course deals with international trade theories and policies, covering: gains from and patterns of trade; immigration; foreign direct investment; protectionism; multilateral trade liberalization; regionalism; and the costs and benefits of globalization within, as well as among, nations. Prereq: ECON 102.

ECON 374. Financial Regulation. 3 Units.
This course will provide students with an understanding of the economic underpinnings of financial regulation as it exists in the United States today. The course will highlight salient aspects of financial markets, such as asymmetric information and the chains of exposures linking financial market participants, that make financial regulation both necessary and yet problematic. Emphasis will be put on the difference between regulations on individual financial firms as compared with regulating for systemic financial stability. The course will be designed to: (1) provide enhanced understanding of financial markets to undergraduate students who have already taken ECON/BAFI 341 (Money and Banking); (2) provide institutional insight to master’s level finance students; (3) illustrate the application of welfare analysis to financial regulation, and (4) teach all students to think critically about regulatory arbitrage and the dynamic evolution of regulated markets. Prereq: ECON 102, ECON 103 and (ECON 341 or BAFI 341).

ECON 375. Economics of Developing Countries. 3 Units.
This course focuses on international aspects of economic development. The term "developing country" is often defined as a country that exhibits low per capita income, high poverty level, low level of industrialization, or low life expectancy. In terms of size, the developing countries make up at least three-fourth of the world population. Why do we study those countries' economies separately from the industrialized economies? In fact, low economic growth, high unemployment, or high poverty rates also exist in many developed countries. The differences lie not in the types of problems but in the causes of these problems. In addition, differences in the kind of institutions that prevail in developing countries also lead to different policy prescriptions. Among developing countries, differences in historical experience, cultural practices, political institutions and economic conditions are also enormous. Illustrations and explanations of those differences are provided from a wide range of developing countries. Prereq: ECON 102.

ECON 376. Inside Financial Crises. 3 Units.
Financial crises throughout history share common elements, though each one contains aspects unique to its own era. Why do financial systems tend to develop imbalances that lead to bankruptcies and systemic collapse? What are the linkages that cause spillovers from financial systems to the broader economy? What tools are available to detect and counter financial pressures before they erupt into economic catastrophe? This course will examine these issues, by examining several recent financial collapses, including the 2007-2009 global financial crisis. We consider post-crisis legislative and regulatory responses, and ask whether they are likely to dramatically reduce the odds of another crisis. Prereq: ECON 102 and ECON 103.

ECON 377. Topics in Monetary Policy. 3 Units.
Central banks have become enormously powerful economic institutions in many countries, yet their purposes and functions are widely misunderstood. This course is designed to enrich one's understanding of how central banks, such as the Federal Reserve System, actually operate; how they have been adapting to changes in the economic and financial landscape; and how they have been adapting to changes in technology. The course will highlight current monetary policy and central banking issues being dealt with in the United States and elsewhere. The course will emphasize the connection between economic theory and the practice of central banking. Where relevant, topics will be examined from a multi-country perspective, so that the practices of several different countries may be compared and contrasted. Prereq: ECON 102 and ECON 103.

ECON 378. Health Care Economics. 3 Units.
Healthcare accounts for over one-sixth of the U.S. national economy and over one-eighth of its workforce, shares that have dramatically increased over the last 50 years. The rapid growth in healthcare spending has accompanied growing concerns about the quality and efficiency of U.S. healthcare delivery and persistent disparities in access to care. Are these concerns justified? If so, what can policymakers do - and what are they doing - to address them? The purpose of this course is to develop the analytical skills necessary for understanding how the U.S. health care sector operates, how it has evolved, the forces at work behind perceived deficiencies (in access, quality and cost control), and the expected impact of alternative policy proposals. These issues are addressed through the lens of microeconomic theory. Under this framework, outcomes result from the interaction of decisions made by participants in the healthcare economy (e.g. patients, providers, insurers, government), with those decisions governed by the preferences, incentives and resource constraints facing each decision-maker. This course should be of particular interest to students who envision future careers in healthcare delivery, healthcare management, pharmaceutical and device innovation, health insurance or public health, as well as other policy-oriented students seeking to understand the contentious issues in healthcare policymaking. Prereq: ECON 102.

ECON 380. Computational Economics. 3 Units.
Over the past two decades, computational methods have become an indispensable tool in social science studies. The goal of this course is to introduce undergraduate students to numerical methods and computer implementations for conducting modern quantitative research in economics and social sciences. In this course, we will learn about how to utilize computational methods to conduct research in several different domains, including microeconomics, macroeconomics, financial market, and empirical methods. At the conclusion of this course, students will be able to effectively apply quantitative solution methods to a wide range of economic, financial, and business issues. In addition, students will learn Python as a basic programming language. The learned programming skills will be readily applicable out of classroom. Computational economics will provide students a comprehensive experience and training in economics, computer science, and statistics. Students will be able to distinguish themselves on the job-market, as candidates ready to work in an environment that requires both economics insights and strong quantitative data/computational skills. The course will also be highly useful for students who plan to go to graduate school in either economics, business, finance or statistics. Recommended preparation but not required: basic programming experience (e.g. using Python, R, Matlab, Stata). Prereq: (ECON 102 or ECON 103) and (OPRE 207, ANTH 319, SOCI 307, STAT 201, STAT 243, STAT 312, or STAT 312R).
ECON 386. Urban Economics. 3 Units.
Microeconomic theory as taught in principles (and even intermediate) does not usually take into account the fact that goods, people, and information must travel in order to interact. Rather, markets are implicitly modeled as if everyone and everything is at a single point in space. In the first part of the course, we will examine the implications of spatial location for economic analysis. In the second part of the class, we will use microeconomic tools to understand urban problems. Topics that we will cover include urban growth, suburbanization, land use, poverty, housing, local government, transportation, education, and crime. Prereq: ECON 102.

ECON 391. Advanced Topics and Writing in Economics. 3 Units.
This course is characterized by intense yet open-ended intellectual inquiry, guided by reading from primary and secondary sources, and will include extensive practice in written and oral communication. The focus will be on contemporary economic issues and scholarship, and assumes a high level of ability in undergraduate economics training. Specifically, this course provides an avenue for an intellectual discourse on some of the most challenging present day economic issues, and we will rigorously think and write about how economic concepts can be applied to virtually any topic, issue and event in the social world. Students will be challenged throughout the course to think and write like an economist and see the world through the economist's lens. Counts as SAGES Departmental Seminar. Prereq: (ECON 308 or ECON 309) and (ECON 326 or BAFI 361).

ECON 395. Senior Capstone in Economics. 3 Units.
This course satisfies the SAGES capstone experience for economics majors, giving students the opportunity to apply their knowledge from previous coursework to conduct economic research in the role of an on-the-job economist. Opportunities to research economic issues on the American economy will be provided in two ways: one through short data analysis projects on various assigned topics and another larger project of original research on a topic of the student's choosing. For the shorter empirical assignments students will take on the role of an economist, whether it be for a company or in public policy. Students will offer both theoretical and empirical analyses of economic issues, both historical and new, such as wage discrimination, determining damages in a court case, analyzing product data for a firm, and analyzing a firm's anticompetitive behavior. For their project of original research, students will identify an applied research problem, determine an appropriate research methodology, give a review of the literature, gather data, run an economic analysis, and interpret the results. Projects will be presented in writing, orally, and with posters. Counts as SAGES Senior Capstone. Prereq: ECON 326 and Junior or Senior standing.

ECON 397. Honors Research I. 3 Units.
All students admitted to the Honors Program will undertake an independent research project (Senior Thesis) under the guidance of a faculty member (Thesis Advisor). ECON 397 is used to define the topic, review relevant literature, formulate hypotheses, and collect appropriate data toward completing their research project. Students will have the responsibility of providing regular progress reports to their thesis advisor highlighting the work accomplished to date, the immediate challenges confronting them, and a plan to complete the project in the time remaining. Prereq: ECON 102, ECON 103, ECON 326 and ECON 308 or ECON 309; Junior standing and minimum GPA of 3.3 in ECON major and 3.0 overall.

ECON 398. Honors Research II. 3 Units.
This is the second course in a two course sequence to complete the Honors Research Program in Economics. Counts as SAGES Senior Capstone. Prereq: A grade of B or higher in ECON 397.

ECON 399. Individual Readings and Research. 1 - 6 Units.
Intensive examination of a topic selected by the student. A student must receive permission from the program administrator before the start of the term, and permission will only be granted in cases where the student has a clear learning plan and objectives in using the independent readings/research option that cannot be met through available course offerings.

ECON 427. Advanced Econometrics. 3 Units.
This class builds on the foundations of applied regression analysis developed in ECON 326. The goal of the class is to equip students with the tools to conduct a causal analysis of a hypothesis in a variety of settings. Topics will include causality, panel and time series data, instrumental variables and quasi-experiments, semi- and non-parametric methods, and treatment evaluation. Offered as ECON 327 and ECON 427.

ECON 429. Game Theory: The Economics of Thinking Strategically. 3 Units.
The term "game theory" refers to the set of tools economists use to think about strategic interactions among small groups of individuals and firms. The primary purpose of this course is to introduce students to the basic concepts of game theory and its applications. The class will stress the use of game theory as a tool for building models of important economic phenomena. The class will also include a number of experiments designed to illustrate the game theoretic results, and to highlight how reality may depart from the theory. The course will stress the value of thinking strategically and provide students with a framework for thinking strategically in their everyday lives. Rather than approaching each strategic situation they encounter as a unique problem, students will be taught to recognize patterns in the situations they face and to generalize from specific experiences. A paper on an application of game theory will be required for graduate students. Offered as ECON 329 and ECON 429. Prereq: MBAC 512 or MBAP 406.

ECON 431. Economics of Negotiation and Conflict Resolution. 3 Units.
Students frequently enroll in a negotiation class with one thought in mind—negotiating a better job offer from an employer. They soon learn, however, that negotiation skills can do far more than improve a paycheck. Negotiations occur everywhere: in marriages, in divorces, in small work teams, in large organizations, in getting a job, in losing a job, in deal making, in decision making, in board rooms, and in court rooms. The remarkable thing about negotiations is that, wherever they occur, they are governed by similar principles. The current wave of corporate restructuring makes the study of negotiations especially important for M.B.A.s. Mergers, acquisitions, downsizing and joint ventures call into question well established business and employment relationships. Navigating these choppy waters by building new relationships requires the negotiation skills that you will learn in this class. Offered as ECON 431 and ORBH 413.

ECON 438. Law and Economics. 3 Units.
This course examines legal institutions and rules from an economic perspective. Students will learn when and how legal rules can be efficient. Topics will include property law (including intellectual property), tort law, contracts, and crime. Offered as ECON 338 and ECON 438. Prereq: MBAC 512 or MBAP 406.

ECON 439. Individual Readings and Research. 1 - 6 Units.
Intensive examination of a topic selected by the student. A student must receive permission from the program administrator before the start of the term, and permission will only be granted in cases where the student has a clear learning plan and objectives in using the independent readings/research option that cannot be met through available course offerings.
ECON 468. Environmental Economics. 3 Units.
Economics provides a critically important lens for understanding why environmental problems arise and persist, and the consequences of efforts to mitigate those problems. We will apply economics tools to real-world problems, such as: how can we address climate change without massive job loss? why do markets fail to prevent pollution, and how can government policy do better? Under what circumstances can companies profit by polluting less? What kinds of policies can spur the invention of green technologies? Class sessions will include guest presentations from professionals who are actively working on environmental challenges. Offered as ECON 368 and ECON 468. Prereq: MBAC 512 or MBAP 406.

ECON 501. Special Problems and Topics. 1 - 18 Units.
This course is offered, with permission, to students undertaking reading in a field of special interest.

EDMP

EDMP 611. Theory and Practice of Collective Action. 3 Units.
The ability of autonomous and interdependent parties to coordinate actions, or to act cooperatively, affects a wide range of organizational and social problems. This course addresses the theory and practice of collective action in local, national and global contexts. Case studies of collective action problems, such as environmental protection, community revitalization, and the mobilization of interest groups will be discussed. Offered as DBAP 611 and EDMP 611. Prereq: Must be enrolled in the DM Program.

EDMP 613. Leading Change. 3 Units.
Change is an enigma and yet sustained, desirable change (SDC) drives adaptation, growth and life itself. In this course, we will continuously attempt to answer two questions: What is the process of sustained, desirable change? and What is the role of a leader? Concepts from complexity theory will be used, including understanding the multilevel nature of SDC at the individual, dyad, team, organization, community, country, and global levels. Intentional Change Theory (ICT) will be used as the organizing concept for the changes studied. Leadership and its development will be examined by studying a number of topics and applying them to three major case studies: (1) yourself; (2) practice coaching with compassion; and (3) a major change project. This course will explore questions, such as: Who are effective leaders? How do they think and act? What makes us want to follow them? How are leaders developed? What is the role of emotional and social intelligence? How does a leader’s mind, body, heart, and spirit affect their performance? Offered as DBAP 613 and EDMP 613. Prereq: Must be enrolled in the DM Program.

EDMP 614. Business as an Evolving Complex System. 3 Units.
The goal of this course is to provide a foundation for understanding how business systems evolve, why the business systems in the major advanced countries have evolved differently over the last 100 years or so, and what the underlying driving forces are. The focus is on transformation rather than economic growth. The course examines the evolution of business systems as a result of technological and organizational change. It deals with the role of history, culture and finance in generating business organizations in various countries. The course also studies the emergence of regional innovation systems and industry clusters, as well as how digitization and globalization are changing the "industrial logic." Offered as DBAP 614 and EDMP 614. Prereq: Must be enrolled in the DM Program.

EDMP 616. Global Economic Systems and Issues. 3 Units.
This course provides a framework and analytical tools for understanding globalization and international economic relations in the context of the global political system. It analyzes the economic and political forces that are shaping global cooperation on economic matters, the role and impact of international economic institutions such as the World Bank, the International Monetary Fund, and the World Trade Organization, and evolving forms of regional governance, such as the European Union. It covers national and international policies and development and the causes and cures of international financial crises. The course revolves around concepts of efficiency, equality, power, and institutions in the making of public policy towards globalization of communications and transportation. Offered as DBAP 616 and EDMP 616. Prereq: EDMP 665.

EDMP 617. Technology and Social System Design. 3 Units.
Managers are designers who shape the social and technical world we inhabit. This course explores the process of design and asks how managers can become better designers and interventionists who anticipate and evaluate the social, economic, and political consequences of existing and emerging products, processes, and organizational forms. Offered as DBAP 617 and EDMP 617. Prereq: Must be enrolled in the DM Program.

EDMP 638. Qualitative Inquiry I. 3 Units.
This course explores ways to conceptualize an object of study and facilitates formulation of students’ conceptual work and production of research reports at the end of the first year of the program. The course conveys how to generate research ideas by critically reviewing literature and developing ideas that contribute to a problem or issue of interest by working with theory and extending previous research. The practicality of conducting certain kinds of research is evaluated and length, intensity and ethical constraints of different research efforts are examined. Each student produces a report communicating and supporting a conceptualization of the phenomenon of interest involving independent, mediating and dependent variables. The paper defines a problem of practice, presents, both visually and in narrative form, concepts shaped by field experience and prior writing that promote understanding of the problem, and includes a research proposal describing sample, data collection and data analysis. Offered as DBAP 638 and EDMP 638. Prereq: EDMP 665.

EDMP 640. Social Ethics: Contemporary Issues. 3 Units.
The course draws upon intellectual ancestors and current thinkers in moral philosophy and ethics to assist each student in identifying, analyzing, and discussing social and ethical questions pertaining to the definition and purpose of contemporary life, the need for moral coherence, and the meaning of life in a global society. The unifying theme of the course is Tolstoy’s question, “How then shall we live?” The course attempts to answer two questions: What is the process of sustained, desirable change (SDC) drives adaptation, growth and life itself? and What is the role of a leader? Concepts from complexity theory will be used, including understanding the multilevel nature of SDC at the individual, dyad, team, organization, community, country, and global levels. Intentional Change Theory (ICT) will be used as the organizing concept for the changes studied. Leadership and its development will be examined by studying a number of topics and applying them to three major case studies: (1) yourself; (2) practice coaching with compassion; and (3) a major change project. This course will explore questions, such as: Who are effective leaders? How do they think and act? What makes us want to follow them? How are leaders developed? What is the role of emotional and social intelligence? How does a leader’s mind, body, heart, and spirit affect their performance? Offered as DBAP 613 and EDMP 613. Prereq: Must be enrolled in the DM Program.

EDMP 665. Research Methods I. 3 Units.
This course is designed to facilitate formulation of students' conceptual work and production of research reports at the end of the first year of the program. The course conveys how to generate research ideas by critically reviewing literature and developing ideas that contribute to a problem or issue of interest by working with theory and extending previous research. The practicality of conducting certain kinds of research is evaluated and length, intensity and ethical constraints of different research efforts are examined. Each student produces a report communicating and supporting a conceptualization of the phenomenon of interest involving independent, mediating and dependent variables. The paper defines a problem of practice, presents, both visually and in narrative form, concepts shaped by field experience and prior writing that promote understanding of the problem, and includes a research proposal describing sample, data collection and data analysis. Offered as DBAP 638 and EDMP 638. Prereq: EDMP 665.
EDMP 641. Qualitative Inquiry II. 3 Units.
This course guides the student in conducting the qualitative research project that was proposed in EDMP 638. Fieldwork and initial analysis is conducted during the summer when data based on semi-structure interviews is collected and analysis begins using inductive coding techniques. A summer residency is held in mid-June to assess progress as final data collection and analysis continues. The aim of the fall semester is to prepare a formal research report on that project, which will be submitted to an academic research conference. The final report includes a revision of one's conceptual model, integrating new understandings and literature arising from the data collection and analysis. Offered as DBAP 641 and EDMP 641. Prereq: EDMP 638.

EDMP 642. Directed Studies Seminar. 0 - 9 Units.
At different times during the Program, EDM students register for Directed Studies courses. The purpose of these courses is to recognize the work the students are doing to conduct and present their individualized research at a high quality level. Activities conducted under the Directed Studies courses are dedicated to the collection of qualitative or quantitative data and the preparation of research reports. Offered as DBAP 642 and EDMP 642. Prereq: Must be enrolled in DM program or PhD in Management: Designing Sustainable Systems track.

EDMP 643. Measuring Business Behaviors and Structures. 3 Units.
This course aims to develop the basic foundations and skills for designing and executing generalizable studies. It focuses on building competence in model building, construct measurement, research design, data collection methodologies, and application of analytical software commonly involved in qualitative inquiry. Covered topics include framing research questions, reliability and validity of measurement, quasi-experimental research design, and fieldwork for data collection. Classes are designed to balance between the theory and practice of quantitative research design, and will be linked to the participant’s own research projects. Offered as DBAP 643 and EDMP 643. Prereq: EDMP 641.

EDMP 645. Integration of Qualitative and Quantitative Inquiry. 3 Units.
Using the mixed method research toolkit developed in previous courses, this course focuses on critically analyzing selected pieces of published applied and policy research to develop a critical appreciation of issues and debates that have wide applicability and relevance. In particular, it offers students ways to integrate and triangulate using a mixed method approach, different forms of evidence, and related evidence. In addition, this course addresses common method choice and justification issues and related challenges of validity and theory formulation that typically arise during the students’ execution of a series of individual research projects. Application of critical analysis and appreciation approach in justifying mixed methods designs to the student’s own research work is encouraged and supported by sharing and discussing common research and methodology themes and problems. Offered as DBAP 645 and EDMP 645. Prereq: Must be enrolled in the DM Program.

EDMP 646. Advanced Analytical Methods for Generalizing Research. 3 Units.
This course addresses advanced topics in regression and structural equation modeling such as latent growth curve models, partial least squares, logit models, tests for various types of invariance, multiple-group analysis, multilevel analysis, and analyzing qualitative/categorical data. These analytical methods are intended to enhance the student’s toolkit as to facilitate a strong bridge to the academic literature and the application to specific data based problems that arise in applied managerial research. Offered as DBAP 646 and EDMP 646. Prereq: Must be enrolled in the DM Program.

EDMP 648. Causal Analysis of Business Problems I. 3 Units.
Model Building & Validation I introduces fundamental concepts in theory-based model building and validation. In this course students will develop, explore, refine and validate a range of models appropriate for addressing their problem of practice including classification models, process models, variance models, and articulating nomological networks. In particular, the course will focus on effective conceptualizations of causation, control, mediation, and moderation. Further, foundational statistical techniques such as tests of assumptions of the data, exploratory factor analysis, and regression and path analysis will be introduced. Offered as DBAP 648 and EDMP 648. Prereq: Must be enrolled in the DM Program.

EDMP 649. Causal Analysis of Business Problems II. 3 Units.
Building upon the first course in Model Building & Validation, this course will guide students through the theoretically-grounded variance models that are required for testing through structural equation modeling (SEM) in the quantitative portion of their research. Fundamental concepts in model testing will be reinforced using path analysis, and will include a deeper exploration of moderation by addressing topics such as moderated mediation and interaction effects. Beyond the analysis the course will emphasize precise and accurate formulation of theoretical models and associated reasoning, as well as careful interpretation of findings. The class will also delve into testing of data assumptions and prepare students for the model testing portion of their capstone assignments. Offered as DBAP 649 and EDMP 649. Prereq: Must be enrolled in the DM Program.

EDMP 664. Knowledge Dissemination to Influence Managerial Practice. 3 Units.
The aim of this course is twofold. First, it supports students organizing and writing their DM thesis overview or their PhD thesis proposal. Also discussed are ways to organize and communicate in scientific genres, their aims and their generic properties. Secondly, students become acquainted with scientific communication and publishing. Effective reviewing, criteria for judging articles and theses, management of review processes, and how to communicate and respond to reviews are topics discussed. The course also addresses publication strategies and ways of managing and communicating scientific and managerial knowledge to different stakeholders. Offered as DBAP 664 and EDMP 664. Prereq: Must be enrolled in the DM Program.

EDMP 666. Introduction to Research Inquiry. 3 Units.
This course begins participants’ three-year research experience. Energized by one’s personal passion and commitment to the topic, we seek for the work to be accomplished at a level that makes it worthy of widespread dissemination and influence as engaged scholars. The goal in this course is to prepare students to develop their minds as scholars by understanding the world of research; develop a research identity by identifying one’s research domain; learn to read academic literature and write in a scholarly style; work with academic literature to identify and digest concepts and theories that inform research on that problem; begin to develop a conceptual model that abstracts how the world may be functioning in that problem domain and points to a research question that can guide the next stage of the research. The final deliverable for this course is to present the research topic with substantiation for its significance, relevance and timeliness in the management field. This would include the research question(s); the literature review; and proposed qualitative methodology and analytical approach(es). Offered as DBAP 665 and EDMP 665. Prereq: Must be enrolled in the DM Program.
EDMP 672. Flourishing Enterprise: Creating Sustainable Value for Business and World Benefit. 3 Units.
This course is designed to galvanize new visions of business and society, as well as organizational leadership. The course is born of a conviction that the future of human society and the natural world is intimately linked to the future of the world economy, business enterprises, and management education. The course presentations, books, dialogues, and interview projects are organized around three themes: (1) the state of the world and the economics possibilities of our time, (2) the business case for understanding business as an agent of world benefit—how business performance can profit from current and future advances in sustainable design and social entrepreneurship; and (3) tools for becoming a change leader—including the methods of Appreciative Inquiry and new insights about "strength-based" change emerging from the science of human strengths. The overarching aim is to provide a powerful introduction to the many facets of sustainable value creation as a complete managerial approach. Offered as DBAP 672 and EDMP 672. Prereq: Must be enrolled in the DM Program.

EDMP 673. Understanding, Designing, Managing Complex Systems. 3 Units.
The purpose of this course is to provide a perspective on systems thinking and complex systems and aid PhD students in expanding the ideas in their research on systems, systems models, and complex systems. The work of the course will develop with increasingly difficult books on the subject of complex systems, a major case study in health care, and individual applications of the concepts to their potential research model and methods. Offered as DBAP 673 and EDMP 673. Prereq: Must be enrolled in the DM Program.

EDMP 677. Designing Sustainable Systems. 3 Units.
Students in teams will recognize and work in practice on a managerial problem that involves dimensions of sustainability and design. They will develop a set of solutions to the problem by generating alternative models and intervention strategies to address the problem. The project results in a short presentation and written communication of the solution in a form of a poster or prototype. The course will also include presentations of intervention and action research approaches and issues of inquiry validation and theory development. Offered as DBAP 677 and EDMP 677. Prereq: Must be enrolled in the DM Program.

EDMP 680. Conflict & Cooperation in the Global Arena. 3 Units.
The global arena is described by some as a realm of perpetual conflict. Others argue that given the right institutions and incentives, international actors can find ways to achieve cooperation, peace and increased global prosperity. Still others suggest that the international political and economic arena is "what you make of it"—emphasizing the role of norms, identities and ideas in shaping international outcomes. This course will examine both theoretical and policy perspectives regarding the question of international conflict and cooperation, with a specific emphasis on drawing on insights from collective action theory and international relations scholarship. Offered as DBAP 680 and EDMP 680. Prereq: Must be enrolled in the DM Program.

This course is set up individually upon conference between the student and a DM Faculty member and is designed in consult with the DM Program Director in order to complete the student's required coursework and research requirements within the DM Program. Offered as DBAP 699 and EDMP 699. Prereq: EDMP 665.

EMBA

EMBA 417. TEAMS. 0 Unit.
This course enables the formation of E.M.B.A. study groups and classroom learning environment by introducing participants to their adult learning styles, models of group decision-making, theories of team development and rules of engagement for effective learning teams. Prereq: E.M.B.A. students only.

EMBA 430. Health Informatics, Analytics & Decision Making. 2.5 Units.
Increasingly in today's healthcare environment, those aspiring to succeed in leadership positions are expected to know and do more than their primary discipline traditionally required. They are also expected to transform their organizations - whether they are departments or IDS's - to a higher state of quality, effectiveness, efficiency and competitiveness. To meet this expectation they must be able to harness the interrelated power of information, analytics and decision support to plan, evaluate, improve, and control their organization. This course is for executives in health care delivery, health planning, regulatory, or accrediting organizations who will be involved with, be responsible for, or oversee: The use and/or management of health or organizational information, and analytic and decision processes; The improvement / innovation of their organization's operations and decision processes; and/or The design, acquisition, implementation, and/or evaluation of health information technologies (HIT). The course is intended to develop competence and confidence in the participant's ability to understand and manage the complex information, analytics and decision environment. Prereq: E.M.B.A. candidates only.

EMBA 436. Accounting for Business Executives. 2.5 Units.
This course is an introduction to financial and managerial accounting, rather than a course in introductory accounting. This course is designed for the business professional and is intended to prepare the student to use the information prepared by accountants. It will not dwell in detail on the technical aspects of accounting or bookkeeping. In addition, this course is designed to help the student become an effective user of cost information, from the perspective of parties internal to the firm. This aspect of accounting is a compilation of techniques rather than a set of rules. Since the information is for private use, the goal is to create the most meaningful and useful data for use by managers. Assignments will be designed to develop the student's ability to analyze and interpret accounting data and to more effectively utilize accounting data in day to day business decisions. Finally, this course is intended to strengthen abilities to identify problems and opportunities, to search out and analyze desired information leading to a well-reasoned conclusion, and to perform sensitivity analysis around that conclusion, using financial information. Prereq: E.M.B.A. candidates only.

EMBA 437. Economic Analysis for Managers. 2.5 Units.
This course, which is limited to students in the Executive M.B.A. program, explores the basic elements of the economic system which the executive needs to know in order to understand how the firm interacts with the system and how economic factors affect decision making. Prereq: E.M.B.A. candidates only.

EMBA 438A. Business Statistics and Quantitative Analysis. 1.25 Unit.
In this course, students study the use of modern quantitative and business statistics to support the executive decision-making process. With the help of computer software, the models examined assist in describing and analyzing problems and suggesting possible managerial actions. The techniques discussed include tools for decision making under uncertainty including regression analysis. This course is part of a two (2) course sequence. Prereq: E.M.B.A. candidates only.
EMBA 438B. Business Statistics and Quantitative Analysis. 1.25 Units.
In this course, students study the use of modern quantitative and business statistics to support the executive decision-making process. With the help of computer software, the models examined assist in describing and analyzing problems and suggesting possible managerial actions. The techniques discussed include tools for decision making under uncertainty including regression analysis. This course is part of a two (2) course sequence. Prereq: EMBA 438A

EMBA 439. Corporate Finance. 2.5 Units.
The central organizing principle of this course is to familiarize the class with the basics of valuation. This first course in finance introduces the tools and methods employed in valuation of projects and corporate securities. Valuation involves the determination of (i) cash flows of the firm, project or financial assets and (ii) the discount rates that are used to compute the present values of the cash flows. Asset pricing models provide the underpinnings for the development of the discount rates. The material is synthesized in capital budgeting exercises which are cost-benefit analyses of capital project cash flows to evaluate whether they are value enhancing. Prereq: E.M.B.A. candidates only.

EMBA 441. Leading Change: Self. 2.5 Units.
The primary objective of Leading Change: Self is to learn a method for assessing your knowledge, abilities, values, and interests relevant to leadership and executive management so that you will be able to develop and implement a plan for enhancing your leadership and executive capability throughout your career and life. The enabling objectives are: (a) To systematically identify your current and desired capability (i.e., knowledge, abilities, values, and interests); (b) To develop an individualized learning agenda and plan for the next 3-5 years; and (c) To explore techniques to assist others in doing the same. This course will explore questions, such as: Who are effective leaders? How are they different than managers? How do they think and act? What makes us want to follow them? How are leaders developed? How can people help others become effective leaders? What type of leader do I want to be? And, what can I do to become that type of leader? Prereq: E.M.B.A. candidates only.

EMBA 442. Innovation. 2.5 Units.
Organizations are under continuous pressure to be efficient and productive in order to generate (often short-term) profit. At the same time they must innovate to remain competitive in the long-term. Innovation involves the generation, development, and delivery of new products, processes, or businesses. Intrapreneurs are those who can successfully bring new ideas to fruition in established organizations. Innovation in the context of an established organization requires that intrapreneurs fundamentally understand the dynamics of innovation and innovation management. This course introduces fundamental concepts associated with innovation in the context of an established organization. Prereq: E.M.B.A. candidates only.

EMBA 443. Supply Chain Management. 2.5 Units.
Operations managers, ranging from supervisors to vice presidents, are concerned with the production of goods and services. More specifically, they are responsible for designing, running, controlling and improving the systems that accomplish production. This course is a broad-spectrum course with emphasis on techniques and information that are helpful to the practice of management in general and at any level. We will discuss commonly occurring application problems such as process analysis, inventory control, quality management, just-in-time concepts, etc. The field of operations management was originally concerned with manufacturing systems. But many of the same ideas apply, and the same trade-offs are present, in service organizations like health care, insurance, hotel-management, airlines and government related operations. Several manufacturing and non-manufacturing environments will be discussed explicitly, and the emphasis will be on the fundamentals of the operations function in an organization. Also we will explore the interface of operations management with other functional areas such as marketing, finance, accounting, etc. Prereq: E.M.B.A. candidates only.

EMBA 445. Expanding Boundaries. 2.5 Units.
This course will help you understand the keys to successful corporate development-competitive advantage in every business in which a firm is involved. In particular, the course will help the participants to understand the following: -Corporate development strategy through capabilities and leveragable capabilities -Before venturing into a new business, the firm has to have a clear understanding of the critical capabilities required for success in the new business. -Firms can increase the odds of success if they can leverage (parts of ) existing capabilities to new businesses. -Corporate development strategies-adapting to a market -Analyze the industry environment in order to select the competitive battlefield to increase the odds of success by leveraging some of your existing capabilities -sometimes also known as core competencies. This is a relatively low risk strategy. We will develop methodologies that will allow you to identify markets (segments) where your current capabilities are leveragable. -Shaping a market usually requires developing a completely new set of capabilities - very risky. We will develop concepts to understand techniques to mitigate these risks. -Acquisitions as one of the means for corporate development -Approximately half of the class sessions will be devoted to the specific case of acquisitions as a means to expand the boundaries of a firm. We will explore both how acquisitions contribute to competitive advantage and the selection process and integration of the acquired entity. Less emphasis will be placed on strict financial valuations and negotiations. Prereq: E.M.B.A. candidates only.
EMBA 446. Managing Risk and Real Options. 2.5 Units.
The course seeks to help corporate managers understand how financial design can be used to meet the objectives of the firm. In the Finance course, you concentrated almost exclusively on the firm’s capital expenditure decision. You studied in great detail the discounted cash flow model, NPV, how you get your cash flows, and how you discount them. Therefore, we move to the other side of the balance sheet to look at how the firm can finance these expenditures. The first part of this class provides the basic building blocks of financial engineering which incorporates both the uncertainty inherent in business and the active decision making required for strategy to succeed. Prereq: E.M.B.A. candidates only.

EMBA 449. Contemporary Issues in Management. 2.5 Units.
This course is intended to address the contemporary issues in management to be decided by faculty and student interest. With the current global economic crisis, this year the course will focus on International Finance and Economics. In subsequent years, the topics will evolve as the global business climate changes. Prereq: E.M.B.A. candidates only.

EMBA 450. Managerial Marketing. 2.5 Units.
This course is designed with three overarching objectives. The first is an emphasis on decision making in a broad range of market contexts. The second objective builds on the notion that decision making is dynamic; that is, market situations demand not just one good decision but a series of them as a situation unfolds (providing new and varied information for each subsequent decision). Integrating concepts from a number of the courses that you are taking concurrently into decision-making about markets is a final objective. Prereq: E.M.B.A. candidates only.

EMBA 451. Business Model Design. 2.5 Units.
In most companies the process of designing business models is an ad hoc process and in my opinion an inefficient process. In this course you will learn a systematic but iterative process to do this. We will expose you to some broad categories of business models and internalize the basic logic of how to make money in each of these categories. The first step is to recognize which of these categories is most applicable to your business. The second step is to customize these broad patterns to the specifics of the business at hand. This seems easy because everything is in English and there are no hard formulas to figure out. However, unless you discipline yourself to systematically go through a structured process (there are other equally valid processes than the ones you’ll be exposed to) it is very easy to fall into the ad hoc trap. You will internalize this process by applying it over a wide range of business situations that will give you confidence in its applicability to any business opportunity. After the completion of this course you should be quickly able to draw the outline of a business model for any business opportunity that you’re considering. Prereq: E.M.B.A. candidates only.

EMBA 458. Healthcare Financial Management. 2.5 Units.
This course will consider basic financial concepts, techniques, and strategies for institutions and companies in the U.S. health care delivery system. Note that this may differ from the influences one would find in a different country since the payment system and ownership structures vary widely around the world. These basics include relevant factors in the economic, medical, and financial environment that shape an intelligent financial decision. Therefore, although the course is directed towards financial management decisions in health delivery organizations, it may also be useful for those who supply the industry (equipment, drugs and services), purchase services from it (employers, third party administrators, health plans) or finance these (insurance, banking, investors). Public policy and the structure of the industry also play an important role in the course. However, the general approach is from the point of view of a decision-maker in a health care organizational setting dealing with issues with important economic or financial dimensions. Prereq: E.M.B.A. candidates only.

EMBA 464. Legal Environment. 2.5 Units.
This course provides a brief overview of the legal system that managers face, with an emphasis on contracts, corporate law, property rights and the modern regulatory apparatus of government. Contracts include full coverage of the Uniform Commercial Code. Corporate law is the capstone of the consideration of other forms of business organizations such as partnerships. Regulatory areas include employment law and environmental law. Property coverage includes modern struggles over intellectual ownership claims (patents, copyrights, etc.). Prereq: E.M.B.A. candidates only.
EMBA 472. Leading Change: The Organization. 2.5 Units.
Participants in this course will be challenged to enhance their leadership capacity by assessing and analyzing the knowledge, abilities, values and interests relevant to executives. The course will also explore the art of reading and understanding organizations in ways that help us imagine, design, and develop organization excellence. Prereq: E.M.B.A. candidates only.

EMBA 473. Leading Change: Teams. 2.5 Units.
Sustainability of effective leadership is necessary for adaptive, resilient organizations and for the health and functioning of the leader. Chronic stress results in diminished cognitive functioning, as well as poor health and a contagion of negative mood in organizations. The latest advances in social neuroscience and endocrinology will be used to develop an understanding how someone in a leadership position can renew themselves and mitigate the ravages of chronic stress. The short course will focus on how to coach others toward renewal and sustainability. Prereq: E.M.B.A. candidates only.

EMBA 475. Managing in a Global Economy. 3 Units.
This course is designed to present first-hand issues in international management. It accomplishes this by means of readings, a written assignment and, most importantly, an international trip designed to witness different management cultures, styles and environments for business in the international community. Faculty responsibility rests with the Faculty Director of the E.M.B.A. Program as well as a "Resident-Faculty" specific to each field trip. Such faculty are drawn from the Weatherhead community and vary by the design and destination of the trip. In addition, the course is staffed by an administrative assistant from the complement of Dively CMDR staff. Occasionally and where appropriate, there is also "in-tourist" assistance in some of our foreign locations Prereq: E.M.B.A. candidates only.

EMBA 476. Corporate Governance and Dialogues in Healthcare. 2.5 Units.
The course incorporates insights from leaders in a number of dialogue sessions and is grounded in the following themes: -The role of the board of directors; -Leadership in healthcare organizations; -The CEO relationship to the firm’s principal stakeholders (shareholders, board of directors, employees, customers) and the CEO’s responsibility to give back (time and money) to the community; -CEO role in developing and maintaining the organization’s vision, values and corporate culture. Prereq: E.M.B.A. candidates only.

EMBA 477A. Leading Design in Organization. 1.25 Unit.
This course explores the ideas and methods of design as a new approach to management practices that is well suited to the changing environment that organizations face in contemporary culture and the emerging economic environment in the United States and abroad. It is a studio course as well as a seminar, because it is designed around a project that each student brings to the EMBA program, a project that is grounded in the issues and operations of the student’s organization or in the kind of organization that the student wishes to explore. In addition to the yearlong project, the course will also include important readings in management and organizational literature that are relevant to the new direction of strategic thinking. Finally, the course will draw on the expertise of other faculty at the Weatherhead School of Management who will be called upon to share their practical expertise and theoretical knowledge in the development and execution of the student’s management design project, whether in the area of vision and strategy, new product development of goods and services, operations, organizational design and configuration, or related topics. This is the first part of a two semester course. Prereq: E.M.B.A. candidates only.

EMBA 477B. Leading Design in Organizations. 1.25 Unit.
This course explores the ideas and methods of design as a new approach to management practices that is well suited to the changing environment that organizations face in contemporary culture and the emerging economic environment in the United States and abroad. It is a studio course as well as a seminar, because it is designed around a project that each student brings to the EMBA program, a project that is grounded in the issues and operations of the student’s organization or in the kind of organization that the student wishes to explore. In addition to the yearlong project, the course will also include important readings in management and organizational literature that are relevant to the new direction of strategic thinking. Finally, the course will draw on the expertise of other faculty at the Weatherhead School of Management who will be called upon to share their practical expertise and theoretical knowledge in the development and execution of the student’s management design project, whether in the area of vision and strategy, new product development of goods and services, operations, organizational design and configuration, or related topics. This is the first part of a two semester course. Prereq: E.M.B.A. candidates only.

EMBA 478. Leading Design in Organizations. 2.5 Units.
This course explores the ideas and methods of design as a new approach to management practices that is well suited to the changing environment that organizations face in contemporary culture and the emerging economic environment in the United States and abroad. It is a studio course as well as a seminar, because it is designed around a project that each student brings to the EMBA program, a project that is grounded in the issues and operations of the student’s organization or in the kind of organization that the student wishes to explore. In addition to the yearlong project, the course will also include important readings in management and organizational literature that are relevant to the new direction of strategic thinking. Finally, the course will draw on the expertise of other faculty at the Weatherhead School of Management who will be called upon to share their practical expertise and theoretical knowledge in the development and execution of the student’s management design project, whether in the area of vision and strategy, new product development of goods and services, operations, organizational design and configuration, or related topics. This is the second part of a two semester course. Prereq: E.M.B.A. candidates only.

EMBA 479. Leading Change: Society. 2.5 Units.
This course explores a proposition: that business, the motor of our society has the opportunity to be a new creative force on the planet, a force that could contribute to the well being of many. Our exploration and search is for “business as an agent of world benefit” and the questions are many: what does it look like, where is it happening, what are the market, societal and leadership enablers, and what are the results? Prereq: E.M.B.A. candidates only.

ENTP

ENTP 301. Entrepreneurial Strategy. 3 Units.
This course is designed to show students how to identify potential business opportunities, determine what constitutes a good business model, and to strategically implement a business proposal. Topics of focus include an overview of the entrepreneurial process, determinants of venture success in high tech and other business environments, and strategies for industry entry and venture growth. Prereq: At least Sophomore standing.

ENTP 302. Creativity in Design & Business: Sources of Perception, Imagination, & Creative Thinking. 3 Units.
The goal of this course is to develop skills and techniques for creative problem solving. The course is for anyone interested in design, the development of new products and services, and strategies for change in organizations and society. It is useful wherever we face challenging situations that require imagination, new ideas, and innovative approaches in a rapidly changing world. At its core, creativity is an issue of perception. Learning to change one’s perception from what is known, comfortable, and familiar to what is unknown and potentially valuable and rewarding is the challenge of this course. We will explore a wide variety of methods, techniques, and tools for encouraging new perceptions. There will be useful readings, but also exercises and projects for individuals and teams to develop new strategies of creative thinking. Offered as DESN 302 and ENTP 302.
ENTP 308. Business Model Design and Innovation. 3 Units.
This course takes the perspective of entrepreneurs or business unit managers. The three basic questions that all entrepreneurs and innovators must answer is where to play, how to win, and what to do. You have identified a group of customers for your product or service (where to play). Your first challenge is to know what features (Customer Attributes) your target customer will pay for. Innovative business models focus on a set of customer attributes that are usually very different from other industry incumbents that we call Focal Attributes. Your second challenge is to clearly state your profit logic – how you will make money – how to win. The concept called Profit Objectives (similar but not the same as KPI and/or SMART objectives) allow you to operationalize the profit logic through specific and measurable deliverables. Your third challenge is building the value chain that can deliver these focal attributes (what to do). At this point, you have a good understanding of all the elements of your business model and in particular, how the focal attributes and the value chain align with the profit objectives. You will learn how to illustrate this alignment through a mapping process. Offered as DESN 308 and ENTP 308. Prereq: Junior standing or higher.

ENTP 310. Entrepreneurial Finance. 3 Units.
This course explores the financing and financial management of entrepreneurial new ventures. The course will focus on issues of financial management of new ventures (forecasting cash flows, cash flow management, valuation, capital structure) and the various financial methods and mechanisms available to entrepreneurs (bootstrapping, angel investors, venture capitalists, IPOs). Offered as ENTP 310 and ECON 312.

ENTP 311. Entrepreneurship and Wealth Creation. 3 Units.
This course explores all aspects of the creation of a new venture from idea through startup, growth, and beyond. Students will learn how to evaluate opportunities, develop strategies, create a business plan and acquire financing for a new venture. In this course students will develop a business plan for a new venture.

ENTP 428. Entrepreneurship and Innovation. 3 Units.
In all companies, new and old, large and small, innovation and entrepreneurship are important ways economic value is created. Whether a person wants to found their own company or work in an existing one, and whether one wants to run a business or simply work in one, it is difficult to go through one’s career without needing to engage in innovation or entrepreneurship. The purpose of this course is to equip students to think about how to manage innovation and entrepreneurship. The course will provide frameworks and tools for understanding four important dimensions of innovation and entrepreneurship: (1) Identifying and evaluating opportunities for the new products, processes, ways of organizing, materials, and markets; (2) assessing the needs of customers for new products and services and developing products and services that fulfill those needs; (3) creating strategies to financially benefit from investing in innovation and entrepreneurship; and (4) designing groups and organizations to be innovative and entrepreneurial.

ENTP 501. Special Problems and Topics. 1 - 18 Units.

FNCE

FNCE 401. Financial Orientation. 1.5 Unit.
This is a mandatory preparatory/refresher course for all entering Master of Finance students. It will cover basic topics in statistics, financial accounting and in financial management, so that all students can hit the road running with the other core courses in the first semester. Prereq: For Master of Finance students only.

FNCE 403. Corporate Financial Technology. 3 Units.
This course is focused on the many aspects of the development in Financial Technology from recent notable successes to the current edge and thoughts about the future. Topics covered will include "FinTech" Applications, Incubators and Angels, Block Chains, Crypto-currencies, Crowdfunding, and Payment Schemes. Topics can change from semester to semester, in tune with changing technology. Offered as BAFI 403 and FNCE 403. Prereq: For Master of Finance students only.

FNCE 403C. Financial Management. 1.5 Unit.
Serves as a perquisite for several advanced electives in banking and finance. Its purpose is to familiarize the student with the theory and application of models used in financial decision-making by corporations. Issues relating to efficient markets, financing decisions, capital budgeting, risk and return, and securities valuation are among the topics considered. Prereq: For Master of Finance students in Shanghai, China

FNCE 404. Financial Modeling. 3 Units.
This is a course about financial modeling. It covers a range of topics in the field of financial economics. Each topic is chosen because it lends itself to financial modeling. The primary focus of the course is to relate the theory of finance to practical and usable spreadsheet models that will assist a financial manager with a firm’s investment and financing decisions. Spreadsheet models have been the dominant vehicle for finance professionals to practice their trade. This course will utilize Excel and challenge the student to improve their finance and modeling skills. Students will improve their familiarity with financial data analysis through various exercises that incorporate completed models. In summary, the course is designed to increase your practical understanding of core concepts in finance, help you develop hands-on spreadsheet modeling skills, and strengthen your ability to perform financial data analysis within an Excel model. Prereq: For Master of Finance students only.

FNCE 404C. Financial Modeling & Value. 1.5 Unit.
Firms try to create value. In their day-to-day operations, they are faced with numerous challenges: Should we accept trade credit or borrow? Will an acquisition create or destroy value? Should we introduce a new product line even if it cannibalizes an existing one? In each of these situations they try to quantify the impact on the value of their firm. The goal of this course is to develop your skills in financial modeling and valuation, so you can tackle issues like the ones described above. The course is designed to be "hands-on": You will learn to apply the theory and develop spreadsheet modeling skills through homework, case studies and a group project. By the end of the course you will have a good understanding of both the theory and practice of valuation, and possess a set of cutting-edge financial modeling skills. This course is designed for students who aspire to work in a regular company, a bank or a consulting firm in (i) corporate finance (including mergers and acquisitions); (ii) strategy; or (iii) equity analysis. Prereq: For Master of Finance students in Shanghai, China

FNCE 421. Corporate Financial Analysis. 3 Units.
This course is designed to lay the analytic foundation for careers in corporate finance, banking, consulting, and investment banking. The objective of the course is to strengthen students’ conceptual understanding and problem-solving skills, and teach them how to think on their feet. Topics covered include Economic cash flows and valuation, Valuation methods, Long term financial planning and ratios analysis, Growth and external financing, Managerial options and valuation, Capital structure, and Payout policy. Topics covered may change from semester to semester. The course envisages use of spreadsheets and case studies, and will emphasize on links to real-world events. Prereq: For Master of Finance students only.
FNCE 428. Financial Strategy and Value Creation. 3 Units.
The intersection between the theory of perfect markets and the reality
of market imperfections provides the basis for the exploration of value
creation in this course. Opportunities in both product and financial
markets are explored using case studies to develop a framework for
strategic financial decisions. Prereq: For Master of Finance students only.

FNCE 428C. Financial Strategies and Value Creation. 3 Units.
The intersection between the theory of perfect markets and the reality
of market imperfections provides the basis for the exploration of value
creation in this course. Opportunities in both product and financial
markets are explored using case studies to develop a framework for
strategic financial decisions. Prereq: For Master of Finance students in
Shanghai, China

FNCE 429. Investment Management. 3 Units.
This course explores the characteristics of financial investments and
markets and develops modern techniques of investment analysis and
management. The goal is to help students develop a level of analytical
skill and institutional knowledge sufficient to make sensible investment
decisions. Topics include: an overview of stock, debt and derivative asset
markets, practical applications of modern portfolio theory, equilibrium
and arbitrage-based approaches to capital market pricing, the debate
over market efficiency, the term structure of interest rates, bond portfolio
management, and uses of derivative assets in investment portfolios.
Prereq: For Master of Finance students only.

FNCE 429C. Portfolio Management and Asset Allocation. 3 Units.
This course explores the characteristics of financial investments and
markets and develops modern techniques of investment analysis and
management. The goal is to help students develop a level of analytical
skill and institutional knowledge sufficient to make sensible investment
decisions. Topics include: an overview of stock, debt and derivative asset
markets, practical applications of modern portfolio theory, equilibrium
and arbitrage-based approaches to capital market pricing, the debate
over market efficiency, the term structure of interest rates, bond portfolio
management, and uses of derivative assets in investment portfolios.
Prereq: For Master of Finance students in Shanghai, China

FNCE 430. Derivatives and Risk Management. 3 Units.
This course is intended to give students an understanding of options and
futures markets both in theory and practice. The emphasis is on arbitrage
and hedging. The course concentrates on listed common stock and index
contracts as well as commodity markets. Various theories for trading
strategies are studied. Prereq: For Master of Finance students only.

FNCE 430C. Derivatives Markets and Models. 3 Units.
This course is intended to give students an understanding of options and
futures markets both in theory and practice. The emphasis is on arbitrage
and hedging. The course concentrates on listed common stock and index
contracts as well as commodity markets. Various theories for trading
strategies are studied. Prereq: For Master of Finance students in
Shanghai, China

FNCE 431. Fixed Income Markets and Their Derivatives. 3 Units.
This class is concerned with fixed income securities, interest rate risk
management, and credit risk. Fixed income securities account for about
two thirds of the market value of all outstanding securities, and hence
this topic is important. The course covers the basic products of fixed
income markets including treasury and LIBOR products, such as interest
rate swaps. Risk management and hedging strategies are covered as well
as selected topics in credit risk models and mortgage-backed securities.
Prereq: For Master of Finance students only.

FNCE 431C. Fixed Income Markets and Models. 1.5 Unit.
This class is concerned with fixed income securities, interest rate risk
management, and credit risk. Fixed income securities account for about
two thirds of the market value of all outstanding securities, and hence
this topic is important. The course covers the basic products of fixed
income markets including treasury and LIBOR products, such as interest
rate swaps. Risk management and hedging strategies are covered as well
as selected topics in credit risk models and mortgage-backed securities.
Prereq: For Master of Finance students in Shanghai, China

FNCE 432. Corporate Risk Management. 3 Units.
This is a risk management course aimed at participants who wish to
enhance their understanding of the risks faced by corporate firms, both
financial and non-financial, learn techniques to identify and measure
these risks, and understand how derivatives and risk management
solutions can be used to manage these risks, create value, and advance
the strategic goals of the firm. Offered as BAFI 432 and FNCE 432. Prereq:
For Master of Finance students only.

FNCE 432C. Corporate Risk Management. 1.5 Unit.
This is a unique strategic risk management course aimed at participants
who wish to enhance their understanding of the risks faced by corporate
firms, both financial and non-financial, learn techniques to identify
and measure these risks, and understand how derivatives and risk
management solutions can be used to manage these risks, create value,
and advance the strategic goals of the firm. The course is designed in
a manner such that it would be of use to executives of all corporations,
financial and nonfinancial, across all functional areas. Prereq: For Master
of Finance students in Shanghai, China

FNCE 433. Quantitative Risk Modeling. 3 Units.
This course is designed to help students learn quantitative models
for estimating risk in various financial settings for different types of
financial institutions (banks, hedge funds, and others). It is a very
hands-on course where students will become familiar with several
state-of-the-art quantitative risk models as well as their detailed
implementation procedure in the real world. The course uses several in-
class Excel exercises to illustrate the models as well as their practical
implementation using real financial data. Offered as BAFI 433 and
FNCE 433. Prereq: For Master of Finance students only.

FNCE 433C. Quantitative Risk Modeling. 3 Units.
This course exposes students to state-of-the-art quantitative techniques
in risk modeling. The course covers the analytical as well as simulation
based implementation of different types of risk models using Excel,
including several Value-at-Risk (VaR) models. It also covers volatility
modeling, correlation estimation, extreme value theory, back-testing, and
stress testing of risk models. This course is for Master of Finance (China)
students. Prereq: For Master of Finance students in Shanghai, China

FNCE 434. Financial Analytics and Banking. 3 Units.
This course will cover empirical and analytical aspects of banking,
including loan origination, syndication, sales, stress-testing and
securitization; capital adequacy, regulation and supervision; methods
of measuring and managing value at risk, credit risk, interest rate risk,
liquidity risk, and other risk; credit market information, feedback, and
signaling. Offered as BAFI 434 and FNCE 434.
FNCE 434C. Financial Econometrics. 3 Units.
This course represents a rigorous study of the latest developments in the area of financial econometrics. It assumes that you have had a basic statistics class and that you have had regression analysis. It is taught using economic motivations and examples from the financial world. The course concerns modern econometric topics like time-series forecasting, volatility modeling, and panel data analysis. Various concepts and approaches in the course will be subjected to real-world data. Students are expected to have basic knowledge of the fundamentals of corporate finance and statistics. The course aims at providing a lasting conceptual framework for model building using modern applied econometric techniques commonly employed in finance. Prereq: For Master of Finance students in Shanghai, China

FNCE 435. Empirical Finance. 3 Units.
This course provides an introduction to empirical analysis and research in finance. This involves the management of empirical datasets and the aspects of quantitative applications of finance theory. The goal is to enable the student to deal with the need to analyze complex and large financial and economic datasets that is present in many fields of the financial profession. The scope of the data as well as the quantitative methods used in such analysis often requires familiarity with robust computational environments and statistical packages. As such, another goal of the course is to familiarize the student with at least one such environment. Applications are conducted using real financial and economic data. The course draws on the theoretical aspects of the subjects covered, but mainly focuses on the practical matters required to undertake an empirical analysis of financial topics—e.g., the definition of the research question, the datasets required, the computational needs, and, then, the implementation. The course enables the student to evaluate outstanding financial research as well as to conduct his or her own research. Offered as BAFI 435 and FNCE 435. Prereq: For Master of Finance students only.

FNCE 436A. Individual, Team and Career Development. .75 Unit.
This course is designed to focus on three areas of development critical to students' personal and professional success: 1) Individual; 2) Team; and 3) Career. The individual and team aspects include developing self and other awareness through exploration of learning styles, process skills, and building communication and presentation competencies. Career development includes a focus on strategies for success such as networking, resume building, and learning from executives through intensive and interactive seminars. The course involves use of assessments, group discussions, presentations and experiential activities. Prereq: For Master of Finance students only.

FNCE 436B. Individual, Team and Career Development. .75 Unit.
This course is designed to focus on three areas of development critical to students’ personal and professional success: 1) Individual; 2) Team; and 3) Career. The individual and team aspects include developing self and other awareness through exploration of learning styles, process skills, and building communication and presentation competencies. Career development includes a focus on strategies for success such as networking, resume building, and learning from executives through intensive and interactive seminars. The course involves use of assessments, group discussions, presentations and experiential activities. Prereq: For Master of Finance students only.

FNCE 436D. Individual, Team, and Career Development. 0 Unit.
This course is designed to focus on three areas of development critical to a student’s personal and professional success: individual, team, and career development. This will be accomplished through a project with a company so that students get a real-life experience related to their field of study. This experience provides students with the opportunity to explore their career interests while applying knowledge learned in the classroom in a real-life setting. The experience also helps students build their professional networks and be part of a team assigned to work on the corporate project.

FNCE 440. Financial Decisions Modeling and Analytics. 3 Units.
The firm is a nexus of contracts among its various stakeholders (e.g., managers, shareholders, debt holders). In this course, we will examine Valuation, Quantitative Analysis of Real Options, Asymmetric Information, Agency Cost, Incentive Contracts and Performance Metrics, Regulation and Reputation. The takeaway learnings from this course are: (a) Understanding how value can be created or destroyed, (b) Measuring/quantifying value using financial big data, (c) Understanding the links between capital structure and asymmetric information, market reactions and signaling, agency and management incentives, taxes and shareholder, bondholder conflicts, (d) Understanding the links between payout policy and informational content, market reaction, stock returns and signaling, and clientele effects, and (e) design of Performance Metrics. We will download corporate financial data (financial big data) from research databases, and conduct empirical analysis to understand the value implications of financial decisions. Excel/SAS will be used. We will analyze case studies and real-world events. Prereq: For Master of Finance students only.

FNCE 440C. Financial Decisions, Contracting and Value. 1.5 Unit.
This course exposes the students to in-depth treatment of topics that include investment decisions, financing decisions, payout decisions, contracting decisions and performance metrics, internal control systems, risk management, real options, diversification and valuation. Topics covered may vary from semester to semester. Prereq: For Master of Finance students in Shanghai, China

FNCE 441AC. Global Banking and Capital Markets I. 1.5 Unit.
This course will expose students to Banking and Capital Market Structure, Practices, and Regulations. Topics covered include the financial services industry, especially commercial banking and investment banking, regulatory framework, market reactions to various corporate events, understanding risk, the return demanded by investors, activists involvement in target firms, and market reactions to such events. Several case studies are used to expose students to different issues and questions that arise in the day-to-day jobs of financial managers in this industry. Prereq: For Master of Finance students in Shanghai, China

FNCE 441BC. Global Banking and Capital Markets II. 1.5 Unit.
This course will expose students to Banking and Capital Market Structure, Practices, and Regulations. Topics covered include the financial services industry, especially commercial banking and investment banking, regulatory framework, market reactions to various corporate events, understanding risk, the return demanded by investors, activists involvement in target firms, and market reactions to such events. Several case studies are used to expose students to different issues and questions that arise in the day-to-day jobs of financial managers in this industry. Prereq: For Master of Finance students in Shanghai, China
FNCE 444. Entrepreneurial Finance. 3 Units.
The objective of this course is to introduce students to the issues of financial management and capital formation in new ventures. The course will address issues of estimation of cash requirements, development of pro forma financial plans, firm valuation and the process and tools used in raising debt and equity financing. Bootstrapping, angel investing, venture capital, strategic alliances and initial public offerings will be covered. The emphasis is on the entrepreneur and how he/she can assess financial needs and develop a sensible plan for acquiring financial resources in a manner that is consistent with their financial needs and other strategic goals. Offered as BAFI 444 and FNCE 444. Prereq: For Master of Finance students only.

FNCE 450. Mergers and Acquisitions. 3 Units.
This course examines the economic rationale and motivation for the different merger and acquisition and recapitalization activity undertaken by firms and individuals in the U.S. market. Emphasis is on the different three (3) methods of valuing a firm, the various forms of debt and equity capital employed to fund mergers and acquisitions and recapitalizations, how lenders and investors structure their loans and/or investments, and how investors realize the gains through different exit strategies. The course gives the student an excellent understanding of the role that senior commercial banks, insurance companies, pensions funds, LBO funds, investment banking firms, and venture/growth capital investors play in mergers and acquisitions. Prereq: For Master of Finance students only.

FNCE 450C. Corporate Valuation and M&A Restructuring. 1.5 Unit.
This course examines the economic rationale and motivation for the different merger and acquisition and recapitalization activity undertaken by firms and individuals in the U.S. market. Emphasis is on the comparable publicly traded proxy company, comparable "change of control" transaction, and discounted cash flow methods of valuing a firm. The class will also review the different types of debt and equity capital employed to fund mergers and acquisitions and recapitalizations, how senior lenders and equity investors structure their loans and/or investments, and how investors realize the gains through different exit strategies. The legal and tax ramifications of various forms of M&A activity are also discussed. The course gives the student an excellent understanding of the role that senior commercial banks, insurance companies, pensions funds, LBO funds, investment banking firms, and venture/growth capital investors play in mergers and acquisitions and will strengthen the students' ability to value a business enterprise. Prereq: For Master of Finance students in Shanghai, China

FNCE 455C. A Foundation in Basic Concepts of Innovations and Applications for Financial Technology. 1.5 Unit.
Over last few years, field of finance has experienced a burst of technological advances that have disrupted and transformed traditional methods of accessing, allocating, and transferring capital. Understanding the evolution of traditional finance methods is increasingly important for finance students so they can meaningfully distinguish advantages and disadvantages of traditional versus emerging methods and models. Main objective of course is to provide foundation in basic concepts of these innovations and their applications. It is this collective financial technology focus that has garnered the name of FinTech. This course will cover many aspects of FinTech proliferation, from notable successes to current innovations and thoughts about future opportunities. Topics will include FinTech applications, blockchains, cryptocurrencies, crowdfunding, payment systems and trading technology. This list may change from semester to semester, in tune with changing technology and as business models become disrupted. Prereq: For Master of Finance students in Shanghai, China

FNCE 460. Investment Strategies. 3 Units.
This course provides a broad survey of some of the main strategies used by hedge funds today. Through exercises and projects, the hedge fund strategies will be presented using real data. Students will learn to use a methodology referred to as "back testing" in order to evaluate hedge fund strategies. The course will also cover institutional details related to short selling, liquidity, margin requirements, risk management, and performance measurement. Since hedge funds today use advanced modeling techniques, the course will require students to analyze and manipulate real data using mathematical modeling. The objective of the course is for students to gain practical knowledge about creating, back-testing, and implementing hedge fund trading strategies. Offered as BAFI 460 and FNCE 460. Prereq: For Master of Finance students only.

FNCE 460C. Investment Strategies. 1.5 Unit.
The class describes some of the main strategies used by hedge funds and provides a methodology to analyze them. In class and through exercises, the strategies will be illustrated using real data and students will learn to use "back testing" to evaluate a strategy. Throughout the semester, we will discuss the economics underlying these strategies and we will analyze why certain strategies might work and why others might not. The class also covers institutional issues related to short selling, liquidity, and performance measurement. The class is fairly quantitative. As a result of the advanced techniques used in state-of-the-art hedge funds, the class requires the students to work hard, analyze and manipulate real data, and use mathematical modeling.

FNCE 470. Financial Models Using Big Data. 3 Units.
This course is focused on developing models in investments using financial big data. A strong theoretical base will be developed and then relevant empirical analyses using real data will be used for testing models, via individual assignments and group projects. In the projects, groups of students will be immersed in collecting, analyzing, and interpreting financial big data sets. Prereq: For Master of Finance students only.

FNCE 471. Applications in Financial Big Data. 3 Units.
This course is project-based and focused on solving real-life problems using financial big data. Groups of students will collect/use data, estimate parameters, and conduct appropriate validation tests. Not only do the members have to work together, but they also have to be professional, make interim reports, and communicate effectively with each other. Prereq: For Master of Finance students only.

FNCE 480. Global Banking & Capital Markets. 3 Units.
This course will expose students to Banking and Capital Market Structure, Practices, and Regulations in North America, Europe, as well as Asia. Students will learn about structure of the financial services industry in different parts of the world, the history and evolution of the regulatory frameworks in this industry, and its consequent impact on financial and economic development as well as risk. Several case studies are used to expose students to different issues and questions that arise in the day-to-day jobs of financial managers in this industry. Offered as BAFI 480 and FNCE 480. Prereq: For Master of Finance students only.

FNCE 480C. International Finance. 1.5 Unit.
This course introduces students to international finance and foreign exchange risk management by corporations. Topics include foreign exchange markets and international financial institutions; fx contracts; exchange rate risk and corporate risk management; and international aspects of long-term financing. Prereq: For Master of Finance students in Shanghai, China
FNCE 490. Cases in Applied Corporate and Real Estate Valuation. 3 Units.
This course is focused on engaging groups of students in identifying, analyzing and making decisions on real-world corporate financial problems. Teams of students will be assigned to a specific client situation drawn from one of four general areas: (i) mergers and acquisitions (involving corporations and/or leveraged buyout firms), (ii) public equities (IPOs and/or equity research), (iii) corporate financial policies and transactions or (iv) real estate. Learning will include lectures, structured problem solving using live case studies and an in-depth project in which will evaluate an actual current business opportunity and present it to a panel of industry veterans. In addition to learning deeper financial skills, the course will enhance unstructured problem solving, project management, team building and high level communications skills. Offered as BAFI 490 and FNCE 490. Prereq: For Master of Finance students only.

FNCE 491. Python Programming w Appl in Finance. 3 Units.
There are two parts to this course. (i) In the first part we learn the basics of Python programming language by solving a sequence of rather simple problems each focusing on broadening your knowledge. At each stage we introduce important commands of Python and slowly learn the structure of object oriented programming with Python. The objective is to make you Python literate. (ii) The second part of the class is for you to tackle significant financial problems either in risk management or in corporate finance using the Python language as the primary tool to do the analysis. You will develop a series of financial models in your track and then tackle two major projects which will utilize all the skills developed. Offered as BAFI 491 and FNCE 491. Prereq: For Master of Finance students only.

FNCE 493. Blockchains and AI: Applications in Finance and Business. 3 Units.
It behooves today's business leaders to be well acquainted with blockchain technologies and AI (Artificial Intelligence), two seemingly disparate technologies that have the potential to fundamentally disrupt a wide range of businesses. The popularity of blockchain technologies has increased exponentially since the release of bitcoin in 2009. While bitcoins garnered a lot of attention during the initial days, the focus has shifted over time to the underlying technology: blockchain. This wildly innovative technology has made possible tasks that were hitherto deemed implausible: validate ownership in a digital asset, verify the true state of a transaction without relying on a costly intermediary etc. The list of businesses that are impacted by this technology makes for an impressive reading: supply chain, health care, insurance, foreign exchange transfers, real estate, etc. If the emphasis of blockchain technology is on trust, that of Artificial Intelligence is on predictions. Accurate predictions and sound judgements are two critical ingredients of any decision making process. While the jury is still out on whether algorithms can make sound judgements, recent developments in a field called machine learning (and its sub-field, deep learning) have led to dramatic improvements in the accuracy of predictions made by these algorithms. Significantly, this gain in accuracy has been accompanied by a reduction in overall costs. These in turn have spurred the recent interest in AI. Organizations that have enabled AI at the enterprise level appear to be making more informed decisions and innovating new products. In this course, we will unpack these technologies and examine a wide range of relevant business use cases. Our objective is to provide a practical introduction to these key technologies and their business implications. We focus on business perspectives, rather than on the technical dimensions. Fittingly, this course is open to all graduate students of Weatherhead School (MBA and all specialty Masters). Students are not expected to have any specific programming background; however, a basic understanding of statistics is required to better appreciate the discourse on Artificial Intelligence. Offered as BTEC 493 and FNCE 493.

FNCE 494. Artificial Intelligence for Financial Modeling. 3 Units.
This is a hands-on course on Artificial Intelligence (A.I.) where the emphasis is not only on understanding the theoretical underpinnings of various AI models but also on building, evaluating, and critiquing A.I. models as they apply to the finance industry. This course begins with an introduction of Machine Learning models; various key ideas such as bias-variance tradeoff, cross-validation, regularization techniques are introduced with relevant examples from Finance. The course then proceeds to discuss Artificial Neural Networks and its relevance to Deep Learning. Foundational ideas such as back-propagation are discussed in sufficient detail; we also lay a lot of emphasis on evaluating the performance of all these models. A key objective of this course is help students build cutting-edge A.I. models that are ready for prime time, i.e., real-life applications. Fittingly, we work with several real-life datasets and case studies from banking and finance. We will work with three case studies, each of which span multiple sessions. In the first case study, students use Machine Learning algorithms to understand how imbalanced datasets are handled in real-life. In the second study, students use text series data and learn not only about the power of regularization techniques but also to highlight the prominence of A.I. in financial markets. In the third case study, students learn how to use cutting-edge Deep Learning models to extract sentiments from disparate news sources; these are in turn used to generate trading strategies. By contrasting the effort that goes into and the payoff obtained from Machine Learning and Deep Learning models, students gain an intuitive appreciation of both these classes of models. Offered as BTEC 494 or FNCE 494.

HSMC

HSMC 404. Managing People and Organizations. 3 Units.
Examines the behavioral sciences relevant to the effective management of people and the effective design of human resources system, structure and policies. Topics include leadership, change management, motivation and pay systems, team dynamics, staffing, decision making, organizational communications, employee participation, performance appraisal, conflict management, negotiation, work design, organizational design, and organizations culture. A variety of methods, including experiential and interactive learning methods, are used to study these topics. Prereq: Master of Healthcare Management students only.

HSMC 407. Managerial Marketing. 3 Units.
Through lecture, discussion, cases, projects and/or simulations you will learn theory and practice of how firms develop processes to understand, create and deliver "triple bottom line" value (i.e., economic, social and environmental) to business and/or consumer markets. Specifically in this course, we take the perspective that marketing is a process of creating value for firms, customers, and other stakeholders through mutually desirable exchanges. This is the foundation of a customer orientation and a central theme of market-driven management. Methods for strategic marketing planning, understanding buyer behavior, market analysis, segmentation and devising integrated marketing programs are introduced. Prereq: Master of Healthcare Management students only.
HSMC 411. Identifying Design Opportunities. 3 Units.
Designing is giving form to an idea for a more desirable product, service, process or organization, and refining the idea into something that can be delivered reliably and efficiently. Good design integrates these evolving ideas with the day-to-day realities of a firm’s operations, systems, marketing, economics, finance and human resources. Designing is thus a unique managerial activity that brings together changing technologies, capabilities, relationships, activities and materials to shape an organization’s plans and strategies. It combines analysis and synthesis to create opportunities for improvement and means of attaining them. Viewed this way, designing is a core competence of a successful entrepreneur or innovative leader. Design analysis is the systematic review of the four orders of design found in every firm—namely, the firm’s communications, products, interactions and environments—and the creation of opportunities to increase firm value by improving each. Students will identify ill-defined, ill-structured problems within organizations. Such problems are ones for which there are no definitive formulations and for which the formulation chosen affects the solutions available. For such problems, there is no explicit way of knowing when you have reached a solution, and solutions cannot necessarily be considered correct or incorrect. But finding innovative solutions to such problems can provide unique opportunities to create exceptional value. A major outcome of the semester’s inquiry is a presentation of the design problem and proposed design solution. Prereq: Master of Healthcare Management students only.

HSMC 412. Lean Services Operations. 3 Units.
The course will be delivered over four modules: 1) Service Process Blueprints, 2) Managing Capacity in Service Systems, 3) Mapping the Value Stream (current and future state), and 4) Inventory Management in Service Systems. The topics considered are viewed in the context of healthcare management, financial services, insurance firms, call centers, back-office operations, and other applications. Through these topics, the participants will be trained in tools that help them understand customers’ expectations and needs and to identify service system characteristics that can meet these needs. We will learn how to identify errors in service and troubleshoot these problems by identifying the root causes of errors. Subsequently, we will discuss how one can modify the product or service design so as to prevent defects from occurring. Finally, we will establish performance metrics that help evaluate the effectiveness of the Lean system in place. These efforts will result to improved quality. This course is not oriented toward specialists in service management. Its goal is to introduce you to the environments and help you appreciate the problems that operations managers are confronted with. Then, we will typically discuss some system specifics and emphasize the principles and issues that play key role in their management. Offered as HSMC 412 and OPMT 412. Prereq: Master of Healthcare Management students only.

HSMC 420. Health Finance. 3 Units.
Exploration of economic, medical, financial and payment factors in the U.S. healthcare system sets the framework for the study of decisions by providers, insurers, and purchasers in this course. The mix of students from various programs and professions allows wide discussion from multiple viewpoints. Offered as BAFI 420 and HSMC 420. Prereq: (MBAP 402 or MBAC 502 or ACCT 401H) and Master of Healthcare Management students only.

HSMC 421. Health Economics and Strategy. 3 Units.
The purpose of this course is to develop the analytical skills necessary for understanding how the U.S. health care sector operates, how it has evolved, the forces at work behind perceived deficiencies (in quality and cost control), and the impact of alternative policy proposals. Special attention is giving to recent developments in the healthcare marketplace, and the strategic considerations they create for providers and insurers. These issues are addressed through the lens of microeconomic theory. Under this framework, outcomes result from the interaction of decisions made by participants in the healthcare economy (e.g. patients, providers, insurers, government), with those decisions governed by the preferences, incentives and resource constraints facing each decision-maker. Principles of microeconomics will be reviewed as necessary to ensure consistent understanding of basic concepts. The course is designed to appeal to a broad audience, particularly students interested in healthcare management, public health, medical innovation, health law, and public policymaking. Offered as HSMC 421 and MPHP 421.

HSMC 425. Dialogues in Health Care Management. 3 Units.
Dialogues in Healthcare Management is designed to serve students in the MSM-Healthcare management program. The course seeks to educate students of the intricacies related to specific management challenges that arise in the context of healthcare delivery. This is accomplished through a process of facilitated dialogs with experienced healthcare management professionals. Drawing on the experiences and deep contextual knowledge of these professionals, the course provides students an opportunity to synthesize and apply their prior coursework to better understand the challenges and opportunities that managers face to improve organizational performance. Prereq: Master of Healthcare Management students only.

HSMC 432. Health Care Information Systems. 3 Units.
This course covers concepts, techniques and technologies for providing information systems to enhance the effectiveness and efficiency of health care organizations. Offered as HSMC 432 and MPHP 532.

HSMC 446. Models of Health Care Systems. 1.5 Unit.
This course is for professionals who will pursue their careers in, or associated with, the health care industry; and therefore, need to understand the structure, operations and decision influences in the health care delivery system. The course is intended to develop competence and confidence in the participant’s ability to understand and operate in the industry, the largest and, perhaps, the most complex in the United States. It is applicable to the private and public, profit and not-for-profit sectors. In this course students are introduced to: the different systems of care delivery; their organization and operations; their markets and the nature of the demand for their services; and the dynamics of their interoperation among themselves and with other entities in the industry (e.g., payors/insurers, regulators and accreditors, technology and pharmaceuticals suppliers). Offered as HSMC 446 and IIME 446.

HSMC 447. Regulatory Affairs for the Biosciences. 1.5 Unit.
This mini-course introduces students to the Food and Drug Administration (FDA) and the laws and regulations it enforces. A scientific regulatory agency with far reaching enforcement authority, FDA is the most powerful consumer protection agency in the world. This course will familiarize students with FDA’s mission, philosophy and organizational structure, as well as policy and procedure it uses to ensure the safety and effectiveness of the food, drugs, biologics, cosmetics, medical devices and radiation-emitting products it regulates. Recommended preparation: Enrollment in the MEM Biomedical Entrepreneurship Track. Offered as BIOS 447, HSMC 447, and IIME 447.
HSMC 456. Health Policy and Management Decisions. 3 Units.
This seminar course combines broad health care policy issue analysis with study of the implications for specific management decisions in organizations. This course is intended as an applied, practical course where the policy context is made relevant to the individual manager. Offered as HSMC 456 and MPH 456.

HSMC 457. Health Decision Making & Analytics. 3 Units.
The goals of this course are to: (1) introduce the sources of data healthcare that managers can exploit to improve decision-making in their organizations; (2) examine health decision making styles, approaches and impediments; (3) provide a framework for medical informatics and how information technology can be exploited to pursue organizational goals; and (4) examine the analytic tools necessary for turning "raw data" into actionable information. The course is pragmatic, covering such issues as the current state and emerging trends in medical informatics (MI), information principles, decision models and analytics approaches, as well as the impact of emerging health legislation, information systems and processes on decisions and analytics.

HSMC 501. Special Problems and Topics. 1 - 18 Units.
This course is offered, with permission, to students undertaking reading in a field of special interest.

MBAC

MBAC 500. Probability, Statistics, and Quantitative Methods. 0 Unit.
This 0 credit hour pass/fail course is designed to provide MBA students with all of the basic statistics and mathematics background material, as well as some experience with EXCEL and the statistics software package SPSS, that is needed in a number of their required core courses. Prereq: Full-time MBA program only.

MBAC 502. Financial Accounting. 3 Units.
This course covers financial accounting: concepts, principles, and analyses. The major emphasis is development of an understanding of accounting information and reporting to enable you to be an effective manager. Although considerable importance is placed on the evaluation, interpretation, and analysis of accounting information for decision making: the fundamentals of accounting measurement and disclosure are also covered. Prereq: Full-time MBA program only.

MBAC 503. Managerial Accounting. 1.5 Unit.
This course focuses on managerial accounting. Upon completion of the course, students should be comfortable with the following: understanding the basics of commonly used costing methods, creating and analyzing a budget, analyzing departmental, divisional and corporate performance, using data to make business decisions using managerial accounting techniques, and understanding the basic concepts of management decision analysis and the related vocabulary. Specifically, the course helps provide some answers to the following questions: How is management accounting information prepared and reported, and how can it be understood and analyzed? How can the analysis of management accounting and other data help management better understand the drivers of the company's financial performance, the strengths and weaknesses of the company's operations and management, and the risks and opportunities facing it? How can the analysis of financial and other management information enable management to make the best decisions to address the risks and opportunities of its operations? The goal of this class is to move you from simply "doing the work and forgetting it" to helping you gain knowledge and a basic skill set that you will be able to apply to real-life opportunities. Prereq: Full-time MBA program and (MBAP 402 or MBAC 502).

MBAC 504. Corporate Finance I. 3 Units.
This is a MBA core finance course. In this course, students are introduced to the basics of corporate finance, including the objectives of and the decisions made by corporate financial managers. Topics covered include time value of money, stock and bond valuation, cost of capital, risk and return, investment decision rules, cash flows and free cash flows, cash flow projections and planning, and capital budgeting. Other topics may be covered from time to time. Prereq: Full-time MBA program only.

MBAC 505. Corporate Finance II. 1.5 Unit.
This is an MBA core finance course. The objective of the course is to strengthen students’ conceptual understanding and problem-solving skills in corporate finance. Topics covered include cash flows and valuation, financial planning and ratio analysis, financing using internal and external sources including public offerings, capital budgeting and managerial options, capital structure, payout policy, working capital management, and financial planning and strategy. Topics could change from semester to semester. The course envisages use of case studies, excel spreadsheets, and simulation exercises. Prereq: MBAC 504.

MBAC 506. Marketing Management. 3 Units.
Through lecture, discussion, cases, projects and/or simulations you will learn theory and practice of how firms develop processes to understand, create and deliver "triple bottom line" value (i.e., economic, social and environmental) to business and/or consumer markets. Specifically in this course, we take the perspective that marketing is a process of creating value for firms, customers, and other stakeholders through mutually desirable exchanges. This is the foundation of a customer orientation and a central theme of market-driven management. Methods for strategic marketing planning, understanding buyer behavior, market analysis, segmentation and devising integrated marketing programs are introduced. Prereq: Full-time MBA program only.

MBAC 507. Operations and Supply Chain Management. 3 Units.
Operations and supply chain managers, ranging from supervisors to vice presidents, are concerned with the production of goods and services. More specifically, they are responsible for designing, running, controlling and improving the systems to deliver their goods or services timely and efficiently. This course is a broad-spectrum course with emphasis on techniques and information that are helpful to the practice of management in general and at any level. Through lectures, case discussions, and experiential learning in simulations and educational games, we will discuss commonly occurring application problems such as bottleneck identification, capacity planning, inventory control, bullwhip effect, supply chain design, etc. We will examine operations and supply chain management in a variety of contexts including manufacturing systems, financial companies, hospitals, start-ups, and apparel industries. Also we will explore the interface of operations and supply chain management with other functional areas such as marketing, finance, accounting, etc. This course is not oriented toward specialists in operations and supply chain management. Its goal is to introduce you to the basic concepts, to develop your business intuition about operations and supply chain management, to help you understand the day-to-day challenges in this area, and to provide you with the tools to address these challenges. Prereq: Full-time MBA program only.
**MBAC 508. Strategic Issues and Applications. 3 Units.**

Strategic management deals fundamentally with the ways firms build and sustain superior competitive positions and profitability. Successful strategy design and implementation requires an understanding of a firm’s external environment, its internal resources and capabilities. It also requires an integrative view of the firm that spans functional areas such as operations, marketing and finance. Strategic analysis draws on a number of academic disciplines including economics, psychology, political and management science. Prereq: Full-time MBA program only.

**MBAC 511. Statistics and Decision Modeling. 3 Units.**

This course provides the foundations of statistical and operations research methodologies for managerial decision-making. Topics covered include using sample data to (a) estimate quantities of interest and create confidence intervals, (b) perform hypothesis tests, and (c) make forecasts with simple and multiple regression. Decision modeling involves using mathematical models to provide a quantitative approach to analyzing and solving complex decision problems and includes an introduction to linear and integer programming models and applications, queuing models, and simulation models, all solved by appropriate computer software packages. Prereq or Coreq: MBAC 500. Prereq: Full-time MBA program.

**MBAC 512. Economics. 3 Units.**

This course is designed to give you an overview and a basic understanding of microeconomics. The course will cover the microeconomic topics of consumer choice, business decision making, and market equilibrium; as well as the macroeconomic topics of economic growth, inflation, interest rates, and exchange rates. In the process of achieving these specific content objectives, this course is taught in a way that will support the MBA program goals of having students become competent analysts and critical, creative thinkers. Prereq: Full-time MBA program only.

**MBAC 515. Leading People and Organizations. 3 Units.**

The primary objective of this course is to develop students’ capability to be effective leaders and life-long learners. Drawing upon the field of organizational behavior, the course examines leadership effectiveness on three levels: developing the leader from the inside out, working effectively with diverse teams and leading effectively in organizations. Topics include resonant leadership, emotional intelligence, coaching relationships, team learning and development, employee engagement, diversity and inclusion and organizational culture. Students will work in diverse learning teams and complete a personal vision, receive 360-degree feedback on their emotional and social competence and create a personalized learning plan to guide their development throughout the MBA program and beyond. Leadership development coaches meet privately with each student twice throughout the semester and students become peer coaches for classmates. Fundamentally, this course is about developing the leader within so that each individual is best positioned to lead and manage others effectively. Prereq: Full-time MBA program only.

**MBAC 518. Business Analytics. 3 Units.**

Companies, government agencies, and nonprofit organizations can collect prodigious amounts of data with relative ease, but the data become insights only after they are organized, analyzed, and communicated. Substantial evidence exists to indicate that the demand for analytics trained managers outstrips current supply, and will continue to remain strong in the foreseeable future. Using analytics tools to use data to create insights is a prerequisite to effective management. Building on your first course in statistics, in this course you will be introduced to other useful analytical tools (e.g., Predictive Modeling, Data Mining, and Data Visualization). The course will also introduce commonly used software tools. Prereq: MBAC 511.

**MBAP**

**MBAP 400. Probability, Statistics, and Quantitative Methods. 0 Unit.**

This course is the no-cost, online program that helps students acquire and/or refresh the following probability, statistics, mathematics, and computer skills that are essential for success in the MBA program. Topics include: - Statistics: Descriptive Statistics (summarizing and explaining data). Probability (modelling randomness and variability using probability ideas). Sampling (mean, standard deviation, and the role of the Central Limit Theorem). -Algebra and Math: a self-guided review is provided of functions and their graphical representations, linear equations, and exponentials and logarithms. -Computer Skills: the basic use of SPSS and EXCEL for statistical analysis. This course is designed for incoming MBA students who have not taken a formal course in probability and statistics, have taken such a course long ago and need to refresh this knowledge, or are not confident with basic probability, statistics and mathematics. This course is a required prerequisite for the first-year Statistics course. It is also assumed that you have the knowledge of the material in MBAP 400 for the core courses (especially Finance, Marketing, and Accounting) and is not reviewed in any of those courses. Recommended Preparation: Knowledge of high school mathematics and the basics of using EXCEL (such as writing formulas, copying cells and formulas, and so on). Prereq: Enrolled in the MBA Program.

**MBAP 400H. Probability, Statistics, and Quantitative Methods. 1.5 Unit.**

This course helps students squire and/or refresh the following probability, statistics, mathematics, and computer skills that are essential for effective managers in a healthcare system. Topics include: Descriptive Statistics (summarizing and explaining data), Probability (modeling randomness and variability using probability ideas) Sampling (mean, standard deviation, and the role of the Central Limit Theorem), Linear equations and exponentials. Prereq: Students enrolled in the online MBA program.

**MBAP 401. Leadership Assessment and Development. 3 Units.**

This main objective of this course is to help students deepen their self-awareness and to prepare them to be effective leaders and life-long learners. The course is based on a model of self-directed learning and development, which encourages students to discover and expand their emotional intelligence and leadership potential. Students are encouraged to reflect and learn through a series of activities, assessment exercises, and small and large group discussions. Students will complete a personal vision, receive 360-degree feedback on their emotional and social competence and create a personalized learning plan to guide their development throughout the MBA program. Leadership development coaches will meet with each student twice throughout the semester. Fundamentally, this course is about developing the leader within each person so that he or she can lead and manage others effectively. Prereq: This course is for students in the Part-time Cohort MBA Program.
MBAP 401H. Leadership Assessment and Development. 3 Units.
This main objective of this course is to help students deepen their self-awareness and to prepare them to be effective leaders and lifelong learners. The course is based on a model of self-directed learning and development, which encourages students to discover and expand their emotional intelligence and leadership potential. Students are encouraged to reflect and learn through a series of activities, assessment exercises, and small and large group discussions. Students will complete a personal vision, receive 360-degree feedback on their emotional and social competence and create a personalized learning plan to guide their development throughout the MBA program. Leadership development coaches will meet with each student during the semester. Fundamentally, this course is about developing the leader within each person so that he or she can lead and manage others effectively within a healthcare setting.
Prereq: Students enrolled in the online MBA program.

MBAP 402. Financial and Managerial Accountancy. 3 Units.
This course will cover the use and application of basic financial statements, the basic cost structures in a firm, and decision making using accounting information. We will discuss usage and analysis of information from the annual report, focusing on the balance sheet, income statement, cash flow statement and related notes. The course will also cover internally generated accounting information about the cost structure of the firm. We will discuss use of this information in decision making. You are expected to be comfortable with definitions of basic accounting terms, and you should be familiar with the accounting structure and the financial statements.
Prereq: This course is for students in the Part-time Cohort MBA Program only.

MBAP 402H. Accounting for Managers. 3 Units.
The course introduces graduate management students to accounting’s role in business administration. Students learn that accounting is not math, truth, or putting numbers in to boxes. Instead, accounting is an imprecise language used to send and receive information about economic performance. Every language has its quirks, and accounting is no exception. Any communication problem that arises from use of English may reveal itself when one uses accounting. This course sensitizes students to common communication problems and suggests ways that they may be mitigated. A metaphor for the class is taking a one-semester introductory course in a foreign language. A semester’s worth of study does not make one fluent. However, successful completion of the course allows motivated students, over the balance of their careers, to cultivate the ability to read, write, speak, and listen to that language. Time invested lays a foundation for accelerated learning. Highly motivated students eventually become fluent, while others are better able to use the language in everyday life.
Prereq: Students enrolled in the online MBA program.

MBAP 403. Statistics and Decision Modeling. 3 Units.
This course provides the foundations of statistical and operations research methodologies for managerial decision-making. Business statistics focuses on statistical thinking as one of the fundamentals of effective management. Topics covered include sampling and the normal distribution, making inferences from data via confidence intervals and hypothesis tests, and analyzing relationships between samples. Decision modeling of organizational systems uses mathematical and computer models to provide a quantitative perspective on identifying, analyzing and solving complex decision problems. This course includes an introduction to linear programming models and applications, simulation techniques in decision-making, and project management.
Prereq: Students in the Part-time Cohort MBA Program and successful completion of MBAP 400.

MBAP 403H. Statistics and Decision Modeling. 3 Units.
The primary objective of this course, and a goal of the part-time MBA Program, is to make you a competent analyst by providing you with the ability to use, and to communicate with those who use, certain quantitative approaches to help make informed decisions for your organizations. A secondary objective is to provide you with the quantitative knowledge and skills that are needed in other MBA courses. The two groups of quantitative techniques are statistics and decision modeling. The objective of statistics is to summarize and present information contained in data sets, to draw conclusions about large populations based only on information obtained from samples, and, using these conclusions, to obtain reliable forecasts of quantities of interest. Among other things, statistical analysis provides many of the data needed in decision modeling. At the end of this part of the course you will be able to: 1) Summarize data sets using either graphical techniques (histograms, pie charts, and so on) or descriptive statistics (mean, median, standard deviation, and so on). 2) Use computer software to develop estimates and confidence intervals for means and proportions, and analyze the tradeoff between sample size and estimation risk. 3) Use sample data either to support or reject claims about a large population; understand the concepts and consequences of type-1 and type-2 errors. 4) Analyze relationships between two or more quantities of interest and use these relationships to make intelligent forecasts.
Prereq: Students enrolled in the online MBA program.

MBAP 404. Managing People and Organizations. 3 Units.
Examines the behavioral sciences relevant to the effective management of people and the effective design of human resources system, structure and policies. Topics include leadership, change management, motivation and pay systems, team dynamics, staffing, decision making, organizational communications, employee participation, performance appraisal, conflict management, negotiation, work design, organizational design, and organizations culture. A variety of methods, including experiential and interactive learning methods, are used to study these topics.
Prereq: This course is for students in the Part-time Cohort MBA Program.

MBAP 404H. Managing People and Organizations. 3 Units.
In today’s increasingly complex and fast-paced environment, it is critical to understand how to maximize organizational performance. All organizations (corporations, non-profits, government) aim to achieve some goal or objective (e.g., increase shareholder value, make a profit, provide a service). People and systems are the vehicles by which an organization accomplishes its goals and objectives. This course is designed to enhance your ability to make well-reasoned decisions about human capital in organizations and to help you understand organizations as complex systems. Being able to apply systems thinking is critical in order to maximize individual, team and organizational performance.
Prereq: Students enrolled in the online MBA program.

MBAP 405. Financial Management I. 3 Units.
This is a Corporate Finance course that deals with investment theory and financial value. The course materials cover discounted cash flows, bond and stock valuation, capital budgeting, applications of real options in investment analysis, asset’s risk and return, cost of capital, market efficiency and capital structure. The tools, problem solving techniques, and ways of thinking that you develop in this course have broad applicability to all areas of business. They also form the basis for sensible personal decisions in the areas of investments, borrowing, and financial planning.
Prereq: This course is for students in the Part-time Cohort MBA Program.
MBAP 405H. Financial Management. 3 Units.
The purpose of this class is to introduce you to multiple concepts in Corporate Finance with the aim of providing principles and tools that enable you to make managerial decisions that increase the firm's value. The course will begin by building a foundation in understanding the time value of money and its many applications, and then move on to various tools used to evaluate sound investment decision making. Students will also gain an understanding of how securities (different claims on the business) are evaluated and valued, including an in-depth treatment of risk vs. expected return, i.e., the notion that a more risky investment requires a higher expected return. We will then revisit corporate financial analysis first taught in financial accounting. The course will conclude with fundamental corporate valuation techniques. This portion of the class integrate topics learned earlier in the course, will build linkages to other courses (especially financial accounting) and reinforce what drives value as a manager within the enterprise. Prereq: Students enrolled in the online MBA program.

MBAP 406. Economics for Managers. 3 Units.
This course is designed to give you an overview and a basic understanding of modern economics. The course will cover the microeconomic topics of consumer choice, business decision making, and market equilibrium; as well as the macroeconomic topics of economic growth, inflation, interest rates, and exchange rates. In the process of achieving these specific content objectives, this course is taught in a way that will support the MBA program goals of having students become competent analysts and a critical, creative thinkers. Prereq: This course is for students in the Part-time Cohort MBA Program.

MBAP 406H. Economics for Managers. 3 Units.
This course offers an introduction to the theories, principles, and applications of microeconomics and macroeconomics. Topics include supply and demand, elasticity, market structure analysis, business cycles, taxation, and monetary policy. Prereq: Students enrolled in the online MBA program.

MBAP 407. Managerial Marketing. 3 Units.
Through lecture, discussion, cases, projects and/or simulations you will learn theory and practice of how firms develop processes to understand, create and deliver "triple bottom line" value (i.e., economic, social and environmental) to business and/or consumer markets. Specifically in this course, we take the perspective that marketing is a process of creating value for firms, customers, and other stakeholders through mutually desirable exchanges. This is the foundation of a customer orientation and a central theme of market-driven management. Methods for strategic marketing planning, understanding buyer behavior, market analysis, segmentation and devising integrated marketing programs are introduced. Prereq: This course is for students in the Part-time Cohort MBA Program.

MBAP 407H. Managerial Marketing. 3 Units.
This course will focus on Marketing Strategy in business organizations. We will use case studies and discussions as the primary mode of learning. To get the most out of this course, it is important that you come to class well prepared with your case analysis. The course objectives emphasize MBA program-level goals aimed at: 1. Creative and critical thinking and action in the face of ambiguity 2. Development and implementation of strategies to secure sustainable competitive advantage, and 3. Rigorous analytics Prereq: Students enrolled in the online MBA program.

MBAP 408. Operations Management. 3 Units.
Operations management deals with the design of products and processes, the acquisition of resources, the conversion of inputs to outputs, and the distribution of goods and services. It is central to a firm’s ability to compete effectively. As global competition in both goods and services increases, the management of operations is becoming more and more important. This course provides a broad overview of the managerial issues associated with production and delivery of goods and services. It includes the use of quantitative modeling using computers as a central methodology. Prereq: This course is for students in the Part-time Cohort MBA Program.

MBAP 408H. Operations and Supply Chain Management. 3 Units.
Operations managers, ranging from supervisors to vice presidents, are concerned with the production of goods and services. More specifically, they are responsible for designing, running, controlling and improving the systems that accomplish production. This course is a broad-spectrum course with emphasis on techniques and information that are helpful to the practice of management in general and at any level. We will discuss commonly occurring application problems such as capacity planning, production scheduling, line balancing, inventory control, quality management, just-in-time concepts, etc. The field of operations management was originally concerned with manufacturing systems. But many of the same ideas apply, and the same trade-offs are present, in service organizations like health care, insurance, hotel-management, airlines and government related operations. Several manufacturing and non-manufacturing environments will be discussed explicitly, and the emphasis will be on the fundamentals of the operations function in an organization. Also we will explore the interface of operations management with other functional areas such as marketing, finance, accounting, etc. This course is not oriented toward specialists in operations management. Its goal is to introduce you to the environments and help you appreciate the problems that operations managers are confronted with. Then, we will typically discuss some system specifics and emphasize the principles and issues that play key role in their management. Prereq: Students enrolled in the online MBA program.

MBAP 409. Sustainability and Social Entrepreneurship. 3 Units.
This course creates a foundational platform featuring key models and managerial tools for building sustainable value and "turning the social and global issues of our day into business opportunities." Case studies of leading mainstream companies are used to analyze how business value is created for a range of social and environmental initiatives. Students will look at sustainability business strategies that reduce risks, drive down costs, create new revenue streams, serve new markets, and position companies to take advantage of changing societal expectations. Environmental issues such as climate change are covered along with social issues such as global poverty. Students acquire the competencies required to make effective business decisions based on integrating sustainability into the core of a company's value added activities. Prereq: This course is for students in the Part-time Cohort MBA Program.

MBAP 410. Strategic Issues and Applications. 3 Units.
This course helps students understand the nature of strategic competitiveness and helps them develop the ability to analyze the competitive environment facing any organization, assess the attractiveness of the industry or sector and isolate potential sources of competitive advantage which will aid in developing a positioning strategy for the organization.
MBAP 410H. Strategic Issues and Applications. 3 Units.
Strategic Management deals fundamentally with the ways firms build and sustain superior competitive positions and profitability. Successful strategy design and implementation requires an understanding of a firm's external environment, its internal resources and capabilities. It also requires an integrative view of the firm that spans functional areas such as operations, marketing and finance. Strategic analysis draws on a number of academic disciplines including economics, psychology, political and management science. Prereq: Students enrolled in the online MBA program.

MBAP 411. Identifying Design Opportunities. 3 Units.
Designing is giving form to an idea for a more desirable product, service, process or organization, and refining the idea into something that can be delivered reliably and efficiently. Good design integrates these evolving ideas with the day-to-day realities of a firm's operations, systems, marketing, economics, finance and human resources. Designing is thus a unique managerial activity that brings together changing technologies, capabilities, relationships, activities and materials to shape an organization's plans and strategies. It combines analysis and synthesis to create opportunities for improvement and means of attaining them. Viewed this way, designing is a core competence of a successful entrepreneur or innovative leader. Design analysis is the systematic review of the four orders of design found in every firm--namely, the firm's communications, products, interactions and environments--and the creation of opportunities to increase firm value by improving each. Students will identify ill-defined, ill-structured problems within organizations. Such problems are ones for which there are no definitive formulations and for which the formulation chosen affects the solutions available. For such problems, there is no explicit way of knowing when you have reached a solution, and solutions cannot necessarily be considered correct or incorrect. But finding innovative solutions to such problems can provide unique opportunities to create exceptional value. A major outcome of the semester's inquiry is a presentation of the design problem and proposed design solution. Prereq: This course is for students in the Part-time Cohort MBA Program.

MBAP 420H. Regulatory Issues in Healthcare Management. 1.5 Unit.
This course provides and overview of key areas health law at level important to managers in healthcare related organizations. The topical areas covered include (1) the history, structure, financing, and operation of the U.S. medical system; (2) legal and ethical rules and regulations governing physicians and other health care professionals; the patient-physician relationship; institutional providers of care such as hospitals, nursing homes, and laboratories; and drug and device manufacturers; (3) regulation of health insurers and managed care organization; (4) medical malpractice law; (5) confidentiality and electronic medical records; (6) fraud and abuse; (7) antitrust law; (8) employer health plans; (9) medical research; and (10) public health. Prereq: Students enrolled in the online MBA program.

MBAP 421H. Organizational Culture in Healthcare Management. 1.5 Unit.
In this residency course, students will analyze corporate culture using the Burke-Litwin model. Culture in relation to other factors of organizational functioning and change. Prior to the on campus residency students will be introduced to factors that influence organizational culture such the external environment, vision & mission, leadership style, organizational structure, systems (HR such as recruiting and reward and IT such as administrative records keeping), management practices & climate, and power, politics and influence. During the on campus residency, students will visit two major hospital systems to examine how culture influences operational decision making. Prereq: Students enrolled in the online MBA program.

MBAP 422H. Digital Innovation in Healthcare. 1.5 Unit.
In this course, students will learn the role of digital technology in creating new digitally enabled services in the healthcare market. Industry experts will be engaged throughout the course to provide the latest information on developments and application being used. Prereq: Students enrolled in the online MBA program.

MBAP 423H. Engineering in Healthcare Management. 1.5 Unit.
The course focuses on the creation, funding, and management of digital health, biotech, medtech, and other health services enterprises. The course will focus on special issues surrounding the conceptualization, planning, diligence, and capitalization of these ventures and also includes management and compensation practices. In addition, course offers methods for self-assessment & development of business models and plans, techniques for technology assessment and strategy, develops foundation for capitalization and partnering strategies, and creates a basis for best practices in company launch and plan execution. Prereq: Students enrolled in the online MBA program.

MBAP 424H. Economic Issues and Applications in Healthcare. 1.5 Unit.
The purpose of this course is to develop the analytical skills necessary for understanding how the U.S. health care sector operates, how it has evolved, the forces at work behind perceived deficiencies (in quality and cost control), and the impact of alternative policy proposals. Special attention is given to recent developments in the healthcare marketplace, and the strategic considerations they create for providers and insurers. These issues are addressed through the lens of microeconomic theory. Under this framework, outcomes result from the interaction of decisions made by participants in the healthcare economy (e.g. patients, providers, insurers, government), with those decisions governed by the preferences, incentives and resource constraints facing each decision-maker. Principles of microeconomics will be reviewed as necessary to ensure consistent understanding of basic concepts. The course is designed to appeal to a broad audience, particularly students interested in healthcare management, public health, medical innovation, health law, and public policymaking. Prereq: Students enrolled in the online MBA program.

MBAP 425H. Experiential Learning in Healthcare. 3 Units.
In this residency based course students will have an opportunity to apply their learning to real world projects in collaboration with a major hospital system in the Cleveland area. Students will learn how to conduct an action research project including problem identification, stakeholder engagement, needs assessment, intervention design, data collection, data analysis, and the presentation of recommendations/findings. Prereq: Students enrolled in the online MBA program.

MBAP 426H. Finance Issues and Applications in Healthcare. 1.5 Unit.
Exploration of economic, medical, financial and payment factors in the U.S. healthcare system sets the framework for the study of decisions by providers, insurers, and purchasers in this course. The mix of students from various programs and professions allows wide discussion from multiple viewpoints. Prereq: Students enrolled in the online MBA program.

MBAP 427H. Introduction to Population Health. 1.5 Unit.
This course introduces graduate students to the multiple determinants of health including the social, economic and physical environment, health services, individual behavior, genetics and their interactions. It aims to provide students with the broad understanding of the research development and design for studying population health, the prevention and intervention strategies for improving population health and the disparities that exist in morbidity, mortality, functional and quality of life. Format is primarily group discussion around current readings in the field. Prereq: Students enrolled in the online MBA program.
MBAP 428H. Healthcare Decision Making and Analytics. 3 Units.
This course is designed to introduce the students to a wide range of methods and applications of decision science and analytics in healthcare management and medical decision making. The primary objective of the course is to provide the students with the necessary technical knowledge and skills to understand mathematical and statistical models used in health decision making. Further, the course aims to provide the students with hands-on experience required to leverage such methods for evaluating clinical interventions, choosing the best treatment, and informing public health policy. Course topics include decision trees, Markov decision models, Monte Carlo simulation, cost-effectiveness analysis, sensitivity analysis, utility theory, bootstrapping and subgroup analysis, prediction and classification methods, and using computer software to build and analyze health decision analysis models. Prereq: Students enrolled in the online MBA program.

MBAP 429H. Artificial Intelligence Applications in Healthcare Management. 1.5 Unit.
Artificial intelligence (AI) is a set of methods and algorithms that enable computers to mimic human behavior. Deep learning is a subfield of machine learning that builds large neural networks to extract subtle patterns from data and is currently the state-of-the-art method of achieving artificial intelligence. Healthcare is undoubtedly one of the most promising and influential application areas of AI. The unprecedented increase in data availability and computer power over the past decade has enabled neural network models to parse massive clinical datasets, learn incredibly subtle patterns, and in some cases, augment clinicians’ performance. This course covers the basic concepts and theoretical foundations of deep learning as they relate to healthcare management. We will discuss several successful applications of AI in healthcare as well as opportunities for AI across a variety of healthcare contexts. Limitations, challenges, key debates, and considerations surrounding AI models and their adoption in healthcare will also be highlighted. Prereq: Students enrolled in the online MBA program.

MBAP 430H. Lean Operations in Healthcare. 1.5 Unit.
The course will include the following topics: 1) Service Process Blueprints, 2) Managing Capacity in Service Systems, 3) Mapping the Value Stream (current and future state), and 4) Inventory Management in Service Systems. The topics considered are viewed in the context of healthcare management, financial services, insurance firms, call centers, back-office operations, and other applications. Through these topics, the participants will be trained in tools that help them understand customers' expectations and needs and to identify service system characteristics that can meet these needs. We will learn how to identify errors in service and troubleshoot these problems by identifying the root causes of errors. Subsequently, we will discuss how one can modify the product or service design so as to prevent defects from occurring. Finally, we will establish performance metrics that help evaluate the effectiveness of the Lean system in place. These efforts will result in improved quality. This course is not oriented toward specialists in service management. Its goal is to introduce you to the environments and help you appreciate the problems that operations managers are confronted with. Then, we will typically discuss some system specifics and emphasize the principles and issues that play key roles in their management. Prereq: Students enrolled in the online MBA program.

MBAP 499. Introduction to Learning Skills. 0 Unit.
Whether you are an online student, a student attending classes on campus, or a mix of both this course will equip you with the skills necessary to become a successful graduate student. Throughout this course you will learn more about yourself as a learner, how to apply universal standards for critical thinking to the evaluation of professional literature, and how to effectively balance your competing responsibilities as you begin your journey toward your degree.

MGMT
MGMT 1. Supervised Professional Practicum - Semester 1. 0 Unit.
A professional practicum is a workplace experience, the primary goal of which is the intellectual, personal and professional growth of the student. It occurs under the sponsorship or supervision of a mentor in the workplace who is committed to seeing that it is an educational as well as a work venture. It requires skills appropriate to the student’s year in college and provides students with new skills, insights and experiences that are transferable back to the academic setting and/or to a future position in the workplace. (Only available to declared Weatherhead Accounting or Management majors.) Prereq: Junior standing or higher.

MGMT 2. Supervised Professional Practicum - Semester 2. 0 Unit.
A professional practicum is a workplace experience, the primary goal of which is the intellectual, personal and professional growth of the student. It occurs under the sponsorship or supervision of a mentor in the workplace who is committed to seeing that it is an educational as well as a work venture. It requires skills appropriate to the student’s year in college and provides students with new skills, insights and experiences that are transferable back to the academic setting and/or to a future position in the workplace. (Only available to declared Weatherhead Accounting or Management majors.) Prereq: Junior standing.

MGMT 201. Contemporary Business and Communication. 3 Units.
This course is designed to survey business topics, issues, and practices. Students will be introduced to each of the functional areas of business, including accounting, finance, marketing, operations, business intelligence, and human resources management. The course is designed to help students appreciate the interrelationship of these business functions and, more generally, the role and context of business in society. Other topics considered include: the economic and legal environment of business, the globalization of markets, workforce diversity, leadership and entrepreneurship. To convey course content, lectures, in-class discussions, exercises, simulations, and guest speakers are used. Weekly discussions and a high level of student interaction amplify on class materials and concepts by focusing on contemporary issues of actual businesses.

MGMT 205. Essentials of Personal Finance. 1 Unit.
This course will provide students of all disciplines with an essential foundation in personal finance. The course will focus on four core areas of personal finance: 1) Budgeting & saving, 2) Investing, 3) Obtaining credit & controlling debt, and 4) Minimizing financial risk through the use of insurance. The course will also cover the essentials of personal taxation, retirement planning, and estate planning. This course will enable students to gain the fundamental knowledge and skills needed to make wise financial decisions as they move forward in life, which in turn will impact their ability to function as productive leaders in the workplace and financially literate citizens. A student may not receive credit for both MGMT 205 and MGMT 395 with the topic "Achieving Personal Financial Security." Prereq: Sophomore standing or higher.
MGMT 206. Personal Financial Management with Digital Technology. 1 Unit.
In the digital era, financial technologies have worked its way into our digital wallets and portfolio. Mobile banking services, budgeting and investing apps are inextricably linked with how we conduct our personal finances. While financial literacy deals with underlying finance concepts such as time value of money, compounding, budgeting and investing, financial technologies dictate how we access tools to carry out day-to-day budgeting, investing and consuming. In the digital era, financial technologies, Fintech, serves as an enabler of financial literacy, FinLit. While technology is not a substitute for literacy, Fintech complements literacy. Technology has created a level playing field and has advanced the access to credit and investments. This course will cover four areas: 1. Comparing banking services and costs 2. Digital banking: Using mobile apps and financial technologies for financial management and decision making 3. Personal finance and digital money 4. Risks in the digital era: Identity protection Offered as BAFI 206 and MGMT 206. Prereq: Sophomore standing or higher.

MGMT 315. International Management Institute. 3 Units.
The course provides undergraduate students with a unique overseas visitation, language orientation, and management subject experiences during periods such as Spring Break, or during interims immediately following the end of the semester. Opportunities for diverse cultural and language experiences which result from the institute are added benefits of these programs.

MGMT 360. Special Topics and Issues in Management. 1 - 9 Units.
This course option is available to qualified students who are undertaking special projects in a management related field.

MGMT 361. Managing in a Global Economy. 3 Units.
Managers need new skills to enable them to manage effectively in what is increasingly a global economy. They need a deeper understanding of cultural differences and how these differences may influence communications with foreign employers, employees, customers, suppliers or partners. They need a better understanding of the economic and political mechanics of the world business system. They need to learn how to find out more about potential opportunities and threats that lie outside the United States. This course is designed to address these needs. Offered as MGMT 361 and MGMT 460.

MGMT 395. Advanced Seminar. 1 Unit.
This seminar, for Accounting and Management majors with junior class standing or above, provides an opportunity to consider topics of importance in the community of ideas and activities related to the professional and managerial world. The development of writing and communication skills and in-depth discussion are expected attributes of seminar activity. The topic and scope of the coverage will be defined by the course instructor as consistent with the seminar approach to learning of the University. Accounting and Management majors must complete three seminars, each with a different topic. No academic credit will be earned for repeating seminars with the same topic. Counts as SAGES Departmental Seminar. Prereq: Declared Accounting or Management major and at least Junior standing.

MGMT 397. Undergraduate Research Project. 3 - 6 Units.
This course provides a supervisory structure for students completing and a capstone research project in the Weatherhead School of Management. Arrangements should be made by consultation with a faculty member selected and the Senior Capstone Committee of the School of Management. Open to all management and accounting majors and other qualified students with instructor approval. A written report, presentation to the faculty department most closely related to the student’s topic, and an approved public presentation are required. Counts as SAGES Senior Capstone.

MGMT 398. Action Learning. 6 Units.
This is an experiential course built around consulting projects in local organizations. Each project is focused on solving a business problem or pursuing a business opportunity. Each student will work in a team to analyze the current situation and identify related problems/opportunities, conduct research, analyze findings, creatively envision alternatives, and recommend an appropriate course of action and next steps. Throughout the semester students will receive instruction and coaching on the problem solving approach used in the course. Counts as SAGES Senior Capstone. Prereq: (ACCT 102 or ACCT 200) and BAFI 355 and MKMR 201 and Senior standing with a declared Accounting or Management major.

MGMT 418. Curricular Practical Training. 0 Unit.
This course is intended for graduate business students who wish to gain curricular practical training in support of career goals. The experience developed in an internship will complement academic experience gained in Weatherhead classes.

MGMT 456. Beyond Silicon Valley: Growing Entrepreneurship in Transitioning Economies. 3 Units.
The path for entrepreneurs to grow their companies outside of well-developed entrepreneurial ecosystems like Silicon Valley is challenging. Most markets around the world do not look like Silicon Valley, and they never will. But there are other models to support new businesses. In transitioning markets (where entrepreneurs do not have much access to private sector financing), government officials, donors, and business leaders are experimenting with creative approaches to support the growth of entrepreneurs. Cleveland is one such community. This seminar will explore some of these innovative approaches.

MGMT 458. International Institute. 3 Units.
The International Institute involves semester-long study of a particular region, followed by a class trip to an area within that region. The preparatory coursework varies depending on the region selected for that particular semester; however, it typically consists of research about cultural, financial, political, and economic topics. The trip consists of daily research meeting with organizations within the region being studied. Upon return, a summary exercise is required to complete the coursework. The class trip is a mandatory component of the course.

MGMT 460. Managing in a Global Economy. 3 Units.
Managers need new skills to enable them to manage effectively in what is increasingly a global economy. They need a deeper understanding of cultural differences and how these differences may influence communications with foreign employers, employees, customers, suppliers or partners. They need a better understanding of the economic and political mechanics of the world business system. They need to learn how to find out more about potential opportunities and threats that lie outside the United States. This course is designed to address these needs. Offered as MGMT 361 and MGMT 460.
MGMT 464. Business Ethics. 3 Units.
This course is built around two core learning tracks. The first is extended analyses of case studies, which identifies ethical problems, diagnoses import, and develops strategic programs to address them. The second learning track uses short pieces of fiction to explore issues of ethical character, leadership, and organizational responsibility. Each student keeps an ethics journal over the course of the semester to reflect on ethical issues, both inside and outside the classroom. In addition, small student groups are formed to write case studies focusing on a business ethics problem.

MGMT 465. Perspectives in European Management. 3 Units.
The European Institute provides an introduction to international business through a unique combination of class meetings and an excursion to Europe. While in Europe, students meet with local business people, consulate officials, and university professors to learn the prerequisites for doing business in the region. The trip features site visits to local companies.

MGMT 467. Commercialization and Intellectual Property Management. 3 Units.
This interdisciplinary course covers a variety of topics, including principles of intellectual property and intellectual property management, business strategies and modeling relevant to the creation of start-up companies and exploitation of IP rights as they relate to biomedical-related inventions. The goal of this course is to address issues relating to the commercialization of biomedical-related inventions by exposing law students, MBA students, and Ph.D. candidates (in genetics and proteomics) to the challenges and opportunities encountered when attempting to develop biomedical intellectual property from the point of early discovery to the clinic and market. Specifically, this course seeks to provide students with the ability to value a given technological advance or invention holistically, focusing on issues that extend beyond scientific efficacy and include patient and practitioner value propositions, legal and intellectual property protection, business modeling, potential market impacts, market competition, and ethical, social, and healthcare practitioner acceptance. During this course, law students, MBA students, and Ph.D. candidates in genomics and proteomics will work in teams of five (two laws students, two MBA students and one Ph.D. candidate), focusing on issues of commercialization and IP management of biomedical-related inventions. The instructors will be drawn from the law school, business school, and technology-transfer office. Please visit the following website for more information: fusioninnovate.com. Offered as LAWS 5341, MGMT 467, GENE 367, GENE 467, EBM 467, and ECSE 467.

MGMT 495. AMES Business Model. 3 Units.
AMES BUSINESS MODELS is an experiential course designed to explore the challenges that face entrepreneurs and established organizations as they develop new business models. Throughout the course we will address four general questions regarding business models: What are the key elements of any business model? How do those elements work in concert to create value? What challenges do innovators face as they explore new business models? What tools and techniques help innovators reduce their risk and enable growth? At the end of this course students should be able to: Describe the essential elements of a business model and how that model is meant to create value. Assess the potential of any business model and the key assumptions upon which it is built. Design and execute experiments to efficiently validate (or invalidate) those assumptions. Whether students plan to join an existing organization or start their own, these tools will provide a foundation for creating innovative, sustainable businesses. This course will focus on entrepreneurship (creating and testing new business models within an established organization).

MGMT 497. Action Learning Project. 3 Units.
This course allows teams of students to integrate functional, core knowledge and apply analysis and strategic management skills in a real-world setting. Students will be evaluated by the instructor and the project managers at the client organizations. Prereq: Instructor and project managers at client organizations. Prereq: Part-time Cohort MBA Students and Master of Healthcare Management students only.

MGMT 500. Qualitative Methods for Business. 1 Unit.
This course is offered online and helps students acquire and/or refresh the following probability, statistics, mathematics, and computer skills that are essential for success in the MBA program. Topics include: - Statistics: Descriptive Statistics (summarizing and explaining data). Probability (modelling randomness and variability using probability ideas). Sampling (mean, standard deviation, and the role of the Central Limit Theorem). -Algebra and Math: a self-guided review is provided of functions and their graphical representations, linear equations, and exponentials and logarithms. -Computer Skills: the basic use of SPSS and EXCEL for statistical analysis. This course is designed for non-MBA/non-WSOM students who have not taken a formal course in probability and statistics, have taken such a course long ago and need to refresh this knowledge, or are not confident with basic probability, statistics and mathematics. Recommended Preparation: Knowledge of high school mathematics and the basics of using EXCEL (such as writing formulas, copying cells and formulas, and so on).

MGMT 501. Special Problems and Topics. 1 - 18 Units.
This course is offered, with permission, to students undertaking reading in a field of special interest.

MGMT 502. Independent Study. 1 - 18 Units.
This course is offered, with Dean's Office permission, to students undertaking reading in a field of special interest.

MGMT 560. Theoretical Perspectives in Management. 3 Units.
This seminar exposes students to management theories from a variety of disciplines. The goal of the course is to help students learn to synthesize and contrast theories to develop hypotheses of their own. Prereq: Ph.D. standing or consent of instructor.

MGMT 571. Measurement Theory and Method. 3 Units.
This doctoral seminar focuses on the theoretical and methodological issues involved in social science measurement. Specifically, the course will cover topics in basic principles of measurement including Classical Test Theory, Reliability, Validity, and Item Response Theory, as well as related tools for measurement analysis including Exploratory and Confirmatory Factor analysis. In addition, the course will expose students to analytical methods that model measurement error in simultaneous equations including models with mediation and moderation effects. This course involves extensive use of statistical packages including SPSS, LISREL, and EQS. Prereq: Ph.D. standing.

MGMT 573. Applied Multivariate Data Analysis. 3 Units.
The objectives of the seminar are to provide students with an understanding of the substantive and methodological issues involved in applied multivariate data analysis. The seminar aims to expose students to the assumptions, principles and applications of a selected set of multivariate techniques including Logistic Regression, MANOVA/ Discriminant, Profile, Multilevel and Latent Growth Model analysis. This course involves extensive use of statistical packages including SPSS, LISREL, and EQS. Prereq: Ph.D. standing.

MGMT 602. Advanced Topics. 1 - 18 Units.
This is a course of flexible design to meet advanced theoretical and/or methodological needs of doctoral students. Approval is needed from the instructor, and it requires a letter grade.
MGMT 610. Culture and World Politics. 3 Units.
Religion, ethnicity, and nationalism have assumed major political significance in the post Cold-War and post-9/11 eras. The course examines ideas of political democracy and economic liberalism in relation to different cultural and religious ideas and explores relationships among social values, political structures, and economics. Prereq: Must be enrolled in Ph.D in Management: Designing Sustainable Systems track.

MGMT 611. Theory and Practice of Collective Action. 3 Units.
The ability of autonomous and interdependent parties to coordinate actions, or to act cooperatively, affects a wide range of organizational and social problems. This course addresses the theory and practice of collective action in local, national and global contexts. Case studies of collective action problems, such as environmental protection, community revitalization, and the mobilization of interest groups will be discussed. Prereq: Must be enrolled in Ph.D in Management: Designing Systems track.

MGMT 616. Global Economic Systems and Issues. 3 Units.
This course provides a framework and analytical tools for understanding globalization and international economic relations in the context of the global political system. It analyzes the economic and political forces that are shaping global cooperation on economic matters, the role and impact of international economic institutions such as the World Bank, the International Monetary Fund, and the World Trade Organization, and evolving forms of regional governance, such as the European Union. It covers national and international policies and development and the causes and cures of international financial crises. The course revolves around concepts of efficiency, equality, power and institutions in the making of public policy towards globalization of communications and transportation. Prereq: Must be enrolled in Ph.D in Management: Designing Systems track.

MGMT 640. Social Ethics: Contemporary Issues. 3 Units.
The course draws upon intellectual ancestors and current thinkers in moral philosophy and ethics to assist each student in identifying, analyzing, and discussing social and ethical questions pertaining to the definition and purpose of contemporary life, the need for moral coherence, and the meaning of life in a global society. The unifying theme of the course is Tolstoy’s question, “How then shall we live?” The course does not seek to provide answers to the great questions of life. Rather, it tries to expand each student’s capacity to grapple with such questions. Prereq: Must be enrolled in Ph.D in Management: Designing Systems track.

MGMT 641. Qualitative Res Methods II. 3 Units.
This course guides the student in conducting the qualitative research project that was proposed in EDMP 638. Fieldwork and initial analysis is conducted during the summer when data based on semi-structure interviews is collected and analysis begins using inductive coding techniques. A summer residency is held in mid-June to assess progress as final data collection and analysis continues. The aim of the fall semester is to prepare a formal research report on that project, which will be submitted to an academic research conference. The final report includes a revision of one’s conceptual model, integrating new understandings and literature arising from the data collection and analysis. Prereq: Must be enrolled in Ph.D in Management: Designing Sustainable Systems track.

MGMT 643. Measuring Bus Behav & Struc. 3 Units.
This course aims to develop the basic foundations and skills for designing and executing generalizable studies that measure business behaviors and structures. It focuses on building competence in building of measurement systems, construct measurement, research design, data collection methodologies, and application of analytical software commonly involved in quantitative inquiry. Covered topics include framing research questions, reliability and validity of measurement, quasi-experimental research design, and fieldwork for data collection. Classes are designed to balance theory and practice through quantitative research design and will be linked to the participant’s own research project. Prereq: Must be enrolled in Ph.D in Management: Designing Sustainable Systems track.

MGMT 645. Integration of Qualitative and Quantitative Inquiry. 3 Units.
Using the mixed method research toolkit developed in previous courses, this course focuses on critically analyzing selected pieces of published applied and policy research to develop a critical appreciation of issues and debates that have wide applicability and relevance. In particular, it offers students ways to integrate and triangulate using a mixed method approach, different forms of evidence, and related evidence. In addition, this course addresses common method choice and justification issues and related challenges of validity and theory formulation that typically arise during the students’ execution of a series of individual research projects. Application of critical analysis and appreciation approach in justifying mixed methods designs to the student’s own research work is encouraged and supported by sharing and discussing common research and methodology themes and problems. Prereq: Must be enrolled in Ph.D in Management: Designing Sustainable Systems track.

MGMT 646. Advanced Analytical Methods for Generalizing Research. 3 Units.
This course addresses advanced topics in regression and structural equation modeling such as latent growth curve models, partial least squares, logit models, tests for various types of invariance, multiple-group analysis, multilevel analysis, and analyzing qualitative/categorical data. These analytical methods are intended to enhance the student’s toolkit as to facilitate a strong bridge to the academic literature and the application to specific data based problems that arise in applied managerial research. Prereq: Must be enrolled in Ph.D in Management: Designing Sustainable Systems track.

MGMT 647. Causal Analysis of Business Problems I. 3 Units.
Causal Analysis of Business Problems I introduces fundamental concepts in theory-based model building and validation. In this course students will develop, explore, refine a range of models appropriate for addressing their problem of practice including classification models, process models, variance models, and articulating nomological networks. In particular, the course will focus on effective conceptualizations of causation, control, mediation, and moderation. Further, foundational statistical techniques such as tests of assumptions of the data, exploratory factor analysis, and regression and path analysis will be introduced to analyze concepts of causation, control, mediation and moderation. Prereq: Only for students in PhD in Management: Designing Sustainable Systems, or by permission of the Program Director.
MGMT 649. Causal Analysis of Business Problems II. 3 Units.
Building upon the first course in Causal Analysis of Business Problems, this course will guide students through the theoretically-grounded variance models that are required for testing through structural equation modeling (SEM) in the quantitative portion of their research. Fundamental concepts in model testing will be reinforced using path analysis, and will include a deeper exploration of moderation by addressing topics such as moderated mediation and interaction effects. Beyond the analysis the course will emphasize precise and accurate formulation of theoretical models and associated reasoning, as well as careful interpretation of findings. The class will also delve into testing of data assumptions and prepare students for the model testing portion of their capstone assignments. Prereq: Must be enrolled in Ph.D in Management: Designing Sustainable Systems track.

MGMT 664. Knowledge Dissemination to Influence Managerial Practice. 3 Units.
The aim of this course is twofold. First, it supports students organizing and writing their DM thesis overview or their PhD thesis proposal. Also discussed are ways to organize and communicate in scientific genres, their aims and their generic properties. Secondly, students become acquainted with scientific communication and publishing. Effective reviewing, criteria for judging articles and theses, management of review processes, and how to communicate and respond to reviews are topics discussed. The course also addresses publication strategies and ways of managing and communicating scientific and managerial knowledge to different stakeholders. Prereq: Must be enrolled in Ph.D in Management: Designing Sustainable Systems track.

MGMT 677. Designing Sustainable Systems. 3 Units.
Students in teams will recognize and work in practice on a managerial problem that involves dimensions of sustainability and design. They will develop a set of solutions to the problem by generating alternative models and intervention strategies to address the problem. The project results in a short presentation and written communication of the solution in a form of a poster or prototype. The course will also include presentations of intervention and action research approaches and issues of inquiry validation and theory development. Prereq: Only for students in PhD in Management: Designing Sustainable Systems.

MGMT 701. Dissertations Ph.D.. 1 - 9 Units.
(Credit as arranged.) Prereq: Must be enrolled in Ph.D. in Management: Designing Sustainable Systems and have predoctoral research consent or advanced to Ph.D. candidacy milestone.

MIDS

MIDS 301. Introduction to Information: A Systems and Design Approach. 3 Units.
This course is an introduction to the concept of information and the uses of information in organizations and social life. The course is for anyone who is interested in the evolution of digital culture and the influence of design, systems, and management in contemporary life. This will involve readings from a variety of disciplines, including mathematics, the social sciences, management and the humanities. We live in an "information ecology": a system of human activities served by a variety of technologies that are often grounded in local environments and with deep ethical implications. The goal of our course is to understand this system and how information has become a medium of human experience in our lives. There will be useful readings, but also exercises and projects that enable students to test and develop their understanding.

MKMR

MKMR 201. Marketing Management. 3 Units.
This is an introductory marketing course designed to provide students with the concepts and theories necessary for understanding the fundamental principles of marketing and its role in any organization. Students will learn concepts such as marketing orientation, marketing-mix, relationship marketing and service logic, as well as behavioral theories of customer response and strategic frameworks of customer brand management. Students develop capabilities for understanding marketing issues in real world situations and to create and implement basic marketing plans. Prereq: At least Sophomore standing.

MKMR 304. Brand Management. 3 Units.
Successful innovation and management of brands and products creates customer, firm, and societal value. This course is designed to help students understand the principles of product and brand development and management such as understanding evolving customer needs; creating and delivering the right products, services, and experiences; and managing the process to enhance brand equity and customer satisfaction. Through text, cases, and simulation this engaging class will cover the branding process from new brand and product development; brand communication and promotion, and brand equity measurement. The course will also discuss specific topics such as global brands, brand extensions, brand revitalization, and social responsibility. Prereq: MKMR 201.

MKMR 308. Measuring Marketing Performance. 3 Units.
Evaluation and control are important strategic marketing processes and without effective and consistent measurement, these processes cannot be performed adequately. In recent years, marketing budgets have been challenged by top managers as the value of these expenditures to an organization's financial well being is not often clear. Marketing activities such as advertising, sales promotions, sales force allocation, new product development, and pricing all involve upfront investments and making these investments now require increasing scrutiny. This course will be about knowing and understanding what to measure, how to measure, and how to report it so the link between marketing tactics and financial outcomes is clearer. The course will include lecture by the instructor, readings, cases, computer based data exercises, and guest lectures. There will also be a team project requirement. Prereq: (ACCT 100 or ACCT 101) and ECON 102 and MKMR 201.

MKMR 310. Marketing Analytics. 3 Units.
To appreciate, design, and implement data-based marketing studies for extracting valid and useful insights for managerial action that yield attractive ROI, five essential processes are emphasized: (a) making observations about customers, competitors, and markets, (b) recognizing, formulating, and refining meaningful problems as opportunities for managerial action, (c) developing and specifying testable models of marketing phenomenon, (d) designing and implementing research designs for valid data, and (e) rigorous analysis for uncovering and testing patterns and mechanisms from marketing data. Prereq: MKMR 201 and OPRE 207.
MKMR 311. Customer Relationship Management. 3 Units.
Customer Relationship Management (CRM) is the strategic process of building and maintaining profitable, sustainable customer relationships through co-creation of value with customers in both business-to-business (B2B) and business-to-consumer (B2C) markets. This course starts with understanding the relationship between an organization’s strategic goals and the structure and dynamics of organization-customer relationships. Topics include assessing CRM system design, implementation and management; the fundamentals of customer profitability analysis; customer portfolio management; B2B relationship management; sales force management and automation; and designing services programs to optimize customer experiences; and expanding customer relationships through services. Additionally, students will explore how one-to-one marketing and social networks enhance customer relationships. Learning will be accomplished through lecture and discussion, critical discussion of case studies and contemporary marketing issues, and interaction with experienced CRM marketing professionals. Prereq: MKMR 201.

MKMR 312. Selling and Sales Management. 3 Units.
Selling and sales management are keys to implementing an organization’s marketing program and customer relationships. This course emphasizes developing an understanding of basic marketing concepts, selling principles, interrelationships among sales force management and other business functions, appropriate strategy for managing a sales force and measurement of sales force productivity. We will use theories of work motivation and explore how individual difference variables influence the choices of sales managers. This course uses a synthesis of sales research and leading practices to focuses on both a strategic and a tactical perspective. Strategic issues include: entrepreneurial strategy, the sales force’s role in company strategy, customer relationship and strategic account management, sales force size and organization and career paths to sales management. Tactical issues include: effective approaches to selling, finding and retaining top sales talent, motivating and compensating the field force, evaluating performance, and aligning sales territories. Prereq: MKMR 201.

MKMR 348. Strategic Internet Marketing. 3 Units.
This course aims to prepare business students to think strategically and make effective marketing decisions in networked business environments. Given the increasing strategic significance of the internet across a broad spectrum of industries, it is imperative that business students develop a deep understanding of the emerging digital marketplace. The course will focus on the following topics: The emerging digital world; individuals and firms online; network technologies; business models on the internet; online branding; customer relationship management and loyalty in electronic markets; internet’s impact on innovation and product management; online retailing; business-to-business e-commerce; multi-channel management; sustainable competitive advantage in the digital marketplace; legal, ethical, and public policy issues related to digital technologies; organizing for online marketing. Prereq: MKMR 201.

MKMR 360. Independent Study. 1 - 3 Units.
This course is offered, with permission, to students undertaking reading and research in an area of their special interest. Prereq: MKMR 201.

MKMR 360. Independent Study. 1 - 3 Units.
This course is offered, with permission, to students undertaking reading and research in an area of their special interest. Prereq: MKMR 201.

MKMR 405. Business Marketing. 3 Units.
This course focuses on concepts and practices of business-to-business marketing of products and services. It also examines how rapid technological change impacts industrial markets. Topics covered include: buyer-seller relationship building, competitive bidding, developing markets for new materials and value-based pricing strategies. Marketing to the government, marketing of intellectual property and marketing-R&D-manufacturing interface issues will also be explored. Prereq: MBAP 407 or MBAC 506 or HSMC 407.

MKMR 408. Marketing Metrics. 3 Units.
Evaluation and control are important strategic marketing processes and without effective and consistent measurement, these processes cannot be performed adequately. In recent years, marketing budgets have been challenged by top managers as the value of these expenditures to an organization’s financial well being is not often clear. Marketing activities such as advertising, sales promotions, sales force allocation, new product development and pricing all involve up-front investments and making these investments now require increasing scrutiny. This course will be about knowing and understanding what to measure, how to measure and how to report it so the link between marketing tactics and financial outcomes is clearer. The course will include lecture by the instructor, readings (no textbook), cases, computer based data exercises and guest lectures. There will also be a team project requirement. Prereq: MBAC 506, MBAP 407 or HSMC 407.

MKMR 410. Marketing Insight Management. 3 Units.
To appreciate, design, and implement data-based marketing studies for extracting valid and useful insights for managerial action that yield attractive ROI. Five essential processes are emphasized: (a) making observations about customers, competitors, and markets, (b) recognizing, formulating, and refining meaningful problems as opportunities for managerial action, (c) developing and specifying testable models of marketing phenomenon, (d) designing and implementing research designs for valid data, and (e) rigorous analysis for uncovering and testing patterns and mechanisms from marketing data. Prereq: MBAC 506 or MBAC 511 or MBAP 403 or MBAP 407.

MKMR 411. Customer Relationship Management. 3 Units.
Customer Relationship Management (CRM) is the strategic process of building and maintaining profitable customer relationships through co-creation of value with customers. This course starts with understanding the relationship between an organization’s strategic goals and customer relationships, including assessing CRM systems, management and implementation, in both B2B and B2C markets. Students will learn the fundamentals of customer profitability analysis, customer portfolio management, B2B relationship/sales force management and automation, designing services to optimize customer experiences, as well as expanding customer relationships through services. Additionally, students will explore how one-to-one marketing and social networks enhance customer relationships. Learning will be accomplished through critical discussion of case studies and contemporary marketing issues, and hands-on group project and presentation, and interaction with experienced CRM marketing professionals. Prereq: MBAP 407 or MBAC 506 or HSMC 407.

MKMR 412. E-Marketing. 3 Units.
Using a combination of lectures, cases, and hands-on projects, the course examines how the Internet influences all the key aspects of marketing, including marketing strategy, pricing, advertising, segmentation, marketing research, retailing, distribution channels, and international marketing. Additionally, the course will cover more Internet specific topics such as privacy, wireless web, sales force automation, and e-marketplace models. The course incorporates both business-to-business and business-to-consumer outlooks. Prereq: MBAC 506 or MBAP 407.
MKMR 421. Marketing Value Creation. 3 Units.
Marketing value creation is the process of creating and managing successful brands through continuous innovation. Successful brand innovation and management requires understanding evolving customer needs; creating and delivering the right products, services, and experiences; and managing the process to enhance brand equity and customer satisfaction. Through text, readings, cases, high-profile guest lectures and team projects, this engaging class will cover the innovation and branding process from discovery of unmet needs, brand and product development, to brand promotion and advertising and brand equity measurement. A sustainability thread will weave through the course, covering topics such as brand’s ecological footprint, product safety, eco-friendly branding, the ethics of advertising, the impact of pricing on consumers and corporate social responsibility. The result of proper sensitivity to customer needs, social concerns and the environment is integral to the process of value creation for customers, companies and society. Prereq: MBAC 506 or MBAP 407.

MKMR 501. Special Problems and Topics. 1 - 18 Units.
This course is offered, with permission, to students undertaking reading or a project in a field of special interest.

MKMR 601. Special Problems and Topics. 1 - 18 Units.
This course is offered, with permission, to Ph.D. candidates undertaking reading or a project in a field of special interest.

MPOD
MPOD 413. Foundations of Positive Organization Development and Change. 3 Units.
This course explores and develops the art of reading and understanding social systems in ways that help us imagine, design and develop organization excellence. First it seeks to show how many of our conventional ideas about organizations are based on discourse and metaphors that lead us to see and understand organizations in partial and often limiting ways. Growing research from the domains of Positive Psychology and Positive Organization Scholarship and the theory and practice of Appreciative Inquiry will be explored to show how we can create new and more positive, strength-based ways of designing and developing social systems. Includes presentations, guest lectures and panel discussions on current topics of interest for the Masters in Positive Organization Development and Change (MPOD) candidates. Led by a faculty member of the Department of Organization Behavior, these dialogues and seminars will be presented in several of the six main residencies of the MPOD program. Reflective essays and integrative papers will enable participants to explore their practice of OD, leadership capacity, application of learnings from the program and deeply held values related to current issues and opportunities in the domain of human systems change and development. Part Two of Two. Prereq: MPOD 413A.

MPOD 414. Managing Organizational Change and Real-World Challenges. 3 Units.
The objective of this course is to familiarize participants with the theory and technique of organization design and corporate change with particular emphasis on helping leaders understand and implement the latest forms of organizing in a customer-focused, electronically mediated and knowledge-driven world. Frameworks presented will be used to explore the impact of the information revolution on organization design and change, and the evolution of traditional vertically integrated and multi-divisional enterprises toward spider web structures, trans-organizational networks and communities of practice. Prereq: Open to MPOD candidates only.

MPOD 416A. Leadership, Executive Assessment and Development. 2 Units.
Leadership with emotional intelligence will be examined by studying a number of topics and applying them to two major case studies: 1) a CEO; and 2) yourself. In this context, coaching the development of leadership will be a major topic throughout the course. This course will explore questions such as: Who are effective leaders? Are they different from effective managers? How do they think and act? What makes us want to follow them? How are leaders developed? What and how can people (you) help/coach others develop their competencies to become more effective leaders? (Part one of a three-section course.) Prereq: Open to MPOD candidates only.

MPOD 416B. Leadership and Executive Assessment and Development. 1 Unit.
Leadership with emotional intelligence will be examined by studying a number of topics and applying them to two major case studies: 1) a CEO; and 2) yourself. This course will explore questions such as: Who are effective leaders? Are they different from effective managers? How do they think and act? What makes us want to follow them? How are leaders developed? What and how can people (you) help others develop their competencies to become more effective leaders? (Part two of three) Prereq: MPOD 416A.
MPOD 416C. Leadership, Executive Assessment and Development. 1 Unit.
Leadership with emotional intelligence will be examined by studying a number of topics and applying them to two major case studies: 1) a CEO; and 2) yourself. In this context, coaching the development of leadership will be a major topic throughout the course. This course will explore questions such as: Who are effective leaders? Are they different from effective managers? How do they think and act? What makes us want to follow them? How are leaders developed? What and how can people (you) help/coach others develop their competencies to become more effective leaders? (Part three of a three-section course.) Prereq: MPOD 416B.

MPOD 418. Flourishing Enterprise. 2 Units.
Global issues such as climate change and food security, as well as heightened expectations for personal health and well-being in the workplace, are introducing greater levels of complexity into business strategy and operations, with far-reaching implications for customer satisfaction and employee engagement. Effective handling of these issues can lead to new sources of revenue generation and cost efficiency, as well as reputational value, while failure to do so can lead to financial and competitive risk. Prereq: Open to MPOD candidates only.

MPOD 431B. Experiential Learning for Individuals, Teams, and Organizations. 1 Unit.
This course focuses on the theory of experiential learning and its application at the individual, team, and organizational levels of analyses. This course offers the chance for students to gain insight into their individual learning and adaptive styles, and how such styles impact the way they interact and have consequence for team. The course also explores how teams and organizations learn, and the effect that cultural determinants have on learning and adaptability. In addition, the course examines how learning theory can be applied to focused institutional development projects and educational processes. The course uses presentations, lectures, research findings, interactive activities, and class discussion. The current topics of interest are for the Masters in Positive Organization and Change (MPOD) candidates. It is led by a faculty member of the Department of Organization Behavior. Reflective essays and integrative papers will enable participants to explore their learning styles and that of their organizations and teams to strengthen the practice of OD and human systems change and development. Part two of two. Prereq: MPOD 431A.

MPOD 432. Interpersonal Skills Building. 3 Units.
Interpersonal and team dynamics. It will help you build more open and effective relationships among peers and clients by improving your ability to cooperate with and lead others to work effectively in today's increasingly team-oriented organizations. The emphasis of this course is on learning about oneself in the context of others and using these insights to facilitate learning in the groups you lead. Prereq: Open to MPOD candidates only.

MPOD 432A. Interpersonal Skills Building. 1 Unit.
The objective of this course is to hone the participant's abilities to use themselves as instruments of change and development in relationships with colleagues and clients. This requires comfort with and practice in intervening in a broad range of interpersonal and group dynamics, and knowledge of how one's unique personal style and character serve as both strengths and weaknesses in dealing with others in a helping relationship. Participants will explore theories of adult development, interpersonal and group dynamics, diagnose their interpersonal needs and styles, and practice techniques for developing generative relationships with clients across the OD (organization development) cycle and as process consultants in group settings. Prereq: Open to MPOD candidates only.

MPOD 432B. Interpersonal Skills Building. 1 Unit.
The objective of this course is to hone the participant's abilities to use themselves as instruments of change and development in relationships with colleagues and clients. This requires comfort with and practice in intervening in a broad range of interpersonal and group dynamics, and knowledge of how one's unique personal style and character serve as both strengths and weaknesses in dealing with others in a helping relationship. Participants will explore theories of adult development, interpersonal and group dynamics, diagnose their interpersonal needs and styles, and practice techniques for developing generative relationships with clients across the OD (organization development) cycle and as process consultants in group settings. (Part two of two.) Prereq: Open to MPOD candidates only.

MPOD 435. Practicum in Appreciative Inquiry and Positive OD. 3 Units.
This course develops participants' consultative skills. Competence in role entry and development, data collection, intervention and evaluation is gained through class exercises and field projects. The focus is on developing a problem-centered approach to intervening in organizations that minimizes reliance on programmed techniques and maximizes collaborative innovation and learning between client and consultant. Prereq: Open to MPOD candidates only.

MPOD 439. Individual Field Project. 3 Units.
The objectives of this course are to: 1) demonstrate the ability to frame and design a clear cut action research project applied to a given organizational development challenge or improvement opportunity; 2) show the ability to engage and mobilize others in a collaborative effort toward a collective outcome; 3) employ a defined change process and use theory from the field of OD (e.g., AI, EI, Sustainability, Organization Design, Strategic Thinking, etc.) to inform practice; 4) evince the ability to maintain momentum during the course of a project, while navigating the complexities that one normally encounters in an effort to complete the action research cycle; 5) provide evidence that the organization development change project has had a positive benefit or impact; and 6) reveal sufficient self-reflection and mindfulness in ways that further your own and others personal or professional development. These six objectives will fundamentally be the same competencies that I will look for in grading Part 1 and Part 2 of your assignment. Toward these ends, you are expected to plan and execute a significant organization development, and/or change project with an ongoing client or employer. Emphasis is placed on the craft of developing projects that are consistent with one's current skills, career plans, and developmental needs that can be combined with the needs, opportunities, readiness, and resources of the client organization. Prereq: Open to MPOD candidates only.

MPOD 440A. Inclusive Leadership in a Global Context. 2 Units.
The purpose of this course is to help you understand the current theories and effective practices of inclusive leadership in a global context, and through this understanding, to help you enhance your own leadership practices and capabilities. We will examine the methods, challenges, trade-offs, and frontiers of inclusive leadership through application of leadership concepts to case studies. Student teams will identify and conduct an at-a-distance project studying a global executive. The course will facilitate the development of personal efficacy for working with and supervising diverse others—those from different nations/cultures, races/ethnicities, genders, age groups, religions and lifestyles who may have different values, perspectives, approaches and abilities. As you gain self-awareness of the impact of your own identity, you will clarify your own approaches and styles and become more authentic as a leader and change agent. You will also develop practical knowledge about enabling team cultures of engagement and inclusion. Part one of two. Prereq: Open to MPOD candidates only.
**MPHD 440B. Inclusive Leadership in a Global Context. 1 Unit.**
The purpose of this course is to help you understand the current theories and effective practices of inclusive leadership in a global context, and through this understanding, to help you enhance your own leadership practices and capabilities. We will examine the methods, challenges, trade-offs, and frontiers of inclusive leadership through application of leadership concepts to case studies. Student teams will identify and conduct an at-a-distance project studying a global executive. The course will facilitate the development of personal efficacy for working with and supervising diverse others—those from different nations/cultures, races/ethnicities, genders, age groups, religions and lifestyles who may have different values, perspectives, approaches and abilities. As you gain self-awareness of the impact of your own identity, you will clarify your own approaches and styles and become more authentic as a leader and change agent. You will also develop practical knowledge about enabling team cultures of engagement and inclusion. Part two of three. Prereq: Open to MPHD candidates only.

**MPHD 440C. Inclusive Leadership in a Global Context. 1 Unit.**
The purpose of this course is to help you understand the current theories and effective practices of inclusive leadership in a global context, and through this understanding, to help you enhance your own leadership practices and capabilities. We will examine the methods, challenges, trade-offs, and frontiers of inclusive leadership through application of leadership concepts to case studies. Student teams will identify and conduct an at-a-distance project studying a global executive. The course will facilitate the development of personal efficacy for working with and supervising diverse others—those from different nations/cultures, races/ethnicities, genders, age groups, religions and lifestyles who may have different values, perspectives, approaches and abilities. As you gain self-awareness of the impact of your own identity, you will clarify your own approaches and styles and become more authentic as a leader and change agent. You will also develop practical knowledge about enabling team cultures of engagement and inclusion. Part three of three. Prereq: Open to MPHD candidates only.

**MPHD 470A. Leading Change from a Complexity Perspective. 1 Unit.**
In this course, we will continuously attempt to answer two questions: (1) What is the process of sustained, desirable change? and (2) What is the role of a leader? Concepts from complexity theory will be used, including understanding the multilevel nature of SDC at the individual, dyad, team, organization, community, country, and global levels. Intentional Change Theory (ICT) will be used as the organizing concept for the changes studied. In this context, coaching the development of leadership will be a major topic throughout the course. Prereq: MPHD candidates only.

**MPHD 470B. Leading Change from a Complexity Perspective. 2 Units.**
In this course, we will continuously attempt to answer two questions: (1) What is the process of sustained, desirable change? and (2) What is the role of a leader? Concepts from complexity theory will be used, including understanding the multilevel nature of SDC at the individual, dyad, team, organization, community, country, and global levels. Intentional Change Theory (ICT) will be used as the organizing concept for the changes studied. In this context, coaching the development of leadership will be a major topic throughout the course. Prereq: MPHD candidates only.

**MPHD 479. Foundations of Strategic Thinking. 3 Units.**
This course will define what constitutes strategic change and what does not. Students will be introduced to a variety of strategic interventions and models from which to interpret, understand and achieve positive organizational change. Opportunity will be provided to apply selected models to the student’s organization and other cases in order to gain insight and appreciation for financial and non-financial factors that influence fundamental organizational growth and development. Prereq: Open to MPHD candidates only.

**MPHD 480. Dynamics of Effective Change Management Strategies. 3 Units.**
This course will: 1) highlight the major current trends and changes that affect the nature of managerial work; 2) describe how OD practitioners and consultants need to factor such trends into their consulting strategies; 3) differentiate between types of interventions, the circumstances in which they apply and their unique strengths; 4) provide background theories that explain the challenges inherent in mobilizing positive change; 5) describe ways to bridge the gap between knowing and doing in order to build organization resilience; and 6) introduce a variety of consulting techniques and skills that the students can add to their repertoire. Prereq: Open to MPHD candidates only.

**MPHD 498. Global Citizenship and Multi-Cultural OD: International Study Tour. 3 Units.**
This course will broaden perspectives and knowledge of how OD principles and technologies are generated and applied in contexts and cultures outside of North America. Selected literature representing global perspectives on the practice of OD and field experiences will provide support and background for personal experience and reflection on cross-cultural issues in organizing. The primary learning context will be an intense, 10-day study tour to some country outside of North America to provide the participants with opportunities for 1) comparative studies of OD practices in different cultural settings; 2) in-depth experiences with OD practitioners and students in a different national, regional and cultural context; 3) co-inquiry with non-North American students also involved in developing OD knowledge and skills; and 4) on-site organization visits outside of North America to observe and learn about on-going dynamic change efforts. Prereq: Open to MPHD candidates only.

**MSBA**
Course descriptions can be found under BUAI

**MSFC**
Course descriptions can be found under FNCE

**MSFI**
Course descriptions can be found under FNCE

**MSOR**
Course descriptions can be found under SCMG
OPMT 350. Project Management. 3 Units.
Project management is concerned with the management and control of a group of interrelated tasks required to be completed in an efficient and timely manner for the successful accomplishment of the objectives of the project. Since each project is usually unique in terms of task structure, risk characteristics and objectives, the management of projects is significantly different from the management of repetitive processes designed to produce a series of similar products or outputs. Large-scale projects are characterized by a significant commitment of organizational and economic resources coupled with a high degree of uncertainty. The objective of this course is to enhance the ability of participants to respond to the challenges of large-scale projects so that they can be more effective as project managers. We study in detail up-to-date concepts, models, and techniques useful for the evaluation, analysis, management, and control of projects. Offered as OPMT 350, OPMT 450 and SCMG 450. Prereq: OPRE 207 and OPRE 301.

OPMT 377A. Business Forecasting. 1.5 Unit.
This course introduces nonmathematical managers to the major quantitative models designed for sound demand and system forecasting in today’s complex and increasingly uncertain supply chains. Topics will also include reliability of historical data sets to forecast future patterns. The course will also cover non-quantitative tools to forecast demand for new products, services and technologies when historical data are not readily available. Emphasis is placed on a general understanding of theory, mechanics, application potential, available software packages, and templates. Offered as OPMT 377A, OPMT 477A and SCMG 477A. Prereq: OPRE 207 and OPRE 301.

OPMT 377B. Enterprise Resource Planning in the Supply Chain. 1.5 Unit.
Enterprise resource planning is the dominant system by which companies translate the needs from their customers into the detailed plans that the company must perform to meet the customer needs, and the resulting support the company will need from its suppliers. As such, it is a central player in the process of supply chain management. In this course, we study both the quantitative and qualitative concepts and techniques to help manage a company’s operations to perform these important translation and planning tasks in order to help the company be successful. A major emphasis during the course is the design of processes and procedures (algorithms) for solving very complex (wicked) problems as a part of both class discussions and while working on case studies, as well as critiquing the designs so as to clearly understand their limitations. Offered as OPMT 377B, OPMT 477B, and SCMG 477B Prereq: OPMT 377A.

OPMT 412. Lean Services Operations. 3 Units.
The course will be delivered over four modules: 1) Service ProcessBlueprints, 2) Managing Capacity in Service Systems, 3) Mapping the Value Stream (current and future state), and 4) Inventory Management in Service Systems. The topics considered are viewed in the context of healthcare management, financial services, insurance firms, call centers, back-office operations, and other applications. Through these topics, the participants will be trained in tools that help them understand customers’ expectations and needs and to identify service system characteristics that can meet these needs. We will learn how to identify errors in service and troubleshoot these problems by identifying the root causes of errors. Subsequently, we will discuss how one can modify the product or service design so as to prevent defects from occurring. Finally, we will establish performance metrics that help evaluate the effectiveness of the Lean system in place. These efforts will result to improved quality. This course is not oriented toward specialists in service management. Its goal is to introduce you to the environments and help you appreciate the problems that operations managers are confronted with. Then, we will typically discuss some system specifics and emphasize the principles and issues that play key role in their management. Offered as HSMC 412 and OPMT 412.

OPMT 420. Experiential Learning with Six Sigma Green Belt. 3 Units.
The Six Sigma process is the standard for quality improvement in organizations around the globe. In this course, we study the details of the five steps in the Six Sigma process: DEFINE, MEASURE, ANALYZE, IMPROVE, and CONTROL (DMAIC). Many tools, concepts, and processes that are often an integral part of Six Sigma projects in companies are included in the course content. They range from the very basic tools of quality (such as cause-and-effect diagrams for brainstorming) to complete processes (such as benchmarking, quality function deployment, failure mode and effects analysis-FMEA). Statistical concepts with software applications that are central to Six Sigma including statistical process control and introduction to design of experiments are also included. Once the Six Sigma process and its various components are understood, we study quality management including quality control, reliability, and troubleshooting these problems by identifying the root causes of errors. Subsequently, we will discuss how one can modify the product or service design so as to prevent defects from occurring. Finally, we will establish performance metrics that help evaluate the effectiveness of the Lean system in place. These efforts will result to improved quality. This course is not oriented toward specialists in service management. Its goal is to introduce you to the environments and help you appreciate the problems that operations managers are confronted with. Then, we will typically discuss some system specifics and emphasize the principles and issues that play key role in their management. Offered as HSMC 412 and OPMT 412.
OPMT 422. Lean Operations. 3 Units.
In this course, students will be taught how to identify inefficiencies associated with overproduction, waiting, transport, extra processing, inventory, motion and defects. One-by-one, areas of inefficiencies are to be identified and improved while educating the workforce towards continual improvement. Similarly, participants will be trained to reduce lead times in areas such as engineering design, order entry, purchasing, order fulfillment, receiving, production, packaging, shipping, invoicing and collection. The above improvements will lead to cost reductions. Students will be trained in costing techniques, target pricing, and cost maintenance. The course will be delivered along the following themes: 1) Mapping the Value Stream (current and future state) 2) Workplace Organization: S5 & Safety, 3) Defect Reduction and Error Proofing, 4) Quick Changeover, 5) Standard Operations, 6) Total Productive Maintenance, 7) Visual management, 8) One-piece flow, 9) Lean Metrics. This course is not oriented toward specialists in operations management. Its goal is to introduce you to the environments and help you appreciate the problems that operations managers are confronted with and the key issues in their management. Offered as OPMT 422 and SCMG 422. Prereq: Not available to Master of Supply Chain Management students.

OPMT 450. Project Management. 3 Units.
Project management is concerned with the management and control of a group of interrelated tasks required to be completed in an efficient and timely manner for the successful accomplishment of the objectives of the project. Since each project is usually unique in terms of task structure, risk characteristics and objectives, the management of projects is significantly different from the management of repetitive processes designed to produce a series of similar products or outputs. Large-scale projects are characterized by a significant commitment of organizational and economic resources coupled with a high degree of uncertainty. The objective of this course is to enhance the ability of participants to respond to the challenges of large-scale projects so that they can be more effective as project managers. We study in detail up-to-date concepts, models, and techniques useful for the evaluation, analysis, management, and control of projects. Offered as OPMT 350, OPMT 450 and SCMG 450. Prereq: MBAC 511 or MBAP 403 or HSMC 457 or HSMC 412 or Requisites Not Met permission.

OPMT 460. Supply Chain Strategy. 1.5 Unit.
Have you ever wondered what it takes to manage a successful supply chain? It all comes down to the right strategy. Supply Chain Management Strategy is the indispensable direction for managing a successful supply chain. This course reviews how organizational strategies can inform operations and supply chain strategies. Several cases in various industries are discussed to illustrate how businesses employ various supply chain business models to achieve higher efficiencies, better quality, faster service, and subsequently promote business objectives. Offered as OPMT 460 and SCMG 460.

OPMT 470. Supply Chain Risk Management. 1.5 Unit.
A Supply Chain comprises firms, organizations, and individuals, linked through material, information, and financial flows, and whose activities enable products and services to be created and reach the consumers. Risk Management is the process of identifying risks, forecasting their impact, devising, mitigation strategies, and applying those strategies in anticipation or in response to adverse events. Supply Chain Risk Management (SCRM) is a set of solutions for identifying, measuring, preparing for, and mitigating adverse events in supply chains. As the widespread use of outsourcing is stretching supply chains further geographically and turning supply networks into intricate, global, and fragile webs, supply disruptions happen more frequently than ever and lead to substantial financial losses. A 2015 National Institute of Standards and Technology study concluded that "the likelihood that a manufacturing organization will not experience a supply chain disruption in a twenty-four month period is a mere 2%." According to research, firms that experienced supply glitches have suffered tremendous erosion in the shareholders’ value (the abnormal return on stock of these companies was negative 40%). Disruptions are only one example of supply risks. From commodity price fluctuations to product adulteration, from cyber security to patent violations, from regulatory compliance to supplier bankruptcies, supply chains are rife with risks and opportunities if you know how to recognize and take advantage of them. In this course, you will learn the best industry practices and be exposed to the most current academic insights on SCRM. You will know the process for SCRM, a variety of well-known and emerging supply risks, and the unique challenges of managing each one. You will also learn advantages and disadvantages of different risk mitigation tools. You will take away a number of useful analysis tools that you can immediately apply at your job. You will know the terminology of the field, the definitions, and the "state of the art" techniques. By the end of the course, you will be able to evaluate companies’ performance with respect to supply risk management, and you will be able to create, contribute to, and run a supply-risk management program at your company. Offered as OPMT 470 and SCMG 470.

OPMT 475. Global Supply Chain Logistics. 3 Units.
The course will attempt to achieve two objectives: (1) to develop your skills in solving specific types of logistics/supply chain problems, and (2) to improve your capabilities in dealing with unstructured problems of the type encountered by intermediate and top managers. Skill development is accomplished through lecturers, case studies, homework, and examinations. These skills are valuable for addressing specific problems where the given technology is useful in treating them. On the other hand, broader analytical skills are enhanced using case studies and class discussion, which allow problem solving to be placed in a larger context. Defining a framework for analysis, applying concepts and principles, and commenting on the analysis of others help to achieve the second objective. Of course, these objectives interplay throughout the course of study. Offered as OPMT 475 and SCMG 475. Prereq: (MBAP 408 or MBAC 507) and (MBAC 511 or MBAP 403) or Requisites Not Met permission.
OPMT 476A. Strategic Sourcing in Supply Chain. 1.5 Unit.
The primary purpose of the course is to provide a comprehensive introduction to supply issues in manufacturing and service organizations. Procurement and supply management has evolved as a strategic function across various industries. Recent volatility in commodity prices has further enhanced the challenges in procurement. This course explores sourcing strategies in global supply chains to reduce cost and enhance the competitiveness of the firm. This course will provide you with a framework for thinking about strategic sourcing and tools to procure commodities and services efficiently. Offered as OPMT 476A and SCMG 476A. Prereq: Not available to Master of Supply Chain Management students.

OPMT 477A. Business Forecasting. 1.5 Unit.
This course introduces nonmathematical managers to the major quantitative models designed for sound demand and system forecasting in today’s complex and increasingly uncertain supply chains. Topics will also include reliability of historical data sets to forecast future patterns. The course will also cover non-quantitative tools to forecast demand for new products, services and technologies when historical data are not readily available. Emphasis is placed on a general understanding of theory, mechanics, application potential, available software packages, and templates. Offered as OPMT 377A, OPMT 477A and SCMG 477A. Prereq: MBAC 511 or MBAP 403 or requisites not met permission.

OPMT 477B. Enterprise Resource Planning in the Supply Chain. 1.5 Unit.
Enterprise resource planning is the dominant system by which companies translate the needs from their customers into the detailed plans that the company must perform to meet the customer needs, and the resulting support the company will need from its suppliers. As such, it is a central player in the process of supply chain management. In this course, we study both the quantitative and qualitative concepts and techniques to help manage a company’s operations to perform these important translation and planning tasks in order to help the company be successful. A major emphasis during the course is the design of processes and procedures (algorithms) for solving very complex (wicked) problems as a part of both class discussions and while working on case studies, as well as critiquing the designs so as to clearly understand their limitations. Offered as OPMT 377B, OPMT 477B, and SCMG 477B Prereq: OPMT 477A.

OPMT 478. Operational Excellence. 3 Units.
This course focuses on the essence, principles, and practices of total quality management (TQM) and Operational Excellence. Students learn management issues of identifying, analyzing, and implementing improvement projects in organizations. Topics are mostly non-quantitative with a focus on challenging aspects of quality management that students need to know beyond green belt certification such as learning to see processes better, defining quality ethically, analyzing side effects of change, and leading Kaizen, benchmarking, and brainstorming sessions. The course involves a rigorous real-world project of continuous improvement. Students will also have an opportunity to visit a local plant to get hands-on experience with a real Kaizen event. Several guest talks are also scheduled to invite Black Belt professionals to discuss their experiences with quality management in Supply Chain. Offered as OPMT 478 and SCMG 478.

OPMT 480. Blockchain Technology in Supply Chain Management. 1.5 Unit.
This course is intended to provide students with a grounding in blockchain basic concepts to enable them to understand potential applications within the supply chain. As the technology continues to develop and evolve, new use cases will emerge. Supply chain leaders need to know the capabilities offered by blockchain along with the potential risks and challenges associated with blockchain’s use and implementation. Students will connect with real world organizations that are pushing ahead with the technology as a way to show its potential. Offered as OPMT 480 and SCMG 480.

OPMT 491. Revenue Management. 3 Units.
This course will focus on the theories and applications of data techniques to analyze demand models, and use optimization techniques to inform strategic decision making upon pricing and revenue management problems. The key ingredients of the class include the use of sophisticated data and optimization tools towards: - Mastering static and dynamic demand models - Understanding consumer choice behaviors - Understanding and formulating firm policies based on price response - Creating optimization toolkits for organizational decision making - Understanding and formulating competitive response The course is “tools agnostic” - you are welcome to use any of the available software packages (like MS Excel, Stata, SPSS) and programming languages (like R, Python or Matlab). Offered as OPMT 491 and SCMG 491. Prereq: OPRE 433 and OPRE 411.

OPMT 501. Special Problems and Topics. 1 - 18 Units.
This course is offered, with permission, to students undertaking reading in a field of special interest.

OPRE

OPRE 207. Statistics for Business and Management Science I. 3 Units.

OPRE 301. Operations Research and Supply Chain Management. 3 Units.
Operations research (OR) or management science, is the discipline of applying advanced quantitative methods to make better decisions. Techniques covered include linear programming, queuing models and simulation. The second part of the course focuses on how OR tools are used in managing various aspects of Supply Chain. Topics covered include demand forecasting, design of distribution systems, capacity planning, and inventory management. Recommended preparation: one semester of statistics or consent of instructor. Prereq: OPRE 207.
OPRE 332. Computer Simulation. 3 Units.
Computer Simulation is a process of designing and creating a computerized model that mimics an existing or proposed system so as to better understand the behavior of the system. Many studies have shown that in industry, simulation is most frequently used Operations Research tool due to its ability to deal with complex systems. The first half of this course is designed to give students a basic idea of simulation methodology with the aid of population simulation software. The emphasis of the course is on building simulation models, however, the versatility of the technique will be demonstrated with applications from finance, health care, etc. The second half of the course covers the statistical design and analysis of simulation models. The topics include random number generation, input data analysis, statistical analysis of simulation outputs, variance reduction techniques, and design of simulation experiments. Offered as OPRE 332 and OPRE 432 Prereq: OPRE 301.

OPRE 332A. Spreadsheet and Business Process Simulation - I. 1.5 Unit.
Computer simulation is a process of designing and creating a computer model (video game) that mimics an existing or proposed system so as to better understand the behavior of the system. Many studies have shown that in industry, simulation is most frequently used Operations Research tool due to its ability to deal with complex systems. Another reason for the recent popularity of simulation is the availability of specialized software with animation capabilities. This course is designed to give students basic ideas of simulation methodology with the aid of popular simulation software. The emphasis of the course is on building simulation models, however, the versatility of the technique will be demonstrated with applications from finance, health care, etc. The main focus of the course is on building simulation models using state of the art software (@RISK and ARENA). The grading is based on weekly homework and final exam. Offered as OPRE 332A, OPRE 432A, and SCMG 432A. Prereq: OPRE 301.

OPRE 332B. Spreadsheet and Business Process Simulation - II. 1.5 Unit.
Computer simulation is a process of designing and creating a computer model (video game) that mimics an existing or proposed system so as to better understand the behavior of the system. Many studies have shown that in industry, simulation is most frequently used Operations Research tool due to its ability to deal with complex systems. Another reason for the recent popularity of simulation is the availability of specialized software with animation capabilities. This course is designed to give students basic ideas of simulation methodology with the aid of popular simulation software. The emphasis of the course is on building simulation models, however, the versatility of the technique will be demonstrated with applications from finance, health care, etc. This course builds on 332A/432A (where the main emphasis was to build simulation model using @RISK and ARENA) and focuses on statistical ideas and tools needed in building, analyzing and experimenting with these models. Offered as OPRE 332B, OPRE 432B, and SCMG 432B Prereq: OPRE 301 and OPRE 332A.

OPRE 402. Stochastic Models with Applications. 1.5 Unit.
This course surveys fundamental methods and models in operations research and operations management that incorporate random elements. Topics discussed will include basic results from the theory of stochastic processes, especially Markov chains; an introduction to stochastic dynamic programming; and models in the control of queues and inventories. Offered as OPRE 402 and SCMG 402. Prereq: OPRE 433 and not available to Master of Supply Chain Management students.

OPRE 411. Optimization Modeling. 3 Units.
The first half of the course provides a practical coverage of linear programming, a special type of mathematical model. The art of formulating linear programs is taught through the use of systematic model-building techniques. The simplex algorithm for solving these models is developed from several points of view: geometric, conceptual, algebraic, and economic. The role and uses of duality theory are also presented. Students learn to obtain and interpret a solution from a computer package and how to use the associated output to answer "What-happens-if..." questions that arise in post-optimality analysis. Specific topics include: problem formulation, geometric and conceptual solution procedures, the simplex algorithm (phase 1 and phase 2), obtaining and interpreting computer output, duality theory, and sensitivity analysis. The second half of this course provide a practical approach to formulating and solving combinatorial optimization problems in the areas of networks, dynamic programming, project management (CPM), integer programming, and nonlinear programming. The art of formulating problems, understanding what is involved in solving them, and obtaining and interpreting the solution from a computer package are shown. A comparison with formulating and solving linear programming problems is provided as a way to understand the advantages and disadvantages of some of these problems and solutions procedures. Recommended preparation: Knowledge of Excel, one semester each of undergraduate linear algebra and undergraduate calculus (derivatives); or consent of instructor.

OPRE 427. Convexity and Optimization. 3 Units.
Introduction to the theory of convex sets and functions and to the extremes in problems in areas of mathematics where convexity plays a role. Among the topics discussed are basic properties of convex sets (extreme points, facial structure of polytopes), separation theorems, duality and polars, properties of convex functions, minima and maxima of convex functions over convex set, various optimization problems. Recommended preparation: MATH 327, MATH 427, and OPRE 427. Prereq: MATH 223 or consent of instructor.

OPRE 432. Computer Simulation. 3 Units.
Computer Simulation is a process of designing and creating a computerized model that mimics an existing or proposed system so as to better understand the behavior of the system. Many studies have shown that in industry, simulation is most frequently used Operations Research tool due to its ability to deal with complex systems. The first half of this course is designed to give students a basic idea of simulation methodology with the aid of popular simulation software. The emphasis of the course is on building simulation models, however, the versatility of the technique will be demonstrated with applications from finance, health care, etc. The second half of the course covers the statistical design and analysis of simulation models. The topics include random number generation, input data analysis, statistical analysis of simulation outputs, variance reduction techniques, and design of simulation experiments. Offered as OPRE 332 and OPRE 432 Prereq: Not available to Master of Supply Chain Management students.
OPRE 432A. Spreadsheet and Business Process Simulation - I. 1.5 Unit.
Computer simulation is a process of designing and creating a computer model (video game) that mimics an existing or proposed system so as to better understand the behavior of the system. Many studies have shown that in industry, simulation is most frequently used Operations Research tool due to its ability to deal with complex systems. Another reason for the recent popularity of simulation is the availability of specialized software with animation capabilities. This course is designed to give students basic ideas of simulation methodology with the aid of popular simulation software. The emphasis of the course is in simulating business processes, however, the versatility of the technique will be demonstrated with applications from finance, health care, etc. The main focus of the course is on building simulation models using state of the art software (@RISK and ARENA). The grading is based on weekly homework and final exam. Offered as OPRE 332A, OPRE 432A, and SCMG 432A. Prereq: MBAP 403 or MBAC 511.

OPRE 432B. Spreadsheet and Business Process Simulation - II. 1.5 Unit.
Computer simulation is a process of designing and creating a computer model (video game) that mimics an existing or proposed system so as to better understand the behavior of the system. Many studies have shown that in industry, simulation is most frequently used Operations Research tool due to its ability to deal with complex systems. Another reason for the recent popularity of simulation is the availability of specialized software with animation capabilities. This course is designed to give students basic ideas of simulation methodology with the aid of popular simulation software. The emphasis of the course is in simulating business processes, however, the versatility of the technique will be demonstrated with applications from finance, health care, etc. The main focus of the course is on building simulation models using state of the art software (@RISK and ARENA). The grading is based on weekly homework and final exam. Offered as OPRE 332A, OPRE 432A, and SCMG 432B. Prereq: MBAP 403 or MBAC 511.

OPRE 433. Statistical Data Analytics for Supply Chain. 3 Units.
Data of many kinds are typically available in practice, but the challenge is to use those data to make effective professional decisions. This software-intensive course begins with useful descriptions of data and the probability theory foundation on which statistics rests. It continues to statistics, including the central limit theorem, which explains why data often appear to be normally distributed, and the Palm-Khintchine theorem which explains why data often appear to have a Poisson distribution. The remainder of the course focuses on regression and forecasting, including detecting and overcoming some of the deadly sins of regression, and the surprising flexibility of regression models. Recommended preparation: One semester of undergraduate calculus or consent of instructor. Offered as OPRE 433 and SCMG 433.

OPRE 435B. Integrated Problem Solving in OR and SC. 1.5 Unit.
This project-oriented course uses a variety of software to involve the student in the complete problem-solving process in OR and OM. This process includes problem definition and formulation, data collection, and storage in a database, connecting the database to the solution algorithm, designing and implementing an appropriate user interface, and presenting the final solution. Offered as OPRE 435B and SCMG 435B. Prereq or Coreq: OPRE 411 or requisites not met permission.

OPRE 454. Analysis of Algorithms. 3 Units.
This course covers fundamental topics in algorithm design and analysis in depth. Amortized analysis, NP-completeness and reductions, dynamic programming, advanced graph algorithms, string algorithms, geometric algorithms, local search heuristics. Offered as CSDS 410 and OPRE 454. Prereq: OPRE 435A and OPRE 435C.

OPRE 490. Independent Study in Operations Research. 1 - 36 Units.
This course is offered, with permission, to students undertaking reading in a field of special interest.

OPRE 501. Special Problems and Topics. 1 - 36 Units.
This course is offered, with permission, to students undertaking reading in a field of special interest.

ORBH

ORBH 250. Leading People (LEAD I). 3 Units.
The principal goals of this course are to help students learn about the context in which managers and leaders function, gain self-awareness of their own leadership vision and values, understand the options they have for careers in management based on their own aptitudes, orientations and expertise, and develop the fundamental skills needed for success in a chosen career. Through a series of experiential activities, assessment exercises, group discussions, and peer coaching, based on a model of self-directed learning and life-long development, the course helps students understand and formulate their own career and life vision, assess their skills and abilities, and design a development plan to reach their objectives. The course enables students to see how the effective leadership of people contributes to organizational performance and the production of value, and how for many organizations, the effective leadership of people is the driver of competitive advantage. Credit for at most one of ORBH 250 and ORBH 396 can be applied to hours required for graduation. Prereq: At least sophomore standing.

ORBH 251. Leading Organizations (LEAD II). 3 Units.
The principal goal of this course is to help students enhance their leadership skills by understanding how organizations function through the lenses of structure, culture, and power/politics. The course enables students to discern how leaders function effectively as they integrate goals, resources and people within these constraints. Students learn about these organizational lenses while developing their own leadership and professional skills. Prereq: ORBH 250 or ORBH 396 and at least Sophomore standing.

ORBH 303. Leading Teams through Interpersonal Relationships. 3 Units.
This course is designed for students who want to increase their understanding of interpersonal and team dynamics. It is designed to help you to build more open and effective relationships and to improve your ability to cooperate with and lead others to work effectively in today's increasingly team-oriented organizations. The emphasis of this course is on learning about oneself in the context of others based on the here-and-now experience of the group. Prereq: At least sophomore standing.
This course is designed to help you develop your leadership skills and capabilities aimed at flourishing, defined as “to grow well, to prosper, to thrive, to live life to the fullest.” It emphasizes the growing desire by people everywhere for greater purpose and well-being through practices that cultivate the self. The goal is changing who leaders are being, not only what they are doing, through daily practices that increase their awareness of how their actions impact others and the world. Through the course, students will learn mindfulness-type practices in an action learning process that allows them to experience a greater connection to self, others, and nature. Recent research shows that such direct-intuitive practices support personal well-being, team collaboration, and organizational resilience as part of an upward spiral in leadership effectiveness and life satisfaction. The most exciting aspect of this class is encouraging students to see themselves as positive change agents, with the ability to make a positive impact on the world through living their most fulfilling and flourishing selves. Offered as ORBH 330 and ORBH 430.

ORBH 360. Independent Study. 1 - 6 Units.
This course is set up individually upon conference between student and Organizational Behavior faculty member designed in consult with the student’s advisor if necessary in order to engage and challenge student with topics in organizational behavior.

ORBH 370. Navigating Gender in Organizations. 3 Units.
The purpose of this course is to prepare students to succeed in the workforce by understanding and exploring the opportunities and challenges of work across the lifespan and developing necessary skills to be effective. The course broadens understanding of gender dynamics and gendered structures in the workplace, intersections of gender with other identities, and the leadership and managerial issues affecting women and men in work organizations. The course helps students create a personal framework for how to develop a successful, happy and integrated work life in the global economy. Offered as ORBH 370 and WGST 370. Counts for CAS Global & Cultural Diversity Requirement.

ORBH 380. Managing Negotiations. 3 Units.
Negotiation is the art and science of securing agreements between two or more interdependent parties. Negotiation skills are critical to influencing others and thus to effective leadership. The good news is that negotiation is a skill that can be developed. In this interactive course, you will learn how to be a more effective negotiator by learning about the theory and processes of negotiation, participating in negotiation simulations, reflecting on your own and others’ negotiation experiences and completing assignments designed to help you hone your negotiation skills. This will be done through a variety of means, including: understanding the theory and processes of negotiation, participating in negotiation simulations, reflecting on your own and others’ negotiation experiences and completing assignments designed to help you hone your negotiation skills. Prereq: At least sophomore standing.

ORBH 391. Leadership in Diversity and Inclusion: Towards a Globally Inclusive Workplace. 3 Units.
This course addresses workforce diversity issues from individual, group, and organizational perspectives. The focus is on innovative ways of utilizing today’s culturally expanding workforce. Emphasis is on the "what and how" for managers in developing a corporate culture that embraces diversity, helping them in learning to work with, supervise and tap the talent of diverse employees within their organizations. Included are methods for modifying systems to attract, retain, develop, and capitalize on benefits of the new workforce demographics. Counts for CAS Global & Cultural Diversity Requirement.

ORBH 396. Professional Development for Engineers. 3 Units.
The overall objective of this course is essentially to help you to learn, grow and change personally and professionally. The course is designed to develop your self-awareness, leadership capability, relationship and collaboration skills. Specific learning objectives are: 1. Develop greater self-awareness around your core values, personal vision, career aspirations, strengths and emotional intelligence. Deepening your self-knowledge and self-awareness on these dimensions is important for setting up your personal path to success. 2. Learn how people develop and grow through a process of intentional change. You will personally apply this insight and create a plan to achieve your learning and development goals. 3. Learn about and experience the impact of personal and peer coaching. Being able to develop, nurture and sustain positive developmental relationships at work is a hallmark of highly effective professionals. 4. Expand your capability to work effectively with a range of people in groups and teams. Understanding and practicing effective communication, giving and receiving feedback and appreciating differences in others are key factors in working well with others. Credit for at most one of ORBH 250 and ORBH 396 can be applied to hours required for graduation. Prereq: Case School of Engineering majors only.

ORBH 403. Developing Interpersonal Skills for Managers. 3 Units.
This course is intended to sharpen students’ skills in the art of relating successfully to other individuals and groups. The course uses an intensive group experience to make students more aware of how their actions affect others, more capable of giving and receiving interpersonal feedback, and more cognizant of processes through which groups work. Several Saturday classes.

ORBH 413. Economics of Negotiation and Conflict Resolution. 3 Units.
Students frequently enroll in a negotiation class with one thought in mind—negotiating a better job offer from an employer. They soon learn, however, that negotiation skills can do far more than improve a paycheck. Negotiations occur everywhere: in marriages, in divorces, in small work teams, in large organizations, in getting a job, in losing a job, in deal making, in decision making, in board rooms, and in court rooms. The remarkable thing about negotiations is that, wherever they occur, they are governed by similar principles. The current wave of corporate restructuring makes the study of negotiations especially important for M.B.A.s. Mergers, acquisitions, downsizing and joint ventures call into question well established business and employment relationships. Navigating these choppy waters by building new relationships requires the negotiation skills that you will learn in this class. Offered as ECON 431 and ORBH 413.
ORBH 430. Quantum Leadership: Creating Value for You, Business, and the World. 3 Units.
This course is designed to help you develop your leadership skills and capabilities aimed at flourishing, defined as “to grow well, to prosper, to thrive, to live life to the fullest.” It emphasizes the growing desire by people everywhere for greater purpose and well-being through practices that cultivate the self. The goal is changing who leaders are being, not only what they are doing, through daily practices that increase their awareness of how their actions impact others and the world. Through the course, students will learn mindfulness-type practices in an action learning process that allows them to experience a greater connection to self, others, and nature. Recent research shows that such direct-intuitive practices support personal well-being, team collaboration, and organizational resilience as part of an upward spiral in leadership effectiveness and life satisfaction. The most exciting aspect of this class is encouraging students to see themselves as positive change agents, with the ability to make a positive impact on the world through living their most fulfilling and flourishing selves. Offered as ORBH 330 and ORBH 430.

ORBH 450. Executive Leadership. 3 Units.
This course explores answers to questions such as: Who are leaders? Are they different than managers, heroes and heroines? How do the effective ones think and act? What situations create leaders, foster their emergence or provide opportunities? What makes us want to follow them? What are the personal pits of being a leader (i.e., sex, drugs, alcohol, insomnia, ulcers, etc.)? How are leaders developed? Case studies, self-study and at-work projects will be the primary methods used in the course.

ORBH 451. Alternative Dispute Resolution. 3 Units.
Students will examine the processes of alternative dispute resolution (ADR) through reading materials, videotapes, guest lectures, and simulation exercises. Particular emphasis will be given to the interaction of lawyers and clients in business negotiations and in litigation. Negotiation, arbitration, mediation, and the mini-trial will be examined. The class will also cover impediments to ADR, such as lack of understanding or hostility on the part of clients or lawyers.

ORBH 460. Women in Organizations. 3 Units.
This course addresses important leadership and management issues concerning women in organizations. The course provides complex understandings of issues pertinent to professional women and work such as sex role typing, sex-based discrimination, equal pay, sexual harassment, work-family balance, women’s leadership and women’s career issues and development. The course helps students increase self-knowledge about their own values and practices as well as enhance their capabilities as leaders and managers. We will examine the opportunities, challenges, trade-offs, and organizational dynamics experienced by women in work settings, as well as the interpersonal, organizational, and societal structures and processes impacting women in organizations. Through a variety of course methods, students gain greater awareness of the gendered nature of work and organizations and learn effective strategies for women’s career progress and effective participation in organizations.

ORBH 491. Leadership in Diversity and Inclusion: Towards a Globally Inclusive Workplace. 3 Units.
This dynamic course addresses how to enhance diversity, equity and inclusion in the global workplace from individual, group, and organizational perspectives. Using highly interactive and experiential methods, the focus is on innovative ways of recognizing, understanding, and maximizing the potential of today’s culturally expanding workforce. The course emphasizes how emerging professionals and managers in organizations can foster a workplace culture that embraces diversity and inclusion, helping them in learning how to most effectively work with, lead, tap the talent of diverse employees within their organizations, and design systems to attract, retain, develop, and capitalize on the benefits of changing global workforce demographics.

ORBH 501. Special Problems and Topics. 1 - 18 Units.
This course is offered, with permission, to students undertaking reading in a field of special interest.

ORBH 510. Organizational Behavior Department Seminar. 1.5 Unit.
The OB Department Seminar is organized and managed by the first year PhD students. Seminar sessions will alternate between first year meetings and gatherings of the ORBH community of students, faculty and friends. Community sessions will be organized around research presentations of PhD Qualifying Papers, Dissertation Proposals and Dissertation Defense. Seminar Objectives: 1. To create and sustain an appreciative, intellectually nourishing learning space for the ORBH community that will support, inspire and empower us to explore the frontiers of scholarship in our field; 2. To provide a forum for sharing the ongoing research and scholarship of the department; 3. To develop productive collaborative research relationships; 4. To increase our collective knowledge of the current state of the art in OB and to develop productive collaborative research relationships; 4. To increase our collective knowledge of the current state of the art in OB and related fields.

ORBH 511. Micro Organizational Behavior. 1.5 Unit.
Examines the field of micro-organizational behavior. Specifically, the study of individuals and groups within an organizational context and the study of internal processes and practices as they affect individuals and groups. Major topics include individual characteristics such as beliefs, values and personality. Individual processes such as motivation, emotions, commitment, group and team processes, such as decision-making; organizational processes and practices such as goal setting, performance appraisal and rewards, and the influence of all of these on such individual, group and organizational outcomes as performance, job satisfaction, citizenship behaviors, turnover, justice, absenteeism and employee engagement.

ORBH 513. Appreciative Inquiry and Strength-Based Change. 1.5 Unit.
This course explores and develops the art of understanding social systems in ways that help us imagine, design and develop organization excellence. It seeks to show how many of our conventional ideas about organizations are based on discourse and metaphors that lead us to see and understand organizations in partial and often limiting ways. Growing research from the domains of Positive Psychology and Positive Organization Scholarship and the theory and practice of Appreciative Inquiry will be explored to show how we can create new and more positive, strength-based ways of designing and developing social systems.
ORBH 516. The Scholarship of Coaching. 1.5 Unit.
Coaching is a helping relationship in which one person assists another with change with respect to a person’s behavior, attitudes, mental models, dreams of the future, etc. The popularity of the practice of coaching began to dramatically increase at least 20 years before scholars designed studies to test its efficacy. In this course, we will examine scholarly work in the coaching domain that has emerged. Prereq: Limited to ORBH PhD students only.

ORBH 520. Group and Interpersonal Analysis. 1.5 Unit.
This course is a review of major concepts and research in group dynamics and interpersonal relations. Topics concern face-to-face social interaction such as communication patterns, power, hierarchy, leadership, norms, goals, productivity, social theories of personality, and personal change through group methods. The course combines cognitive emphasis and personal experience-based learning.

ORBH 523. Design for Sustainable Value. 1.5 Unit.
The relationship between business and society—and the search for mutually beneficial advances between industry and the world’s most pressing global issues—has become one of the defining issues of the 21st century. Throughout the world, immense entrepreneurial energy is finding expression, energy whose converging force is in direct proportion to the turbulence, crises, and the call of our times. Factories and buildings are being designed in ways that, surprisingly, give back more clean energy to the world than they use. Bottom-of-the-pyramid strategies and micro-enterprise models are demonstrating how business can eradicate poverty through profitability. Companies are designing products that leave behind no waste—only “food” that becomes input into their biological or technological cycles. And macrowikinomics—everything from telepresence to megacommunity—is rebooting our capacity for human cooperation and global action. Prereq: Limited to ORBH PhD students only.

ORBH 525. Leading Change from a Complexity Perspective. 1.5 Unit.
Change is an enigma and yet sustained, desirable change (SDC) drivers adaptation, growth and life itself. In this course, we will continuously attempt to answer two questions: (1) What is the process of sustained, desirable change? and (2) What is the role of a leader, including their emotional and social intelligence? Concepts from complexity theory will be used, as well as case studies and longitudinal studies including understanding the multilevel nature of SDC at the individual, dyad, team, organization (including family business), community, country, and global levels. Intentional Change Theory (ICT) will be used as the organizing concept for the changes studied. Prereq: Limited to ORBH PhD students only.

ORBH 528. The Dynamics of Managing Effective Change. 1.5 Unit.
This course explores and develops an understanding of how individuals actually effect positive change and outcomes within an organization without the requisite authority or decision making power to do so. It seeks to show how managing a change process appears to follow a path of cumulative activities that in time produce a punctuated equilibrium—one that triggers a step up in performance. Such activities seem to be small episodes or learning cycles geared at converting inert knowledge into action; increasing awareness; reinforcing accountability, and/or attaining results. These findings will be compared and contrasted to existing change models and theories. Prereq: Limited to ORBH PhD students only.

ORBH 533. The Practice Turn in Organizational Research. 1.5 Unit.
In this course, doctoral students will develop an understanding of the role of practice and performativity in organizing. This involves exploring the link between doing and thinking by and between individuals in an effort to address larger issues of group- and organizational-level behavior. Students will examine elements of human behavior in organizational endeavors such as embodied cognition, and the enactment of structures and routines. Methods of “capturing” practice in organizing will also be discussed. By the end of the course, students will be expected to articulate how the practice perspective relates to their own research interests and future projects. Prereq: Limited to ORBH PhD students only.

ORBH 538. Research and Theory on Dynamical Behavior in Groups. 1.5 Unit.
This seminar exposes student to a variety of conversations in the study of group dynamics. Major topics include work on commons dilemmas, communal and exchange relationships, social facilitation, social loafing, social combination, and social creativity drawing deeply on our historical roots. It will also focus on current topical issues such as demographic faultlines, transactional memory, and issues of time and transition. Prereq: Limited to ORBH PhD students only.

ORBH 540. Social Exchange, Social Networks, and Social Capital in Organizations. 1.5 Unit.
In this course we will examine the nature of social exchange relationships in organizations. We will explore how individual perceptions regarding the quality of the relationship they have with their immediate supervisor, their work group, and the organization as an entity can impact their workplace attitudes and behaviors. Additionally, we will learn how the examination of networks of relationships can enhance our understanding of how individuals experience organizational life. The course will also provide a brief introduction to the theory, methods and procedures of social network analysis with an emphasis on applications to individual and organizational social capital.

ORBH 541. Organizational Systems. 1.5 Unit.
This course covers the use of general systems theory as a conceptual base for examining organizations from the macro-perspective. The course examines organizational structure and technology, organizations and interorganizational networks in interaction with their societal environments, and large-scale problems of organizational and social power, conflict and change. It is designed to present a large-scale perspective on organization theory and behavior that is complementary to the micro-perspective of organizational behavior.

ORBH 543. The Practice Turn in Organizational Research. 1.5 Unit.
This course concerns itself with issues associated with the conduct of social research. The primary focus is on learning the "craft" of research and its associated technologies. Among the topics that are addressed are: scientific method; research terminology and definitions; search design; laboratory experiments; simulations; field experiments; field studies; measurement, reliability and validity; and sampling. This course is intended to help students acquire the skills necessary in undertaking dissertation-related research.

ORBH 545. Research Methods I. 3 Units.
This course provides a full range of feminist research methods exploring relationships between feminism and methodology involving a plurality of perspectives for conducting research and creating knowledge with an emphasis on collecting and interpreting qualitative materials. Particular attention is paid to understanding gender and diversity related phenomenon that occurs in the workplace. Classic feminist research from a variety of historical, societal, economic, interpersonal and organizational paradigms are incorporated. Coreq: ORBH doctoral students only.
Supply Chain Management students only.

SCMG 402. Stochastic Models with Applications. 1.5 Unit.
This course surveys fundamental methods and models in operations research and operations management that incorporate random elements. Topics discussed will include basic results from the theory of stochastic processes, especially Markov chains; an introduction to stochastic dynamic programming; and models in the control of queues and inventories. Offered as OPRE 402 and SCMG 402. Prereq: For Master of Supply Chain Management students only.

SCMG 406. Operations Management. 3 Units.
Operations managers, ranging from supervisors to vice presidents, are concerned with the production of goods and services. More specifically, they are responsible for designing, running, controlling and improving the systems that accomplish production. This course is a broad-spectrum course with emphasis on techniques helpful to the practice of management at the analyst level. Its goal is to introduce you to the environments, to help you appreciate the problems that operations managers are confronted with, and provide you with the tools to address these problems. Operations Management spans all value-adding activities of an organization including product and process design, production, service delivery, distribution network and customer order management. As global competition in both goods and services increases, a firm’s survival depends upon how well it structures its operations to respond quickly to changing consumer needs. Thus, it is essential for all business managers to acquire an understanding of operations management to maintain their competitive advantage. This course provides students with the basic tools needed to become an analyst in Supply Chain and Operations Management. This course provides an overview of Process analysis, Capacity management, Queuing system, analysis, Forecasting, Quality management, Material Requirements planning, Inventory management, and Supply Chain management. The emphasis of the course is on both real world applications and technical problem solving. Several manufacturing and non-manufacturing environments will be discussed explicitly, like health care, insurance, hotel-management, airlines and government related operations. Also we will explore the interface of operations management with other functional areas such as marketing, finance, accounting, etc. This coursework includes individual and group assignments, case analyses and experiential learning through simulations and educational games. Prereq: For Master of Supply Chain Management students only.

SCMG 407. Managerial Marketing. 3 Units.
This course will emphasize how to analyze data to support and guide strategic and tactical marketing decisions relevant for supply chain managers for understanding and contributing to marketing decision-making within the firm. Many firms have extensive information, but far fewer have the expertise to act intelligently on such information. Data must be synthesized, analyzed, and interpreted before sound marketing strategies and tactical plans can be developed. The course will emphasize three key themes: (1) Market Opportunity Analysis including competitive analysis, context assessment, and customer analytics (e.g. customer profitability and lifetime value, retention and loyalty), (2) Marketing Mix Analytics including test marketing, pricing, segmentation, and response modeling, and (3) Marketing ROI including the impact of marketing decisions and plans on fundamental financial measures such as return on marketing investment and net contribution to profit. The course uses a combination of lectures, cases, and exercises. Prereq: For Master of Supply Chain Management students only.

PLCY 399. Business Policy. 3 Units.
This course uses case analysis to develop perspective and judgment on business problems through the integration of functional areas. Formulation, development, and implementation of organization goals and policies, the development of strategy in relation to the competitive environment, and applications of quantitative and behavioral decision-making techniques are examined. Prereq: Senior standing.

PLCY 501. Special Problems and Topics. 1 - 18 Units.
This course is offered, with permission, to students undertaking reading in a field of special interest.

PLCY 701. Dissertation Ph.D.. 1 - 9 Units.
(Credit as arranged.) Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

ORBH 570. Learning and Development. 1.5 Unit.
This course provides an exploration of the learning and development paradigm underlying the human potential development approach to human resource development. The origins of this approach in the naturalist epistemologies John Dewey’s pragmatism, Kurt Lewin’s gestalt psychology, the work of James, Follett, Emerson, Piaget, Maslow, Rogers, and others and current research in adult development, biology and brain/ mind research, artificial intelligence, epistemology, moral philosophy and adult learning will be considered. The course will focus on applications of these ideas to current issues in human resource development such as adult learning in higher education, advanced professional development, and large system learning and development. Coreq: ORBH doctoral students only.

ORBH 601. Special Problems and Topics. 1 - 18 Units.
This course is offered, with permission, to candidates undertaking reading in a field of special interest.

ORBH 701. Dissertation Ph.D.. 1 - 9 Units.
(Credit as arranged.) Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.
SCMG 410. Accounting and Financial Management. 3 Units.
This course focuses on learning the language of business, how basic accounting information is reported and analyzed, and how basic financial principles can be applied to understanding how value is created within an enterprise. This course is intended for individuals who have a limited background in accounting, finance and business. Most of the exercises will involve evaluating and building models in Excel. Teaching objectives are fairly straightforward: 1. Provide you with a basic understanding of the key principles of accounting and finance. We will quickly cover material that is typically covered in a three-course sequence (Introductory Accounting and Finance I and II). We will fly at a fairly high level, but we want to make sure you understand the basic concepts. 2. Apply these concepts to real (but straightforward) business situations, to gain a better understanding of how companies utilize accounting and financial information. 3. Time permitting, explore how these concepts can be applied to securities, mergers and acquisitions and leveraged buyout transactions, with a specific emphasis on how these concepts are likely to surface in your role in such transactions. Offered as BUAI 410 and SCMG 410. Prereq: For Master of Supply Chain Management students only.

SCMG 411A. Optimization Analytics for Supply Chain. 1.5 Unit.
The objective of this course is to enable you to use mathematical models to help make better decisions for organizations, which a goal of the Master of Supply Chain Management program. General model building techniques are provided and illustrated with many Supply Chain decision problems. You will also learn to classify your model based on its mathematical properties so that you can identify an appropriate computer package to obtain the solution. Because of their importance, significant time is devoted to formulating linear programming models using a variety of examples. You will see how to obtain and interpret a solution from a computer package in EXCEL and how to use the associated output to answer “What-happens-if” questions that arise after solving the problem. You will also get an introduction to formulating and solving other optimization problems in the areas of integer programming, networks, combinatorial optimization, and nonlinear programming. The art of formulating problems, understanding what is involved in solving them, and obtaining and interpreting the solution from a computer package are shown. A comparison with linear programming problems is provided as a way of understanding the advantages and disadvantages of these other models and their solution procedures. Prereq: For Master of Supply Chain Management students only.

SCMG 420. Experiential Learning with Six Sigma Green Belt. 3 Units.
The Six Sigma process is the standard for quality improvement in organizations around the globe. In this course, we study the details of the five steps in the Six Sigma process: DEFINE, MEASURE, ANALYZE, IMPROVE, and CONTROL (DMAIC). Many tools, concepts, and processes that are often an integral part of Six Sigma projects in companies are included in the course content. They range from the very basic tools of quality (such as cause-and-effect diagrams for brainstorming) to complete processes (such as benchmarking, quality function deployment, failure mode and effects analysis-FMEA). Statistical concepts with software applications that are central to Six Sigma including statistical process control and introduction to design of experiments are also included. Once the Six Sigma process and its various components are understood, we study quality management including quality control, quality planning, quality improvement, strategic quality management, and quality strategy. A major requirement of the course is an action learning component in which the students are assigned in groups to work on unpaid real projects of Six Sigma in local industries. Students meeting the required standards of performance will earn a Green Belt Certification in Six Sigma and Quality Management from the Weatherhead School of Management. Offered as OPMT 420 and SCMG 420. Prereq: SCMG/MSOR 406 and SCMG/MSOR 433 and enrolled in Master of Supply Chain Management program.

SCMG 422. Lean Operations. 3 Units.
In this course, students will be taught how to identify inefficiencies associated with overproduction, waiting, transport, extra processing, inventory, motion and defects. One-by-one, areas of inefficiencies are to be identified and improved while educating the workforce towards continual improvement. Similarly, participants will be trained to reduce lead times in areas such as engineering design, order entry, purchasing, order fulfillment, receiving, production, packaging, shipping, invoicing and collection. The above improvements will lead to cost reductions. Students will be trained in costing techniques, target pricing, and cost maintenance. The course will be delivered along the following themes: 1) Mapping the Value Stream (current and future state) 2) Workplace Organization: SS & Safety, 3) Defect Reduction and Error Proofing, 4) Quick Changeover, 5) Standard Operations, 6) Total Productive Maintenance, 7) Visual management, 8) One-piece flow, 9) Lean Metrics. This course is not oriented toward specialists in operations management. Its goal is to introduce you to the environments and help you appreciate the problems that operations managers are confronted with and the key issues in their management. Offered as OPMT 422 and SCMG 422. Prereq: For Master of Supply Chain Management students only.

SCMG 432A. Spreadsheet and Business Process Simulation - I. 1.5 Unit.
Computer simulation is a process of designing and creating a computer model (video game) that mimics an existing or proposed system so as to better understand the behavior of the system. Many studies have shown that in industry, simulation is most frequently used Operations Research tool due to its ability to deal with complex systems. Another reason for the recent popularity of simulation is the availability of specialized software with animation capabilities. This course is designed to give students basic ideas of simulation methodology with the aid of popular simulation software. The emphasis of the course is in simulating business processes, however, the versatility of the technique will be demonstrated with applications from finance, health care, etc. The main focus of the course is on building simulation models using state of the art software (@RISK and ARENA). The grading is based on weekly homework and final exam. Offered as OPRE 332A, OPRE 432A, and SCMG 432A. Prereq: SCMG 433.
SCMG 432B. Spreadsheet and Business Process Simulation - II. 1.5 Unit.
Computer simulation is a process of designing and creating a computer model (video game) that mimics an existing or proposed system so as to better understand the behavior of the system. Many studies have shown that in industry, simulation is most frequently used Operations Research tool due to its ability to deal with complex systems. Another reason for the recent popularity of simulation is the availability of specialized software with animation capabilities. This course is designed to give students basic ideas of simulation methodology with the aid of popular simulation software. The emphasis of the course is in simulating business processes, however, the versatility of the technique will be demonstrated with applications from finance, health care, etc. This course builds on 332A/432A (where the main emphasis was to build simulation model using @RISK and ARENA) and focuses on statistical ideas and tools needed in building, analyzing and experimenting with these models. Offered as OPRE 332B, OPRE 432B, and SCMG 432B.

SCMG 433. Statistical Data Analytics for Supply Chain. 3 Units.
Data of many kinds are typically available in practice, but the challenge is to use those data to make effective professional decisions. This software-intensive course begins with useful descriptions of data and the probability theory foundation on which statistics rests. It continues to statistics, including the central limit theorem, which explains why data often appear to be normally distributed, and the Palm-Khintchine theorem which explains why data often appear to have a Poisson distribution. The remainder of the course focuses on regression and forecasting, including detecting and overcoming some of the deadly sins of regression, and the surprising flexibility of regression models. Recommended preparation: One semester of undergraduate calculus or consent of instructor. Offered as OPRE 433 and SCMG 433. Prereq: For Master of Supply Chain Management students only.

SCMG 435B. Integrated Problem Solving in OR and SC. 1.5 Unit.
This project-oriented course uses a variety of software to involve the student in the complete problem-solving process in OR and OM. This process includes problem definition and formulation, data collection, and storage in a database, connecting the database to the solution algorithm, designing and implementing an appropriate user interface, and presenting the final solution. Offered as OPRE 435B and SCMG 435B.

SCMG 450. Project Management. 3 Units.
Project management is concerned with the management and control of a group of interrelated tasks required to be completed in an efficient and timely manner for the successful accomplishment of the objectives of the project. Since each project is usually unique in terms of task structure, risk characteristics and objectives, the management of projects is significantly different from the management of repetitive processes designed to produce a series of similar products or outputs. Large-scale projects are characterized by a significant commitment of organizational and economic resources coupled with a high degree of uncertainty. The objective of this course is to enhance the ability of participants to respond to the challenges of large-scale projects so that they can be more effective as project managers. We study in detail up-to-date concepts, models, and techniques useful for the evaluation, analysis, management, and control of projects. Offered as OPMT 350, OPMT 450 and SCMG 450. Coreq: SCMG 433 or Requisites Not Met permission.

SCMG 460. Supply Chain Strategy. 1.5 Unit.
Have you ever wondered what it takes to manage a successful supply chain? It all comes down to the right strategy. Supply Chain Management Strategy is the indispensable direction for managing a successful supply chain. This course reviews how organizational strategies can inform operations and supply chain strategies. Several cases in various industries are discussed to illustrate how businesses employ various supply chain business models to achieve higher efficiencies, better quality, faster service, and subsequently promote business objectives. Offered as OPMT 460 and SCMG 460. Prereq: For Master of Supply Chain Management students only.

SCMG 470. Supply Chain Risk Management. 1.5 Unit.
A Supply Chain comprises firms, organizations, and individuals, linked through material, information, and financial flows, and whose activities enable products and services to be created and reach the consumers. Risk Management is the process of identifying risks, forecasting their impact, devising, mitigation strategies, and applying those strategies in anticipation or in response to adverse events. Supply Chain Risk Management (SCRM) is a set of solutions for identifying, measuring, preparing for, and mitigating adverse events in supply chains. As the widespread use of outsourcing is stretching supply chains further geographically and turning supply networks into intricate, global, and fragile webs, supply disruptions happen more frequently than ever and lead to substantial financial losses. A 2015 National Institute of Standards and Technology study concluded that "the likelihood that a manufacturing organization will not experience a supply chain disruption in a twenty-four month period is a mere 2%." According to research, firms that experienced supply glitches have suffered tremendous erosion in the shareholders’ value (the abnormal return on stock of these companies was negative 40%). Disruptions are only one example of supply risks. From commodity price fluctuations to product adulteration, from cyber security to patent violations, from regulatory compliance to supplier bankruptcies, supply chains are rife with risks and opportunities if you know how to recognize and take advantage of them. In this course, you will learn the best industry practices and be exposed to the most current academic insights on SCRM. You will know the process for SCRM, a variety of well-known and emerging supply risks, and the unique challenges of managing each one. You will also learn advantages and disadvantages of different risk mitigation tools. You will take away a number of useful analysis tools that you can immediately apply at your job. You will know the terminology of the field, the definitions, and the "state of the art" techniques. By the end of the course, you will be able to evaluate companies’ performance with respect to supply risk management, and you will be able to create, contribute to, and run a supply-risk management program at your company. Offered as OPMT 470 and SCMG 470. Prereq: For Master of Supply Chain Management students only.
SCMG 475. Global Supply Chain Logistics. 3 Units.
The course will attempt to achieve two objectives: (1) to develop your skills in solving specific types of logistics/supply chain problems, and (2) to improve your capabilities in dealing with unstructured problems of the type encountered by intermediate and top managers. Skill development is accomplished through lecturers, case studies, homework, and examinations. These skills are valuable for addressing specific problems where the given technology is useful in treating them. On the other hand, broader analytical skills are enhanced using case studies and class discussion, which allow problem solving to be placed in a larger context. Defining a framework for analysis, applying concepts and principles, and commenting on the analysis of others help to achieve the second objective. Of course, these objectives interplay throughout the course of study. Offered as OPMT 475 and SCMG 475. Prereq: SCMG/MSOR 406 and SCMG/MSOR 433 and enrolled in Master of Supply Chain Management program.

SCMG 476A. Strategic Sourcing in Supply Chain. 1.5 Unit.
The primary purpose of the course is to provide a comprehensive introduction to supply issues in manufacturing and service organizations. Procurement and supply management has evolved as a strategic function across various industries. Recent volatility in commodity prices has further enhanced the challenges in procurement. This course explores sourcing strategies in global supply chains to reduce cost and enhance the competitiveness of the firm. This course will provide you with a framework for thinking about strategic sourcing and tools to procure commodities and services efficiently. Offered as OPMT 476A and SCMG 476A. Prereq: For Master of Supply Chain Management students only.

SCMG 477A. Business Forecasting. 1.5 Unit.
This course introduces nonmathematical managers to the major quantitative models designed for sound demand and system forecasting in today's complex and increasingly uncertain supply chains. Topics will also include reliability of historical data sets to forecast future patterns. The course will also cover non-quantitative tools to forecast demand for new products, services and technologies when historical data are not readily available. Emphasis is placed on a general understanding of theory, mechanics, application potential, available software packages, and templates. Offered as OPMT 477A, OPMT 477A and SCMG 477A. Prereq: SCMG 411A and SCMG 433 and enrolled in Master of Supply Chain Management program.

SCMG 477B. Enterprise Resource Planning in the Supply Chain. 1.5 Unit.
Enterprise resource planning is the dominant system by which companies translate the needs from their customers into the detailed plans that the company must perform to meet the customer needs, and the resulting support the company will need from its suppliers. As such, it is a central player in the process of supply chain management. In this course, we study both the quantitative and qualitative concepts and techniques to help manage a company's operations to perform these important translation and planning tasks in order to help the company be successful. A major emphasis during the course is the design of processes and procedures (algorithms) for solving very complex (wicked) problems as a part of both class discussions and while working on case studies, as well as critiquing the designs so as to clearly understand their limitations. Offered as OPMT 477B, OPMT 477B, and SCMG 477B Prereq: SCMG 477A and enrolled in Master of Supply Chain Management program.

SCMG 478. Operational Excellence. 3 Units.
This course focuses on the essence, principles, and practices of total quality management (TQM) and Operational Excellence. Students learn management issues of identifying, analyzing, and implementing improvement projects in organizations. Topics are mostly non-quantitative with a focus on challenging aspects of quality management that students need to know beyond green belt certification such as learning to see processes better, defining quality ethically, analyzing side effects of change, and leading Kaizen, benchmarking, and brainstorming sessions. The course involves a rigorous real-world project of continuous improvement. Students will also have an opportunity to visit a local plant to get hands on experience with a real Kaizen event. Several guest talks are also scheduled to invite Black Belt professionals to discuss their experiences with quality management in Supply Chain. Offered as OPMT 478 and SCMG 478. Prereq: For Master of Supply Chain Management students only.

SCMG 480. Blockchain Technology in Supply Chain Management. 1.5 Unit.
This course is intended to provide students with a grounding in blockchain basic concepts to enable them to understand potential applications within the supply chain. As the technology continues to develop and evolve, new use cases will emerge. Supply chain leaders need to know the capabilities offered by blockchain along with the potential risks and challenges associated with blockchain's use and implementation. Students will connect with real world organizations that are pushing ahead with the technology as a way to show its potential. Offered as OPMT 480 and SCMG 480. Prereq: For Master of Supply Chain Management students only.

SCMG 491. Revenue Management. 3 Units.
This course will focus on the theories and applications of data techniques to analyze demand models, and use optimization techniques to inform strategic decision making upon pricing and revenue management problems. The key ingredients of the class include the use of sophisticated data and optimization tools towards: Mastering static and dynamic demand models - Understanding consumer choice behaviors - Understanding and formulating firm policies based on price response - Creating optimization toolkits for organizational decision making - Understanding and formulating competitive response The course is "tools agnostic" - you are welcome to use any of the available software packages (like MS Excel, Stata, SPSS) and programming languages (like R, Python or Matlab). Offered as OPMT 491 and SCMG 491. Prereq: SCMG 433 and SCMG 411A.
SCMG 492. Foundations of Python Programming. 1.5 Unit.
Python is an object-oriented programming language that can interact with the world wide web as well as Excel and other programming languages like VBA. As such, Python has gained popularity and is becoming an industry standard in many areas, including supply chain management. In addition to assignment, if/then, and for/while statements, in this course you will learn about object-oriented programming and how to implement those ideas with appropriate data structures. You will also learn how to use libraries that others have created, such as Numpy for numerical calculations (like working with vectors, matrices, and solving systems of linear equations). In addition to individual homeworks, you will solve an assigned project in groups and make a final presentation to the class with PowerPoint. Being able to communicate your model and results is part of learning to work effectively with others in an organization, which is a goal of the supply chain program. All of this is designed to enable you to build and solve models that help organizations make good decisions. Offered as BUAI 492 and SCMG 492. Prereq: For Master of Supply Chain Management students only.

BIOS (BIOS)

BIOS 447. Regulatory Affairs for the Biosciences. 1.5 Unit.
This mini-course introduces students to the Food and Drug Administration (FDA) and the laws and regulations it enforces. A scientific regulatory agency with far reaching enforcement authority, FDA is the most powerful consumer protection agency in the world. This course will familiarize students with FDA’s mission, philosophy and organizational structure, as well as policy and procedure it uses to ensure the safety and effectiveness of the food, drugs, biologics, cosmetics, medical devices and radiation-emitting products it regulates. Recommended preparation: Enrollment in the MEM Biomedical Entrepreneurship Track. Offered as BIOS 447, HSMC 447, and IIME 447.
PHYSICAL EDUCATION AND ATHLETICS

Veale Center
http://athletics.case.edu/landing/index

Amy Backus, James C. Wyant Director of Athletics and Chair, Department of Physical Education and Athletics
amy.backus@case.edu

The Department of Physical Education and Athletics (http://studentaffairs.case.edu/athletics/default.html) offers the student a variety of opportunities from challenging academic classes to vigorous recreational activities.

Case Western Reserve University sponsors 19 NCAA Division III varsity sports. Men's sports include football, soccer, cross country, basketball, wrestling, swimming, baseball, tennis and indoor/outdoor track & field. Women's sports include volleyball, basketball, swimming, indoor/outdoor track & field, tennis, cross country, soccer, and softball. Students must be on the roster of the varsity sport to enroll (PHED170-190).

CWRU is a charter member of the University Athletic Association (UAA), sharing in the belief that academic excellence and athletic excellence are not mutually exclusive. The Spartans are joined in the UAA by Brandeis University, Carnegie Mellon University, Emory University, New York University, University of Chicago, University of Rochester and Washington University in St. Louis.

The Spartan football team also maintains affiliate membership in the Presidents' Athletic Conference (PAC).

The department sponsors a variety of intramural and club sport activities, including archery, cheerleading, crew, cycling, fencing, ice hockey, lacrosse, kendo, kung fu, table tennis, tae kwan do, ultimate frisbee, volleyball, and water polo. Sport clubs are available to all students, faculty, and staff. Intramural competition is available in more than 40 activities, and more than one-half of undergraduates participate for relaxation, physical fitness, and a chance to improve skills.

Lifetime Sports Program
The department has designed an instructional program of modern activities and lifetime sports. Each semester, fifteen to twenty-five coeducational lifetime sports classes are offered.

Undergraduates have a one-year physical education requirement to be completed in the first year. Required classes, for zero credits, are offered for either half-semester or full-semester. Others who have completed the requirement may audit classes.

A number of popular, advanced lifetime sports activities are also offered for one hour of academic credit. Advanced skills, strategy, and coaching are taught (PHED 200-299).

Recreational Activities and Intercollegiate Athletics
The intramural program provides a continuous schedule of activities throughout the year. Individual and team sports are available to students in several divisions: university housing, fraternity, women, coed, graduate, and open. Intercollegiate varsity athletic competition is available in ten sports for men and nine sports for women.

Reserve Officers' Training Corps (Army ROTC)
An Army Reserve Officers' Training Corps (ROTC) program is available to Case Western Reserve University students through a partnership agreement with the US Army and a cooperative arrangement with John Carroll University. Some of the first- and second-year ROTC classes are offered on the Case Western Reserve University campus through the Department of Physical Education and Athletics. Participating students may be exempt from the undergraduate physical education requirement. For courses offered at Case Western Reserve (MLSC 101, MLSC 102, MLSC 201, and MLSC 202), students register in the ordinary way. For other Army ROTC classes, students enroll through cross-registration in the Department of Military Science at John Carroll University, which is approximately five miles from Case Western Reserve. For additional information on ROTC programs, see the Undergraduate Collaborative Programs (p. 1303) section of the Bulletin.

Department Faculty
Amy Backus, MEd
(Loyola University Chicago)
Professor
James C. Wyant Director of Athletics & Chair, Department of Physical Education and Athletics
Tianna Cobb, MS, AT, ATC
(West Virginia Wesleyan College)
Instructor
Assistant Athletic Trainer
Greg Debeljak, MA
(John Carroll University)
Associate Professor
Head Football Coach
Matthew Englander, BA
(The College of Wooster)
Instructor
Head Baseball Coach
Karen Farrell, MS
(University of Massachusetts at Amherst)
Associate Professor Isabel Wetmore Lowman Chair for Health Education
Head Women's Volleyball Coach; Associate Athletic Director; Senior Woman Administrator
Brian Ferguson, MA, Business & Organizational Security Management
(Loyola University Chicago)
Instructor
Professor of Military Science
Lieutenant Colonel, US Army
Michael Fitzpatrick, BS
(Arcadia University)
Instructor
Assistant Men's Basketball Coach
James Garfield, MS
(California University of Pennsylvania)
Instructor
Athletic Trainer
Hannah Hagy, MA  
(Trinity College)  
Instructor  
Assistant Coach Swim and Dive

Captain Nathan Hanners, BS  
(University of Texas at Dallas)  
Asst. Prof. Military Science

Josie Henry, MA  
(Minnesota State University)  
Assistant Professor  
Head Fast Pitch Softball Coach

Taylor Jurczynski, MS, AT, ATC  
(Indiana Wesleyan University)  
Instructor  
Assistant Athletic Trainer

Patrick Kennedy, MS  
(University of Maryland)  
Professor  
Associate Athletic Director & Intramural and Club Sports Director

Kathy Lanese, BS  
(Ohio University)  
Instructor  
Head Women's Cross Country Coach and Assistant Men's Track and Field Coach

Ben Lolli, MA  
(Walsh University)  
Instructor  
Assistant Football Coach

Josh Malave, ME  
(University of Findlay)  
Instructor  
Head Wrestling Coach

Todd McGuinness, BA  
(Bethany College)  
Instructor  
Head Men's Basketball Coach

Kirsten G. McMahon, MBA  
(Berry College)  
Assistant Professor  
Head Women's Tennis Coach

Warren Miller, BA  
(Baldwin Wallace University)  
Instructor  
Defensive Coordinator, Football

Doug Millichen, MS  
(Indiana State University)  
Assistant Professor  
Head Men's and Women's Swimming & Diving Coach/Assistant Athletic Director

Thomas Monagan, MS Physical Education, AT, ATC  
(Eastern Illinois University)  
Head Athletic Trainer/Instructor  
Sports Administration/Exercise Physiology

Carter Poe, M.A.  
(University of Mt Union)  
Instructor  
Head Men Soccer Coach

Julie Pratt, BA  
(University of Akron)  
Instructor  
Assistant Softball Coach

Jennifer Reimer, MEd  
(Bowling Green State University)  
Associate Professor  
Head Women's Basketball Coach

Eric Schmuhl, MEd  
(Muskingum College)  
Assistant Professor  
Head Men's and Women's Track Coach

Jennifer Simonetti, BS PT & Exercise Science  
(University of Dayton)  
Instructor  
Head Coach Women Soccer

Dereck Slesh, MBA  
(Cleveland State University)  
Associate Professor  
Offensive Coordinator, Football

Todd Wojtkowski, MBA  
(The Citadel)  
Associate Professor  
Head Men's Tennis Coach

**Sports Medicine Minor**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>PHED 332</td>
<td>Introduction to Sports Medicine</td>
<td>3</td>
</tr>
<tr>
<td>PHED 334</td>
<td>Orthopedic Assessment of the Upper Extremity</td>
<td>3</td>
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<tr>
<td>PHED 339</td>
<td>Orthopedic Assessment of the Lower Extremity</td>
<td>3</td>
</tr>
<tr>
<td>PHED 341</td>
<td>Physiology of Exercise</td>
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<tr>
<td>PHED 342</td>
<td>Kinesiology</td>
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<tr>
<td>PHED 350</td>
<td>Therapeutic Rehabilitation and Modalities</td>
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**Total Units**  

18

Contact Thomas Monagan, Head Athletic Trainer, for more information at Veale Center, 216.368.2863.

**MLSC Courses**

**MLSC 101. Leadership and Personal Development. 1 Unit.**  
This course establishes a framework for understanding officership, leadership, and Army values. Also addresses personal development skills, including physical fitness and time management. Note: Enrollment in this course by a non-contracted student does not obligate the student to the military or the Army ROTC program.
MLSC 102. Introduction to Tactical Leadership. 1 Unit.
This course focuses on communications, leadership, and problem solving. Introduces students to the duties and responsibilities of an Army lieutenant as well as examining current pay and benefits. Note: Enrollment in this course by a non-contracted student does not obligate the student to the military or the Army ROTC program. Recommended preparation: MLSC 101.

MLSC 201. Innovative Team Leadership. 2 Units.
Use of ethics-based leadership skills to develop individual abilities and contribute to effective team-building. Focus on skills in oral presentations, writing concisely, planning of events, coordination of group efforts, advanced first aid, land navigation, and basic military tactics. Learn the fundamentals of ROTC's Leadership Development Program. Participation in a weekend field training exercise is optional but encouraged. Note: Enrollment in this course by a non-contracted student does not obligate the student to the military or the Army ROTC program. Recommended preparation: MLSC 101, 102.

MLSC 202. Foundations of Tactical Leadership. 2 Units.
Introduction to individual and team aspects of military tactics in small-unit operations. Includes use of radio communications, making safety assessments, movement techniques, planning for team safety/security, and methods of pre-execution checks. Practical exercises with upper-division ROTC students. Techniques for training others as an aspect of continued leadership development. Participation in a weekend exercise is optional but encouraged. Note: Enrollment in this course by a non-contracted student does not obligate the student to the military or the Army ROTC program. Recommended preparation: MLSC 101, 102, 201.

PHED Courses

PHED 10A. Cardio Games (First Half). 0 Unit.
Cardio Games emphasizes conditioning of the aerobic and anaerobic systems through fun and energetic games such as Ultimate Frisbee, Tag, Dodge Ball, Flicker Ball and more. This class is appropriate for most students. Prereq: Undergraduate degree seeking student.

PHED 10B. Cardio Games (Second Half). 0 Unit.
Cardio Games emphasizes conditioning of the aerobic and anaerobic systems through fun and energetic games such as Ultimate Frisbee, Tag, Dodge Ball, Flicker Ball and more. This class is appropriate for most students. Prereq: Undergraduate degree seeking student.

PHED 11A. Jump Rope Training (First Half). 0 Unit.
This class is designed to help students develop quickness, agility, balance, strength, power, and endurance through jump rope training. Students will learn rope-handling skills, jumping techniques and training routines to help supplement training for fitness and performance. Workouts and progressions are included for warm-up, cool-down, fitness components and sport-specific training. Prereq: Undergraduate degree seeking student.

PHED 12A. Badminton (First Half). 0 Unit.
This class provides the student with the basic skills, footwork and strategies necessary to play the sport of badminton. Emphasis is placed on skill development through instruction and drills as well as singles and doubles match play. This class is appropriate for all students. Students with special needs can be accommodated. Prereq: Undergraduate degree seeking student.

PHED 12B. Badminton (Second Half). 0 Unit.
This class provides the student with the basic skills, footwork and strategies necessary to play the sport of badminton. Emphasis is placed on skill development through instruction and drills as well as singles and doubles match play. This class is appropriate for all students. Students with special needs can be accommodated. Prereq: Undergraduate degree seeking student.

PHED 13A. Rock Wall Climbing (First Half). 0 Unit.
This course is designed to give students a comprehensive introduction to the skills, safely, terminology and equipment used in the sport of recreational activity of rock climbing. Prereq: Undergraduate degree seeking student.

PHED 13B. Rock Wall Climbing (Second Half). 0 Unit.
This course is designed to give students a comprehensive introduction to the skills, safely, terminology and equipment used in the sport of recreational activity of rock climbing. Prereq: Undergraduate degree seeking student.

PHED 14A. Hatha Yoga (First Half). 0 Unit.
This course provides an introduction to Hatha Yoga, presenting body awareness, basic philosophy, breathwork, postures and meditation techniques. This class is appropriate for all students. Prereq: Undergraduate degree seeking student.

PHED 14B. Indoor Rowing (Second Half). 0 Unit.
This course introduces the student to basic indoor rowing techniques, skills, and equipment. Students will learn conditioning programs to prepare the student to continue in recreational, fitness or competitive rowing programs. Prereq: Undergraduate degree seeking student.

PHED 21A. Hatha Yoga (First Half). 0 Unit.
This course provides an introduction to Hatha Yoga, presenting body awareness, basic philosophy, breathwork, postures and meditation techniques. This class is appropriate for all students. Prereq: Undergraduate degree seeking student.

PHED 21B. Hatha Yoga (Second Half). 0 Unit.
This course provides an introduction to Hatha Yoga, presenting body awareness, basic philosophy, breathwork, postures and meditation techniques. This class is appropriate for all students. Prereq: Undergraduate degree seeking student.

PHED 22A. Intermediate Hatha Yoga (First Half). 0 Unit.
This course utilizes the basics of Hatha Yoga including body awareness, philosophy, breathwork, and postures with emphasis on increased strengthening, increased aerobic segments, and more challenging postures. This class is appropriate for all students. Prereq: Undergraduate degree seeking student.

PHED 22B. Intermediate Hatha Yoga (Second Half). 0 Unit.
This course utilizes the basics of Hatha Yoga including body awareness, philosophy, breathwork, and postures with emphasis on increased strengthening, increased aerobic segments, and more challenging postures. This class is appropriate for all students. Prereq: Undergraduate degree seeking student.

PHED 24A. Jogging (Second Half). 0 Unit.
Prereq: Undergraduate degree seeking student.

PHED 25A. Power Volleyball (First Half). 0 Unit.
This class introduces volleyball skills, techniques, strategies, rules and scoring. This class is appropriate for most students. Prereq: Undergraduate degree seeking student.

PHED 25B. Power Volleyball (Second Half). 0 Unit.
This class introduces volleyball skills, techniques, strategies, rules and scoring. This class is appropriate for most students. Prereq: Undergraduate degree seeking student.
PHED 26A. Racquetball (First Half). 0 Unit.
This course teaches racquetball skills and strategies for team and individual play. Course content includes terminology, skill development, scoring, etiquette and safety. This class is appropriate for most students. Prereq: Undergraduate degree seeking student.

PHED 26B. Racquetball (Second Half). 0 Unit.
This course teaches racquetball skills and strategies for team and individual play. Course content includes terminology, skill development, scoring, etiquette and safety. This class is appropriate for most students. Prereq: Undergraduate degree seeking student.

PHED 27A. Indoor Group Cycling (First Half). 0 Unit.
A stationary cycling program set to motivational music. Students will learn how to use and set up the bike and how to create a challenging workout using sprints, jumps and climbs. This class is appropriate for most students. Prereq: Undergraduate degree seeking student.

PHED 27B. Indoor Group Cycling (Second Half). 0 Unit.
A stationary cycling program set to motivational music. Students will learn how to use and set up the bike and how to create a challenging workout using sprints, jumps and climbs. This class is appropriate for most students. Prereq: Undergraduate degree seeking student.

PHED 29A. Swimming - Beginning and Intermediate (First Half). 0 Unit.
This class focuses on basic swimming skills and safety. This class is appropriate for non-swimmers to those students with mid-range swimming skills. Students with disabilities may be accommodated. Prereq: Undergraduate degree seeking student.

PHED 29B. Swimming - Beginning and Intermediate (Second Half). 0 Unit.
This class focuses on basic swimming skills and safety. This class is appropriate for non-swimmers to those students with mid-range swimming skills. Students with disabilities may be accommodated. Prereq: Undergraduate degree seeking student.

PHED 30A. Swimming - Endurance (First Half). 0 Unit.
This class is for individuals who have mastered intermediate swimming skills and wish to develop advanced swimming skills and greater swimming endurance. Prereq: Undergraduate degree seeking student.

PHED 30B. Swimming - Endurance (Second Half). 0 Unit.
This class is for individuals who have mastered intermediate swimming skills and wish to develop advanced swimming skills and greater swimming endurance. Prereq: Undergraduate degree seeking student.

PHED 31A. Tennis (First Half). 0 Unit.
Students will learn the tennis skills and strategies necessary for both singles and doubles play. Emphasis is placed on stroke development, rules, scoring and etiquette. This class is appropriate for all students. Prereq: Undergraduate degree seeking student.

PHED 31B. Tennis (Second Half). 0 Unit.
Students will learn the tennis skills and strategies necessary for both singles and doubles play. Emphasis is placed on stroke development, rules, scoring and etiquette. This class is appropriate for all students. Prereq: Undergraduate degree seeking student.

PHED 34A. Weight Training (First Half). 0 Unit.
This class focuses on muscular strength and endurance training through individualized weight training programs. Emphasis is placed on appropriate use of equipment and safety procedures. This class is appropriate for most students. Prereq: Undergraduate degree seeking student.

PHED 34B. Weight Training (Second Half). 0 Unit.
This class focuses on muscular strength and endurance training through individualized weight training programs. Emphasis is placed on appropriate use of equipment and safety procedures. This class is appropriate for most students. Prereq: Undergraduate degree seeking student.

PHED 39A. Bowling (First Half). 0 Unit.
This class introduces bowling skills, techniques, rules and scoring. This class is appropriate for most students. Prereq: Undergraduate degree seeking student.

PHED 39B. Bowling (Second Half). 0 Unit.
This class introduces bowling skills, techniques, rules and scoring. This class is appropriate for most students. Prereq: Undergraduate degree seeking student.

PHED 40A. Basketball (First Half). 0 Unit.
This class introduces basketball skills, techniques, rules and basic offense and defense. This class is appropriate for most students. Prereq: Undergraduate degree seeking student.

PHED 40B. Basketball (Second Half). 0 Unit.
This class introduces basketball skills, techniques, rules and basic offense and defense. This class is appropriate for most students.

PHED 41A. Softball (First Half). 0 Unit.
This class introduces softball skills, techniques, rules and basic offense and defense strategies. This class is appropriate for most students. Prereq: Undergraduate degree seeking student.

PHED 41B. Softball (Second Half). 0 Unit.
This class introduces softball skills, techniques, rules and basic offense and defense strategies. This class is appropriate for most students. Prereq: Undergraduate degree seeking student.

PHED 42B. Indoor Soccer (Second Half). 0 Unit.
Students will learn the skills, techniques and strategies to play the sport of indoor soccer. This class is appropriate for most students. Prereq: Undergraduate degree seeking student.

PHED 44A. Core Yoga (1st Half). 0 Unit.
This course combines Hatha Yoga postures, Pilates exercises, body awareness and breathwork while focusing on deep stabilizing abdominal muscles. Students will combine stretching and strengthening to improve posture and flexibility and create balance in the physical body. Students will learn slow, controlled movements to help tone and condition. Prereq: Undergraduate degree seeking student.

PHED 44B. Core Yoga (2nd Half). 0 Unit.
This course combines Hatha Yoga postures, Pilates exercises, body awareness and breathwork while focusing on deep stabilizing abdominal muscles. Students will combine stretching and strengthening to improve posture and flexibility and create balance in the physical body. Students will learn slow, controlled movements to help tone and condition. Prereq: Undergraduate degree seeking student.

PHED 45A. Introduction to Speed and Agility Training. 0 Unit.
This introductory course is intended for the student with an interest in training of speed and agility specific to their sport interest. The course will focus on the aspects of physical training necessary for the development of speed and agility and improved athletic performance. Prereq: Undergraduate degree seeking student.
PHED 45B. Introduction to Speed and Agility Training. 0 Unit.  
This introductory course is intended for the student with an interest in training of speed and agility specific to their sport interest. The course will focus on the aspects of physical training necessary for the development of speed and agility and improved athletic performance. Prereq: Undergraduate degree seeking student.

PHED 50A. Personal Safety Awareness (First Half). 0 Unit.  
This course focuses on safety and preventative techniques. Emphasis is placed on self-protection. This class is appropriate for all students. Prereq: Undergraduate degree seeking student.

PHED 50B. Personal Safety Awareness (Second Half). 0 Unit.  
This course focuses on safety and preventative techniques. Emphasis is placed on self-protection. This class is appropriate for all students. Prereq: Undergraduate degree seeking student.

PHED 55A. Cardio-Fitness (First Half). 0 Unit.  
This class presents the components of physical fitness through conditioning activities utilizing equipment such as stairclimbers, treadmills, and elliptical trainers. Students will evaluate their fitness levels and learn how to put together an individualized workout program. This class is appropriate for all students. Prereq: Undergraduate degree seeking student.

PHED 55B. Cardio-Fitness (Second Half). 0 Unit.  
This class presents the components of physical fitness through conditioning activities utilizing equipment such as stairclimbers, treadmills, and elliptical trainers. Students will evaluate their fitness levels and learn how to put together an individualized workout program. This class is appropriate for all students. Prereq: Undergraduate degree seeking student.

PHED 60A. CPR/First Aid (1st half). 0 Unit.  
Students will learn the basic first aid and CPR skills necessary to act in an emergency. Automated external defibrillation training is included. This class involves both lecture and hands-on work. Students will have the opportunity to achieve Basic Rescuer certification at the completion of the class.

PHED 60B. CPR/First Aid (2nd half). 0 Unit.  
Students will learn the basic first aid and CPR skills necessary to act in an emergency. Automated external defibrillation training is included. This class involves both lecture and hands-on work. Students will have the opportunity to achieve Basic Rescuer certification at the completion of this class.

PHED 65B. Team Building, Leadership, and Creative Movement (2nd half). 0 Unit.  
The primary purpose of this course is to provide an opportunity for Orientation leaders to: work as a team and build transferable skills for collaboration, active listening, communication, and motivation; learn dance movement as a form of communication and stress reduction; create the Orientation Leader Boogie Dance (performed at Welcome Days tradition and football game halftime show); understand the value in personal decision making and awareness (stress reduction, drug/alcohol awareness, sexual assault, etc.); learn campus resources; build Orientation Leader esprit de corps and enhance school spirit. This course will develop more effective and competent university ambassadors. In addition, the course will facilitate the development of leadership skills.

PHED 66A. Advanced Rowing (First Half). 0 Unit.  
This course is designed to enhance the rowing technique of the experienced rower. Prereq: Undergraduate degree seeking student.

PHED 66B. Advanced Rowing (Second Half). 0 Unit.  
This course is designed to enhance the rowing technique of the experienced rower. Prereq: Undergraduate degree seeking student.

PHED 100. Independent Activity. 0 - 10 Units.  
This course is designed to allow the student to write individual fitness goals, compose an individual fitness program specific to the goals and execute the individual program. Students are required to participate in a pre- and post-testing program and must achieve a minimum of 75% for each test component (national norms) in order to participate in Independent Activity. The course instructor must approve all programs. The student will be required to maintain a detailed activity log.

PHED 108. Fencing. 0 Unit.  
Fencing is the art of swordsmanship. Students will learn fencing skills such as on guard, lunge, attack, parry and touch. Students will learn the rules of competition and have the opportunity to compete during class time.

PHED 130. Wellness. 0 Unit.  
This lecture class teaches the components of physical fitness as well as evaluation techniques, fitness assessment, body composition, nutrition and weight control information. This class is appropriate for all students.

PHED 131. Personal Fitness. 0 Unit.  
Personal Fitness is a full semester class that teaches the components of physical fitness through both lecture and activity. Students will assess their fitness levels and learn conditioning activities to improve flexibility, cardiovascular endurance, muscular strength and endurance. Nutrition, weight control and concepts of wellness are covered in this class. This class is appropriate for most students.

PHED 141. Dance. 0 Unit.  
This course is designed to introduce the student to dance. Students will be exposed to a variety of dances including contemporary, jazz, folk and formal dancing. Students will learn how choreography is mounted and how dancers remember it. The class is appropriate for beginners as well as students with dance experience.
PHED 170. Varsity Baseball. 0 Unit.
PHED 171. Varsity Basketball (Men). 0 Unit.
PHED 172. Varsity Basketball (Women). 0 Unit.
PHED 174. Varsity Cross Country (Men). 0 Unit.
PHED 175. Varsity Cross Country (Women). 0 Unit.
PHED 178. Varsity Football. 0 Unit.
PHED 180. Varsity Soccer (Men). 0 Unit.
PHED 181. Varsity Soccer (Women). 0 Unit.
PHED 182. Varsity Swimming (Men). 0 Unit.
PHED 183. Varsity Swimming (Women). 0 Unit.
PHED 184. Varsity Tennis (Men). 0 Unit.
PHED 185. Varsity Tennis (Women). 0 Unit.
PHED 186. Varsity Track and Field (Men). 0 Unit.
PHED 187. Varsity Track and Field (Women). 0 Unit.
PHED 188. Varsity Volleyball. 0 Unit.
PHED 189. Varsity Wrestling. 0 Unit.
PHED 190. Varsity Softball (Women). 0 Unit.
PHED 218. Wellness. 1 Unit.
PHED 300. Sports Medicine Independent Study. 3 Units.
This independent studies course will provide sports medicine minors who experience scheduling conflicts with flexibility to complete the minor requirements. This course may be used to complete any of the current minor requirements.

PHED 325. Officiating Basketball. 2 Units.
Administrative procedures, promotion, managerial relationships, scheduling, tournaments, budgeting, scoring systems, and officiating.

PHED 332. Introduction to Sports Medicine. 3 Units.
This class provides a detailed introduction to the foundation of Sports Medicine. Students will understand the complexities of sports medicine and athletic training through classroom lecture, structured laboratory and clinical hours. Topics covered in this class include roles and responsibilities of the sports medicine team, injury pathology, injury prevention, evaluation and management of injury.

PHED 334. Orthopedic Assessment of the Upper Extremity. 3 Units.
This class provides students with hands on experience that prepares them to perform orthopedic assessments within the field of athletic training. Students learn to take medical histories, palpate bony and soft structures, perform range of motion, neurological and circulatory tests. Students will learn to perform orthopedic tests of the upper extremities, head, cervical spine and abdomen. This class involves lectures, laboratory and clinical hours. Prereq: PHED 332 and PHED 342.

PHED 339. Orthopedic Assessment of the Lower Extremity. 3 Units.
This class provides students with hands on experience that prepares them to perform orthopedic assessments within the field of athletic training. Students learn to take medical histories, palpate bony and soft structures, perform range of motion, neurological and circulatory tests; and perform orthopedic special test of the lower extremities, pelvis, and lumbar spine. This class involves lectures, labs, and clinical hours. Prereq: PHED 332 and PHED 342.

PHED 341. Physiology of Exercise. 3 Units.
The classroom and laboratory experiences in this class are intended to provide an understanding of physiological adaptations of the human body to acute and chronic exercise. The classroom portion will focus mainly on the response and adaptation of bodily systems to exercise and the relationship of physiology to sport, health and exercise programs. The laboratory portion will focus on evaluation of the physiological response to exercise. Prereq: PHED 332, PHED 342, PHED 334, PHED 339.

PHED 342. Kinesiology. 3 Units.
The purpose of this course is to present the conceptual ideas and general principles of the science of human movement. It reviews and applies the pertinent aspects of anatomy, physiology and mechanics. Subject matter is drawn from research and clinical findings of widely dispersed kinesiological subdisciplines and professional specializations. Prereq: PHED 332.

PHED 350. Therapeutic Rehabilitation and Modalities. 3 Units.
Topics covered in this class include concepts and practices associated with the conditioning and reconditioning (rehabilitation) of athletic injuries. Principles and practical skills associated with therapeutic modalities used in the treatment and rehabilitation of athletic injuries are also covered. This class involves lectures, labs and clinical hours. Prereq: PHED 332, PHED 334, PHED 339, and PHED 342.
OFFICE OF UNDERGRADUATE STUDIES

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

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

The university provides undergraduates with a rich variety of experiential learning opportunities both on and off campus. The location of the university in University Circle, with its outstanding array of cultural, educational, and health care institutions, and the proximity and accessibility of the university’s professional schools and their facilities enable undergraduates to draw upon diverse and distinctive resources to enrich their education. Programs that engage students in curriculum-related employment include the Cooperative Education Program (http://engineering.case.edu/coop/) and the Practicum Program (https://case.edu/postgrad/experiential-education/practicum/). Study abroad (http://www.case.edu/studyabroad/), the exchange program with Fisk University (p. 1303), and the Washington Semester (http://politicalscience.case.edu/undergraduate-programs/washington-center-program/) immerse students in educational environments that build global and national knowledge and perspective. Research opportunities (https://case.edu/source/) for undergraduates abound at the university, in University Circle institutions, and in the greater Cleveland community. Individual departments offer independent study opportunities to motivated and qualified students, and some departments offer courses that incorporate practical field experience or community service.

Mission Statement of the Office of Undergraduate Studies

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

In pursuit of this goal,

- We participate in curricular discussions and reviews within and among the units offering undergraduate courses and academic programs, and coordinate the presentation of undergraduate curricular offerings and policies to students, other members of the CWRU community, and external constituencies.
- We support faculty in their teaching and in their academic advising in the undergraduate majors and minors, administer the academic policies of the faculty, and monitor the progress of undergraduates in completing degree requirements, working closely with the Student Success Initiative.
- We work with the Office of Institutional Research to analyze data to inform the successful progress of undergraduates through the curriculum.

Administration

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

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

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

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

Steven P. Scherger, PhD
(Kent State University)
Assistant Dean of Undergraduate Studies

Undergraduate Majors and Minors

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
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Major* - available only as second major for a BA; may be sole major for a BA if also completing a BS (optional)

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

Minor
A minor concentration requires no fewer than 15 credit-hours and normally requires no more than 18 credit-hours.

Minors are not required. Students have the option of completing a minor in a discipline other than the major. Students who choose to complete a minor must complete at Case Western Reserve University at least half the requirements for the minor. With the exception of minors offered by the Case School of Engineering, students must earn a minimum cumulative average of 2.000 for all courses taken to satisfy minor requirements and for which grades are averaged. The successful completion of a minor will be indicated on a student’s transcript.

General Education Requirements
For each degree/major a student must complete, in addition to the SAGES and Physical Education requirements (described in the section General Degree Requirements (p. 1212)), the general education and other requirements for that degree/major (described in the sections of this chapter for the College of Arts and Sciences (CAS) BA degree (p. 1273), the College of Arts and Sciences (CAS) BS degrees (p. 1283), the Case School of Engineering (CSE) BS in Engineering degree (p. 1292), the Case School of Engineering (CSE) BS in Computer Science degree (p. 1293), the Case School of Engineering (CSE) BS in Data Science and Analytics degree (p. 1294), the Weatherhead School of Management (WSOM) (p. 1295), and the Francis Payne Bolton School of Nursing (FPB)).

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

Every candidate for a baccalaureate degree from the university must:

1. complete the requirements of the Seminar Approach to General Education and Scholarship (SAGES), as described below;
2. complete two semesters of physical education through a combination of half and/or full semesters in Physical Education activity courses, as described below;
3. complete the requirements of the major field of study, as described in the relevant sections of this Bulletin;
4. complete the general education requirements of the school and degree program in which the student’s major field of study falls, as described in the relevant section of this chapter of the Bulletin (Arts and Sciences (p. 1273), Engineering (p. 1292), Management (p. 1295), Nursing (p. 1296));
5. complete a course of studies with a cumulative grade point average of no less than 2.000 for work taken at Case Western Reserve University; and
6. earn a minimum of 60 credit-hours in Case Western Reserve University courses, of which at least 15 must be earned after the student has earned a total of 105 credit-hours.

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

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

Students select a course from:

- First Seminar: Natural World (FSNA 1xx)
- First Seminar: Social World (FSSO 1xx)
- First Seminar: Symbolic World (FSSY 1xx)

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

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

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

University Seminars
After completion of the First Seminar with a passing evaluative grade and before the end of the second year, students must complete two University Seminars (3 credit-hours each). University Seminars provide continued experience in critical reading, writing, and oral communication, as well as information literacy, ethics, and cultural diversity. Each University Seminar explores content determined according to the interests of the faculty. A student’s First Seminar and two University Seminars must
include a course from each of the three thematic areas: Natural World, Social World, and Symbolic World.

Students select courses from:

- University Seminar: Thinking About the Natural World (USNA 2xx)
- University Seminar: Thinking About the Social World (USSO 2xx)
- University Seminar: Thinking About the Symbolic World (USSY 2xx)

Students who complete their First Seminar requirement with FSCC 100, FSCC 110, or FSTS 100 may fulfill the University Seminar requirement by choosing courses from any two of the three thematic areas.

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

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

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

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

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

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

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

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

Double Majors, Secondary Majors, and Dual Undergraduate Degrees

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

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

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

The student will receive one diploma corresponding to the degree for which the student completed general education requirements, and that degree will be recorded on the transcript. Each major will be noted on the diploma and the transcript, but a secondary major will be designated in that way.
Dual Degrees
To qualify for two (or more) undergraduate degrees, i.e., a BA and a BS degree or two BS degrees, as a dual degree student, a student must satisfy all requirements for each degree, including each degree’s associated general education requirements, and complete for each additional degree 30 credit-hours of study beyond the hours required for the first degree. Students who seek a dual-degree program that involves the Bachelor of Music degree from the Cleveland Institute of Music must meet Cleveland Institute of Music and Case Western Reserve admission requirements, and must seek approval of both institutions.

FSAE (FSAE)
FSAE 100. Academic English. 3 Units.
This course is designed to improve the fundamental reading, writing, speaking, and listening skills of students for whom English is not their first language. One focus of the course will be refining written academic communication: identifying and producing common types of academic writing; note-taking from reading and listening inputs; understanding and applying principles of academic text structure; summarizing and referencing information; editing and proofreading; and achieving appropriate tone and style. A second focus will be honing spoken academic communication: recognizing the purposes of and differences between spoken and written English in academic contexts; identifying and practicing interactional and linguistic aspects of participation in seminar discussions; discussing issues requiring development and application of creative and critical thinking; and preparing and delivering oral presentations. A third focus will be on enhancing reading and listening skills in academic contexts: understanding the content and structure of information delivered both orally and in print form; and reading and listening for different purposes. A final focus will be improving and extending grammar, vocabulary, and pronunciation.

FSCC (FSCC)
FSCC 100. First Seminar. 4 Units.
This four credit-hour course provides an introduction to various dimensions of academic life. It will be characterized by intense yet open-ended intellectual inquiry, guided by reading from primary as well as secondary sources, and will include practice in written and oral communication in small groups. The goals of the course are to enhance basic intellectual skills of academic inquiry, such as critical reading, thoughtful analysis, and written and oral communication; to introduce basic information literacy skills; to continue to provide a foundation for ethical decision-making; to continue to encourage a global and multidisciplinary perspective on the learning process; and to continue to facilitate faculty-student interactions. Prereq: 100 level first year seminar in USFS, FSCC, FSNA, FSSO, FSSY, or FSCS. Prereq or Coreq: FSTS 100.

FSCS (FSCS)
FSCS 150. First Seminar Continuing Semester. 3 Units.
This is a continuation of the First Seminar experience for ESL students. The seminar will continue the introduction to various dimensions of academic life. It will be characterized by intense yet open-ended intellectual inquiry, guided by reading from primary as well as secondary sources, and will include practice in written and oral communication in small groups. The goals of the seminar are to continue to enhance basic intellectual skills of academic inquiry, such as critical reading, thoughtful analysis, and written and oral communication; to continue to introduce basic information literacy skills; to continue to provide a foundation for ethical decision-making; to continue to encourage a global and multidisciplinary perspective on the learning process; and to continue to facilitate faculty-student interactions. Prereq: 100 level first year seminar in USFS, FSCC, FSNA, FSSO, FSSY, or FSCS. Prereq or Coreq: FSTS 100.

FSNA (FSNA)
FSNA 103. Energy and Society. 4 Units.
This four-credit-hour course provides an introduction to collegiate writing and to various dimensions of academic life, but will focus on the critical appreciation of the world of energy. Currently, most of the world runs on non-renewable resources; this course is designed to help students develop viewpoints about these issues, and to express themselves in a clear, coherent way. The class will involve both literacy and numeracy, and students will learn to become comfortable handling some of the quantitative measures of energy use. The class will be characterized by intense yet open-ended intellectual inquiry, guided by reading, lectures and discussion, and will include practice in written and oral communication individually and in small groups.

FSNA 104. Archaeoastronomy: Monuments and Ideas. 4 Units.
The unifying theme of this course is how astronomical practice and knowledge is central to ancient civilizations and how that emphasis continues today as manifested through scientific endeavor and also as strongly through the power of unifying myth.

FSNA 111. Chemical Aspects of the Aging Mind. 4 Units.
This seminar will focus on three age-related neurological disorders: Alzheimer’s, Parkinson’s and Huntington disease. These diseases pose enormous social and economic impact, and current drug-based therapeutic approaches are limited and may not be suited to deal with the imminent problems. The seminar will examine lifestyle changes (i.e., diet, exercise, vitamins, and other habits such as reading) that are implicated in preventing or slowing down these disorders. The focus on a medical topic with important socioeconomic ramifications will provide a novel approach to enhancing critical thinking and communication skills.

FSNA 112. Talking Brains: The Neuroscience of Language. 4 Units.
J speaks both Italian and English. After suffering a stroke, he finds himself switching to Italian in the middle of a sentence, even when he knows the person he’s talking to doesn’t speak Italian! He can’t stop himself no matter how hard he tries. In this discussion-based seminar, we’ll use cases like J’s to understand how a mass of cells can give rise to something as complicated as human language. We’ll use primary source readings from neuroscience to study topics such as the typical organization of language in the brain, bilingualism, sign language, and problems with language resulting from brain injury.
FSNA 113. Facts and Values in Environmental Decisions. 4 Units.
This four-credit seminar will guide students to critically evaluate the evidence, uncertainties, and value judgments pertinent to some of the world's pressing environmental issues. We will begin by studying climate change. Students will decide the topics of exploration to follow. Through reading, field trips, discussions and writing we will investigate natural environmental processes and how they have changed with the growth in human population and technology. Students will learn about the scientific process and will consider the roll of science and technology and their limits in making decisions about shared resources.

FSNA 116. Cities (Under Construction). 4 Units.
Based on the premise that cities are never "finished," and constantly being remade, we will look at the technological and cultural history of cities from the ancient world to the present day. Students will explore the history of building materials—wood, brick, steel, concrete, and glass—used in the construction of cities. We will also trace the development of city infrastructure such as water and sewage systems; streets, bridges, and subways; electricity, telephone and the internet. Specific technological innovations, such as the elevator and the automobile, will receive special consideration. We will move both geographically and temporally to visit the world's great cities, Athens, Mexico City, Tokyo, and New York City. As we do, we will study the examples of significant building projects, such as the Brooklyn Bridge, the Chicago World's Fair, Washington, DC's Metro, and Cleveland's first skyscraper, the Rockefeller Building. The course will cover the history of the professions—engineering, architecture, and urban planning—that have contributed to the construction of cities, and will review the works of these practitioners, as well as that of artists, reformers, and utopians that have imagined new directions for the city. We will also explore first person narratives of the city, the impact of the city on personal and collective memory, and the possibilities and pitfalls of the "virtual" city. Through lecture, discussion, textual analysis, computer simulations, and writing assignments, Cities (Under Construction) will help students gain a deeper understanding of their role in remaking and sustaining the built environment.

FSNA 120. The Impact of Materials on Societal Development. 4 Units.
This four credit-hour SAGES seminar provides an introduction to various dimensions of academic life through open-ended intellectual inquiry and guided by reading from primary and secondary sources. The course will require practice in written and oral communications in small groups. A primary focus of the seminar will be to examine the impact of engineering materials on societal development through human history using a few specific materials of interest as examples: concrete, steel, and semiconductors. At the conclusion of the course, students will be encouraged to explore the impact of other materials on the development of specific technologies as a group project.

FSNA 126. Urban Ecology. 4 Units.
This course will explore the natural world in an urban context. Urban spaces are defined by the interaction between human creation (the built environment) and the natural world. We will explore how those definitions can be complicated by human innovation meant to re-create nature, such as engineered wetlands. We'll read some classical ecology to understand how ecological issues differ in cities. Some topics we'll cover include: wildlife management; human/organism conflict and interdependence; urban heat islands; watershed, stormwater, and sewer management; and how trees grow in urban conditions. We'll also explore ethical issues such as environmental justice and sustainable development. Our field trips are meant to illuminate how urban planners, park managers, and others deal with such issues to create positive and healthy environments for their communities. Students will apply arguments and concepts learned in the course readings to the sites we visit.

FSNA 129. Engineering Design to Alleviate Extreme Poverty. 4 Units.
Almost half (47%) of the people in Africa have incomes less than $1.25 per day. Most of these people live as subsistence farmers in small villages with no electricity, running water or automobiles (but with cell phones). Through readings, group discussions, writing assignments, and open-ended experiential learning activities, the course will address ways that engineering solutions can improve peoples' lives within these severe economic constraints. A hands-on component of the course will involve designing and building affordable devices to meet specific needs. We have developed interactions with villages in Senegal, Malawi, and Botswana, and the engineering solutions will be explored within the context of these villages.

FSNA 133. Engineering Innovation and Design. 4 Units.
Innovation and design are cornerstones of the engineering profession and are responsible for many of the improvements in the quality of life that have taken place over the last century. Innovation is also viewed as the essential skill that will drive economies and solve many of the challenges facing societies around the globe. This seminar-based course will provide a disciplined approach to engineering innovation and design. The course requires students to engage in written and oral communications as well as working in small teams to complete open-ended design/build-related assignments. The course will culminate in the design, fabrication and validation of a prototype product to meet an identified need. The design, fabrication and validation of these products will be carried out in think[box] 1.0 (Prentke-Romich Collaboratory), and the Reinberger Design Studio.

FSNA 134. Fuel Cells. 4 Units.
Fuel Cells convert hydrogen and other fuels directly to electricity and are viewed as a key technology for non-polluting, oil-independent energy in the future. In this course, we will study and critically analyze the prospects, technical and economic barriers, and impact of broad implementation of fuel cells, focusing on the transportation sector and portable power. Major topics of the course include: (i) World and US energy outlook; (ii) Potential role and impact of fuel-cells; their advantages, principles of operation, design and materials issues, limitations and prospects for improvements; (iii) Special focus on details of a polymer type fuel cells (PEMFCs) for transportation and portable power; (iv) Modeling fuel cell performance and evaluation of controlling mechanisms that limit performance. The course is designed for students from all disciplines. Students will be expected to read assigned texts and articles and critically analyze statements and points of view presented. Qualitative analysis will be encouraged and developed. Student teams will develop a hypothesis to improve fuel cell performance by modifying the design of a component of the fuel cell. The new component design with then be fabricated and tested in an operating prototype fuel cell. Data analysis, hypothesis conclusion, and reporting of results are expected.
BioDesign basics explores the art of finding patient needs. No prior clinical or medical education is required, as we focus on acquiring and refining the underpinning critical thinking skills needed to identify and articulate unmet clinical patient needs in contemporary healthcare settings. Many—if not a majority of—ideas leading to healthcare innovation are derived from issues that arise during the daily activities of caring for patients. Whether it is frustration with the use of a specific surgical instrument, processes that interfere with health care delivery, better waiting rooms for the family, designing more comfortable hospital gowns, or materials inadequate for intended outcomes, patient needs cover a broad range of physical and emotional states. Many students find the idea of identifying a "patient need" quite ambiguous at first, but the BioDesign process for defining patient need is a widely use national model developed at Stanford University that the student will find contains easy-to-follow steps that are simple and appealing. As an interactive and "hands-on" course, students will be engaged in discussions, events and activities to promote a first-hand understanding of "needs finding" to support individual mastery of writing and oral presentation skills. The Fourth Hour will be centered on "walking tours" of local medical institutions around University Circle as well as actual use of medical devices (wheelchairs and crutches) on campus as ways to help your efforts identify a patient need based on those observations. In short, you will create your own experiences leading to stories that make writing fun. The course requires students to engage in written and oral communications as well as working in small teams to complete open-ended assignments.

FSNA 136. Saving the World from Poverty, Disease, Injustice and Environmental Exploitation. 4 Units.
Half of the world's population lives in poverty. The causes of poverty and injustice are complex and the ramifications are numerous and serious and include grave risk to human health and to the environment. Through reading, analysis, writing, and rigorous discussion the class will investigate issues surrounding poverty and disparities in health and opportunity. We will also explore how innovation and engineering design can help address causes of poverty and disparity and meet needs of people at risk. Design teams will work throughout the semester to identify an unmet need to engineer a solution to benefit an under-served or under-resourced population. Fourth-hour activities will include interviewing knowledgeable stakeholders (locally and abroad via teleconference), learning about and volunteering with service organizations, and visiting local institutions and/or companies addressing these issues.

FSNA 144. Is Mind What the Brain Does?. 4 Units.
Together we will explore the nature of the human mind by asking the question, "Is the mind what the brain does?" Through an exploration of neurological and psychological case studies, empirical research studies, direct experimentation, and readings and films about brain structure and function, we will form hypotheses about the relationship between the mind and the brain and gather evidence to test our hypotheses. Writing assignments will explore ideas about your own mind and brain, examples of other individuals with unusual or atypical brains and minds, and a research topic of your choice.

FSNA 145. Hostile Water. 4 Units.
Water is an essential, valuable resource that is protected by a wide variety of social, legal, and technical institutions. However, not all water is desirable. Hostile water is unwanted water from which we seek to protect ourselves. Hostile waters challenge our understanding of the natural world and the social doctrine upon which our understanding is based. This course will examine how historical "hostile water" events have altered our social perceptions and legal institutions, led to structural flood control, "damn" engineering, the National Flood Insurance Program, Landsat satellites, "Wild Rivers," FEMA, wetlands preservation, detention basins, etc., and to homeowner stormwater management options such as rain barrels and rain gardens. The course will begin with a review of the original documentation and modern interpretation of the Johnstown Flood. Students will then conduct research on historical events and prepare written briefing documents and oral presentations focusing on the physical impacts and social consequences of dramatic hostile water events. The course will end with a critical review of the Hurricane Katrina event. Class discussions will examine how hostile water events have impacted U.S. policies and institutions, and appears to be leading to stormwater management obligations for individual homeowners.

FSNA 150. Hobbies - Engineering fun. 4 Units.
This seminar introduces students to the idea that engineering can be found in all sorts of unexpected places, even in our hobbies. To test our hypothesis, we will examine the hobbies enjoyed by the course instructors: baseball and building synthetic coral reef aquariums. Students will then work under the instructors' guidance to analyze how principles of engineering can be used to understand the successes and failures they have encountered in their own hobbies, with the ultimate goal of developing a proposal for improving their experience of these hobbies.

FSNA 154. The Green Energy Transformation in Germany. 4 Units.
This seminar introduces students to the development and successes of green technologies in Germany. We will examine the proactive development of renewable energy and energy conservation technologies, commonly referred to as Energiewende, that was started by the German Green movement and promoted by Germany's innovative renewable energy policies. We will consider such questions as: What are the implications of this German success story, both for the US and the rest of the world? What lessons can be applied to other situations? What factors might limit the utility of those lessons? In the process of our investigation, we will examine such important issues as globalization, resource finiteness, and sustainability challenges, including economic crises, climate change, energy insecurity, and global competition.

FSNA 157. Plastics Recycling: Re-use of Plastic Waste. 4 Units.
About 300 million tons of plastics are produced globally each year, but only about 10 percent of these products are recycled, despite the fact that recycling uses significantly less energy and produces fewer greenhouse gas emissions than does manufacture of the virgin materials. This course will address the scientific, economic, environmental, and political issues involved in plastics recycling. Following an introduction to the chemical structures and properties of commodity plastics, we will discuss the actual recycling of plastics in municipal waste including the problems faced in collection and sorting of plastic waste and recycling economics. Then we will address the commercial applications and properties of recycled plastics and why they generally have inferior properties to virgin materials, which significantly reduces their market value. Finally we will look at biodegradable alternatives to oil-based materials as well as some options to plastics recycling, including land filling, burning for power generation, and monomer reclamation.
FSNA 158. What is Making and Manufacturing Today and Why is Innovation Part of the Story?. 4 Units.
The rise of the creative class into the world of "making" has resulted in new economic models, new definitions of manufacturing, and new ways of working. "Making" is inclusive of a wide variety of activities, from the arts and crafts, to woodworking, to high technology integrating with traditional craftsmanship, to products with embedded sensors in traditional materials, to the use of 3D printing of everything from polymers to metals to chocolate. Within all of these approaches, "innovation" is often the buzzword, the common denominator. What does innovation mean in this context? Are innovators and makers today any different from the innovators and manufacturers of the past? What role does science and math have in making and manufacturing? Through both a hands-on and historical approach, we will explore the commonalities between today's makers and yesterday's manufacturers, and arrive at an understanding of innovation and apply this understanding to a project that could continue throughout your time at CWRU.

FSNA 159. Nanotechnology in Medicine: The Fantastic Voyage. 4 Units.
This course is a freshman seminar designed to introduce students to Nanoscience and Nanotechnology, their application in the world of biomedicine, and the fundamental science and engineering principles that guide the current state-of-art and future approaches. The course will begin with an introduction to the history, science and terminology of 'Nano scale', 'Nanotechnology' and 'Nanomedicine'. It will then focus on the historical advancements in the field and describe why and how the field became an exciting component of medical technologies. The course will draw on a variety of texts including book sections, newspaper articles, editorials, scientific journal articles and internet-sourced information to understand the realm of nanoscience and nanotechnology in various STEM areas and their specific application in biomedicine. The course will also correlate science fiction with reality, pertaining to the Nanomedicine area, via two classic movies: Fantastic Voyage (1966) and Inner Space (1987). The students will be asked to interpret components/sections of the movies in terms of 'conceptual correctness', 'scientific correctness' and 'challenges in nanomedicine'.

FSNA 160. Technological Development and Popular Perception. 4 Units.
The central theme of this seminar is the basic functioning of engineered devices and systems. The devices/systems covered will be 1) automobiles, 2) airplanes, and 3) production of electric power. Material for the seminar will come from a wide range of sources, including a reference book "How Things Work", historical references, popular pseudo-technical periodicals, and technical journal articles. We will discuss topics ranging from a) how to characterize the basic physical principles at work in the devices/systems to 2) how popular opinion can affect the adoption or abandonment of sound technology.

FSNA 162. The Root of All Technology: Natural and Synthetic Materials. 4 Units.
We all rely on technologies such as smartphones, wireless and wired communication, and embedded electronics. But access to these technologies depends on the availability and affordability of the materials used to make them. Rapid technological development and sustainability concerns have created novel demands on the infrastructure that extracts raw materials and converts them into useful devices. As a result, new classes of materials offering unique properties have been developed. This seminar examines the development and life cycle of materials. Key to our analysis will be a framework for understanding materials flow, including the prospect of closed loop production. Topics will include: patterns in raw material extraction around the world, including the north-south divide; shifts in socioeconomic drivers underlying shifts in demand for materials; material properties needed for today's technologies; methods for predicting demand for materials and constraints of meeting that demand.

FSNA 163. Design Thinking: Influence of Art and Engineering on Design. 4 Units.
For designers, the "wicked problem" is the recognition that decision-making is full of contingencies, including multiple perspectives and approaches, and while problems may be solved, elegant solutions are rarely without faults. This course investigates how these contingencies affect the design process in art and engineering, ultimately looking at the overlap between these two disciplines. What are the differences between artistic and engineering approaches to design? How can a hybrid approach that integrates aspects from each discipline solve persistent design challenges? Working with students from the Cleveland Institute of Art (CIA) in a seminar-studio setting, students will experience first-hand the importance of disciplinary diversity and innovative thinking in the design process. Collaboratively and individually, students will reveal and explore ways of design thinking shared by art and engineering in written, digital, and fabricated assignments.
FSNA 165. Silicon and Its Applications. 4 Units.

Silicon is the second most abundant element found on the planet. Over the last century, science has taught us to take this common material and create the products on which our modern society depends. Quantum mechanics gave birth to the electronic age and the computer. The absorption, emission and reflection of quanta of light (photons) underlie solar cells, light emitting diodes, radiation detectors, and optical fibers. The driving forces behind these discoveries are a fascinating. The history of the scientific revolution—the conversion of sand into silicon ingots then into computer chips—is extraordinary. The advancement of computer chips and accessories based on silicon technology now enables your smartphone to direct you to the nearest Taco Bell through its connection to a satellite orbiting the Earth. There are basic processing steps that change an ingot of pure silicon into a practical device such as a chemical sensor or a solar cell. Major topics of this course will include discussion of the history of silicon, from the simple transistor to complex microprocessor, solar cells, and sensors, as well as how the swift changes in computing power and the communications revolution powered by it have impacted our daily modern life. Excellent examples of this silicon-based technology include the use of silicon in solar panels and their place in the green energy revolution, and the expanding role of silicon microsensors as one of the fastest growing areas of technology, especially in the area of biosensors for healthcare. Students in this class will have the opportunity to design and construct a simple device on a silicon chip for their group project. This course is designed and intended for students of all disciplines, and each student is expected to participate actively in a group project to make a silicon device in a clean room.

Students will participate in a laboratory experience where chemicals and reagents will be used for typical silicon technology processing. During Fourth Hour, students will have the chance to visit the University Solar Farm, laboratories at CWRU that are actively involved in silicon research, listen to guest speakers whose research involve silicon, watch films on usage of silicon technology and master oral presentation skills.

FSNA 168. Exploring the Ocean. 4 Units.

Most of our planet is ocean: beautiful, powerful, mysterious, deadly. Why do we risk going to sea? How did people begin to explore the ocean, and how do we explore today? What have we learned, what can we learn, and what questions about the ocean must remain unanswered? In this course we will read scholarly and popular narratives of ocean exploration; learn how sailors found their way at sea, centuries before satellite navigation; consider what it takes to equip a voyage, then and now; and learn about the instruments and submarines that let us probe the ocean depths, and what we find there.

FSSO 119. Philanthropy in America. 4 Units.

This four-credit course provides an introduction to various dimensions of philanthropy and volunteerism. Using the seminar format and an array of interactive activities, we will conduct a broad but intellectual inquiry into the systems and ethics of giving time and money to charitable causes. In four units of inquiry, we will consider the giving traditions that have influenced American culture and society since its colonial days. We will examine the role that the Third Sector (also known as the Independent or Nonprofit Sector) plays as an agent of social change in a functioning democratic republic. We will explore the nature of donors and volunteers and take a critical look at the missions and goals of a cross section of nonprofit organizations. We will wrestle with ethical issues related to philanthropy and consider the giving patterns of different social, religious, and ethnic groups. We will also turn our collective thinking to how the nonprofit sector might better serve the social needs of the nation and the world. At the end of the semester, we will reflect on how our ideas about philanthropy have changed over the course of fifteen weeks.

FSSO 120. Poverty and Social Policy. 4 Units.

This course has two major foci: poverty and social policies designed to ameliorate poverty. Sociologists in the United States and in other countries have made major contributions to studies of poverty. They have primarily focused on income-based poverty, but more recently, have also studied other forms of poverty. In this class, we will examine different conceptualizations and measures of poverty. We will then examine short-term and long-term poverty experiences and their potential consequences. We will then turn to explanations of poverty: why are some individuals more likely to experience periods of low income than others? While the United States will be the focus of the course, we will contrast the experiences of other countries. The second component will be an analysis of social policies designed to ameliorate poverty. In particular, we will examine the development and retrenchment of welfare states and other social policies, the various goals of social policy, and the different impacts social policies have had on individuals, families, other groups, and the country overall. This discussion will reflect on experiences of other countries.

FSSO 128. Movers and Shakers: Leadership. 4 Units.

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has" (Margaret Mead, 1901-1978). This seminar is about understanding what enables people to make a generative impact on the world. Students will explore the socio-emotional and motivational characteristics of effective leaders and their ability to create positive change. Students will also be encouraged to develop their own theories of leadership and to explore their personal approaches to making a difference. The seminar will profile leaders from different occupations and walks of life. Seminar sessions will feature assigned readings on leaders and change agents, class discussion on what drives movers and shakers, and individual and group presentations on class members’ emergent leadership perspectives. A key objective of the seminar is the development of critical thinking skills, writing skills, and verbal skills. Consequently, the weekly class readings, reflection papers on class readings, class discussions, class presentations (individual and group), and final project are vital features of the seminar experience. Students will be expected to leave the seminar with a grounded perspective on leaders and leadership, and the ability to articulate their own personal views on making a difference in the world.
FSSO 129. Perspectives on Inequality. 4 Units.
We live in a world in which millions of people die every year in developing countries due to poverty-related conditions. Within the United States, where most commentators characterize the population as "middle class," at least 35 million people live in poverty. This course examines social inequality from multiple perspectives. We will discuss the concepts of poverty, discrimination, and social change on a global and national level. The first third of the course assesses several economic, cultural, and environmental theories of inequality. We will then survey a wide range of scholarship that has addressed various types of social inequalities from diverse viewpoints.

FSSO 143. Living With and Making Decisions Concerning Injustice. 4 Units.
Injustice. What do you think of when you hear that word? There are all types of injustice in this world, and chances are that during our lifetime we will either find ourselves in a position or system of power, perpetrating injustice on others; or in a position of supposed impotence, a subject of injustice. What are our choices? How will we respond? In this course we will examine the topic of living with and making decisions concerning injustice using, as an example, the specific injustice of slavery, examining the lives and decisions of both a famous slaveholder and two not-so-famous slaves; and learning from their lives and decisions how we might, ourselves, live with and make decisions concerning injustices we face in our lives.

FSSO 145. Berlin in History, History in Berlin. 4 Units.
From its emergence as a fishing village in the sandy marshes of the eastern frontier of Germany, to its 21st-century role as a cosmopolitan metropolis, Berlin has embodied the arc of change over time in human society. This course uses the history of the city of Berlin as the lens through which to contemplate the complexity of human social and cultural arrangements, their expression in economics and politics (including war), and the imbrication of human cultural and social constrictions with the "natural" world. We will read books and articles about the history, culture, economy, and politics of Berlin, primarily from its establishment as the capital of new German Empire in 1871 to the present. We will view films that introduce us to the manic energy that Berlin represented in the transition to modernity. We will visit local museums that house examples of the material culture of Berlin, from the Cleveland Museum of Art to the Rock and Roll Hall of Fame and Museum. We will listen to the music of Berlin, from the baroque of the Brandenburg Concertos to the heavy metal of the Skorpions. And we will learn its history, from fishing village, to court city, to imperial metropolis and industrial engine, to divided symbol of the Cold War, to de-industrialized center of art, government, education, and incubator of high-technology. This First Seminar will prepare students to pursue their undergraduate degrees grounded in thinking about places in time, about change over time, and about human creativity, while preparing them to write and speak about their arguments with clarity and grace.

FSSO 146. The Past and Future of Art, Architecture and Museums in Cleveland. 4 Units.
During the gilded age, Cleveland became one of this country’s most powerful centers of business, industry, and political power. For example, John D. Rockefeller, who started his business career in Cleveland, became the wealthiest individual in human history, and Mark Hanna, the leader of Cleveland’s Republican political machine, selected and engineered the election of eight Ohio-born Presidents of the United States, setting a state record which is still unbroken. As late as the 1930s, Henry Luce located the headquarters of Time, Life and Fortune magazines in Cleveland; and the Terminal Tower, the nexus of the vast, sprawling railroad and real-estate Empire of the Van Sweringen Brothers, was the country’s highest building outside of New York. This class will examine one of the by-products of this accumulation of power and money: the flowering of art and culture in Cleveland during the early 20th century, and the creation of notable cultural institutions, such as one of this country’s finest symphony orchestras, one of its top ten art museums, a major university, and an array of other notable entities, many of them housed in buildings of architectural distinction. The class will also examine the economic, cultural and intellectual decline of Cleveland in the second half of the 20th century, and recent attempts to reverse this trend through intensive efforts to revitalize University Circle. In addition to classroom sessions, the course will include field trips to the Cleveland Museum of Art, the Western Reserve Historical Society, and the Museum of Contemporary Art, and an architectural tour of downtown Cleveland. The class will be centered on three interrelated questions: What makes a great city? How can the artistic and cultural life of a great city be developed and sustained? How can the social and economic collapse of a great city be reversed?

FSSO 149. Creativity in the Arts, Sciences, and Engineering. 4 Units.
This seminar will have a focus on creativity in the arts, sciences, and engineering. What are the similarities and differences in the creative process in these three different broad fields? How are the creative products different? What are the creative processes involved in these different domains? Are there differences in personalities between scientists and artists? How can we foster creativity in children and adults in these fields? We all read about and discuss the different dimensions of creativity; what makes something creative; what helps people become creative; the role of cognition and emotion in the creative process in the arts and sciences; and mental illness and creativity.

FSSO 152. Decision Making in Everyday Life. 4 Units.
Although social cognition allows us to process vast amounts of information quickly, we are not always aware of the subtle forces that guide our decision making. This course will use a seminar approach to explore rational and irrational forces that influence decision making. We will use a multi-disciplinary approach to decision making, including topics such as personality factors, incentive-based decision making, cognitive biases, automatic information processing, and theories of mind. These topics will be explored using class discussion, writings, and student presentations.
FSSO 153. Reading Social Justice: The Anisfield-Wolf Book Awards. 4 Units.
In this seminar, we will read a selection of poetry, short stories and books and use them as a framework to explore questions related to understanding tolerance, social justice and diversity. We will begin by establishing a definition of and methodology for addressing these issues in our discussion and writing, and build upon them as the semester progresses. Much of the fiction and nonfiction we will read will be by winners of the Anisfield-Wolf Book Awards. In addition to our reading, we will also analyze and discuss a selection of films, art works and music related to our theme. Our Fourth Hour experiences will include attending the Awards ceremony in September, visits to cultural institutions within University Circle, lectures and guest speakers. While the primary goal of the class is to help students develop their critical thinking and writing skills, it is also intended to introduce them to a vital, Cleveland-based literary institution. By engaging the themes, texts, and authors of Anisfield-Wolf, students will have a deeper understanding not only of contemporary literature, but the importance of social justice to a liberal arts education.

FSSO 157. Being in Touch: Animal and Human Considerations. 4 Units.
This is a seminar designed to refine skills of critical thinking and reading, listening, learning, writing and verbal presentation while considering the topic of touch. We will consider touch in different situations and for different purposes - touch in child development, touch in socialization, therapeutic animal touch, touch and violence/harassment, touch in the workplace, touch and technology, taste as a function of touch, healing touch comforting and noxious touch, and things we are afraid to touch.

FSSO 158. The Symphony Orchestra-Cultural Treasure or Outmoded Symbol?. 4 Units.
In measuring the cultural profile of a metropolitan area, the presence of a successful symphony orchestra is often used as a model to determine culture sophistication and refinement. In recent years, however, the model of the orchestra has encountered significant challenges. Using the world-renowned Cleveland Orchestra as a paradigm, this seminar will examine the role of the orchestra in ascertaining a city's cultural health. Topics of discussion, oral presentations, and writing assignments will address the historical legacy of the classical orchestra; traditional concert-going etiquette and its relevance in 21st-century culture; how orchestras have handled recent financial trials; and defining the importance of the orchestra in today's urban society. Students will have the opportunity to attend orchestral concerts during Fourth Hour, and occasional guests from the Cleveland Orchestra and other University Circle institutions will provide a direct cultural perspective.

FSSO 160. Brazil Inside and Out. 4 Units.
In this seminar we will engage in the exploration of Brazil's history, society, and culture from a multidisciplinary and comparative perspective. Host of the latest Soccer Cup and Summer Olympics, Brazil is one of the largest and most diverse countries in the world, as well as one the largest economies and democracies. Known by its natural beauty and resources, tropical climate, vibrant culture and friendly population, the land of soccer and Carnival is also marked by inequality, poverty, corruption, and violence. Due to this complex, challenging and fascinating profile, Brazil defies easy categorizations and provides a unique context for the development of essential academic skills. Over the course of the semester, you will have the opportunity to read, analyze and discuss relevant academic sources, news articles and audiovisual materials, like music and films; learn and experience first-hand basic aspects of Brazilian language and culture, including food and music; and interact with Brazilian students and faculty on campus.

FSSO 164. Social Change, Genes, and Environment. 4 Units.
This seminar will focus on the rapidly expanding understanding of the interaction of biological and social forces—including the interaction of genes and environment. We will explore claims that are made in science and popular culture about the role of genes in development. We will focus on the role that social forces play in shaping the effects of genes in development, and health, through epigenetics and related mechanisms. Adopting a sociology-of-science perspective, we will consider the wider and future implications of gene-environment interactions for politics, the economy, and culture.

FSSO 165. Identities and Social Inequality. 4 Units.
In this course, students examine diversity, privilege, and power in US society. Social categories such as gender, heritage, language, race, religion, and sexuality affect the status of both individuals and groups, at times producing unequal distribution of resources and marginalization. No group or individual belongs to one category; therefore, we will also consider how the intersection of these categories produces their own unique effects. Students are expected to analyze and critique social institutions, belief systems, and practices that promote inequality and social justice through data-based dialogue and writing. Modes of inquiry will include quantitative and qualitative research methods and current scholarly literature. This course is conducted in a seminar format that requires students to engage in active, relevant and insightful discussions regarding the course content. Students have the opportunity to hear from guest experts in the field and participate in off-campus learning activities. Reflective and scholarly writing are major components of the course.

FSSO 169. The History of Your Lifetime: Making Sense of the Last Twenty Years. 4 Units.
No matter when you grow up, adults make assumptions about what you know. "You lived through certain events, didn't you?" Those events are often very important—the basis of political and policy debates or related to subjects that affect daily life—but it's often difficult to make sense of history you've lived through, but only as children. The usual way we learn about the past--in history classes—isn't very helpful because this is a time period that usually goes beyond what your teachers have been able to cover. Even if you could have covered this recent time period in history class, unfortunately, most recent subjects haven't received much attention from historians; the archives aren't yet available and we lack much critical distance in making judgments about what is significant and what isn't. We aren't yet sure which assumed causes of historical change are plausible and which only seemed so at the time. This time period usually constitutes most of the student's lifetime—your lifetime. This class takes these challenges head-on, examining the last 20 years of history. Aside from covering the "what happened" for several selected topics, we will attempt to go further and explore how historians think about contemporary events, place current events into longer historical contexts, develop skills in media literacy to better evaluate the quality of information we receive, and discuss the uses and misuses of historical analogies in public debate. We will also investigate the importance of structural narrative in making sense of historical events and processes: what questions do we ask of the past and why those questions and not others? Why do our questions about the past change over time? How do present circumstances affect our historical work? When do we draw our chronological boundaries; when do our stories start and when do they end?
**FSSO 171. Prediction. 4 Units.**
This course is an interdisciplinary examination of predictions about social events, how we make them, why they go wrong, and how we respond. While some things, like election results, are easy to predict, dramatic events like wars, depressions, and stock market crashes are harder to predict. The course will begin with the basic elements of probability theory to lay the groundwork for the class. Then, we will examine the psychological research on the types of errors people are prone to make regarding probability and the consequences of such biases in perception and estimation. The course will then move on to discuss predicting specific social events, such as elections and stock trends, comparing the empirical research to conventional beliefs. Then the course will address the role of scholarly research more generally, and the empirical work discussing how political scientists, economists, and other scholars often fail to predict the most significant and dramatic events because of their cognitive styles, which vary in the degree to which they rely on simplified models. Finally, the course will discuss how people respond when their predictions go wrong, and their basic tendency to rationalize away errors.

**FSSO 172. Islam in South Asia. 4 Units.**
There are more Muslims in South Asia than in any other region of the world. But within the region, Islam is far from a monolith. What variety of religious practices and traditions of debate have characterized South Asian Muslims? When meshed with different political projects, how do we understand Islam as a deeply contested ideological field? What roles did Muslims play in the history of South Asia? These are some of the questions we will pursue in the seminar. The long history of Muslim presence in the region—which now includes India, Pakistan, Bangladesh, and Afghanistan—will offer opportunities for studying them in a wide range of historical contexts: as actors in cosmopolitan, commercial networks of trade; as rulers consolidating states and empires governing large multi-ethnic and multi-religious populations; as “modernizers” and “traditionalists;” as religious minorities and majorities in different nation-states. Additionally, this seminar will explore Islam in an array of modern settings: from a nation-state created as a “Muslim homeland” to a rejection of religion as an adequate basis of national identity; from democracy to military rule; and, from Cold War politics to the “Global War on Terror.”

**FSSO 176. SAVOR: The Ethics and Politics of Eating. 4 Units.**
Our food choices affect more than our individual health; what we decide to put into our bodies has important consequences for our environment, the livelihood of farmers, and even the general well-being of a society. These choices also reveal moral, cultural, and religious values we deem important. In this seminar, we will examine the environmental and social consequences of our food choices by interrogating both our individual habits as well as current (often controversial) food policy issues. In line with the requirements of a SAGES First Seminar, this course is designed to improve students’ ability to read critically and interpret moral and political arguments. We will analyze a wide range of writings on food-related issues in order to develop sophisticated perspectives on our food choices. Hopefully, this thoughtful consideration will translate to mindful habits when we convene around food with our friends, families, and communities. Class discussions will be accompanied by class visits to urban gardens, restaurants with a sustainability mission, and farmers’ markets. We’ll also meet representatives of community organizations like the Greater Cleveland Food Bank.

**FSSO 178. Crafting Your Own Freedom. 4 Units.**
An abiding task of ancient philosophy was to style your life with wisdom. The Greek and Roman schools of philosophy so common to cities around the Mediterranean two thousand years ago developed all sorts of techniques for people to become self-styled sages-in-training. The modern variant, as Michael Foucault and his student Jacques Rancière noted, was to transpose wisdom into a critical attitude where the goal of style was not sagacity but liberation. In this course, we work as in a lab—a modern philosophical workplace— to style your lives critically, articulating stratagems and ideals of liberation. In particular, we focus on becoming a multi-dimensional human, on finding time and space in the midst of work for utopian dreams, on loving relationships, and on education as a developmental experience.

**FSSO 180. The Tobacco Wars. 4 Units.**
If smoking cigarettes is as deadly as the experts say, why does anyone do it? If reducing cigarette consumption is a vital public health goal, does the fact that the rate of smoking by U.S. adults has fallen by two thirds over the past 50 years mean policies have been a great success, or does the Center for Disease Control and Prevention’s estimate that about 480,000 Americans suffered premature deaths in 2009 that could be attributed to smoking mean policies have been at best inadequate? Why did the political winds turn against tobacco use and sale in the 1990s? And why do both public health advocates and tobacco companies want to restrict vaping? Those are among the questions we will investigate in this course. It will call on perspectives from, among others, the fields of public health, political science, sociology, and economics. We will begin with readings about the research on tobacco’s physiological effects. Next we will consider tobacco’s attractions—both for individual consumption and as a shared activity. The third section of the course will ask what policies to reduce consumption work, how well, and why. We will then focus on the dramatic political battles of the 1990s. What happened and why? There are many different answers, and that makes the story even more interesting. The final section of the course will focus on current policies and politics, ending with the controversies over e-cigarettes. Why were e-cigarettes included in CWRU’s new anti-smoking policy, and should they have been?
FSSO 181. Bicycles: Technology and Everyday Life. 4 Units.
For most of us, the bicycle seems a simple, everyday object, perhaps associated with children's toys or recreational sport. But deeper analysis reveals that the technology of the bicycle has developed in distinct social contexts, and that aspects of its development are closely intertwined with community values. In this seminar, we will trace the history of bicycles in these technological and social contexts. We will note, for example, the importance of bicycles for the feminist movement of the 1890s and beyond. We will also consider cycling in our present environment, paying attention to debates about urban infrastructure as it pertains to cars, bicycles, and pedestrians. We will engage with popular and scholarly sources, and we will consider the significance of bicycles even for non-cyclists. Topics may include the physics and engineering of bicycle design, the aesthetic aspects of the cycling experience, the role of bicycles in our transportation infrastructure, and the varying perceptions of cycling in cultures throughout the world. We will critically examine claims that increased bicycle use can lead to better energy efficiency, less traffic, improved health, better quality of life, and more fun. Fourth-hour classes will include connections with community cycling organizations, such as Case Cycling and bike advocacy nonprofits. Students will write formal critical essays, exploring topics from readings and discussion in greater depth. Students need not possess any cycling experience to take this class—only an interest in questions of how technology interacts with social values, and how these values are expressed in our everyday lives. We will use Cleveland and University Circle as a laboratory for understanding the complexity and challenges of managing city infrastructure for different kinds of users. Optional group rides if interest exists.

FSSO 182. Burning River to City Farms: Transitional Urban Environments. 4 Units.
How does one live sustainably in an urban setting? This emerges as a vital 21st century question, especially since more than 70% of contemporary Americans live in or near densely populated cities. This seminar examines how people in urban geographies forge meaningful relations with the natural world. Cleveland, a city undergoing cultural and economic redefinition, stands as an ideal place to engage the work of contemporary environmental writers, filmmakers, urban planners, and community organizers. While our field experiences will ground us in environmental transitions taking place in Cleveland, we will consider how similar dynamics play out in other Midwestern cities as well as further-flung locales, such as Havana, Toronto, New Orleans, Oakland, Los Angeles, and Boston. This seminar's driving questions include: How have people in urban setting—across lines of social class and ethnicity—forged meaningful relationships with the natural world? How do global histories, carried through immigration and refugee resettlement, affect the ways that current communities interact with urban nature? How might privilege and power factor into the greening of blighted city spaces, through practices such as urban farming, ecological restoration, and community revitalization? Our exploration of these questions will help you form a better understanding of what it means to live mindfully at the intersection of nature and culture.

FSSO 183. The Phoenix Effect: Fire and Revival - Holocaust and Heroism. 4 Units.
The state of Israel’s official Holocaust commemoration day is named: "Yom HaZiqaron LaShoa V’LaG’vura," Memorial Day of the Holocaust and Heroism. Why? What characterizes heroic acts? Is it physical resistance? Spiritual or religious strength? How about writing poetry, diaries, letters never to be mailed? Perhaps drawing or painting? Music and theater? Students will define heroism, and through research and analysis examine different types of heroism of the Holocaust. They will study how people living under the Nazi reign used art as a form of resistance, and how spiritual resistance manifested itself in religious practices (perpetuating religious beliefs at any cost). Music, art, clandestine writings, diaries, poetry, and literature will be explored. Students will present their research both orally and in writing.

FSSO 184. Handmaking in the Age of the Machine. 4 Units.
Our seminar will focus on what counts as hand-made in our society, whose hands do the making, and why this making continues to matter. In order to understand that type of making, we'll investigate the relationship between industry and handicraft, the machine and the human, the mechanically reproduced and the precious original—all expressions of relations among technology, individual bodies, and the imagination. Since the Industrial Revolution, our society has increasingly mechanized its operations to ensure efficient production involving fewer skilled workers. Opposition to industrialization has existed since the earliest moments of the Revolution, expressed both violently by the followers of the mythical Ned Ludd and thoughtfully by people such as Victorian craftsman and philosopher William Morris, who argued for a return to human ingenuity and "handcraft." Today, craft movements supported by Etsy.com and DIY TV shows like Project Runway continue to inspire ingenuity in both machine and handicraft. To investigate these ideas, we will read texts from philosophers, industrialists, and craftspeople concerned with mass production, experience making things by hand, and travel to local museums and maker-spaces. Among other creative activities, we will use CWRU’s letterpress, make books, learn how to knit, and explore think[box]. Students will pursue a handmade project of their choice.
FSSO 185C. Music and Cultural Anxiety in the 20th Century. 4 Units.
The Paris premiere in May 1913 of Igor Stravinsky’s ballet, The Rite of Spring, provoked one of the most infamous crowd reactions in Western music history. The “primitive” choreography and brutally dissonant music scandalized the more conservative attendees, whose protests drowned out the orchestra and threw the dancers into confusion. To its detractors, The Rite of Spring not only threatened the polite domain of classical ballet, it confirmed a view that serious music had gone off the rails and was hastening Europe’s moral and spiritual decline. But The Rite of Spring was also a new beginning, labeled by one prominent historian “the defining moment of Modernism not just in music, but in all the arts.” In this course, Stravinsky’s ballet will provide a starting point for examining cultural anxieties provoked by once-new music, especially with regard to questions of how music relates to identity (social, political, economic, racial/ethnic, sexual, gender). What role does music play in forming, signaling, or challenging popular values or beliefs? What factors explain strong ethical reactions to different kinds of music? How do particular genres tend to reflect social or political status, how are cultural taboos broken through music, and in what ethical terms has musical progress historically been defined? How do we reconcile music we might like with offensive views that its creators might have held? From the early twentieth-century Modernist era, we will proceed to two other disruptive historical moments: the rise of Hitler’s Third Reich and its impact on German music and musicians; and the emergence of rock-n-roll in the 1950s and 60s, which enf massed anxieties about racial, sexual, and generational difference, and provided a soundtrack for unprecedented social upheaval. Seminar discussions will be based on readings and videos that are accessible to non-musicians, and we will also take extracurricular advantage of the Cleveland Museum of Art, the Cleveland Orchestra, and the Rock and Roll Hall of Fame and Museum. Students will help lead class discussions and will write short essays that can be related in unlimited ways to present-day concerns, whether individual or social.

FSSO 185D. Beyond Words: Language, Culture & Society. 4 Units.
Language and communication permeate all aspects of our experience from facial expressions and body language to texting and social media. In this seminar we will engage in the academic and experiential exploration of human languages and communication in connection to a wide range of social practices and cultural meanings. In addition to studying how languages shape human thought, we will investigate linguistic diversity and change both within and across societies and cultures. We will also examine how one’s position in a society with respect to gender, race, ethnicity, class, and age among other dimensions can affect one’s use of language. Over the course of the semester we will learn and apply key concepts, approaches and methods through the discussion of a variety of cases studies and examples. We will also discussed what it takes to achieve linguistic and cultural competency in multicultural settings and situations including various institutions and professional fields.

FSSO 185E. Case Studies in Public Health. 4 Units.
What are the markers of a “healthy” society, and who decides? What should be the government’s role in preserving and protecting our bodies, minds, and communities? Does collective welfare trump the rights of the individual? How the state responds to an ailing citizenry tells us a lot about how it understands health and whose health it deems valuable. This course uses three case studies from U.S. history to illustrate the principles and the practical realities of public-health crisis management. For their final project, students will research a case study of their own choosing and present it as a podcast.

FSSO 185J. Democracy vs Populism in the 21st Century. 4 Units.
A worrying trend seems afoot. Recent studies indicate a persistent global pattern: declining support for representative democratic institutions. This fall is starkest among people under the age of 30. Only a third of individuals in this age group believe it is important to live in a democracy. Generally, there appears a marked preference for forms of direct democracy such as referenda or for rule by figures not associated with traditional forms of democratic government such as military or business leaders. Populism–whether on the political right or left–has grown in support across the globe since the 2008 financial crisis. Twenty-first century populism aims to prevent a so-called corrupt elite from thwarting the will of the people. Populists can express inclusive democratic ideals, but can just as easily build a majority by discriminating on the basis of race, gender, sexuality, religion, class, or immigration. Recent political movements in the UK and USA, for example, reflect populist sentiment, while the rise of authoritarianism in Hungary, Russia, and Turkey also depends upon populist appeal. This course considers the implication of these events for democracy. We will ask whether democracy really is in crisis or whether the current uncertainty is a foreseeable consequence of cultural, economic, and social change.

FSSO 185L. What is College For?. 4 Units.
Why are we here? Not on this planet—that’s another course—but here, at this university? What is the purpose of a university? What do we— as students, as faculty, as different communities—expect of such an institution? And what should those institutions expect from us? In this course we will explore historical and contemporary ideas of the university, and in our seminar discussions we will measure our own experiences against that history and those theories. We will place particular emphasis on the current state of the idea of the university, and the subsequent effects of those ideas on current university students. We will ask, for example, how cultural and societal notions of the university’s purpose affect our expectations for our own time and work there. How and why do debates about the university present a stage for some of our most contentious societal questions? We will acquaint ourselves with the histories and contexts of some of these debates in order to address the complexities of our present moment. We will take up this debate ourselves in our daily seminar conversations, and we will explore them further in Fourth Hour field trips around our university and others in the Cleveland area. We will write and think in a variety of genres, including personal essays, critical analyses, and individual and group oral presentations.
FSSO 185N. Religion in the City: Skyscrapers, Hip-Hop, and Urban Spirituality. 4 Units.

I'll bet that "religion" isn't the first word that comes to mind when you think of LeBron James, Cardi B, Kim Kardashian, or Kanye West. And yet these icons of pop culture embody an urban spirituality infused with elements from American evangelicalism, modern capitalism, and the Latinx and African diasporas. This course examines the social and spiritual reconfigurations that have accompanied globalization and urbanization in the 20th- and 21st-Century United States. Our focus is on the dynamic relationship between faith and place, and especially the ways that migration and urban development have reshaped the American religious landscape. The class is divided into three thematic areas, each of which is accompanied by a corresponding textbook and culminates in a graded writing assignment. (i) We will begin the class with a quick overview of contemporary American religious history, paying specific attention to several religious and cultural institutions in Cleveland. (ii) Equipped with these local case studies, we will zoom out, historically, to consider broader trends in other periods and regions of the United States. (iii) To conclude the semester, we will bring these anthropological and historical backdrops to bear on the role of urban religion in contemporary hip-hop, basketball, and political discourse.

FSSO 185O. Illusions and Confusions: The Cognitive Science of Mistakes. 4 Units.

Much of what we know about how minds work comes from observations about the kinds of mistakes we make. Perceptual illusions reveal things about how our brains process sensory information. Magic tricks teach us about the nature of attention. These sorts of illusions raise questions about why and how we become confused. Why do puzzles seem easier when we know the answer? Why do rare events often seem scarier than everyday dangers? Why is it harder to say whether a word is red or green when that word is YELLOW than when it is BUCKET? In this course we will explore these effects and others to learn not only about cognition but also about the practice of cognitive science--how we can study questions about the human mind by finding and testing this kind of evidence. We will read about famous conceptual and perceptual illusions and confusions; we will learn how to demonstrate them and try them for ourselves; and we will practice describing and discussing these effects in writing and in short formal presentations. Finally, we will also explore how you can learn most effectively from your own mistakes, both as you study and in your creative life.

FSSO 185P. Caskets and Corpses: The American Funeral Industry. 4 Units.

What do you want to happen to your body when you die? In the United States, you can be embalmed and buried in a public cemetery, donated to science, or composted. If you prefer cremation, your ashes can be placed in an urn, added to a coral reef, or pressed into a diamond. Despite this seemingly endless array of options, however, the vast majority of corpses in America have one thing in common: they are processed through the funeral industry, which generates $16 billion a year in revenue. But this is a rather modern development: it was not until the late 1800s that the funeral industry started to replace traditional forms of death care, in which families prepared the body at home before burial in the local churchyard. How and why did this change occur? How did the industry become so powerful and so profitable? How has it been able to withstand critics' accusations that funeral directors exploit the bereaved, favoring profit over people? In a nation that embraces individuality, why do most Americans end up at the funeral home? In this seminar we will examine the origins, evolution, and growth of the American funeral industry, as well as explore some emerging alternatives to its traditional practices to learn how Americans are beginning to use the power of consumer choice to regain control over the business of death.

FSSO 185R. America's Business. 4 Units.

This seminar is concerned with the nature, rationale, and consequences of America's business philosophies and practices as they influence Americans and the world at large. The starting point for our inquiry will be a famous phrase spoken by President Calvin Coolidge in 1925: "the chief business of the American people is business." By this Coolidge meant that Americans were generally motivated by commercial activities like producing, buying, selling, and investing. But he also explained that they were guided by certain ideals: industry, ambition, integrity, and a desire for progress and collective benefit. Taking Coolidge's statement as our starting point, in this seminar we will examine a series of vignettes of American business practices and their consequences, both positive and, occasionally, not so positive. Is Coolidge's assessment still accurate? Are Americans chiefly motivated by business? Are they guided by the principles he identified? These questions are particularly relevant in two ways. First, recently there has been rising discontent about, and vigorous challenges of, American business and the economic and social conditions it has created, such as increased economic inequality, decreased socioeconomic class mobility, a culture cheapened by crass materialism, and a rapidly deteriorating environment. Second, these concerns and critiques are not limited to US business. To the extent that American business practices and philosophies influence economies around the world, we might modify Coolidge's dictum to state that the chief business of the world's people is American business (or at least, American-style business). Given the influence of American business, both domestically and internationally, it is more important than ever to examine critically the extent to which American business is--or is not--fulfilling its ideals.

FSSO 185T. Homelessness in the United States of America. 4 Units.

Despite some positive signs over the past decade, homelessness in the United States remains incredibly high and recently shows signs of worsening. According to the most reliable government report, on a single night in January 2018, 553,000 people were found not to have a safe, permanent place to sleep. When we consider the turnover in the population of people who experience homelessness for at least a few nights during the course of a year, this number could be significantly higher. What causes homelessness? What is the experience of those without a home? And what steps can be taken to address meeting this basic need? In this seminar, we will take an interdisciplinary approach to investigate the intersection of health and housing in order to better understand the phenomenon of homelessness and the people it affects. Using unstructured observations and community assessment approaches, we will consider personal and societal values, ethical dilemmas, and the meaning of "home." We will examine historical, socio-political, and socio-economic factors that shape the lived experience of individuals and families without a permanent home. At the same time, we will study the common and divergent experiences of subgroups within the homeless population. Finally, we will assess the successes and limitations of various interventions and policy responses intended to address the homelessness problem.
FSSO 186B. Decolonization. 4 Units.
Decolonization is the process of returning sovereignty to societies that have been colonized. In addressing the colonial world order created by European nations, decolonization became an explicit focus of international politics by the mid-20th century, long after the American Revolution. Today, it remains potent concerning the remaining nations of the world, including the United States of America, that are considered settler colonial, i.e., where the colonizers live on the land that they have taken, rather than merely extracting resources from it for a home society abroad. Decolonization is more than a matter of sovereignty. It involves creating alternatives for the cultural systems that normalize colonization. This practice of cultural critique is called “decoloniality.” It aims at beginning, carrying through, and closing out decolonization through mental and cultural change. The course blends history, political science, cultural studies, and philosophy. Students learn about the history of decolonization, examples of current struggles against settler colonization, and the discourse of decoloniality, engaging in what is called “decolonial thought.” They achieve a grasp of the history of decolonization struggles, awareness of the complexities of decolonial past and present, and comfort with the complex discourse of decoloniality. Students develop their philosophical outlook on decolonization today.

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FSSY 112. Shakespeare - Still a Hit. 4 Units.
What is the enduring appeal of the works of William Shakespeare? Not only are the plays themselves popular today; there are also many film versions and adaptations, some recent and some dating back to the early days of cinema. In this First Seminar, students will read approximately six Shakespeare plays, including at least one history, comedy, and tragedy. In addition, they will view at least one film version or adaptation of each play. With the help of Kelvin Smith Library, the films will be made available on streaming video with password-protected access, enabling students to view them when convenient and as often as necessary. Since this class (like all First Seminars) is writing-intensive, students will complete four formal essays as well as frequent in-class writing activities. There will also be in-class readings from the plays, discussions of the various film adaptations, and one or two short oral presentations or activities.

FSSY 113. Movies and Meaning. 4 Units.
This course explores methods for interpreting films. To interpret a film is a more aggressive and creative activity than is simply viewing one. How do critics and researchers of cinema “make meaning”? What strategies do they use? How does one mount a film interpretation that is both novel and persuasive? The course will emphasize close reading of films as, each week, we screen a film and together discuss what meanings we can infer from it. Also each week, we’ll read an essay that offers an interpretation of the film. We’ll analyze the reading in light of our sense of the film under consideration. Students will write short essays, approximately one every two weeks, in which they analyze the rhetorical and interpretive strategies of a given film analysis. Students will share their essays with the class, and these readings will serve as bases for class discussions. Final writing projects will consist of student interpretations of a film. At least twice during the semester, the class will, in substitution for the weekly required evening screening, attend a film off campus—either at the Cleveland Cinematheque or at the Cleveland Museum of Art. The course emphasizes writing instruction and discussion in a seminar format. There will be required evening screenings each week.

FSSY 117. Science and Literature. 4 Units.
This course explores the treatment of scientific themes and the depiction of scientists in literature. This is not a course about science fiction: instead of envisioning future scientific advancements, Science in Literature pays close attention to the ways in which literary texts comment upon ongoing scientific debates and responds to the questionings of science. This four-credit-hour course also provides an introduction to various dimensions of academic life. It will be characterized by intense yet open-ended intellectual inquiry. Throughout the semester, we will foreground critical reading, thoughtful analysis, as well as written and oral communication.

FSSY 135. The Rest is Silence. 4 Units.
The purpose of this course is to examine a widespread yet under-examined agent of the symbolic world: silence. Without the delimiting, shaping power of silence, language would be a lump of indistinguishable sound. The title of the course comes from Shakespeare: specifically, Hamlet’s last words. As we know, the rest (of Hamlet) isn’t silence: the play goes on for many more lines, beginning with Horatio’s well known valediction, “Now cracks a noble heart. Good night sweet prince; And flights of angels sing thee to thy rest!” Hamlet’s last words give us a good view into the ambiguous nature of silence, the strange entanglement it has with boundaries, both formal, and metaphysical. We will study how silence is imbricated in different, even antithetical, practices: in the articulation of creative forms (with special attention to poetry); in methods of religious contemplation and meditation; as agent of ecological and political suppression; as sensory deprivation, or form of torture. Silence continuously challenges and reorients our symbolic projects. As Ana Maria Ochoa Gautier argues, it forces us to question “the binary logic of apparent opposites by dissolving one into the other (presence as absence, emptiness as plenitude, quietness as expressivity, silence as intensity of life).” What we can know or say about silence will emerge from an ongoing discussion of texts that engage its properties—its paradoxes—differently. Our semester-long study (and practice) of silence will draw on your powers of critical inquiry, reflection, and synthesis, as well as your powers of attention and imagination. Seminar-style discussion and writing are the cornerstones of the course, which is designed to help you locate yourself in the surrounding structures and expectations of the academic community, especially its forms of conversation and writing. My hope is that as you explore and refine your relationship with silence, you will begin to identify and conserve it as an important resource in your academic life: as a refuge from information overload, as a ground for ethical decision-making, and as a guide to precision in speech and writing.

FSSY 153. What is Mind?. 4 Units.
This seminar introduces students to the systematic study of the human mind, with a primary focus on general topics as the nature of perception, consciousness, intentionality, mental causation, and free will. In addition, we will take up the more specific topics of the transition from anatomically modern to behaviorally modern human beings, as well as debates over whether mind is identical with the brain, or if mind is an outcome of brains, body, and environment.
FSSY 154. The Imagination Project. 4 Units.
For the first years of our schooling, we are taught to play make-believe. Then, we are taught to understand facts. Whatever happened to the imagination? What is it? What are the theories that help to explain it? And what is its place at a research university? In this class, we will read, talk, think, and write about the purposes and scope of the human imagination, which is often understood as the symbolic realm of images and ideas that exists as part of our mental life. We will look at how the imagination has been understood by various thinkers and artists, and we will consider how the physical world interacts with the imagination in stories, music, film, and scientific ideas. Even though we may think that imagination means “something from nothing,” it is much more complicated and collaborative than that, as we will see in our examination of larger imaginative projects such as the Sistine Chapel, Star Wars, Legos, and Disney World. We will examine the role of the imagination in as many disciplines as possible, including physics, sports, fantasy, politics, and the media. As we interrogate these sources, we will learn the basic tenets of argument and research that will help you in your upcoming SAGES courses. Are there imaginative practices that can help us succeed here at Case? How can we turn our own imaginations into reality?

FSSY 157. Pursuits of Happiness. 4 Units.
What is Happiness? And why do Americans consider its pursuit a self-evident, inalienable right? To what extent is happiness a component of the American Dream? How have writers used stories to illustrate the possibilities and limits of this ideal? This course examines the various ways that thinkers have defined happiness, using both theoretical frameworks and literary examples. Students will carefully analyze the validity and utility of these models, selecting elements to construct their own personal philosophies of happiness.

FSSY 162. The Mind of the Warrior. 4 Units.
This seminar intends to provide students with an understanding of the origins and representation of traditional martial arts through movies, novels, and comics. We will emphasize the moral, historical, and cognitive issues involved in the practice of these older fighting techniques. We will also examine how practitioners might have been forced to compromise some of their tenets to accommodate contemporary life and a broader audience.

FSSY 175. God and the American Writer. 4 Units.
How have American poets, novelists, and essayists thought about God? Do they have anything to teach us about the role of religious belief in a country where religious believers make up the statistical majority? What could a late nineteenth century poet possibly teach us about the ways Americans experience religious belief today? How could a fictional novel help us better understand the unique cultural history of religious belief in the US and its influence on today’s society? This course seeks to address these questions by considering a particular strain of American writing that highly values the role of personal experience in religious faith. For these writers, God is not a philosophical idea hidden away in the abstractions of erudition, or a historical curiosity to be studied alongside ancient civilizations, but something to be experienced in an intense and personal way. For one writer God is the “Tender Pioneer” who Americans would be cowardly not to venture after. Another writer claims that the previous “generations beheld God and nature face to face;” he encourages his readers to ignore others’ opinions and to seek their own “original relation with the universe.” Another proclaims that Americans profess “to love God whom they have not seen, while they hate their brother whom they have seen.” What similarities do these ideas share—what differences separate them? We will use these and other ideas to begin a conversation about why the personal experience of God seems so vital to America writers. We will discuss the ways American writers have created and critiqued the religious value of individuality, as well as how the category of “personal experience” can both hinder and help us in understanding American culture.

FSSY 177. Cosmic Horror. 4 Units.
Cosmic Horror is the literary genre that most powerfully wrestles with the question of humanity’s place in the universe as revealed by modern science. From its shadowy beginnings in the pulp fiction magazines of the nineteen twenties and thirties, Cosmic Horror has come to occupy the center of contemporary literary culture. Prominent philosophers, ecologists, writers, and programmers have taken inspiration from the genre as they seek to discover meaning in a universe no longer centered on humanity. These works explore a physical world indifferent to human life and human meaning, a world in which human action shrivels into insignificance when faced with the abysses of cosmic temporal and spatial scales. In reading writers such as H. P. Lovecraft and Octavia Butler, and philosophers and scientists such as Eugene Thacker and Carlo Rovelli, we will focus on several key questions. How does “cosmic” horror differ from other kinds of terror? What traditions, beliefs, or practices does modern science threaten for these writers? Why have so many thinkers from diverse fields found themselves drawn to these works in recent years? What resources do these works offer for making sense of the environmental crisis? This class, like other First Seminars, is writing-intensive and will follow the seminar format. It is characterized by intense yet open-ended intellectual inquiry, guided by reading from primary as well as secondary sources. This interdisciplinary course (investigating intersections of literature, philosophy, psychology, and science) will help you recognize the different perspectives that can be used to enter into a discussion on a subject, and enable you to make sometimes surprising connections across different fields, times, and genres.
FSSY 182. Mystery and the Art of Storytelling. 4 Units.
It’s hard to resist a good story, and even harder to resist a good mystery story. What is it about mysteries that makes them so enduringly fascinating, so universal? What might they teach us about the nature of storytelling itself? In this course we’ll discuss and write about how narrative works, taking mystery as our guide. In doing so, we’ll also become better readers, viewers, and interpreters. For these stories make detectives out of us all, demanding that we evaluate textual evidence, seek out rhetorical clues, pay keen attention to detail, and even examine our own frameworks of perception. Engaging both classic and less traditional tales of mystery and detection (including a movie or two), we’ll examine the logic of such narratives, the desires and fears that drive them, and the secrets they tell—or try to keep hidden.

FSSY 183. E-Lit: New Media Narrative. 4 Units.
Imagine a book we might read by touching the words, choosing among possible paths or endings, or even by allowing our own faces or voices to be part of the scene. Electronic literature, that is, literary works designed to be read or experienced on a computer, often requires exactly such multisensory engagement, asking readers to make unusual connections between words, images, sounds, or movement, and, sometimes, to put themselves into the story. In this class, we will read, experience, and write critically about electronic literature and experimental print literature, including works of interactive fiction, digital documentary, blogs, cut up and computer-generated poetry, digital games, and geo-locative fiction. The works we read present unfamiliar, often non-linear, modes of writing, storytelling, or of conveying information. Such texts give us insight into how we "read" and how digital spaces influence the way we understand, experience, and respond to ideas, places, and people.

FSSY 185B. Jazz Attitudes. 4 Units.
Despised by the church, reviled by New Orleans society, Jazz was the bad boy music of the early 20th century. But by WWII it was the most popular music style in the US. Since then, jazz has become a minority taste, embraced by the academy, but viewed with an intimidated indifference by the general public. How did this happen? How have views of this odd marriage of European and African musical styles changed through the years? Can jazz regain relevancy? Should jazz musicians even care about relevancy? And if not, what does the future hold for them and their music? In this course, we will examine the history of the development of jazz, what makes the music so important in American culture, and some of the reasons why—despite this importance—few people listen to it anymore. Students need not have prior familiarity with jazz, only a willingness to listen to, and read about, the music.

FSSY 185D. Medieval Mindsets. 4 Units.
Do we get to be modern without first getting medieval? This seminar revisits and reexamines medieval modes of thinking and making. Over the course of the semester, we will sample literary and material artifacts left behind by the medieval world. We will reconsider our obligations to the past and its stuff, are we responsible for/to medieval things and, if so, to what degree? We will take a hands-on approach to our objects of study. Working in special collections and museums, with curators and artists, we will learn to decode medieval archives and artifacts. Together, we will put medieval mindsets to the test.

FSSY 185E. Literary Servants: From Homer to Harry Potter. 4 Units.
Servants have played a surprisingly large role in some of the great works of Western literature, though they often get overlooked in favor of their more noble masters and employers. In "The Odyssey," for example, when Odysseus returns from the Trojan War after 20 years at sea, he first gets recognized, not by his son or his wife, but by a childhood nurse who has served in his household all of his life. Shakespearean-era plays also place servants in surprisingly central roles, having them not only performing tasks for their masters, but sometimes acting as romantic interests and close friends, or emblems of moral behavior. Servants have taken on the role of primary protagonists in many works of 19th- and 20th-century literature, and have played an outsized role in countless other works. Some of the questions that we will ask in this class include: Why do these characters—who occupy the margins of the household and often perform seemingly mundane jobs—play this role in the literary and social imagination? Do servants have unique identities, interests, and value systems or do they adopt the identities and values of the people they serve? To what extent are servants needed to establish the social positions of patriarchs, monarchs and the wealthy? The class will also explore the forms of power that servants are able to exert over those that they serve, and the extent to which this power both complicates and reinforces more commonly recognized systems of inequality like race, class and gender. Readings will include several classic works of literature, and short philosophical works on human rights and the politics of the lower classes. We will also read some philosophical discussions of class and social hierarchy, watch and discuss some film and television representations of service, and visit the Cleveland Museum of Art and the Cleveland Historical Society in order to learn about the history of domestic service.

FSSY 185K. The Greek and Roman Humanities. 4 Units.
The civilizations that developed in ancient Greece and ancient Italy are called collectively “Classical Civilization.” The study of the Greek and Roman humanities (languages, literature, arts, history, and philosophy) is known as “Classics.” The Greeks and Romans have had a profound, widespread, and long-lasting influence on many aspects of subsequent Western Civilization, so studying the Classical Humanities is not only a rewarding endeavor in itself, but also can benefit those who want a deeper understanding of the modern arts and humanities. In this seminar we will read and discuss representative works by Greek and Roman authors in translation and look at artifacts produced in the ancient world in order to come to a better understanding of the foundations of the western humanities. We will also study the impact of Greek and Latin on English in order to understand how language can shape thought—an important thing to learn for anyone who is also trying to become a better writer! The seminar will investigate numerous questions about Classics. Where were the Classical lands? When was the Classical period? Are there connections between Greece or Rome and other ancient civilizations? What were the sounds and sights of Greece and Rome? What remains of the ancient world in terms of language, literature, the arts? How have the Classical Humanities shaped modern concepts and institutions? Where can one find tangible influences of Greek and Roman civilization in modern America? Why and when have modern people turned to Greece and Rome for inspiration?
FSSY 185N. Sacred Space in Monotheistic Religious Traditions. 4 Units.
A significant dilemma facing all three of the major monotheistic religious traditions - Judaism, Christianity and Islam - is how to establish a sacred space on earth for the worship of a deity which cannot be contained. In many ways, architectural and artistic decisions about the location, internal layout, orientation and other features of such sacred spaces reflect deep presuppositions in each religion about the divine and how worship is to be performed in a human context. In what ways do these spaces inspire awe, demand obedience, offer comfort, or teach lessons? How have these spaces inherited features from other times and places, and how have these features changed (or not)? To examine how one might understand and interpret such spaces, we will visit religious buildings in the University Circle area and its surroundings.

FSSY 185P. On the Road in America. 4 Units.
Travel and exploration have long occupied a central role in the American imagination. The idea of the frontier, and the great westward expansion, gave birth to national myths and narratives based on transit and adventure. In recent years, Americans have continued to reflect on the significance of physical journeys, as well as the inner quests that often accompany these modern-day pilgrimages. In this course, we will examine a diverse set of works that explore the long-standing American romance with adventure and movement. We will consider the impact of the open road on America's national identity, the powerful emotions and spiritual longing that lead people onto the road, and the forces that drive them off it.

FSSY 185Q. Death, Mourning, and Immortality. 4 Units.
Although death and loss always have been part of the human experience, poems aching for immortality and mourning losses were especially important to people before the development of modern medicine because of the omnipresence of death in daily life. Poems mourning losses were frequently (but not always) about death, and so we will occasionally consider what it means to mourn a still-living hero or to mourn the passing of a moment in time. A poem can become a "moment's monument" in one apt description. In this seminar, we will examine poetry from the seventeenth to the nineteenth centuries to explore the variety of ways that writers' religious beliefs, gender and sexual identities, and attitudes about desire and emotion informed how they thought about death, loss, mourning, and immortality. How does this poetry represent sadness and despair? In what ways does it affirm the joys of life and the memory of what has been lost? To supplement our investigation, we will also explore expressions of mourning that can be found in other genres of literature, as well as in museums and cemeteries. We will think about what it means to write yourself or others into immortality. No prior experience studying poetry is necessary, only a willingness to read with care and think with an open mind.

FSSY 185R. Children's Picture Books. 4 Units.
Picture books may teach young readers basics like how to read, what sounds animals make, and how to count to ten, but they also shape children's perceptions of the world around them and influence the way they see themselves. In this seminar, we will study how children's picture books communicate social norms and ethics through the depiction of people and places. We will explore questions including: What kinds of places and spaces do picture books depict? How do characters treat others in these places, and how do they interact with non-human objects and the natural environment? Whose voices are heard and whose are silenced in the stories and pictures? Even though these books are written for children, what do they tell us about the adults who create, buy, or read them? How do these older readers understand children's spaces and childhood? By examining the underlying messages in these deceptively simple books, we can uncover surprisingly complicated visions of the world.

FSSY 185U. Conceptions of the Self. 4 Units.
This seminar explores religious and philosophical views about what it means to be human. We will address questions such as: to what extent are we free? Does freedom conflict with traditional authority, our own pasts, our irrational impulses, or our physical natures? What is the relationship between reason and emotion? How well do we know our own motives? And to what extent are we hidden to ourselves? To investigate these questions, we will read, discuss, and write about a range of classical and contemporary religious and philosophical thinkers. Each offers a different perspective about the nature of the human being, human excellence, and what it means to live a life of integrity. They are also enduringly relevant to our lives, inside and outside of the classroom. Together, the texts and thinkers constitute a conversation filled with sometimes competing and sometimes complementary views about who we are, why we do the things we do, and what sorts of lives we ought to lead.

FSSY 185V. Supernatural Encounters in Fantasy: Medieval and Contemporary. 4 Units.
Works of fantasy imagine interactions between humans and other beings. They also present the metamorphosis of humans into other forms. Studying these stories gives us insight into different conceptions of what constitutes the human, perceptions of superiority and inferiority, and opportunities for connections across boundaries. This course examines medieval and contemporary works that engage with these issues and others. Are certain attributes reserved for humans or the other beings in these fantasies? Are such differences in traits stable or do they change within individual works, over time or across societies? What cultural tensions arise within these narratives when characters seek to marry someone outside of their own group? Where do we see continuity or change over time in these narrative dynamics? What does the representation of monsters tell us about the anxieties of the cultures that produced them? We will explore these questions through texts such as Beowulf, other medieval love and adventure stories, and several contemporary works, potentially including fiction by J.R.R. Tolkien, N.K. Jemisin, and Neil Gaiman, and films by Andre Ovredahl and Hayao Miyazaki. This set of works will enable us to focus on strands of the fantastic which engage with themes such as the opposition between humans and the supernatural, the attraction between humans and the supernatural, and forms of heroism.
FSSY 185W. The Body in Art, Literature, and Medicine from Antiquity to Today. 4 Units.

We take our bodies for granted. In some circumstances, the body is a source of joy and wonder. In others, it is a source of suffering. In all cases, it is one of the few things that all people have in common. This seminar will focus on what we conceive the body to be and how our ideas about the body have changed over time, in different fields, and depending on different artistic, scientific, social, and political circumstances. In doing so, we will consider the ways in which our cultural attitudes shape and are shaped by representations of the body, and we question whether anything can be said for sure about what our bodies mean to us. Methodologically, we will consider these subjects primarily through readings in aesthetic theory from ancient and modern sources, in addition to readings in medical history and religion. Our "texts" for the course will also include exhibitions at the Cleveland Museum of Art and Dittrick Museum of Medical History, dance performances, films, poetry, and lyric essays. (While many of our sources will be drawn from so-called "Western Civilization," every attempt will be made to broaden our understanding of the body across cultures and across the spectrum of ability.) In this way, we will develop a deep understanding of the historical and cultural contexts in which we view the body, which will also help us to critically examine the ways that we currently frame and understand the body.

FSTS (FSTS)

FSTS 100. SAGES Transfer Supplement. 1 Unit.

This one-credit course is designed for transfer students who have met the expository writing requirement with grades of C or higher at their previous college or university. In lieu of repeating First Seminar, these students will participate in activities that engage them in Case's unique cultural and intellectual environment in University Circle.

UCAP (UCAP)

UCAP 395. SAGES Capstone Experience. 1 - 6 Units.

UCAP 395 affords students the opportunity to pursue a capstone experience outside the constraints of SAGES capstone courses offered by individual academic departments. Students must identify a project, a mentor and an oversight committee. If the mentor is not a Case faculty member, then the student must also identify a faculty advisor who does hold such an appointment and who will serve as the instructor of record. A capstone experience can take various forms but must include certain elements: critical thinking, regular oversight by the project advisor(s), periodic written and oral reporting of progress, a final written report which describes the project activity (which may be a performance, experiment, student teaching, live case analysis, creative writing endeavor, etc.), and a final public presentation. More details about course policies, including procedures for registering, are available via the SAGES office and web site. UCAP 395 may be taken as a one-semester or a two-semester course for 1-6 credits in any given semester and 3-6 credits total. Permit from Director of SAGES required. Counts as SAGES Senior Capstone.

USNA (USNA)

USNA 204. The Evolution of Scientific Ideas. 3 Units.

Scientific understanding has evolved over the years. There are very few beliefs about the natural world that have remained intact over the past few centuries, or even the past few decades. The chief goal of the course will be to give students an understanding of how scientific ideas change and how newer ideas supersede the old. Questions to be investigated include: What is Science? How do disciplinary scientific communities (physicists, chemists, biologists, etc.) form and identify themselves? How does the community of scientists within a discipline come to a consensus that it is time to adopt a new paradigm: What scientific, social, political, and cultural factors come into play during the periods of transition? The course will be in seminar format. The students will be given opportunities to explicitly develop critical thinking skills (the specific skills to be developed will be selected by the class from an explicit list) and writing and speaking skills. Class meetings will be used to share their research results and to study the assigned texts and papers. The students will be required to demonstrate their understanding in a variety of ways. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 211. Einstein, Space and Time. 3 Units.

This course will explore the profound changes in our conception of space and time brought about by Einstein's theories of special and general relativity. As a University Seminar, it will also integrate writing and discussion about these topics into the class and explore the philosophical and technological context in which the ideas were developed. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 220. Suburban Landscapes: Nature, Technology, and Culture. 3 Units.

This course will examine suburban neighborhoods by focusing on the design of technology and nature in these spaces. The way that people understand and operate in the world is so entangled with values and assumptions that the physical shape of the world cannot be separated from human culture. In this sense, suburban landscapes are not simply neighborhoods but also examples of culture. The form of the land and the technologies in the suburbs are continually reshaped to correspond with the cultures of the people occupying those spaces. By studying suburban landscapes we can see how the ideas in people's heads become part of the physical world in which we live. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.
USNA 226. Evolution of Human Behavior. 3 Units.
Human behavior is a result of the complex interplay between our genes and the environment, both of which have been shaped by evolutionary forces over millions of years. To what extent does natural selection shape our behavior today? Are humans naturally monogamous? Why do conflicts arise even in our most intimate relationships? Is human behavior ultimately in the service of reproductive success, ensuring that our genes are passed into the next generation? This course reviews the history of evolutionary theories of mind and behavior, as well as current ideas about the ecological and genetic components of behavior. We will examine key principles of neurobiology, sociobiology, and evolutionary psychology to critically evaluate evolutionary interpretations of human behaviors, including those comprising cultural traditions and social institutions. Specific topics to be addressed include human mate choice, parenting strategies, interpersonal conflict, and altruism. The course is structured as a seminar, with emphasis on discussion and formation of logical arguments. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 228. Time. 3 Units.
This seminar course will explore the nature of time from many stances, including those of Psychology, Biology, Technology and Philosophy. Yet time is central to Physics, and in Physics we will orient our explorations of time. Our understanding of time has sharpened a great deal in the last few centuries, the most obvious markers being Newton’s Absolute time, which remains entrenched in modern culture, and its subsequent physical overthrow by Einstein’s relativity. Given the physical primacy of Einstein’s time, many questions arise: How malleable is the concept of time? Is there a fact of time? Can the present be defined? The past? The future? The successes of modern Cosmology lead us to ask: Was there a beginning of time? Will time end? The symmetry of fundamental physical laws with respect to the direction of time, counterpointed by asymmetric phenomena, lead to: Is there a master arrow of time? Is the flow of time an illusion? In this course we will investigate what “Time” is telling us about the natural world and ourselves. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 237. Landscape History and Conservation. 3 Units.
Human history is intimately intertwined with the natural landscape on which it occurred. From coastal preserves and their beach communities to Midwestern farmland and the preserved site of Thoreau’s Walden Pond cabin, and at places like the Grand Canyon, the American landscape itself holds many clues to our country’s natural, ecological, and cultural history. This course will investigate the lived landscape in two ways (which have a multitude of shades to them): as a place where humans shape the natural for their own memorial, productive, and aesthetic uses, or as a natural place that humans set aside or conserve. We will read landscape history and conservation theory, and we will consider global practices of conservation through UNESCO’s World Heritage Sites. Class work will entail a process-oriented project on the Cleveland landscape, which students are encouraged to approach through the lens of their major. We will visit the Wade Oval and the cultural gardens of Rockefeller Park as an example of current conservation practices working to protect the natural and cultural value of the local landscape. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 240. Technologies of the City. 3 Units.
Based on the premise that cities are never “finished,” and constantly being remade, the University Seminar, Technologies of the City, will look at the technological and cultural history of cities from the ancient world to the present day. Students will explore the history of building materials—wood, brick, steel, concrete, and glass—used in the construction of cities. We will also trace the development of city infrastructure such as electricity, water and sewage systems, streets, bridges, and subways. Technological innovations, such as the automobile, will receive special consideration. We will move moth geographically and temporally to visit the world’s great cities, studying examples of significant building projects, such as the Brooklyn Bridge, the Chicago World’s Fair, and Cleveland’s first skyscraper, the Rockefeller Building. The course will cover the history of the professions—engineering, architecture, and urban planning—that have contributed to the construction of cities, and will review the works of these practitioners, as well as that of artists, reformers, and utopians that have imagined new directions for the city. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 247. Epidemics in Human History. 3 Units.
This course will examine the role of epidemics (of all types) in human history. Disease has shaped our society in many ways and continues to do so. Despite the plethora of antibiotic and antiviral drugs since 1940, 90% of the decrease in (First World) infectious disease is due to simple public health measures and better hygiene. But overuse of antibiotics increasingly is causing the rapid evolution of “superbugs” that threaten new plagues and epidemics. Both historical and modern epidemics of plague, smallpox, Salmonella, cholera, tuberculosis, and HIV/AIDS will be examined. The interaction of these epidemics with societies and how the epidemics influence society, cultures, art, and literature will be major topics of discussion. The course is primarily discussion with short student presentations. In addition, 3-4 short “Front Lines” talks by and discussion with CWRU and University Hospital clinicians will explore today’s realities of epidemics, infection, and antibiotic resistance in the United States, Uganda, South Africa and elsewhere. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 249. Restoring the Great Lakes: Opportunities and Challenges. 3 Units.
This seminar will focus on the issues and methods of restoring the Great Lakes, with particular emphasis on public action and decision-making processes. Students will learn about the environmental history of the lakes, as well as current challenges to improving water quality and related aspects of the ecosystem. Technical experts, field trips, and other informational resources will enable seminar participants to engage in lively debates on the best ways to address those challenges. Opportunities for observation of and/or direct collaboration with key stakeholders in the restoration process will enhance students’ understanding of the processes by which key environmental decisions are made and implemented. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.
USNA 258. Designing Urban Green Space. 3 Units.
In this course, we will investigate the history, theory and practical design of green space in cities. We will focus on types of green space and their community function, relationship to commerce, aesthetics, recreation, ecology, and health in particular. Students will engage in group projects where they locate all underused space in Cleveland (vacant space, gray or brown fields) and will propose a new use for it as green space of some kind. Individual research projects will be related to that site. Lively class discussion and frequent reading responses required. Mandatory field trip to sites in downtown Cleveland. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 260. Life in the Past. 3 Units.
This course will focus on how we learn, discover, and make conclusions about life in the deep past. What types of life were present? And how can we understand their extinction? A principal focus will be how extinctions in North and South America have affected both the land and its animals and, consequently, the course of human development. We will look at megafauna from the local area in conjunction with the "Extreme Mammals" exhibit at the Cleveland Museum of Natural History, read about the fossil boom, study the Dodo, and look at scientific ways in which animals are currently being completely re-imagined via technology (computer bone/muscle articulation, eating habits, climate models, etc.). We will also look at the cultural ways in which we view these "dinosaurs" (movies, children's books, museum exhibits) and see if it helps or hurts our scientific and historical understanding of them. At heart, our main question will be: can you really understand a time, space and creature that has been extinct for millions of years? How? Why? And why do these "monsters" hold such fascination for us? Does their disappearance bode well of the human race? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 262. How I Learned to Love The Bomb. 3 Units.
In this course, we will explore the development of the atom bomb and its historical ramifications. Our guides through this history will be the scientists themselves. Our goal will be to understand their work as well as their motivations, travels, internal conflicts, and the consequences of their achievement. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 265. Thinking National Parks. 3 Units.
This seminar provides students an opportunity to explore U.S. national parks and their history of displaying both nature and culture. This discussion-based, writing- and research-focused class requires students to examine a park system that is both extraordinarily popular and rife with controversy. We begin with several recurring questions: Where did the national parks idea come from? How has the park mission evolved and adapted? Can parks be "read" as texts, and if so, how does our point of view determine what we see? How do parks arrange displays of cultural and natural worlds, and how do they display interactions therein? How can changing park philosophies be reflected in their physical apparatus and infrastructure? Students will participate in regular class discussions, occasionally lead these same discussions, complete formal writing assignments, and develop a final research project. The course readings will alternate between historical and present-day selections, so that we explore the history of U.S. national parks while simultaneously considering challenges and controversies that matter very much today. Early readings will include John Muir and Gifford Pinchot; current trends will be explored in the writings of William Cronon, Alfred Runte, and Jennifer Price, among many others. We will view significant portions of Ken Burns' recent PBS series The National Parks: America's Best Idea. The ultimate "text" for the class, however, is an actual national park. Each student will choose a national park as the basis for their semester-long project. Students will begin with description and history of their park, and then they will explore controversies or other issues in the park, developing their own argument. Next, students will have a chance to play architect/landscaper/park-superintendent, as they propose a change to the park that would address an existing problem or enhance the visitors' experience. Finally, students will gather these pieces into a single coherent project, submitting a 10-15 page final essay as well as producing an engaging class presentation. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 266. Life After the Death of Print. 3 Units.
Around 1439, Johannes Gutenberg invented the movable type printing press, a technological development that altered the world by ushering in an era of mass, reproducible communication. For nearly 500 years, print technologies have dominated communications. Scholars have shown that print's ability to disseminate information led to revolutions in art, science and politics. In short, print technologies have largely defined what it means to be a thinking and communicating human being. The emergence of digital technologies has altered communications in ways that are only now being understood. This course examines how developments in digital technologies impact communication practices by threatening print's historic stronghold. Consequently, the course also explores what impact new technologies have on human identity. We will consider the historical development of display technologies (printed materials and digital screens) to understand what is at stake in the move from print to digital communication. We will then investigate current phenomena associated with Web 2.0, including blogs and social networks, in order to understand how our communication choices construct and allow for our public and private identities. Additionally, the course will examine new display technologies, such as iPhones and Kindles, that allow for the possibly constant dissemination of those identities. Finally, we will hypothesize about how digital technologies force us to conceive of human identity differently from the ways that print invites. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.
USNA 271. Gene, Environment and Behavior. 3 Units.
The goal of this course is to encourage students to be well informed and critical consumers of the media reports about the influence of genes and environment on human behavior. This course involves the book by Matt Ridley titled, "Genome: The autobiography of a species in 23 chapters." Ridley has a Ph.D. in zoology, worked as a journalist, science editor, and national newspaper columnist. The book devotes a chapter to each pair of human chromosomes. Each chapter focuses on the role of a gene. Ridley's book was published in 1999; therefore, students will conduct their own research to update each of the chapters in Ridley's book. The first few weeks of class will be used to provide a background on genetics research through field trips and guest lectures from CWRU genetic researchers. We will have several writing workshops spread throughout the semester to offer "Just in Time" tips needed to write critical evaluations and literature reviews. Each student will present twice during the semester. The first oral presentation will revolve around a summary, critical evaluation, and an update of the human trait presented in the Ridley book on their assigned chromosome. The presentation will be about 15 minutes with 5 minutes left for questions. Students not presenting will be assigned one of the three chromosomes (chapters) covered that day and they will each write a seminar question to pose to the class. In addition, each student will also serve as a reviewer for one of the presentations to provide constructive feedback to the presenter. The second presentation will consist of new material found by each student about genes on their chromosome. They must find another trait on their chromosome and present the most current information available on that trait. In place of a final exam, each student will turn in a research paper on their assigned chromosome. We will build these papers throughout the semester with a series of graded "checkpoint" assignments. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 272. The Thames Watershed. 3 Units.
In this seminar, we will investigate the London, England-area Thames watershed and its associated concerns, like urban development, watershed management, aquatic species conservation, and habitat engineering and restoration. A critical part of this seminar will be a spring break field trip to London. On the field trip, we will focus on London's rivers and their history and ecology. We will study the Lea River Valley (where the 2012 summer Olympic Village is located), the Fleet River and various water-related constructions, such as Docklands, Regent's Canal, and the Wildfowl and Wetlands Nature Reserve, each from historical and ecological standpoints. Emphasis will be on how humans have treated the watershed historically, from using the rivers as sewers and transportation links, to restoring their ecosystems, as is the current case in the Lea River Valley. Course readings will be a mix of cultural history, London newspapers archives, and scientific studies on riparian corridor management. Students will keep field journals in London and will write an experiential learning essay about how the field trip intersected with the readings we've discussed in the seminar. They will also write a 10-12 page research paper on one of the ecological issues witnessed in London and its significance. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 285. The Science of Madness: An Historical Investigation of Mental Illness. 3 Units.
Since antiquity the western world's understanding of mental illness has continued to evolve. This course will examine the trajectory of that evolution, looking at the medical theories that have influenced assumptions about the causes and treatments of mental illness from the early modern era through the twenty-first century. Examples of questions we will investigate include: How have we defined the normal and the pathological in human mental behavior over time? How do we explain the centuries-old correlation that medicine has made between creativity and mental illness? Which past and present psychiatric treatments have been beneficial and which harmful? How did Darwin's theory of evolution affect theories of mental illness (and how does it continue to do so with the advent of evolutionary psychology)? How have changing philosophies of science affected the research and practice of psychology? How and why do the sciences of the mind--psychiatry, psychoanalysis, clinical psychology, psychopharmacology, the cognitive neurosciences--claim so much scientific authority and exert influence over our lives today? As a frame work for this inquiry, the class will use the concept of paradigm shifts as Thomas Kuhn defines in his classic work, the Structure of Scientific Revolutions. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 286. Science and the Paranormal. 3 Units.
From paranormal television programs to the academic study of parapsychology, claims about the "science" of the paranormal abound. This seminar examines the ways in which people have attempted to scientifically explore questions of life after death, the soul, and anomalous phenomena such as ghosts, telepathy, and ESP. The seminar begins by exploring the emergence of psychical research and parapsychology in the late nineteenth century. We then critically analyze a variety of purportedly scientific approaches to the paranormal and analyze their understandings of nature and science. By exploring the claims of paranormal researchers, parapsychologists, and fringe scientists, we will analyze the constitution of science and its demarcation from pseudoscience. We consider a variety of methodological and heuristic tools to distinguish science from non-science such as falsifiability and Occam's razor and apply them to paranormal claims. We also analyze the criticisms leveled at paranormal research. We ask the following questions. What is science? What distinguishes it from "pseudoscience" or non-science? What is skepticism? Can there be a science of the paranormal? What understanding of the natural world is the paranormal grounded on? What is the relationship among science, religion, and belief? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.
USNA 287B. Electrical and Electronic Devices in Our Lives. 3 Units.
Electrical circuits and embedded microprocessors control a great many aspects of our daily life including the power grid, medical devices, consumer electronics and infrastructure. This seminar will introduce students to electricity, electrical circuits, measurement, the Arduino microprocessor development platform, the engineering design process and how the above devices work. Laboratory time will allow students to create circuits and programs to interact with and control some aspect of the environment. As part of the course, students will examine how simple errors encountered during laboratory work compare to the errors and oversights which have caused disasters. A project will ask students to design a simple device to address a problem or need and will provide the foundation for writing assignments at the end of the course. Students will make use of the Sears Design Laboratory and the ThinkBox facility. This course cannot be taken by students who previously took FSNA 137 Volts, Amps, Bits and Bytes. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 287C. Animals and Humans: Making Sense of the Human-Animal Bond. 3 Units.
Humans have an incredibly complex relationship with (non-human) animals. We eat some animals and consider other animals members of our family. We worship some animals and vilify others. This class examines the complexities of our relationship with (non-human) animals. Through exploring human emotional, practical, and epistemological ties with animals, this course examines what it means to be animal as well as what it means to be human. We analyze the following questions. How do we come to know and understand animals? What are the issues surrounding the use of animals in scientific speculation, classification and experimentation, such as vivisection, cloning and the human-animal relationship in technoscience? Do some non-human animals possess material culture, social morality, and emotions such as grief and sadness? Why do animals populate our popular culture and art? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 287D. Native American Environmentalism: Sustainability and Contemporary Energy. 3 Units.
This seminar course will focus on three main areas of Native American environmentalism. First, we will learn about Native Cosmologies and historical connections to the land while exposing the controversial relationship of Native Americans to land and wildlife within the myth of the “ecological Indian.” Second, we will examine how Native Americans have responded to toxic pollution of indigenous lands as a result of manufacturing and uranium mining, which some refer to as “environmental racism.” We will also learn about tribes who choose to host nuclear waste facilities as an exercise of their sovereignty and as an avenue of economic development. Finally, we will investigate initiatives by tribes and coalitions in land and water stewardship, investment in “new” energies and technologies, sustainability of lands (prairie and forest restoration), reclamation of waterways (dam removal), and wildlife management, to name a few. Students will inform their critical thinking about Native American environmentalism with a variety of texts and websites of scholarly and public opinion, scientific data, native knowledge, and historic fact. The seminar will include collaborative learning and presentation projects in which students will pursue research topics related to energy development, stewardship and sustainability, or wildlife management and harvesting. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 287E. Evolution and the Modern World. 3 Units.
Modern evolutionary theory has influenced all aspects of biology and the clinical sciences. It has, moreover, resulted in novel ways to think about many of the social sciences. This class will focus on how the concept of evolution has dramatically altered the way we view human anatomy, physiology, and behavior. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 287F. Environment and the Fates of Societies: Guns, Germs, and Steel. 3 Units.
This University Seminar deals with the connections between human societies and landscape, climate, pathogens, and plant and animal species. The main method for this exploration is a close reading of Jared Diamond’s Guns, Germs, and Steel. Diamond explains that Western Europeans came to occupy and dominate large areas of the globe because of natural resources present in certain regions of the Old World since the end of the last Ice Age. For example, Diamond studies ancient patterns of plant diffusion or the place of mountain ranges and deserts in the development of technologies. Seminar participants will also study historical sources from specific times and places - namely North America from European contact to 1850 - and compare them to Diamond’s general environmental explanations and models. Placing Diamond’s broad explanations within specific historical contexts is revealing. A range of alternative methods, perspectives, primary sources from North America, and case studies (especially in environmental history) help develop a critical understanding of the complexities of the fates of societies. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.
USNA 287G. Genes, Genomes and Society. 3 Units.
2013 marks the 60th anniversary of the discovery of the double helix of DNA and the 10th anniversary of the sequencing of the first human genome. Advances in genetics (the study of individual genes), and genomics (the study of an entire genome) have fundamentally altered our understanding of biology. In this seminar, we will focus on topics covered by the mainstream press. We will explore the science behind the news and discuss the philosophical, ethical and societal concerns raised by these scientific advances. Topics will include: the dangers and benefits of genetically modified crops; genetics and the conservation of endangered species; learning about human biology and disease from yeast, flies, worms and fish; the use and potential misuse of genetic fingerprinting by government agencies; genetic testing; personalized medicine; and issues of genetic privacy. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 287H. Plants in Medicine. 3 Units.
Plants have always been the basis of medicinal treatments, and as they continue to be essential to modern forms of medicine, alternative and traditional alike. In this course, we will consider the history of how humans have used particular plants for medicinal purposes, such as the cinchona tree (Cinchona officinalis) for quinine, willow bark (Salix) for aspirin, and the yew tree (Taxus baccata) for the cancer medication paclitaxel. By investigating how a plant is used medicinally through time, we will also come to understand the culture that used it and how they conceived of health in relationship to nature. We will read texts that show how a plant's medicinal uses can be tied to colonialism and global exploration. For example, the first botanical gardens were collections of medicinal plants cultivated for use and experimentation, often containing non-native plant-based cures discovered through colonial contact. While this is not a course in botany per se, we will be discussing basic plant biology, cultivation practices, and the contemporary science of using plants as the basis for pharmaceutical cures. Students should be active course participants in class discussion and on field trips. Writing instruction will focus on research-based argument, and students will complete a researched essay focusing on a medicinal plant of their choice. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 287J. Transportation in American Life. 3 Units.
We will explore the critical role of transportation in the development of our cities, regions, states, and nation. The course will consider the historic role of transportation, its current role, and what role it might play in the future. Transportation will be viewed in the context of national policies, overall political will, and our culture at large. Since colonial times, transportation, in its many forms, has been the subject of intense debate, governmental policies, as well as the subject of public and private investment. We will see how certain individuals and groups used ego, power, and wealth to use transportation for shaping the nation's commerce, travel patterns, and physical appearance. We'll also see the evolution of government and business in transportation decisions and funding. Finally, because of transportation's daily impact, we will look at current issues as part of every class. We will especially focus on the transportation issues of northeast Ohio, a microcosm of national transportation issues. Some of these issues include funding, decision-making, land use, "suburban sprawl," and economic development. We'll also look at transportation issues specific to the University Circle area such as the Health Line and the proposed "Opportunity Corridor." Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 287K. Human Research Ethics: Scientific Truth vs. Cultural Belief. 3 Units.
Scientific breakthroughs in genetics, neuroscience, and behavioral psychology have allowed us to learn more about ourselves than ever before. But how much do we really want to know - and who gets to decide? Is DNA our destiny? Should the quest for scientific knowledge trump cultural belief? How does society balance risk to a few in the face of the needs of the many? Using a blend of historical documents and literary examples, we will examine the evolution of the ethical standards that govern how doctors experiment on their patients. We will also debate the hard choices that medical researchers make when the quest for scientific truth intersects with cultural belief. Finally, we will apply what we have learned to find solutions to real-world ethical problems in medical research. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.
USNA 287P. Women and Science: Changing Paradigms. 3 Units.
Is science objectively neutral in that true scientific knowledge would be independent of the discoverer? In this view, the scientific discoverer is more like a midwife that brings forth pre-existing knowledge to the world. Or - is scientific knowledge guided and shaped by the people who practice science, in which case it is influenced by the social context in which it occurs, making the scientist more like a sculptor who creates something new using the tools that are currently available. In this course we will examine this second question by looking specifically at the relationship of gender to science through several lenses. One approach we will use is make case studies of the lives of major women scientists and the way that their gender impacted their work, from the type of scientific research they pursued, the kind of support and encouragement that they obtained as they proceeded in their careers, to the rewards and recognition (or the lack of them) that their work received from their peers. Using a more conjectural line of inquiry, we will also consider the role that gender might have played in developing scientific theories and whether there can be such categories as "masculinist" and "feminist" science. We will conclude this part of our inquiry with an analysis of the current state of science and how well these approaches reflect the way science is pursued today. A third issue involves looking at the relationship of gender and science but from the opposite direction. In other words, we will consider how science has influenced our understanding of gender, rather than how gender has influenced science. Over time, scientific ideas about the physiological and intellectual differences between males and females have changed dramatically several times with major political and sociological ramifications. Consequently, we will examine the science of gender in its cultural and political context from antiquity through the twentieth century. In order to explore these interweaving threads, we will be taking an interdisciplinary approach that will draw on the history and philosophy of science (particularly Thomas Kuhn's The Revolution of Scientific Ideas), as well as on anthropology and cultural theory. By the conclusion of the course we will have examined the scientific evidence that has supported assumptions about gender in various philosophical paradigms, including humanism, rationalism (i.e., Enlightenment philosophy), nineteenth century moralism, modernism, and postmodernism. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 287T. Conflicts and Controversies in American Science and Technology. 3 Units.
How do changes in science and technology affect American life? How do cultural ideas shape scientific practice? Is technological progress inevitable, or do we get to decide what changes we want and which ones we don't? How do we make ethical choices about science and technology in a world with inherent power imbalances? This course provides an introduction to thinking through these questions by presenting works by historians, anthropologists, political scientists, philosophers, journalists, and others to explore a range of social issues in modern science and technology. After two weeks of introduction, the course is divided into four sections: (a) Biology, Biotech, and Biomedicine; (b) Science Policy and the Politics of Science; (c) Problems in Social Science; and (d) Computers and Other Thinking Machines. While the course's content is arranged around these topics, its main purposes are to develop critical thinking skills around ubiquitous and contentious subjects of science, technology, power, culture, and values as well as to hone skills in reading, speaking, research, and essay writing. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 287U. Energy - The Great Challenge Ahead. 3 Units.
Among the greatest challenges we face today is to find means of meeting our energy requirements without jeopardizing the environment or fostering geopolitical conflicts. This course investigates what we can do both individually and collectively to tackle this energy challenge. The questions we will consider include: To what extent is the world aware of the energy challenge and its environmental implications? What is already being done to meet this challenge? What role can technology play in addressing it? What research can we be doing now to help predict the future of our energy needs and potential environmental impacts? By investigating these questions, students will develop a fuller and more precise understanding of the energy challenge, as well as generate possible solutions. Students may not receive credit for both USNA 287U and USNA 288L. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 287Y. Large Scale Energy Storage. 3 Units.
In our wired society, energy storage for the distribution of electric energy is a major “game changer.” Efficient and economic large-scale energy storage will help facilitate the growth of renewable energy in the market, as well as increase the overall efficiency of our current electric energy resources. What does it take to store large amounts of energy efficiently and conveniently? How has the marketplace helped or hindered technological improvement? How might government policy encourage advancements in energy storage technologies? Major topics of the course include the global and US energy outlook; the relationship between energy storage, delivery, and use; the role of energy storage for renewable energy implementation; characteristics and challenges of different energy storage technologies; the potential political, public policy, economic, and environmental impact of large-scale energy storage; and approaches to energy storage in other parts of the world. Although this course is designed for students from all disciplines, all students will be expected to do some quantitative analysis Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.
USNA 287Z. Simple Harmonies, Complex Meanings: Music, A Human Obsession. 3 Units.
Throughout history and across cultures, the act of creating and enjoying music remains a prominent and defining element of the human species. What is its purpose and role within our lives? To what extent do we actively and passively engage with music on a daily basis? Do perceptions of music differ from individual to individual and culture to culture, or can we consider music to be a universal language? This course will utilize neurological findings and representative case studies to examine the cognitive processes associated with the perception of music and to investigate the basis of our obsession with music. Topics may include the development of musical preference, how societal influences affect our perception of music, and the role of expertise in the consumption of music. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 288B. The Green Energy Transformation in Germany. 3 Units.
This seminar introduces students to the development and successes of green technologies in Germany. We will examine the proactive development of renewable energy and energy conservation technologies, commonly referred to as Energiewende, that was started by the German Green movement and promoted by Germany’s innovative renewable energy policies. We will consider such questions as: What are the implications of this German success story, both for the US and the rest of the world? What lessons can be applied to other situations? What factors might limit the utility of those lessons? In the process of our investigation, we will examine such important issues as globalization, resource finiteness, and sustainability challenges, including economic crises, climate change, energy insecurity, and global competition. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 288C. Physics for Future Innovators & World Leaders. 3 Units.
We live in an increasingly technological society. Advances in technology improve our lives in countless ways, but they sometimes produce problems and challenges that are so complex that the average business or political leader may not understand them—and therefore cannot make effective decisions to address them. Whether the problem is what to do about climate change, deciding on which sources of energy are worthy of investment, updating the electrical grid, or how to deal with terrorist threats, we will be able to find the best solutions only if our leaders have an adequate understanding of the underlying physical principles (e.g., energy, force, space, radiation, electricity, and exponential growth), and where to find credible information that will assist in answering key questions. This course is designed to equip students with that knowledge. We will also explore various "conversation" that will pertain to the above issues with the goal of gaining a better understanding of differing points of view (e.g., reporter, scientist, business person, politician, parent, student, people from different cultures), and how rudimentary understanding of the science behind some of our most pressing technological problems can affect a person’s stance or actions. This seminar is appropriate for undergraduates of any major. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 288G. Sense and Sensibility: Sensing, Information, and Control. 3 Units.
The control of systems has been crucial to technology development since antiquity and has been the key to ushering in some of the biggest transformations of the world including the industrial revolution, the age of aviation, and the modern computer era. Control systems permeate our world and many of the technologies we take for granted and modern life as we know it would not be possible without them. This seminar examines the questions of "What is the role of feedback control in both creating technology and understanding the natural world?" and “How have these roles evolved and interacted with one another?” To this end, beginning with control in antiquity and early industrial control systems and continuing into the present, the design and implementation of feedback to regulate system behavior and control programs to direct processes will be explored. Early industrial control systems corresponding to feedback control systems and control programs, respectively, and their continued evolution will be traced and the impact of their integration in the modern era will be used to expose the roles of observation, information, and computation in achieving control objectives. Finally, this seminar will address the future of control systems including the incorporation of new design paradigms such as biomimetic and biologically-inspired control systems, their application to large scale systems and networks, and the new understanding of biological systems engendered by these new developments and applications. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 288I. Beyond Silicon Valley: Growing Entrepreneurship in Transitioning Economies. 3 Units.
The path for entrepreneurs to grow their companies outside of well-developed entrepreneurial ecosystems like Silicon Valley is challenging. Most markets around the world do not look like Silicon Valley and they never will. But there are other models to support new businesses. In transitioning markets (where entrepreneurs do not have much access to private sector financing), government officials, donors, and business leaders are experimenting with creative approaches to support the growth of entrepreneurs. Cleveland is one such place exploring innovative approaches to support new businesses. For over ten years, there has been a massive intervention of government and donor resources to cultivate this entrepreneurial ecosystem. Has this intervention worked in Cleveland? How should success be measured? How does Cleveland's approach differ from approaches elsewhere around the world? In an unusual twist for a SAGES seminar, the regular classroom discussions will be complemented by your enrollment in a massive open online course (MOOC) that I developed for CWRU. The MOOC is called "Beyond Silicon Valley: Growing Entrepreneurship in Transitioning Economies" and examines the Cleveland case study in depth. The course has attracted over 44,000 students from 190 countries since its launch in April 2014. So, not only will you explore how communities around the world support entrepreneurship, you will also learn about the rapidly developing field of online learning and MOOCs. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.
USNA 288J. Sustainable Energy: Resources, Technologies and Impact. 3 Units.
We hear about sustainable energy but what does that mean? What energy sources are considered sustainable and why? What fraction of our energy needs is likely to come from sustainable energy in the future? Are these estimates reasonable and what are the technological and societal challenges to broader use of sustainable energy? This seminar will explore these and other questions as we learn about energy resources, technologies and solutions that affect our lives and our planet today and in the future. We will evaluate (from a scientific, mathematical and societal perspective) the trade-offs and uncertainties of various energy systems and explore a framework for assessing possible solutions. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 288K. Burn, Baby, Burn!. 3 Units.
In the title of his novel Fahrenheit 451, Ray Bradbury was referring to the autoignition temperature for paper. But why does cellulose burn at 451 degrees and not some other temperature? Why do other materials ignite at other temperatures? What exactly happens when materials burn? How can we apply an understanding of the chemistry of combustion to various engineering and social challenges? For example, how does one test flammability? How can we use this knowledge to reduce fire accidents, for example by producing less flammable materials? To inform our investigation, we will read about the history of fire and society, experiment with the basics of materials combustion and testing, and observe how this knowledge is applied at a flammability testing facility. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 288M. Spirits and Synapses. 3 Units.
This seminar is designed to explore the exciting new advances in understanding sleep and how nighttime sleep impacts daily activities. The seminar will begin with a brief and general overview of the human brain during sleep and how brain activity varies during sleep. We will then consider various questions related to sleep. Why do we do sleep? What makes sleep so mysterious and interesting to think about? What are dreams? Why do we sleepwalk? How does a basic understanding of neurophysiology help us understand sleep and its importance for health? How does technology influence our sleep? Our discussions will also extend to the ethical and social implications associated with sleep disorders including self-imposed sleep loss and corresponding personal and legal liabilities. Readings and assignments will include overviews of comparative sleep durations between species including humans, and current sleep testing technologies and their application to modern medicine. In addition to reading, discussing, and writing about sleep, this course will use role-playing as an experiential means of understanding the ethical dilemmas associated with sleep loss. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 288N. Engineering Water. 3 Units.
The systems that deliver fresh, clean water and take away dirty water are marvels of engineering. The advancement of societies and improvement in the human condition is intricately linked to our ability to engineer water. Will there be enough drinkable water to satisfy future needs? What is the state of water treatment and delivery, and is it secure? What are the political and social implications of water scarcity? This course will explore the history of water supply, developments in infrastructure, and emerging technologies to meet water needs. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 288O. Our Perplexing Universe: From Pluto to Cosmology. 3 Units.
Varied and extensive observations over the past century have dramatically changed our understanding of the universe and led to the current era of precision cosmology. Despite the immense progress, several key puzzles about the nature and makeup of the universe remain. How do we make sense of our universe? Why do these questions persist, even with our continued efforts and advanced technologies? In this course, we will consider many of the "big questions" about the cosmos, how our views of it have evolved, and speculate on some of the outstanding problems in modern cosmology. Our inquiry will range from Pluto’s planetary status to the Big Bang model and the evidence for dark matter and dark energy, with a special emphasis on the challenge of elucidating these complex phenomena to a wide audience. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 288R. Data Acquisition and the Internet of Things. 3 Units.
The Internet of Things (IoT) is the network of physical objects or "things" embedded with electronics, software, sensors, and network connectivity, which enable these objects to collect and exchange data. Example objects include garage door minders that send texts when we have forgotten to close them or cars that report driving habits to insurance companies. This class proposes to explore the question "What is involved in creating an 'Internet of Things' device and what might the future of the IoT look like?" Virtually everyone benefits from the Internet of Things, but for most individuals the IoT is little understood. The goal here is to demystify the IoT by engaging students in a guided hands-on IoT project that begins with data acquisition and concludes in a working device. Through the project, readings, and discussion, students will be challenged to consider a future world that is even more connected than today and to consider the practical, societal and ethical issues that the IoT creates. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.
USNA 288S. Sand to Smartphone: Silicon and its Applications. 3 Units.
Silicon is the second most abundant element found on our planet. Over the last century, science has allowed us to figure out how to take something as common as beach sand and to use it to create the sophisticated products on which our modern society depends. In this seminar we will explore the use of silicon in everything from transistors to complex microprocessors to smartphones to solar cells and sensors. We will seek to understand the following sorts of questions: What properties make this element so useful? What are the processes by which we take this material and turn it into the technologically sophisticated devices? How did people figure out that silicon could be used to make these advanced devices? Did they anticipate all these uses? Are there other materials that might in the future replace silicon for these purposes? What are the benefits and drawbacks of silicon relative to other materials? To help students more fully understand how silicon devices work, they will work in groups to design a simple device. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 288W. Medieval Sciences and Human Difference: How Did Medieval Peoples Define Humanity?. 3 Units.
Since the beginning of recorded history, humans have employed different approaches to defining themselves in relation to the natural world. Along with folklore, religion and philosophy, science has been an important means to define concepts we now refer to as race/ethnicity, dis/ability, sexuality, and gender. However, what constituted science and scientific inquiry varied widely based on culture and historical context. Most recently, our advancing understanding of genetics has produced ever more nuanced definitions of human difference, even as we have come to recognize that such explanations often compete with theories that are grounded in social and cultural values, rather than scientific observation. How did people explain human diversity in the 1000 years before the Scientific Revolution unfolded in Europe? In this seminar, we will investigate how different medieval cultures explained humanity and human diversity by sampling examples of medical observation, philosophy, theories about the natural world, cultural prejudice, and religious belief. In particular, we will consider how Greek, Roman, Chinese, Indian, Islamicate, and early European theories of human difference shaped justifications for conquest as, gender roles and sexuality, often in surprising ways. Questions we will ask include: How did medieval people differentiate humans from animals? Did they use the same categories of race, gender, and sexuality that we use? How did scientific thinking evolve to construct these taxonomies of difference? How were ideas shared cross-culturally? To explore these questions, we will read primary texts in translation from the medieval period. Through our discussions, we will consider not only what other approaches to defining human differences can teach us, but how they provide historical insight into frameworks and assumptions about diversity today. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 289A. Antibiotics: From Miracle Drugs to Superbugs. 3 Units.
Since the discovery of penicillin in 1928, antibiotics have become an essential drug in the treatment and prevention of bacterial infections. They are used to cure sexually transmitted diseases, to ward off complications after surgery, and to boost the yield and safety of our food supply. This widespread use has created a significant problem: antibiotic-resistant “superbugs” are emerging at an alarming rate. It has been estimated that the useful lifetime of an antibiotic is only eight years. What can physicians, patients, policy-makers, corporations, and consumers do to address this trend? In this seminar, we will examine the science and history of antibiotics, some of the reasons for their overuse, and possible solutions to the problem of antibiotic resistance. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 289B. Everyday Toxic Chemicals. 3 Units.
Each of us uses hundreds of chemicals every day. While many of these chemicals are designed to make our products safer, cheaper, more convenient to use, and more effective, they can also present risks to ourselves and to the environment. Certainly, there are times when the benefits of using toxic chemicals outweigh the risk. For example, if you were on a ship that had caught fire, you would probably want to use the best possible firefighting foam, even if it were toxic. On the other hand, if you were choosing which microwave popcorn to buy, you might choose the one that did not use a cancer-causing chemical on the bags, even though it made them less grease-proof. How do we determine whether a chemical is toxic? Who decides when the risks outweigh the benefits? In this seminar, we will analyze the lifecycle of everyday products such as food packaging and shampoo, tracing their path from production, to use, to final place in the environment. We will also examine methods to evaluate the risk chemicals present to ourselves and to wildlife, and how these evaluation paradigms inform regulations. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 289C. Gender and Technology. 3 Units.
Technology has become an essential part of our daily life—the way we experience the world and think about it—and, as such, is also central to how we understand our identities and status. This seminar will explore the ways in which gender and technology define and redefine each other, considering both how gender shapes technology and the technological professions, and how technology itself produces ideas and practices of gender and sexuality. While the course will focus on gender and sexuality, we will also examine how they intersect with other categories such as class, race, and ethnicity. How does technology offer possibilities for new social relations? What role have women played in the development of technology? How does technology both challenge and maintain gender, race, and class hierarchies? How does technology shape our understanding of sexuality and gender roles? Why are there so few women in STEM? What is the impact of feminism on technological innovations and can we create a feminist technology? The course will examine these questions through a focus on three thematic units: Gender of Technology, Gender in Technology, and the Technology of Gender, looking at historical and contemporary developments from the nineteenth century to the present. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.
USNA 289D. The Practice of Environmental Justice. 3 Units.
More than 50 years ago, Rachel Carson published her groundbreaking work Silent Spring, which helped to sound the alarm about the dangers of using certain kinds of petrochemical pesticides on our farms, gardens, and public lands. She showed that the physical environment, far from being a pristine wilderness isolated from human activity, is actually a sphere we need to monitor with care. If we fail to do so, we risk poisoning ourselves. In this class, we use Carson as an introduction to the field of environmental justice, defined as the convergence of social justice and environmental movements. Environmental justice exists today in three broad areas: social and political activism in local and international communities; legal and policy structures and initiatives; and academic contributions across many disciplines. Students will read articles from these perspectives, and we will encounter difficult ethical problems, including the fact that poor and minority communities are disproportionately exposed to toxic sites. Students will collaborate with peers in researching an environmental justice site or problem, and everyone will produce an independently written and researched argument that makes a specific proposal for change. We will use the environment of Cleveland and northeast Ohio as our starting point for studying pollution, recovery, and the many ways that environmental justice might help communities to thrive. Requirements to enroll: 1) Passing letter grade in a First Seminar or concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 289E. Medieval Robots. 3 Units.
The medieval world had robots. Some were housed in medieval churches where altarpieces with angels could move, ascending and descending during celebrations. Others appeared in travel narratives like those of Marco Polo. During his visit to the Mongols, the merchant and explorer described gold peacocks whose wings flapped and mechanical drinking fountains. Still others are detailed in literature. Authors of romances have Arthur’s knights fighting automaton warriors to gain entry into castles and receiving gifts like teleporting brass horses. While machines in the medieval period were not as ubiquitous as they are in our modern lives, they posed many of the same questions and concerns that we have about our own technology. Writers frequently incorporated robots into travel narratives and poetry to identify exotic or foreign cultures, and such details can tell us much about racial and political identity in the period. Further, automats and machines could be used as examples of dangerous luxury or viewed as marvels of engineering that challenged the boundaries between what was created by human hands and by God. This class will use a variety of texts and artifacts—medieval literature, blueprints, and art alongside current writings about the ethics of AI—to think about the role of machines in the medieval world and in our own modern lives. In addition to talking and writing about examples of medieval machines and technology, students will also build their own machines using think[box]. Requirements to enroll: 1) Passing letter grade in a First Seminar or concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 289F. Biology of Sleep and Dreams. 3 Units.
Sleep is a fundamental to human survival, yet the physical and emotional components of sleep are only partially understood. In this seminar, students will investigate unanswered questions about the biology of sleep and dreams, including how sleep impacts and is impacted by wakefulness. We will read about and discuss the meaning of consciousness and the changes that occur in the body during wakefulness, sleep, and dreaming. And we will examine these states primarily from the biological perspective, with attention to the psychological and social influences and effects as well. In applying these perspectives, students will develop familiarity with approaches used to study sleep physiology, including the use of objective measures of altered states of consciousness, as well as narrative descriptions of individuals’ experiences when normal sleep patterns are disrupted. In addition, students will investigate their own sleep and dreams. Requirements to enroll: 1) Passing letter grade in a First Seminar or concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 289G. Exploring the Drivers of FinTech. 3 Units.
The field of finance has experienced a burst of technological advances that have disrupted and transformed the traditional methods of accessing, allocating, and transferring capital. Understanding the evolution of traditional finance methods is increasingly important for meaningfully distinguishing the advantages and disadvantages of traditional versus emerging methods and models. Unfortunately, many people’s exposure to this revolution is limited to two ideas that are prevalent in the media: crypto-currencies and disruption. While these are key pieces of FinTech, to really appreciate the change it is necessary to understand the three pillars of innovation that are driving it. This course will provide the forum to gain an understanding of those three pillars of FinTech innovation: the Internet of Things, Artificial Intelligence, and Blockchain. Armed with this understanding we will explore how they are changing finance broadly, how that may impact the need for regulation, how it is driving change in social acceptance of conducting financial transactions, and how it raises possible concerns in new areas like the need for privacy and security. More technology may not always be the right answer. Requirements to enroll: 1) Passing letter grade in a First Seminar or concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.
USNA 289N. The Mind's Essential Tension. 3 Units.
The idea that the mind is fundamentally divided has been around from ancient to modern times. Sometimes this division is explicitly claimed to be a critical feature of human nature; other times it is expressed as different ways of being in or experiencing the world; in yet other cases the focus is on contrasting domains that the mind either apprehends or creates. Examples include: yin vs. yang, spiritual vs material, numinous vs. mundane, masculine vs. feminine, mind vs. body/matter, theoretical vs. practical reason, science vs. arts/humanities, reason vs. passion, normative vs descriptive, fact vs. value, poetry vs. prose, to have vs. to be, doing vs. being, left brain vs. right brain, empathizing vs. systemizing, thinking fast vs. slow. There can be no doubt that the notion of a divided mind has proven intuitively appealing to many. However, to what degree is such an idea supported by careful and rigorous scholarship? Each of the claimed divisions listed above has been critiqued, often ferociously and with good reason. However, there is also a compelling case to be made for the presence of a division. Strong examples come from numerous disciplines: from philosophy, work on ethics and aesthetics, in the Continental tradition, and on the problems of consciousness and free will; from psychology, work on decision making (prospect theory) and thinking styles; from neuroscience, work on the network structure of the brain. In this class, we will be focused on asking the following questions: Is there a fundamental division in the mind? If so, what is the nature of the division? Why is it helpful to claim a division–what work does it do? How is it unhelpful? To what degree are apparent divisions products of culture and context, vs. biology? How might a scientific account of the division transform our understanding of historically influential divisions? How might historical and/or philosophical work inform current scientific research? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 289Q. Unsustainable Fashion: The Environmental Impact of Plastics in Textiles. 3 Units.
The emergence of the plastics industry in the 20th century revolutionized textile fabrication. Rayon and Nylon became inexpensive alternatives to silk. Polyester helped keep clothes wrinkle-free and easy to care for. Performance fleece and faux fur provided alternatives to materials harvested from animals. At the same time, however, textile manufacturing is one of the most important polluting industries in the world, producing toxic chemicals that contaminate water, soil, and the plants and animals that we eat. Therefore, the modern fashion industry is unsustainable and is the 2nd largest water-polluting industry and is responsible for 10% of the carbon footprint in the world. Sustainable fashion is a philosophy that involves creating a strategy to make a change in different levels from textile fabrication to design, production of fashion items and consumers’ attitude. What would it take to make fashion more sustainable? Is it possible to re-think textile fabrication and fashion design? Can fashion be "plastic-free?" What role can marketing and consumer behavior play in a more sustainable fashion of the future? In this seminar, we will investigate the history of fashion and textile fabrication, especially how the emergence of plastics revolutionized the industry. We will also examine the social and environmental impacts of the plastics-based fashion industry, considering sustainable solutions, as well as the challenges they face. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 289T. Community Problem Solving: Applications of Design Thinking. 3 Units.
In this seminar, we will evaluate design thinking, a systematic process for developing creative, human-centered solutions. To test our thinking, we will also seek a solution to a real problem in the CWRU/Cleveland community. Design thinking has been embraced by leading tech companies and universities around the world. The inventors of the first Apple mouse and the first e-book, for instance, used design thinking to develop these innovative products. The many proponents of design thinking claim that it can be applied to problems in any field: medicine, politics, the arts. You can even use it to build a well-lived, joyful life! Design thinking also has critics who argue that design thinking is merely a repackaging of old ideas in modern techno-speak. Clearly, human creativity and problem solving existed long before we even had the words "design thinking." Why do we even need a systematic process for something that people do on their own every day? We will examine the theory and practice of design thinking, not only by critiquing the arguments pro and con, but also by applying it to a real-world problem ourselves. Working in teams, we will use a variety of CWRU resources, including faculty and staff expertise, think[box], and other labs, to identify, test, and implement a solution integrating technology and the human experience. Along the way, we will also critically evaluate the design thinking process itself. Does design thinking always lead to the best available solution? If not, why not? What other approaches might work as well or better? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 289U. Pipes, Potholes, and Pathogens: Infrastructure Issues in the USA. 3 Units.
The poor condition of the nation's infrastructure--its roads, railways, bridges, tunnels, drinking water systems, wastewater systems, and more--has been widely reported. In fact, the infrastructure is so bad that fixing it offers a rare opportunity for bipartisanship. And yet, as the grades given by the American Society of Civil Engineers in its quadrennial Report Card indicate, conditions remain dismal. In this seminar, we will study the structures and systems that constitute national infrastructure, the tools used to evaluate its condition, and the challenges of monitoring, maintaining, and repairing it. What metrics are used to grade various infrastructure categories? Do these metrics accurately describe conditions in a meaningful way? What does it mean to say that the condition of bridges, for example, is a "C" or a "D"? How should government agencies use this information when prioritizing spending? Is it better to repair or replace? Are some categories more important than others? Is it better, for example, to address drinking water before dams, or sewers before roads? How should spending be distributed geographically and socially? Should spending be spread evenly, or is it better to target urban, suburban, or rural settings? To answer these questions, we will investigate examples from Northeast Ohio. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.
USNA 289X. Sexual Revolutions. 3 Units.
Modern American society, from the late nineteenth century on, saw major changes to human behavior and understanding of sexuality, often seen as a “revolution.” This course will examine these changes from the late Victorian Period to present day, focusing on the social and technological developments during this time period. In this course, we will explore the rise of sexology as a field of science, the development of reproductive and sexual technologies, as well as the social, cultural, and political forces that shape ideas about sex. By analyzing both primary and secondary documents, we will investigate what is the idea of sexual freedom and how it intersected with categories of race, religion, and class, as well as what constitutes sexual liberation and oppression. By looking at how issues of sexuality were central to political debates during the twentieth century, students will revisit definitions of sex, gender, identities, revolution, and backlash. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

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USSO 201. Society and Technology: How Do They Impact One Another?. 3 Units.
This course focuses on a systematic analysis of the relationships between society, and the specific institutional elements of technology and technological innovation. It describes the social aspects of computers and related technologies and explores the ways in which these technologies influence and impact organizations and individuals. The course explores the design, use and cultural significance of technologies and uses a historical focus to assess the integration of technology into all aspects of our society. The restructuring of traditional human interaction by information technology will provide a contemporary focus for the course. Offered in a seminar format, the course will provide opportunities for scholarly discussion, systematic inquiry and written communication. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USSO; OR Requisites not met permission.

USSO 203. Law in Literature. 3 Units.
An interdisciplinary venture. This seminar will focus on law in literature by examining representations of the legal process in poems, plays, short stories, and novels. It will provide a taste of the vastness and variety of human life—and will broaden and deepen students’ understanding of the role law plays in society. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 209. Face First. 3 Units.
Human beings greet the world face first. In fact, the ability to process facial features seems to be innate. A baby easily recognizes its mother’s face yet the most powerful computers have difficulty using facial features to identify people. This is because all human faces are similar while fine details make each face unique. This course will begin by studying the human face as an anatomic construction of hard and soft tissue skeletal components. We will discuss how we use anatomic facial features to recognize individuals. One homework exercise will be to construct faces using an FBI identikit. Each student will create an FBI composite sketch of their own face. Seminar time will then be used to view each sketch and try to match the sketch with the seminar participant. Discussion will focus on how facial anatomy is similar or different. Following this introduction, the seminar will shift focus from anatomy to sociology. We will discuss facial attractiveness and beauty. Seminar topics will also include manipulation of facial appearance i.e., cosmetics, body piercing, veils, and plastic surgery. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 234. Questions of Identity. 3 Units.
Who we are informs the ways in which we act in the world. How we respond to society in the individual, local, and global community is impacted by the way we see ourselves, the way others see us, and the way we see others. Who am I? How do I look at myself in relationship to others? How does the way in which society views me affect the way I think of myself? How have writers, historians, and philosophers dealt with the challenges of self and group identity? We will explore these issues through readings from the Civil Rights Era, the Holocaust, and the period of decolonization in Africa. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 243. The Art of Fact. 3 Units.
As evidenced by the tragedy that unfolded in New Orleans in the wake of Hurricane Katrina, we ignore the consequences of endemic poverty at our peril. How do you evacuate a city filled with thousands of people too poor to own cars? Where do you house them after they’ve been rescued from their drowned neighborhoods? Although Cleveland won’t likely be erased by flood, it’s one of the poorest big cities in the nation making it vulnerable to disaster in times of crisis and an incubator for a host of thorny social problems. Often, it’s up to journalists to bring attention to these issues, give voice to the voiceless and force policymakers to come up with solutions to seemingly intractable problems. In this seminar, we’ll read and dissect the works of journalists who’ve written stories about complex social problems and have done so using many of the conventions employed by writers of fiction. Writer Ben Yagoda described this literary journalism as “making facts dance.” We’ll spend our time researching numerous social issues and learn to write about them in a clear and compelling voice. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 255. Hinduism. 3 Units.
This course will provide an introduction to Hindu thought and culture. We will read a wide range of texts and secondary sources. Two readings, the Ramayana and Samskara, will focus on issues of ethics and proper dharma. We will also be watching Deepa Mehta’s Fire. There will be a visit to the Shiva-Vishnu Temple in Parma. Heavy emphasis on research and writing. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 266. Framing Our Legal System: Law in the Movies. 3 Units.
This course explores important themes in the study of law, lawyers, and legal institutions by regarding their representations in movies. We will cover such issues as race/class/gender and the law, legal ethics, legal education, the adversarial system, and the image and status of the lawyer in American culture. We will also look at the ways in which law and the legal profession affect popular culture and, conversely, the ways in which popular views of legal problems and lawyers affect law. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 271. Schoolhouse Rocked: Education Reform. 3 Units.
Today, the term "education reform" may bring to mind standardized tests and No Child Left Behind. Many believe that our schools must become more rigorous, with stricter rules and definable goals. "Reform," however, used to be defined differently. John Dewey, Maria Montessori, and Paulo-Freire, for example, struggled to make schools freer and more humane. They hoped not to make the classroom less challenging, but more child-centered. Some disciples of such reformers, discouraged by schools' resistance to change, eventually turned to homeschooling--pulling kids out of school and educating them with real-life learning experiences. In this seminar, we will explore progressive educational theory and connect it with contemporary alternative schools and homeschooling. Visits to nearby Montessori and Waldorf schools and discussions with homeschoolers will make real-life connections to seminar reading and classwork. Challenging assumptions about how well our schools work and raising questions such as, "How do we learn?" and "What is good teaching?" will provoke thought, conversation, and interesting writing. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 275. Psychology of Creativity. 3 Units.
The purpose of this course is to explore how individuals become creative. What are the most important qualities, emotional and cognitive, that are related to creativity? Is there a creative personality? What is the difference between artistic and scientific creativity? How does creativity relate to mental illness? How can we foster creativity in people? The course will study creativity in children and adults and will include research studies as well as descriptions of creativity from creative individuals. We will also discuss how different cultures view and effect creativity and the ethical issues involved. This course is a seminar and will use a discussion format. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 285I. Spectacle in American Culture. 3 Units.
This seminar will examine the topic of spectacle both chronologically and typologically to better understand the power of remarkable visual experiences to awe, entertain, persuade, and create meaning from the colonial period to the present day. In the 17th century, the religious beliefs of the New England community and its need to maintain social cohesiveness gave rise to the spectacle of witch trials and public punishments. As Americans moved westward, the natural world became the focus of the spectacular. In the nineteenth century, the campaigns and debates of presidential candidates became political theater. The latter half of the century gave rise to Consumption as Spectacle as exemplified in the may expositions and World's Fairs. Today, spectacle has reached all facets of our lives. Americans are willing to expose the most intimate details of their personal relationships on television shows like Jerry Springer and The Real World. Although frequently used to maintain power, spectacle also has been employed as a tactic of resistance and as an instrument for creating alternative meaning by subcultures. More recently, spectacle has served as an instrument of terror. Through lectures, discussion, multimedia presentations, and writing assignments, we will have an opportunity to reflect on the many forms and uses of spectacle in American history. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 285J. The Limits of Science. 3 Units.
Can science provide answers to the deeper puzzles of human existence, or do some questions lie beyond the scope of the scientific world view? Specifically, can science explain human consciousness, free will, and morality; and can it reveal the origins of religion? Students cannot, nor will they be expected to, provide a definitive answer to these questions. Instead, this seminar will provide students with an opportunity to engage in a conversation with each other against a backdrop of some of the most interesting and provocative research in cognitive science. In addition to learning about relevant psychological and neuroscientific research, students will engage with philosophical issues and arguments. This course aims to stretch student’s beliefs about what they know now, and what they think can be known. The seminar will aim to cultivate productive and rhetorical skills, especially analytical thought, oral expressiveness, and writing skills, all of which will be useful in future pursuits. It will help students to develop a more nuanced view of human nature and the ability of science to transform our view of it. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 285L. Hollywood Cartoons, American Society. 3 Units.
This class provides a history of mainstream animation produced in the United States during the 20th century, emphasizing in particular the output of the Hollywood animation studios of the 1930s-1950s, the shift to television animation in the 1950s, and the rebirth of animation in the 1980s. In addition to the general history of the field and key periods of creative development in the genre, we will discuss various sub-genres or narrative fads within animation, cultural and social movements of the 20th century and how they are reflected in contemporaneous popular culture, issues of art versus commerce in the creation of popular animation, the intersection of animation and politics, and the representation of race, gender, sexuality and religion. Since this class focuses on visual media, we will also spend a great deal of time both watching films and discussing how to watch animated films with a critical eye. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 285N. Globalization and American Culture. 3 Units.
This course investigates the role of the United States in globalization. The first third examines the claim that globalization entails cultural "Americanization," the middle third covers the resistance of local cultures, and the last part explores the ways in which American invented technologies do, in fact, spread culturally specific ways of working and behavior. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 285T. Why We Believe Weird Things. 3 Units.
How, in such a skeptical age, can people maintain questionable beliefs regarding urban legends, alternative medicine, superstitions, and paranormal phenomena? How do cults manage to attract and maintain large memberships? How can so many seemingly normal people come to the conclusion that they have been abducted by aliens? We will explore the idea that these behaviors are not examples of pathological thought processes, but rather natural consequences of the biases that characterize everyday reasoning. Emphasis will be placed on critical examination of questionable phenomena with a goal of understanding why people might want to hold such beliefs. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 286E. Global Tourism. 3 Units.
Tourism can be viewed as a metaphor for contemporary existence in an increasingly globalizing world where attachments and ties to a concrete place are often temporary. Besides capturing the essence of present-day mobility, tourism is a phenomenon that can be researched both politically and economically. Indeed, 10 percent of global GNP comes from tourism and many poor countries rely on the tourism industry to sustain national economic development. In this class, we will touch on the economic and political significance of tourism, but will spend most of our time thinking of what happens in the tourist encounter, what tourists expect, what drives them, and who loses as well as benefits in the encounter. Some of the specific themes include: the nature of tourist destinations, quest for authentic sites, entertainment tourism (Disneyland, Dracula-Park), tourism to Auschwitz, culinary tourism, sex tourism, and eco-tourism. By reading theoretical works, travel blogs, and literature, we will gain insight to the motivations of tourists, the inhabitants of the places being visited, and international organizations as well as governments who oversee this industry. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 286L. Exploring Non-Profit Organizations. 3 Units.
This seminar is structured to expose students to the opportunities and challenges of working in and running non-profit organizations. Students will explore the importance and significant roles non-profit organizations play in our society. The class will learn how non-profits are organized and regulated and the importance of the organization’s mission is to determining the impact of the non-profit organization in the community. Additionally, the students will learn how non-profits are funded and how these organizations maintain their financial stability and sustainability in the community. These goals will be accomplished through group analysis of non-profit organizational principles, and investigation of existing non-profit organizations. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 286V. Management of Chronic Illness in a Cultural Context. 3 Units.
This course will explore the cross cultural, self-care approaches to health problems. It covers substance-based (e.g., herbs, acupuncture), mind-body (e.g., yoga, qigong), spiritual (e.g., prayer) and social (e.g., communal, family) approaches that have been used to manage chronic diseases and promote wellness in various cultural settings. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 287E. Clash of the Titans: Economic, Industrial and Social Trends in the 21st Century. 3 Units.
Since the beginning of recorded human civilization, locally dominant societies have risen, prospered, decayed and finally ended, with new ones taking their place. Starting in the 15th century, however, Europe established global dominance and maintained it for four centuries, from the age of New World exploration through the Industrial Revolution of the 19th century. Then came the rise of the United States, which in the late 20th century became the world’s only superpower, economically, industrially, militarily and, increasingly, culturally. In the late 20th and early 21st centuries, we are witnessing the “flattening” of the world due to the technological revolution, a phenomenon brought about by the instant and worldwide generation and access to information. Two major consequences of this evolution are: a) Individuals are more empowered than at any time in history and the traditional societal structure is under constant challenge; b) Companies have changed their business structures and practices and have begun to operate on a truly global scale. The main goal of the course is to help students learn the lessons of history and use them to develop an educated argument as to whether the US will continue in its prominent leadership role, or whether one or both of the emerging Asian economic powerhouses, China and India, will supplant it and become dominant. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 287P. Technology and Social Change. 3 Units.
This class examines the reciprocal relationship between material culture (technology) and non-material culture (society and social structure) as they produce social change. The class is organized by major areas in the development of technology as well as chronologically in terms of major epochs of technological and societal development. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 287T. Gender, Visibility and Performance: The Courtesan. 3 Units.
Throughout history, the figure of the courtesan has embodied seduction, performance, and mystery; occupying the private spaces of the real and the imaginary across cultures. The impact of the courtesan on society can be seen in travelogues, poetry, and historical treatises, as well as in texts written specifically about courtesans themselves. Those cultures which had a courtesan class frequently experienced varying degrees of social discomfort. Within the culture, there was tension between those who patronized courtesans and those who considered them a social menace. From without, cultures which had courtesans were believed to be either excessively decadent or highly civilized, depending on the cultural standpoint of the observer. In this seminar, we will study real courtesans as well as examine the figure of the courtesan within the context of literature, religion, music history, and gender theory. The seminar will begin with an overview of the origins of the courtesan, focused on the roles of women and slave musicians in the court and temple in Egypt, India, Greece, and Mesopotamia starting in 3,000 BCE. Then, we will explore factors leading to the development of a courtesan class and compare the roles of courtesans and their place in their culture in Europe, India, Asia, and the Middle East. Readings and class discussion will encompass issues relating to the impact of gender on performance, literary genres, education, and social and legal status, as well as continuing questions related to translation of primary sources, colonialism, and religious movements. In addition to the readings, we will also study images of the courtesan from antiquity to the present, listen to music by and about courtesans, sample some of their writing, and watch films about “real” courtesans. The primary goal is not only to look at the impact of courtesans in history, but also to engage issues related to gender and performance from a variety of different disciplinary and cultural points of view. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 287V. The Public and the Past: History in the Marketplace. 3 Units.
How does one or should one "sell" the past? Our primary encounters with the past are not in the university classroom, but via popular media, museums, theme parks, and historic sites; entities whose survival is increasingly dependent upon market economics. This dependency often demands attention to audience size and the need to avoid controversies that could alienate private and public funders. Complicating this is the issue of heritage—the somewhat mythic pasts which individuals, groups, and nations claim as their right, even when research challenges the underlying myths. What then are the consequences, in terms of ethics and accuracy, or in terms of civic value, when one turns history into a heritage-based commodity? More specifically, how does this affect professional historians? Can they work in history outside of academe without sacrificing integrity and standards? The seminar will debate these critical questions and also take an in-depth look at the growing field (positions, products and potential) of public/applied history. Readings, documentaries, interviews, and on-site visits to public history institutions will provide the basis for our discussions and the written assignments in this seminar as well as serve as an introductory "course" for students interested in a career in public or applied history. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 287Z. Concubines, Soldiers and Field Hands: World Slavery from Antiquity to the Present. 3 Units.
For many Americans, the most familiar type of slavery is plantation slavery of the Americas and the horrific consequences to the indigenous peoples and transplanted peoples from Africa. The longevity of the institution of slavery, and acceptance of the practice by many different cultures and belief systems, however, reaches from antiquity to the present day. In addition to providing physical labor and domestic services, slaves have been used as entertainers, civil servants, led armies and served in temples. Slavery is a complex legal, religious, moral and social institution, and the relationship between slave, state and owner/slaver is equally complicated; so much so that understanding the bond between them, and what the actual boundary was between "free" and "unfree", is still difficult to determine in some cultures. In this seminar, we will use a chronological framework to examine the institution of slavery, uses for slaves, methodologies and sources for studying slavery and the slave trade in world history. Beginning with slavery in the Ancient Near East, Egypt, Greece and Rome, the class will include slavery and the feudal system in medieval Europe, indentured servitude and concubinage, slaves in the early Islamic courts, the Ottoman slave trade, the African slave trade and slavery in the Americas, and the current problem of human trafficking. Within each section, students will read primary texts and recent scholarship examining the social, economic and religious rationales behind slavery. We will also study different methodologies and the impact of gender, race and social class on the study of world slavery. As many slave cultures had different definitions for what it meant to be a slave, we will address questions related to translation, interpretation and perception when dealing with primary sources. The primary goal of the course is to provide a broader context for the institution of slavery in world history as a means not only to understand the impact of slavery has had on American culture, but on other cultures as well. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 288B. Doing Good: How Nonprofits Change Lives. 3 Units.
The American economy is made up of three sectors: government, business, and nonprofit. It's pretty obvious what government and business do, but the activity of nonprofits, while it is everywhere, is much more subtle. A nonprofit is most likely where you were born, went to school, attend church, or adopted your family dog. If you became an Eagle Scout, watched "Sesame Street," attended a benefit concert, or participated in a walk for a cause, you were engaged with a nonprofit. Perhaps you haven't given much thought to the way the organization was structured, where it gets its money, or what kind of an impact it's really having. In this seminar, students will learn what nonprofits are, how they operate, how they influence everyday lives, and their role in advancing social change and a civil society. We will consider the economic impact of nonprofits as well as their role in protecting culture, environment, values, and heritage. We will also look at the key challenges facing nonprofits today and how they are addressing them. Writing assignments will include a grant proposal for a new or existing nonprofit. The seminar will feature guest speakers and class visits to nonprofits in the Cleveland area. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 288C. Green Transformation and Globalization. 3 Units.
This seminar introduces students to the recent major green transformation in China and elsewhere in the world, focusing on the way the green changes took place in relation to globalization, environment and climate protection, technology innovation, income redistribution, domestic consumption, and education, to meet the challenges of financial crisis, climate change, energy insecurity, and international competition. The seminar will also assess the impacts of various aspects of green transformation and globalization on today's and future world and vice versa. This seminar promotes broad knowledge of-and increased appreciation of the importance of diversity in China's cultural past, social frameworks, economic conditions, and natural environment. In a close connection to the primary readings, which include several recent relevant works, the students will be exposed to a variety of related primary and secondary materials (such as texts, photos, film clips, music, songs, and websites). In addition to receiving informative yet concise instruction, the student will also be involved in practice in critical reading and thinking, in writing and orally presenting research papers. In these activities, the students will be introduced to basic methods and concepts critical to the understanding of important economic, social, and cultural developments and changes as products of movements rather than isolated incidents. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 288E. Music in Early Childhood. 3 Units.
This course develops critical thinking, writing, and discussion skills through guided inquiry on the subject of music in early childhood. Researchers in the areas of child development, linguistics, sociology, psychology, and music education have documented children’s musical development and noted the interplay of musical development with many other spheres of child development and interaction. What is the role of music in a child’s holistic development? Could enriching musical experiences provide needed interventions to children considered “at-risk?” What is the “First 2000 Days” movement and how does music enter the equation? What types of music therapy are available for young children in medical, educational, and social settings, and what impact have we seen in these areas? In this course, students will explore these questions through reading, research, guest lectures, and observations of young children. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 288T. Coffee and Civilization. 3 Units.
Whether you enjoy an occasional cup or sip throughout the day from a bottomless mug, did you know that since its introduction in the Western world coffee has been intimately tied to sociability and intellectual life? In this seminar, we will explore coffee’s civilizing history, from eighteenth-century coffee houses buzzing with political dissent, to 1920s establishments crowded with avant-garde artists and our modern bookstore cafes. We will also explore the human and ecological costs of our taste for coffee by investigating the enduring connections between coffee, slavery, North-South geo-political relations, and notions of fair trade. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 288Y. The Secret History of Corporate America. 3 Units.
The corporation is the most powerful economic institution of our time. How did it come to reign, and how does its power affect us economically, politically, and socially? This course will chart the history and impact of corporate capitalism. Topics will include the corporation’s impact on democracy, consumer culture, the environment, and even the university itself. If you have ever wondered why products are purposely designed to wear out (planned obsolescence), why unions are so powerless in America, why the military is as powerful as it is, why it takes special technology from the Diebold corporation to run a simple election, why broadcasting companies are allowed to profit by using the public airwaves for free, why it looks like there are a million publishers of books when in truth giant companies dominate 80 percent of the book market, why the perfect lawn is a marketing ploy to get consumers to buy a lot of chemical inputs, why universities, which are supposed to be bastions of independent thought, are now dominated by an army of administrators who run around talking about return on investment instead of figuring out how to create a culture where students can learn, then this is the course for you. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 289C. Ethics For The Real World: Developing a Code of Ethics to Guide Decisions in Work and Life. 3 Units.
This seminar addresses two major questions: How do the contexts in which we live or work affect ethical behavior? And how can we manage to struggle through personal and organizational challenges if we find they present us with something ethically compromising? In this course, we look to religion, spiritual teaching and cultural upbringing to understand sources of personal values and standards of behavior that might help structure one’s life in the midst of difficult contexts. One way we consider this is through practical exercises including development of your own personal code of ethics, an iterative process designed to help you articulate the principles of your own moral construction. These can serve as a foundation for leadership integrity and moral courage for ethical decisions throughout life and work. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 289H. The Meaning of Difference: Constructions of Diversity in American Culture. 3 Units.
Diversity means different things to different people in the United States and around the world. In the United States, in particular, the meaning of difference is connected to categories of identity, meaning and ideas. In this course, we will focus on discovering and understanding various categories of difference, the ways they are constructed, and by whom. We will look at how language and power operate in culture and how the interactions of language and power affect all of us. We will explore constructions of difference in American culture according to race, ethnicity, sex and gender, social class, sexual orientation/expression, disability, and religion. When we read American culture as a text, what do we see and hear about diversity? How do we make meaning of what we see and hear about diversity? What have scholars/thought leaders/writers written about the topic? How have these definitions of diversity affected your own life? How does diversity shape the stories we tell about ourselves, others, American culture and the culture of other nations? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 289J. Treasure or Trash: Examining Theatrical Credibility. 3 Units.
This seminar is a fundamental study of theatre from the standpoint of developing the critical acumen of a potential audience. It covers each ingredient of the theatrical experience—audience, playwriting, acting, directing, theatre architecture, design and technology—and attempts to help students define a reasonable set of standards to judge that part of the experience as an audience member and to clearly communicate their feelings and thoughts regarding that experience. In addition to class discussions, lectures, and readings, students are also required to attend four live performances—two theater productions offered by Case Western Reserve University’s Department of Theater and two productions at the Cleveland Play House. The students will write critical essays about their experience as an audience member in relation to a particular aspect of the performance. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 289K. Riots and Rituals: Struggles for Justice in a Globalizing World. 3 Units.
This course asks students to explore two broad questions: How might we understand contemporary globalization? And, how do those people marginalized by globalization seek justice? Globalization and social justice have now become household terms. However, today, perhaps more than ever, we must ask precisely what type of globalization we are experiencing and what type of globalization we want for our future. If we are seeking the best possible global future for everyone, then it is crucial that we understand how those left behind by globalization struggle to get their interests heard. This course takes a unique approach to these problems by working with two extended case studies. We start with Cleveland, Ohio in the 1960s, and the beginnings of economic globalization in the United States. Cleveland’s Hough riots of 1966 were one of the most violent political events in the city’s history. We then move to contemporary Madagascar, where global rainforest conservation programs pose a real threat to the cultures of indigenous groups and their rights to land. Here, ritual has become a powerful means by which Malagasy groups assert their interests. With both case studies, important questions arise for classroom consideration: What is the exact nature of the globalization processes at work in both places? What can we learn about the development of globalization between the 1960s and now? Who are the groups most harmed by these processes? And, what can riots and rituals teach us about how groups marginalized by globalization struggle to have their claims for justice heard? The instructor has carried-out long-term research in both Cleveland and Madagascar, and will take an interdisciplinary approach to theories of globalization and justice throughout the course. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 289L. The Roots of the Arab-Israeli Conflict. 3 Units.
This reading- and discussion-based seminar delves into one of the most complicated issues in our world. To begin to understand it takes careful reading and reflection, skills on which this course focuses. It also takes untangling the underlying issues from the trauma, dogma, and violence surrounding them. Seminar participants will learn how the roots of the conflict lie in the Ottoman and British Empires. Course materials include histories of Zionism, pre-Zionist Palestine, the British Mandate years, the British Empire in other Arab lands, and the 1948 war and aftermath. Primary sources from the perspective British officials on the ground in Palestine receive much attention. The histories of engineering and agriculture are highlighted alongside traditional social and political perspectives. Students may not get credit for this course if they have taken HSTY 339. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 289M. The Detective Novel. 3 Units.
Who dunnit? Why do we keep asking this question? You dunnit. Readers have an investment in finding answers to puzzles and to threatening narrative situations. In this course on one of the world’s most popular literary genres, you will not only learn of its origins, but about theories of why you keep reading these stories. The texts begin with the Memoirs of Eugene-Francois Vidocq and stories of Edgar Allan Poe, and run though contemporary novelists such as Sara Paretsky and Natsuo Kirino. Why is this genre appeal so popular in so many cultures? There will be a strong comparativist slant to the course; students will be encouraged to explore the cultural context of Natsuo Kirino’s and Stieg Larsson’s novels which, like many of the classics, provide fertile ground for comparison to film adaptations. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 289P. Polar Regions in History. 3 Units.
This course will explore the effect the polar regions have had on the strategic ambitions, pursuit of wealth, scientific investigations, and heroic imagination of (mainly Western) individuals, nations, and cultures, focusing on the modern and early modern periods (c. 1500-present). It will also familiarize students with the physical geography and ecology of the north and south polar regions, the ways in which Arctic-adapted peoples have responded to the challenges of their environment, and the impact that contact with outsiders has had on these environments and peoples. Students will read books and view videos that recount the personal experiences of polar explorers and others involved in international competition for exploratory “firsts,” describe the efforts nations have made to claim polar resources, and examine debates about climate change. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 289V. To Everest and Back: The Politics and Culture of Mountaineering. 3 Units.
In April 2014, at the start of the climbing season, 16 Sherpas working for commercial operators died in an avalanche on Mount Everest. This event precipitated an unprecedented crisis: after tense negotiations with their Western employers and clients, the Sherpas brought the spring climbing season to an abrupt close. Although this action seemed sudden, it had been a long time coming. Conditions on the mountain had by all accounts been deteriorating for decades: ugly trash heaps, tensions caused by economic disparities between Western guides and their indigenous counterparts, and ever more demanding—yet often under-prepared—Western clients indicated that what had once been the site of adventure and achievement had devolved into crass commercialism and exploitation. What is Everest for anyway? To whom does it belong? This course will chart the history of the “conquest” of Everest. We will ask the following questions: What prompted Westerners to venture into landscapes that their ancestors had previously shunned? When and how did the West’s aesthetic appreciation of high mountains begin? When did this appreciation morph into a competitive drive to scale ever higher peaks in far-away lands? How does this history overlap with that of colonialism? Is mountaineering an ethical endeavor? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 289Y. The Symphony Orchestra and its Place in Contemporary Culture. 3 Units.
In measuring the cultural profile of a metropolitan area, the presence of a successful symphony orchestra is often used as a model to determine cultural sophistication and refinement. In recent years, however, the model of the orchestra has encountered significant challenges. Using the world-renowned Cleveland Orchestra as a paradigm, this seminar will examine the orchestra in contemporary culture and attempt to answer the questions: what will the symphony orchestra be in the near future and what must it become to sustain its cultural importance? In this course, we will focus our seminar-style discussions, formal presentations, and research-based writing on the following six topics: defining orchestral repertoire for tomorrow’s listeners; discovering how technology has affected the institution of the orchestra, including performances, recordings, marketing, and communications; examining the financial challenges and bankruptcies of orchestras in recent years and analyzing their causes; and analyzing changes in fund-raising techniques and searching for ideal future models. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 289Z. China and the World: 19th and 20th Century Encounters. 3 Units.
Although frequently characterized as a country with a past that was marked by insularity and disdain for all things foreign, until the West "opened [it] up," China’s engagement with the world has been long and deep. China–Chinese emperors, Chinese governments, and Chinese people across the social spectrum–have energetically engaged with the broader world, permitting, encouraging, and seeking the circulation of foreign ideas and goods. This course is about how China has taken measure of the world and the goods and ideas that have flowed into and out of China during the past several centuries, from roughly the sixteenth through the twentieth centuries. Students will examine one topic in depth as an historical case study during the semester-long course. Possible topics from which the case study will be drawn include the Opium Wars, meanings of revolution, gender and sexuality, religion and political ideology, the environment, nationalism, history of science and technology, etc. Focus on a single thematic topic serves as a microcosm of social, political, and economic exchanges that highlight the complex ways in which understandings of China and the world have shifted over time. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 290B. Contemporary American Rhetoric. 3 Units.
The health of a democratic society depends on an informed electorate. And yet the attack ads, unverified accusations, sound-bites, and carefully scripted and staged media events that fill television and the Internet tend to misinform, confuse, and disengage voters. How might we reverse this trend? How can we meaningfully enter into political conversations? How can we listen to others, form our own beliefs, and then communicate them respectfully and with purpose? To help answer these questions, we will return to modern democracy's ancient roots, using the lens of classical rhetoric to explore contemporary political debate. While the word "rhetoric" is often used today to deride precisely what's wrong with political discourse, as when a policy proposal is dismissed as mere "campaign rhetoric," it more properly denotes the techniques of effective persuasion. By learning how rhetorical devices are used, we can empower ourselves to analyze policy debates and to make our own contributions. As part of this investigation, we will research issues, debate and develop positions, read and evaluate speeches, write about our own positions, participate in public conversations by writing letters to representatives and opinion pieces for newspapers, and prepare an oral presentation. We will also complete a research project in which we analyze the different perspectives on an issue of interest, formulate our own positions on an issue, and reflect on our internal processes as we take on a belief and act on it. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 290C. Marginalization & Health. 3 Units.
Even in a free and democratic society such as the US, individuals and even entire groups can be systematically marginalized: they are blocked from various rights, opportunities, and resources that are normally available to others. One especially important consequence of marginalization is diminished health and well-being. This seminar examines the social factors associated with marginalization and health in American society. Why are some individuals and groups at risk for marginalization? How does marginalization produce health inequalities? What can be done about them? Using quantitative and qualitative research methods and careful analysis of current scholarly literature, students will critically examine the current evidence related to these inequalities and generate their own social justice strategies to address them and their causes. In addition, students will have the opportunity to hear from guest experts in the field and participate in off-campus learning activities. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 290D. Help Yourself: Self-Help and the Science of Human Behavior. 3 Units.

Each year, people seeking to improve their lives spend millions of dollars on self-help books, classes, and programs. Why? How are they useful? And if they work so well, why do people continue to need them? This course uses some basic theories and research of human personality and behavior to investigate whether and how self-help works. In addition to using this information to investigate the claims made by self-help gurus, students will provide students with strategies they can apply to their own lives, including how to change unwanted behaviors, how to cope with stress, and how to promote overall health and wellness. The course will be conducted in a seminar-format to allow for scholarly discussion and facilitate critical thinking. Students will demonstrate their knowledge of the course material through the writing of a paper reporting results of a self-experiment and an oral presentation discussing the merits of a self-help program. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 290G. A History of Workers in the US. 3 Units.

This course examines the lives of the ethnically and racially diverse women and men, skilled and unskilled, and rural and urban laborers that produce the goods and provide the services that society consumes. At crucial moments, working people have joined social movements in an effort to improve some aspect of their lives. We therefore will assess workers in relation to several known and less known American social movements, such as the eight-hour day movement during the late nineteenth century, the peace movement during WWI, and the Civil Rights movement in the wake of WWII. As we study these social movements through the lens of public policy and government institutions, and the relationship between industrial economies and blue-collar communities. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 290J. Touch Throughout the Life Span. 3 Units.

This seminar will consider a variety of topics related to touch throughout the life span. Opportunities are provided to learn from colleagues and resources available to the public about the structure, functions, uses, misuses, and health considerations of touch from birth to old age. Touch as it is conveyed through different venues and with different purposes will be explored; touch for development, touch for socialization, therapeutic animal touch and what are pets need, touch as punishment, touch in the workplace, touch and technology, intimate touch, abusive touch, necessity of touch, healing touch, and comforting and noxious touch. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 290L. The Big Story of Small Things. 3 Units.

"The big story of small things" looks at ordinary people, mundane places, single incidents and fleeting moments, and the ways we might interpret micro cases to make sense of macro developments in our world. Spanning the Middle Ages to the present and crisscrossing several continents, this USEM also ranges among history, anthropology and literature. Topics may include a flower, an orphan abduction, a cockfight, a flood, a peasant, a pencil, a miracle, a midwife, a murder, an unfinished stocking and a year. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 290M. The Effects of Race, Class and Education: A Dialogue on Current Issues. 3 Units.

Recent decades have seen a growing income and opportunity disparity in America. In our seminar, we will examine a variety of overlapping issues related to this crisis, with special attention to the impact of race, class and educational levels in determining how people fare in society. The larger set of issues includes poverty, income inequality, job loss and its effect on the industrial city, the concept of a "living wage," affordable housing, education, and sentencing and incarceration. Readings, class discussions, and student papers will all explore these topics. In urban communities such as Cleveland and Northeast Ohio, the income and opportunity divide is especially visible and persistent. Recognizing this, we have incorporated a novel approach to experiential learning in our seminar. Case Western Reserve students will interact with a similarly sized group of students incarcerated at a nearby state prison. The two groups will conduct workshops together and will hold joint discussions via teleconference throughout the semester. The incarcerated students will be studying the same material on the same schedule and will be sharing their views with students in the seminar. We believe there are several benefits to this dialogue. We have two Northeast Ohio institutions—our university and the prison—which are neighbors but whose residents are largely from opposite sides of the divide. It will be useful to consider the income and opportunity divide from both perspectives and to share ideas and experiences related to the overall problem of inequality. A bilateral discussion and interaction will not only enhance the students’ educational experience, but also, we hope, will foster greater understanding. Procedures will be in place to ensure strict confidentiality and anonymity in any and all exchanges of views between CWRU students and students at the prison. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 290N. Perspectives on Dying and Death: Normalizing the Inevitable. 3 Units.
The inevitability of death encompasses us all. We are all born with the disease of mortality. We all die. And yet, to many of us the details of dying and death are a mystery. It is an abstraction we would rather not think about. This course aims to create thoughtful and reflective dialogue about dying and death, confronting death as something more than an abstract possibility. We will review the physical, psychological, social, spiritual, cultural, ethical, and economic perspectives of dying in America. Reflective thinking will be carefully guided by an array of faculty and guest speakers, both those who are directly involved in the care of the dying and those who provide services to families of the deceased. We are likely to visit a funeral home, a cemetery, and/or a hospice house to explore opportunities to reflect on our own views of dying and death and to consider others’ cultural beliefs and traditions. Finally, we will discuss the concept of quality of life and examine current evidence related to dying and death in America, such as the 2015 Institute of Medicine Report, Dying in America: Improving Quality and Honoring Individual Preferences Near the End of Life. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 290O. Crime, Society, and Culture in Early America. 3 Units.
Since the late seventeenth century, American readers have been endlessly fascinated by the subjects of crime and punishment—and especially by murders and other heinous offenses committed in their own communities. Much as Americans today “consume” crime through movies, television shows, newspapers, magazines, mystery novels, “true crime” books, websites, and popular music, so also did Americans of the 1670s through 1850s “consume” crime through a variety of popular genres, including execution sermons, criminal (auto)biographies, trial reports, and murder ballads. Since most convicted criminals in early America came from nonelite backgrounds (and often belonged to oppressed or otherwise subordinated social groups), such publications not only shed light on crime, punishment, the legal system, normative social values, power relations, and popular culture, but also provided historians with some of their most valuable sources on the day-to-day experiences of ordinary men and women. This seminar explores all of these topics. Each week, students will read topically-related clusters of early crime publications, usually in conjunction with relevant modern scholarship drawn from the fields of social history, legal history, psychology, criminology, and literary studies. The types of crimes explored include witchcraft, piracy, burglary, robbery, and various types of homicide, such as infanticide, familialicide (cases of men murdering their wives and children), and sexual homicide (or courtship murder). Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 290S. Cultural Ecology and Sustainability: An Anthropological Approach. 3 Units.
In the modern period, we have witnessed spectacular scientific and technological achievements. We have also experienced devastating climate change and massive biodiversity loss that threaten life on Earth as we know it. Is it possible that the solutions to these problems are not scientific or technological, but rather cultural? How have other cultures, whether from the present or the past, dealt with sustainability challenges? How might an examination of indigenous or traditional cultures, some of which have existed sustainably for thousands of years and even enhanced the biodiversity of their environments, lead to a clearer understanding of the deleterious attitudes and actions of our own modern culture? How can we integrate the wisdom of these cultures to ensure the survival of our own? In this seminar, we will use these questions to enhance our understanding of the relationship between human culture and the natural world, as well as the ways in which a deeper understanding of cultural ecology can promote sustainability. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 290T. Making: Innovation, Work, and Competition. 3 Units.
Manufacturing has been an important source of economic growth and innovation. In many countries, it has helped create a middle class by providing both well-paying jobs and cheap goods. In recent decades, however, manufacturing has declined in the US. Should we be concerned about this trend? Does off-shoring of production to places like China threaten or enhance the US standard of living or technological strength? Do efforts to protect manufacturing in the US hurt people in developing countries? How will the development of “maker spaces” (such as CWRU’s ThinkBox) affect the way goods are produced? How does high-wage Germany run a trade surplus in manufacturing? Does environmental regulation help or hurt manufacturing? In this seminar, we will address these questions both practically and theoretically. In addition to reading engineering, historical and literary depictions of manufacturing, we will visit factories and speak with leaders from industry, labor, and government. We will also consider broader economic policy questions by reading the works of prominent economists and political scientists. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 290U. Power and Fashion: Dress and Politics in American History. 3 Units.
As clothing is one of the most accessible means through which we express our identities, political and social tensions are often embedded and embodied in dress. As an expressive medium, clothing and appearance became crucial in the construction of political identities and in serving as a means of control, oppression, as well as protest and resistance. This seminar will examine the links between clothing, sartorial practices and political significance. Readings will address the question of sartorial politics from a historical perspective. Special attention will be given to the role of clothes in negotiating and constructing gender, race, class, sexual, and national identities from the 18th century to the present. Students may not earn credit for both this course and HSTY 126. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 290V. Education and Inequality in America. 3 Units.
Guided by the aspiration to provide equal opportunity to all and initiatives like No Child Left Behind, the US educational system has defined itself as a free and open system that rewards accomplishment and nourishes every student's potential. It is based on a philosophy that stands in stark contrast to the foreclosed and explicitly stratified educational systems of many European countries. Why then is it the case that, compared to other advanced postindustrial societies, the US has extraordinary levels of inequality? This course will examine in detail the processes that regulate social inequality and the educational system. We will analyze how differences between students' social, cultural, and economic capital create a stratified educational experience that shapes not only how students are educated, but also the value of that education in the labor market. We will also trace how the inequalities that exist in the US education system from primary school through college play an important role in the reproduction of class inequality, challenging the myth that education is a vehicle for socioeconomic mobility. This course also explores how these inequalities in education run along the axes of race, class, and gender. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 290W. Understanding Body Image through Self-Perception. 3 Units.
This course examines the historical, psychological, and cultural approaches to the self-perception of one's own body. We will explore how body standards have changed throughout history and across cultures, and how this is reflected in portraiture. Additionally, we will investigate psychological studies on body image, acknowledging the challenges in an evidence-based approach and considering medical diagnoses when distortion in self-perception occurs. Finally, we will analyze current body standards perpetuated by the media in regards to body size, shape, and gender. Through reading and discussion, students will gain a deeper understanding of healthy body image and strategies for applying it to their own lives. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 290Y. Shrinking the World: Ham Radio and Distance Communication. 3 Units.
Radio operators can talk to each other across the world, launch and use space satellite stations, and bounce their voices off the moon. And yet the Federal Communications Commission still regulates what they may say on the air. Why is that? And why does amateur radio require a license? In this course, we'll discuss the history of long-distance communication methods stretching from the British Penny Post into the modern digital age, viewed particularly through the lens of the Amateur Radio Service. We will also explore the ways that advances in communication technology have changed politics, entertainment and personal interactions. Who makes the rules for a new system of communication? What causes changes in those rules? Was Orson Welles morally, ethically, or legally responsible for causing a mass panic with his reading of "War of the Worlds?" What might the future hold for communications? Students will earn amateur radio licenses, make contacts with other radio amateurs around the world and with each other, and possibly bounce signals off the moon and listen for their return. We will also look at the ham radio culture, from QSL cards to public service and contesting. Students will learn some basic hands-on electronics, but no previous technical background is required. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 291E. Is College Worth It?. 3 Units.
Here you are at CWRU—you probably know how you got here. But what do you expect out of the experience? University education evolved over time to meet certain social and economic needs, and different universities have differing missions of education. Are you curious about the history of higher education? Do you know how universities function? What is the function of a tenured professorate, and is it an antiquated idea? Today, many people are questioning whether the educational models of the past have outlived their utility and need to be replaced by ones that are better aligned with our modern economy and technology. Does a liberal arts education prepare you for the workforce? Should it prepare you for the workforce? By examining these questions, you will gain clearer insight into your own reasons for pursuing a college degree and how to get the most out of your experience. The decisions you make now affect what happens after you graduate. How do you make the best decisions? This course will discuss these topics and students will submit additional topics about higher education for discussion and study. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 291J. Narratives of Immigration. 3 Units.
As one of the most pressing issues of the twenty-first century, immigration has captured the imagination of politicians and authors alike. In this class, we will explore the stories of those who have migrated to the United States. We will analyze how various writers create autobiographical and fictional narratives of migration, addressing issues such as adjusting to different cultures, learning new languages, and adapting to new environments. Through these stories and histories, we will ask broader questions about immigration, including: Is migration a basic human right? Is it ethical to define someone as being "illegal" for peacefully working and living in a different country from where they were born? What are the gender, ethnic, cultural, and racial barriers that exist when migrating between countries? What are the cost(s) of citizenship and embracing a new country as one's home? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 291L. Our Food, Our Lives: Food, Agriculture, Society. 3 Units.
Where does our food come from? Who grows it? What technologies have enabled the emergence of our current food system? In this seminar, we will ask and ponder these similar questions as we address the challenges posed by the global food system. We will explore the ecological consequences of industrial agriculture, the future possibilities, the livelihood of the world's farmers, food waste, and health issues caused by contemporary dietary habits. In our inquiry, we will focus on both neighborhood communities in Cleveland and various geopolitical entities including Latin America, Eastern Europe, and Southeast Asia to observe food corporations' power to control food choices. In the second part of our class, we will examine community organizations' efforts to give these choices back to the people. To this end, we will participate in various food-movement activities on or near campus and visit some local food-related organizations such as farmers markets, soup kitchens, and restaurants. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 291N. Literature of Nation-building in Francophone Africa. 3 Units.
This seminar explores the process of nation-building in former French African colonies by focusing on the impact of literature on the colonizers and the colonized. It is well established that writers in African colonies used their pens as cannons against a dehumanizing colonial system. Nor did they refrain from asking themselves what kind of nations would replace the colonial society once it had been overthrown. More precisely, their works questioned the kind of political, economic, educational, and cultural systems that could help shape the social structures and people that would inhabit these post-colonial nations. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 291O. Empathy, Identity, and the Moral Emotions. 3 Units.
We are often told to be true to ourselves. We are also told to care about others. There are times when it is difficult to do both at the same time. If being myself causes others pain, should I care? Is it possible that caring for others is an important piece of who I am? Or is it a threat to it? In such cases, our separate identities seem to challenge morality's insistence that we should not remain estranged from others or their concerns. Such challenges raise a question about the value of empathy—the ability to share the viewpoints and feelings of others. Empathy seems to explain why we care for one another, and this speaks to who we should be. Yet empathy also seems to be a threat to morality and identity, inasmuch as it might lead us to identify more with some persons than others, and so cause us to be less objective and fair. Likewise, identifying too strongly with others might undermine identity, as Stockholm syndrome and other pathologies of self-loss suggest. In this seminar, we will examine the concepts of identity, empathy, and morality through a variety of philosophical, historical, scientific, and literary texts in a collaborative attempt to understand who we are and who we ought to be. This will be a discussion-driven, writing-intensive course, ranging over religious, historical, philosophical, literary, and scientific literature, as well as music and film. Together we will examine these three concepts in all their historical, cultural, and trans-disciplinary diversity, in a collaborative attempt to understand and evaluate empathy's importance to matters of who we are and who we ought to be. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 291R. Aging Well. 3 Units.
People around the world are living longer. Researchers have examined human aging, and explored factors that contribute to the quality of life for older people. What does it mean for people to age well? Do current explanations about promoting survival, retaining physical and mental abilities, and maintaining family and social connectedness fit people's experiences? In this seminar, students will consider current theoretical explanations regarding the physiological, psychological, sociological, cultural, and spiritual dimensions that contribute to aging well. Students will analyze programs and services available in the present day and dream about programs and services of the future that could support aging well. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 291U. Talking Bodies: An anthropological approach to tattoos, the body, & American culture. 3 Units.
Tattoos, once seen as disgraceful and lowbrow, are undergoing a renaissance. Undoubtedly you have seen a tattoo today; on you, your friends, your parents, someone on the street, or in the media. What explains this increased social acceptance of tattoos? Why are people motivated to get tattoos in the first place? What are they communicating about themselves? How, and why, do segments of American culture view tattoos differently? To answer these questions, we will use anthropology, the study of cultures around the people, as a lens to understand people's use of, and attitudes toward, tattoos in American culture. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 291X. "We're Dying in America": The History of the U.S. AIDS Crisis. 3 Units.
Thirty-seven years have passed since the summer of 1981, when the Centers for Disease Control published a report on the mysterious deaths of five previously-healthy gay men. In that time, more than thirty-nine million people have died of AIDS around the globe. Approximately 600,000 of those people died in the United States; at least 10,000 more Americans will die this year. Why, given the global scope of the crisis and the dramatic impact it has had on US society and culture, do so few students learn about the AIDS crisis in school? Why does it receive less attention than, for example, terrorism? In this course, we will study the first 20 years of the United States’ AIDS crisis, and use what we learn to contemplate the current state of HIV-positive people and people with AIDS. We will examine the origins of AIDS as a biological, political, and cultural phenomenon in the hopes of understanding why the United States experienced the virus as it did. We will also address the myriad responses to the virus by presidents and preachers, artists and activists, doctors and business people. How did this tragedy impact American politics and culture? What lessons did we learn, and what mistakes are we still repeating today? How can (and should) the history of AIDS inform our response to the opioid crisis, or the battle over Obamacare? Are we ready for the next epidemic? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 291Y. Immigration, Identity, and Writing. 3 Units.
For many in Europe and North America, globalization and immigration increasingly present a challenge to cultural identity. British Prime Minister Theresa May articulated this view when she stated in 2016, "If you believe you’re a citizen of the world, you’re a citizen of nowhere." More than expressing misgivings about the consequence of globalization and immigration, May was asserting the importance of belonging to a place and a culture. In contrast to May, the genre of writing known as global literature presents a framework for understanding our globalized world not as a cause for anxiety, but rather as an opportunity to understand how new cultural, social, and national identities take shape. As the writer Adam Kirsch has observed, "individual lives are now lived and conceived under the sign of the whole globe." One example of this more global view is Nigerian author Chimamanda Ngozi Adichie who, in We Should All Be Feminists, uses her experience of immigration to reconcile western feminism with the expectations of her native society. As the popularity and influence of writers like Adichie attest, new voices and cultural phenomenon in the hopes of understanding why the United States experienced the virus as it did. We will also address the myriad responses to the virus by presidents and preachers, artists and activists, doctors and business people. How did this tragedy impact American politics and culture? What lessons did we learn, and what mistakes are we still repeating today? How can (and should) the history of AIDS inform our response to the opioid crisis, or the battle over Obamacare? Are we ready for the next epidemic? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 291Z. Queer Christianity. 3 Units.
We live in a historical moment when the relationship between queerness and Christianity is being reconsidered and hotly debated. To better understand this debate, as well as the differences and potential common ground between members of the queer and Christian communities (including those who belong to both!), this seminar examines the history of Christianity and its relationship to queerness. Is Christianity a force for domination or liberation? Orthodoxy or creative multiplicity? Normativity or queerness? To answer these questions, we will read literature that explores how Christianity has both suppressed and in some sense created queerness, as well as how it has been reclaimed by queer communities. We will also look closely at how these historical tensions are being played out locally today. Special attention also will be given to the range of intersecting identities and communities that have responded to the meeting of faith and sexuality in various ways, drawing from diverse contexts of race, ability/disability, gender, and class. Readings include selections from the Bible, books about theology, and documentaries and memoirs attesting to the experience of LGBT Christians. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 292A. What Makes People Happy. 3 Units.
What makes people happy? What prevents them from achieving happiness and maintaining it over time? Over the past 20 years, psychologists and cognitive scientists been studying these questions. Achieving happiness seems like a simple goal, and most people can readily name many things that make them happy, such as children, chocolate cake, and success at work or school. However, science shows that happiness is more complicated, as many of the things that people think make them happy also make them quite unhappy. Similarly, data suggests that many of the things that make people happy in the short run do not lead to long-term satisfaction with life. Whereas popular self-help books suggest a variety of ways to increase satisfaction with life, scientific researchers argue that our happiness is essentially predetermined by a genetic set-point. The interdisciplinary approach of this seminar will clarify some of this confusion by focusing on happiness from a variety of angles: the role of the brain in the perception of happiness, the effects happiness has on decision making, and the difference between short- and long-term approaches to boosting happiness. Students will not get credit for this course if they previously earned credit for FSSY 157 Pursuits of Happiness. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
**USSO 292E. Many Ways to Be a Woman: Intersectional Traditions of Feminism and Femininity. 3 Units.**

Historically, "feminism" as a word has challenged people's political and personal investments in different ways as they encounter issues such as voting and jobs, marriage and divorce, racism and classism, homophobia and transphobia, healthcare and disability, personal liberties and social protections. Alongside these traditions of feminism, "femininity" has been a concept that seems simultaneously ancient while also under constant revision as women of color, post-colonialism, disability, queer, transgender and intersex thinkers introduce underrepresented perspectives. Facing these reactions and reforms, some people feel disinclined to identify with either word, adding to the list of "F-words" that can raise conflict in polite company. Yet however one feels about these F-words, feminism and femininity have regularly proven important movements in public debates around government, the work-force, education, and art. This seminar seeks to connect students with intersectional and sometimes conflicting traditions in politics and gender theory in order to broaden the horizons of who or what gets to be identified with feminism and femininity. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

**USSO 292G. Creativity and Spirituality. 3 Units.**

Humans have been developing the capacity to understand the supernatural forces that shape the universe and the meaning of our existence within it. This spiritual evolution is powered by people's integral primeval drive to be creative. We tend to look at the arts and sciences as a visible demonstration of creativity, but we all engage that creative instinct, consciously or unconsciously, in every facet of our lives. We draw on creativity whether we are dealing with everyday problems or significant transformative experiences. But what is creativity exactly? How does it work? Is creativity in the arts the same as creativity in the sciences? In this seminar, we will examine a variety of theories that attempt to explain creativity. We will also use research in the field of psychology and creativity studies to explore the relationship between an individual's creativity and their personality, experience, and environment, as well as whether creativity can be an acquired skill (and if so, how?). What role can creativity play in our work and play? What role does creativity play in our sense of selves as spiritual beings? We will investigate these questions using an integrated multi-dimensional methodology that combines theoretical and experiential approaches. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

**USSO 292H. Religion and Human Rights. 3 Units.**

This seminar examines the theories that underwrite human rights, as well as some contemporary human rights issues. We will begin by familiarizing ourselves with the history and theory of human rights. In doing so, we will examine how thinking about human rights is different from the way we think about legal and political rights. Then, we will use this historical and theoretical framework to examine the intersection between human rights issues— including gender rights, minority rights, and religious freedom—and religious belief and practice. We will use a variety of cases, from the place of racial and religious minorities in North American to gender and women's rights in India, to understand how these issues manifest themselves. How far do our historical and theoretical explorations help us understand and perhaps offer solutions to these vexing issues? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

**USSO 292K. The Corpse in America, 1865 to Today. 3 Units.**

When are the dead not really dead? In the twenty-first century, a person's biological death activates a series of rituals to sanitize, memorialize, and dispose of their remains in a timely manner. Yet, American history is filled with exceptions to this rule. Using methodologies from history, anthropology, material culture, and visual culture studies, this course will address how the corpse continues to "live" as active material in American life. We will investigate how the corpse attains new meanings as a commercial object, a specimen, a relic, forensic evidence, or a museum display. We will explore how these shifting meanings are rooted in—and also help to construct—larger historical narratives about political conflict, economic disparity, and social inequality in the United States. The course topics allows us to locate continuities between the past and present, revealing that contemporary Americans are still wrestling with many of the same practical and moral questions about the appropriate place for the dead in our society. Our readings and visual materials, some of which are raw and graphic, will confront us with difficult questions about the value of the human body, the limits of bodily autonomy, and the consequences of social oppression and state violence in the United States. Together, these topics will challenge the existence of any single "American" way of death and will ask us to examine our own position as scholars, witnesses, and perpetrators of uncomfortable truths about the corpse in America. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

**USSO 292N. Pyramids: The Building Blocks of Ancient Egypt. 3 Units.**

One of the first images that springs to mind at the mention of Ancient Egypt is a pyramid. These iconic stone monuments have been studied by generations of astronomers, historians, archaeologists, physicists, architects and mathematicians (to name a few) and yet, they still remain enigmatic. Who built them? What were they for? What did they mean? Although people have tended to focus on the mystery of how Ancient Egyptians built the pyramids, the more interesting question to consider is how pyramids built Ancient Egyptian civilization. In this seminar, we will use archaeological and textual material to explore the development of pyramids across Ancient Egypt's history. More specifically, we will investigate how pyramids shaped kingship and government, economics, architecture, religious ideology and social structure. In doing so, we will interact with, and learn to appreciate, a culture and people with a very different worldview from our own. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 292V. Mapping Music Through the Digital Humanities: A Cleveland Atlas. 3 Units.

For all its celebrated preoccupation with rock, Cleveland is home to a wide variety of musical genres: jazz, blues, classical, polka, hip hop, gospel, among many others. Cleveland is also a home on the move, a city of immigration and outmigtration, a city of waterways, bridges and commuter rails. Then again, Cleveland is a city of enclaves, borders and barricades, social distance despite geographic nearness. In this seminar, we will ask a fundamental question: is music like a bridge that connects different people in the city or is it a border that structures divisions? To answer this question, we will put digital mapping tools to use in better understanding the musical patterns that shape city life over time. We will examine the links between dominant and subcultural music; analyze music's relationship to socio-economic forces such as segregation, urban decline, suburban flight, and revitalization; and reflect on how music defines Cleveland's place in the national imagination. In the process, students will contribute to a digital atlas of Cleveland's shifting musical soundscape. Music, at once rooted in identity and as rootless as radio waves, presents an alternate lens for understanding the routes and rifts shaping urban life. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 292W. Collectors and Their Collections. 3 Units.

"The passion for accumulation is upon us," The Atlantic Monthly announced a century ago. "We fill our rooms, our walls, our tables, our desks, with things, things, things." This observation acknowledges an urge that is just as prevalent today. Certainly, we see evidence of this collecting behavior everywhere, from pop culture artifacts such as comic books and Magic cards, to "high culture" objects such as artworks and rare books, to esoteric miscellanea such as animal skulls and street-signs. In this seminar, we will examine what motivates people to seek out objects and bring them together, often in creative and surprising ways. What is the difference between building a collection and being a hoarder? Why do some collectors enjoy showing off their collections, while others keep them private? How has digitalization and social media changed collecting? Through these questions we will explore the psychological, social, and historical impulses that drive us to fill our spaces with things, as well as how the act of collecting helps us make sense of the world and our place in it. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

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USSY 201. Mathematical Life and Death in the Ancient Greek World. 3 Units.

A seminar on the earliest mathematical proofs. The Greek Thales studied with Egyptian priests and gave the first geometric proof. Pythagoras went to Egypt, on Thales's advice, then founded a mathematical religious colony in Italy. Plato took much philosophy and mathematics from the Pythagoreans. Aristotle took only mathematics. Their arguments over mathematical science echoed in the world-city of Alexandria, where even slaves were encouraged to be scholars. There Euclid wrote the standard mathematics text for the next 2,000 years. The great Archimedes synthesized Platonic and Aristotelian conceptions. His mathematics inspired Galileo's and Newton's physics. His war machines inspired a Roman soldier to kill him on sight. A woman, Hypatia, later became the leading mathematician and Platonist philosopher of Alexandria and was torn to pieces by a mob for her pagan ideas. What did mathematics mean to these people? What can we learn about religious freedom, or about the science of war? Why do we all accept mathematics form 200 BC whole only specialist scholars remember the physics, biology. or religion of ancient Greece? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSY 204. System Thinking. 3 Units.
This is a seminar course in which students critically examine the way that language is used to model and analyze the social world and its organizations. System thinking is used by business leaders, economists, policy analysts and planners to represent the socio-economic world so that they can manage it. During the seminar, students will read and discuss key works that lay the foundations of system thinking and will apply system thinking techniques to a socio-economic situation of interest to them. The emphasis will be on questioning the premises of system thinking, surfacing its strengths and weaknesses, and grappling with its ethical implications. Some key ideas related to system thinking that will be explored include: information theory, cybernetics, system modeling, language, meta language, modeling and intervention in social systems. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 211. Beethoven and the Age of Revolution. 3 Units.
Beethoven's music is symbolic of the age and spirit of change which reached its zenith with the French Revolution. Fuelled by political, social, and emotional reactions, his oeuvre was remarkable in every way. From the early works, imitative of Haydn and Mozart, through his truly unique later compositions, Beethoven was revolutionary in his person and in his music. The course will center around specific Beethoven masterworks which are being presented by University Circle Institutions, and student attendance at these concerts will be required. Class sessions will involve discussions concerning the historical and cultural setting, influences, and analytic investigation into these masterworks. Readings will be taken from Joseph Kaman and Alan Tyson (The New Grove Beethoven), Frida Knight (Beethoven and the Age of Revolution), and George Marek (Beethoven: Biography of a Genius). This course is directed towards the general university student, and no specialized knowledge of music is necessary, although certain rudimentary aspects of musical discourse will be covered. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 227. Travel Writing on Screen. 3 Units.
Through the image of the traveler in a wide range of films, we will examine such issues as border crossing, culture shock, and the nature of memory. Topics include: The Grand Tour, pilgrimage, exile, and imaginary journeys. A group presentation, 5 short-reaction papers, and a take-home final essay are required. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 229. Art Mirrors Art. 3 Units.
At the beginning of the Renaissance, about the year 1400, an important new theme arose in painting, sculpture and printmaking—the theme of art about art. At a time when the status of artists in society was rising, new subjects began to appear in western European art that depicted both the artist and the process of making art. Self portraits of artists, depictions of Saint Luke painting the Virgin Mary, images of women as artists and muses, classical and mythological stories of art making (Pygmalion and Galatea, Apelles painting the mistress of Alexander the Great), depictions of painting and sculpture studios and of art academies and instruction, scenes of art galleries and collections, still lifes about art, all reflected this new cultural interest in art as a topic in itself. This seminar will look at individual works of art and subject types to understand what they tell us about the role of the arts and the changing status of the artist in the Renaissance and early modern period, up to the eve of the French Revolution, about 1789. The works we study will thus be understood as symbolic indicators of social status and ideas about what art meant to European society. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 233. Constructing the Self. 3 Units.
The purpose of this seminar is to explore how individuals construct and present the self. The class will explore what we know of the self from historical, sociological, psychological, and philosophical perspectives. We will examine how the meaning of the self has changed over time. We will also explore where the self comes from, and the role of parents, peers and society in making a person who they are. Finally, we will explore how the self is defined for others, whether through an online presence, fashion choices, or the names that people prefer for themselves. Specific topics will include Freud's view of the self as unavailable to consciousness, the importance and fallacy of high self-esteem, individualist and collective societies, and the ethics of self-presentation. Students should expect to develop their critical thinking as well as writing and oral presentation skills through this class. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 241. The Birth of the Modern: 1905-1925. 3 Units.
"The Birth of the Modern: 1905-1925" will attempt to answer the question "What is the modern?" by exploring some of the breakthrough works of literature, music, art, and scientific theory in the first decades of the twentieth century. We will study what characterizes the new modes of thinking or "language" of modernity, developed in experimental work across the arts, the sciences, and the social sciences. We will be examining some of the major manifestos of and statements about the nature of Modernism in order to see how they illuminate, for example, a novel by James Joyce or a painting by Picasso, a composition by Stravinsky, a scientific theory of Einstein's, or a psychological theory of Freud's. At the conclusion of the seminar, students will present their findings and write a research paper about "the modern" as it relates to a field of particular interest to them. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.
USSY 249. Paris: From Revolution to Globalization. 3 Units.
This course explores the history of Paris as it became the center of French national life, international culture and politics in the 19th century and a global city in the late 20th. The course acquaints students with the history of Paris as a dynamic environment deeply influenced by industrializing forces during this period. We will study contemporary writings, art and popular culture economic developments, political and military events, and architectural and engineering projects that have profoundly shaped the city and popular responses to it. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 250. Medical Narratives. 3 Units.
This course examines the relationship between medicine and narrative by exploring the representational structures and narrative conventions that have been used to understand and communicate the experience of illness, to tell stories about the human body, and to diagnose and treat disease. The course focuses on literary texts (including novels, plays, short stories and memoirs) written by doctors, patients, nurses and creative writers, as well as on medical case histories from different cultures and historical periods. It examines such topics as the uses of narrative in medical practice; the uses of metaphor in conceptualizing and representing disease; the ethical dilemmas posed by medical research and practice; the therapeutic value of narrative; the structural similarities (and historical links) between detective fiction and medical case histories; the imaginative function of illness in literature; the cultural myths and iconography of disease in different historical periods; the representation of physical and mental illness and the human body in language and art, and cultural responses to major health crises such as bubonic plague, syphilis, and AIDS. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 275. Colors, Capes, and Characters: American Comics Symbolism. 3 Units.
The history of the comic book is a vital site for critical questions about intersections of art and popular culture in America. In this course we will not simply read “funny books,” but will examine a genre that is as unique as its many colorful protagonists: from Popeye to Superman, Wonder Woman to the X-men, comics have given us larger-than-life characters who are often caricatures of dominant (and sometimes subversive) American ideologies. We will learn not only the history of this unique genre, but will interrogate what it means to truly read comics artistically, politically, culturally, and symbolically. At heart, reading comics in an exercise in interpretation: given visual symbols, what meanings can we take from them? What can comics tell us? And how can we write about them in intelligent, critical ways? In this course we will learn to approach comics through critical thinking strategies; that is, questioning what they are, what they say, and where they come from. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 280. Passport to Eastern Europe. 3 Units.
Images and texts shape rather than merely reflect the world and its geopolitical structures. Novels, films, and myths make significant contributions to the varied ways that people make sense of continents, nations, and other (often too conveniently used) geopolitical categories such as the East and West. After considering the ways in which the European continent has been imagined over the centuries, we will explore texts and films that have contributed to the invention of East Central Europe and the Balkans and continue to shape our understanding of the eastern parts of Europe. The class will include analyses of current news coverage of this area to unpack representations disseminated by the media and to reflect on the forces that aim to shape our understanding of geopolitical entities. Ultimately, the course hopes to address geopolitical assumptions, evaluate cultural contexts, and help you think critically about the constructed nature of geopolitical categories. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 284. The Art of Madness. 3 Units.
Taking a historical approach, this course will examine the relationship between the evolution of social and medical attitudes toward mental illness and fictional representations of madness in literature. Beginning with the early modern period, students will compare period sociological and medical narratives on mental illness to fiction works with representations of madness. In so doing, students will consider how the interactive dynamics of art and science contribute to cultural and social thought. Specific areas of inquiry will include: the development of psychology and its effect on societal perceptions of mental illness; cultural developments that occurred in response to changing perceptions of mental illness over the centuries; and the use of representational structures and narrative conventions in understanding and communicating the experience of mental illness. Other interrogations will include the imaginative function of mental illness in literature (e.g., melancholy’s role in creativity); the cultural myths in iconography of mental illness in different historical periods; and ethical dilemmas regarding mental illness as reflected in both medical and literary narratives. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.
USSY 285V. Castaways and Cannibals: Stories of Empire. 3 Units.
Through a study of texts that exploit “new world” images like the castaway, the cannibal, the wild man, and the exotic woman, this course explores the ideologies that propelled nineteenth-century imperialism, particularly regarding the British in Australia and South Africa. The class will consider how British settlers made “homes” in hostile and unfamiliar climates, how they addressed the problem of unfriendly and unequal contact with indigenous peoples, and how contemporary novelists reevaluate the historical past. The course will work under the premise that contemporary geopolitical realities have been shaped by the imaginative work of British colonialists who, under the principle of terra nullius or “no man’s land,” claimed the land and the resources of these southern territories and dismissed the very existence of the indigenous peoples that populated them. The scope of the course will be broadly historical, exploring works that participated in British imperialism, as well as those that take a modern perspective. Course materials will be drawn from a variety of genres, including fiction, poetry, film, ethnography, natural history, history, and criticism. Ultimately, students will consider how narratives participate in the shaping of reality and of real-world relations of power. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 286S. Shakesploitation of an Icon: Four Hundred Years of Shakespeare Marketing. 3 Units.
Following the interregnum in England, William Shakespeare began a long, sustained trajectory as a cultural icon, first in England, but eventually among all English-speaking cultures. In the process, Shakespeare’s works have been reinterpreted, adapted, re-contexted, commoditized, and re-purposed for the sake of art, educational relevance, and entertainment. In the process, Shakespeare has often become the tool of unabashed commercialism, a practice which has come to be known as “Shakesploitation.” But why is Shakespeare’s work so frequently purloined? Why are we out of context references to him so ubiquitous? Why do people tend to equate the name of Shakespeare with qualities of genius? Why have his works been continually adapted (often shamelessly) not only for the stage, but into other genres, including operas, paintings, novels and films? How do we account for the proliferation of Shakespeare-based self-help books such as Shakespeare on Leadership? Why is the infant stimulation video Baby Shakespeare a best-seller? This course will explore these questions not only by reading a selection of Shakespeare’s most enduring works, but also by examining criticism, adaptations, and marketing strategies that have been applied to Shakespeare’s image and works over the last four centuries. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 286V. Food Craze: (No) Reservations. 3 Units.
The great number of food-related TV-shows indicate an unprecedented interest in questions about and fascination with food; in fact, these TV shows allure viewers with the appeal of a myth: eating involves discovery (Anthony Bourdain’s No Reservations, On the Road Again with Mario Batali, Planet Food), thrill (Bizarre Foods), or “supernatural” competition (Man vs. Food, Top Chef). These television shows and food-related writings that accompany them in earnest “worship” food and often promote ideas of multiculturalism by which exciting and novel locales, foods, and meal preparatory techniques are discovered. The objective of this course is to “indulge” in these shows and food writings and scrutinize them: What explains such fascination with the viewing of and reading about food? How do food-exploration trips expand on ideas of multiculturalism and globalisation? What explains the centrality and “mythical” nature of food in the twenty-first century? To begin these conversations, we will touch on a plethora of food writing works including works motivated by environmental and health concerns such as Michael Pollan’s essays. Then we look at the world of cookbooks (including the cookbooks of Julia Child and Rachel Ray), food blogs and TV-shows, and essays by Bill Buford and Calvin Trillin among many others. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.
USSY 287M. Literature of 9/11. 3 Units.
Nearly 10 years after the September 11, 2001 terrorist attacks, politicians, economists, artists, and educators continue to use the umbrella term "post-9/11" to describe our general cultural sensibility. Yet, what does it mean, specifically, to live in a "post-9/11" America? How have the cataclysmic events of that day altered our political and intellectual points of view? In this course, we will explore these questions by considering how novelists, poets, and other writers have and continue to represent September 11th. We will analyze techniques used to narrate the story of 9/11, investigating how American cultural values--or critiques of such values--influence the aesthetic choices that writers make. Our course will begin chronologically at "Ground Zero," as we examine representations of the immediate urban trauma while exploring the tensions between memorial and commemoration, spectacle and commercial pursuits. We will then focus on works by both American and international authors addressing the days and months following the attacks. We will examine how America is depicted with respect to its foreign policy and domestic politics, paying particular attention to the space of the "home." In addition to novels, short fiction, and poetry, we will read cultural criticism and some philosophy. Students will be given additional opportunities to explore film and other visual or new media representations of 9/11. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/ USSY; OR Requisites not met permission.

USSY 287T. King Arthur's Days and Knights. 3 Units.
Few legends have remained popular and vital as long as the story of King Arthur has. Beginning with brief references in sixth-century histories, Arthur has risen again and again in medieval adventure stories, Victorian lyrics, and contemporary cinema. Over thirty-five films, in fact, have depicted the adventures of the Round Table. How can we explain this phenomenon? To investigate this question, this seminar will trace the development of the legend from its oldest remaining written manifestations to the present day. A chronological approach will allow us to see how Arthur's story accumulated new elements over time, including the famous love affair between Lancelot and Guinevere and the equally famous quest for the Holy Grail--neither of which appeared in the earliest versions of the story. We will discuss topics such as what Arthur has represented at different periods in time and how his story changes when it is retold in different genres and media. We will also consider how writers have adapted Round Table stories to suit political and social agendas. Finally, to broaden our perspective we will spend a unit exploring legends from a variety of cultures and comparing their presentation of heroism. Texts will include Sir Gawain and the Green Knight, pieces of Sir Thomas Malory's The Death of Arthur, the indispensable Monty Python and the Holy Grail, and portions of its new incarnation, Spamalot. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/ USSY; OR Requisites not met permission.

USSY 287X. Paris in the Arts. 3 Units.
Since the late eighteenth century, Paris has been a favorite subject for visual artists and writers alike, as well as the birthplace of several seminal artistic movements, such as Impressionism, Cubism, and the New Wave. This course will use representations of Paris in the arts as lenses through which the identity and recent history of this major city will come into focus. Further, stories, photographs, and films that stage the city of Paris and its people will also allow us to explore the broader relationship between art, the city, and the plight of modern man. The course will include a wide range of artworks, from mid-nineteenth century photographs documenting the destruction of Medieval Paris and the advent of a rational capital, to stories chronicling the fate of hopeful newcomers, and films where the city is treated either as intimate landscape or impersonal grid. The course will be both discussion based and writing intensive: students will be encouraged to envision class participation and writing assignments as means to analyze collaboratively, as well as individually, the material at hand. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/ USSY; OR Requisites not met permission.

USSY 288C. Fly Fishing: the Sport, the Metaphysics, and the Literature. 3 Units.
According to WorldCat--the world's largest database of library content--the amount of literature on fly fishing dwarfs that of any other sport. What explains this interest? In this seminar, we will examine the appeal and cultural significance of fly fishing, especially as a site for understanding an individual's relationship to the natural world. We will read both fiction and non-fiction works that will help us explore the fundamental nature of sport, how it varies from other forms of recreation, and whether sport can be considered art. We will also investigate what prompts authors to imbue fly fishing with metaphysical, spiritual, or aesthetic dimensions. And we will study how the intent and style of such works differ from traditional academic research writing, as well as how those elements of craft might be integrated into an effective academic writing style. We will also learn by experiencing some of the sport's skills, including fly tying and casting. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/ USSY; OR Requisites not met permission.
USSY 288I. Diversions: Experimental Stories and New Media. 3 Units.
In this course, students will study works in which the authors and artists have experimented with traditional linear forms and created stories that are, for instance, labyrinthine, framed, collaged, geometrical, digressive, and even networked. While both print-based and digital texts offer spaces for diverse and deeply engaging written or visual performances, they also require further critical inquiry into the ways in which they create, reflect, or resist social and cultural values. Our focus in this course will be exploring how stories (and other texts) - in print, on screen, on canvas, in digital formats - that don't follow or that play with conventional rules of order encourage us to participate in making sense of our contemporary world. The goals of the course include: exploring the relationship between form and content in written and visual productions, developing a critical perspective from which to enjoy, assess, and respond creatively to traditional print and multimedia presentations, and making excellent use of research resources at CWRU and cultural resources at University Circle. In addition, students will work to develop their writing and presentation skills and to innovate novel models of research writing. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 288R. Cultural and Ethical Issues in American-Chinese Business Relations. 3 Units.
The American and Chinese economies are the two biggest economies in the world. The Chinese economy is the fastest growing large economy in the world. The dynamic American economy is unique in its combination of large multinational enterprises and small entrepreneurial firms. The American economy is characterized by a vast private sector, the rule of law, and the largest private capital markets in the world. The Chinese economy is 30 years into a period of reform from communist industrial organization to "socialism with Chinese characteristics", which includes a significant role for the private sector. The Chinese economy is still an experiment. The established American business system exists within a democratic political system, where corporate lobbying has a significant influence on the creation of laws and government policy. The Chinese economy is still under the tight control of the Chinese Communist Party, a one-party dictatorship. When Americans go to China to do business, they find the cultural, social, political, and moral systems vastly different than what they are familiar with. Transparency International Ranks China 27 out of 28 of the most corrupt large economies in the world. In China, bribery of government officials and kickbacks to sales and purchasing managers is common. Key questions we will investigate are: 1. In what ways are the two business systems similar and different? 2. What is the nature of Chinese social relations? How do they differ from American social relations? What effect do they have on business? 3. What is the nature of the Chinese political system? What impact does it have on business in China? 4. How do American business people negotiate the Chinese business system? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 288V. Seclusion, Gender and the Exotic: Imagining the Harem. 3 Units.
When the term "harem" is invoked, the first image that comes to mind is of scantily clad women living in sequestered opulence in some exotic, yet vaguely "Eastern" place. This image has been reproduced and perpetuated through art, literature and music to the degree that even today, familiar themes of seduction, passivity and mystery related to the harem can be found throughout popular culture. Historically, gender segregation reaches into antiquity and exists in a variety of forms, cross-culturally. The term "harem" was not used regularly until the 13th century, and then only referred to the specific form of gender segregation used by the Ottoman court. Application of the word "harem" to all women's quarters in other cultures was the result of European contact with the Ottoman Empire, despite the fact that other cultures often had their own, distinct, terminology for women's spaces. In this seminar, we will explore the history and practice of gender segregation as a means to examine how the idea of the harem was constructed in the Eastern and Western imagination. Under what circumstances did women live separately? How were gendered spaces created, justified and maintained? Where did our image of the harem come from? Using primary and secondary sources, we will examine a selection of histories and representations of the harem in literature, slave and travel narratives, and religion. As the Western idea of the harem is part of what Edward Said theorized as "Orientalism", we will explore Said's theory as well as subsequent theories related to gender and the exotic. In addition, we will look at images of women's quarters from antiquity to the present and listen to representations of the exotic in music. Our goal is not only to study the historical fact of the harem, but also to engage issues related to gender, the exotic and representation from different disciplinary and cultural points of view. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 288Y. Shots in the Dark: Investigating Crime Films. 3 Units.
Crime movies and their subgenres (Gangster, film noir, detective, police) are the most enduringly popular of all Hollywood genres. They've been around since the silent era and attest to America's fascination with crime. But another reason we are so attracted to crime films stems from a pair of contradictory narrative projects that underlie the genre. On the one hand, these films valorize the distinctions between the genre's stock characters—criminal, victim and avenger—in order to affirm the social, moral or institutional order. On the other hand, crime movies explore the relations between the three roles in order to mount a critique that challenges that order. In addition to emphasizing film studies, we will study the films for what they say about crime, criminals and criminal law. As most crime films contain an investigation, so too will the organization of the course. There are methods for analyzing film just as there are methods for investigating a crime scene. Investigation requires identifying, collecting, analyzing and interpreting evidence. We'll start by investigating what makes the genre so enduring—its mise-en-scene, intent or characters? You will be reporting your findings in three scholarly papers: a formal analysis on a specific film, a sociological analysis of a specific film and a research paper with documentation. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.
USSY 289A. Do We Have Free Will?. 3 Units.
Concepts such as freedom, choice, moral responsibility, and autonomy are commonly invoked to describe our sense, as human beings, that our actions and thoughts are really our own. This seems like experiential commonsense-when I choose to read a novel instead of a philosophy text it feels like the decision to do so was made by me, that there was no coercion, or other seen or unseen force, that intervened to make me choose as I did. We extend this logic to the judgment of moral and legal responsibility. If you engage in good behavior, you get the praise; if you do bad things, you are blameworthy. Despite our self-perception that we freely make decisions and choose our actions, we sometimes invoke the notion that certain events are the result of some prior cause or circumstance that determines what occurs in the present. In this instance, we do not appear to be fully free in our choices because we cannot undo the causes that dictate what is taking place here and now. To the extent that we experience current actions as having a cause in the past, we are flouting with the idea that our behavior is not wholly free, but determined or conditioned by what has come before. Determinism, necessity, fate, destiny, predestination: these are terms typically used to describe the sense that our actions and thoughts are the result of unknown forces or circumstances beyond our control. This course uses classic and contemporary texts, taken from multiple cultural traditions, to explore the problem of free will and related issues of body/mind dualism and personal identity. Although the term "free will" does not appear in all cultural contexts, found everywhere are questions of whether we are free to act and think as we wish or whether our thoughts and actions are in some way determined. We also read science fiction short stories as thought experiments in order to help us understand the ramifications of various positions on free will and related problems. This course is discussion-based and writing-intensive. Classes focus on analysis and interpretation of texts and ideas. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in USSY/USSY; OR Requisites not met permission.

USSY 289G. The American West on Film. 3 Units.
Few geographical areas in the United States contain as many tall tales and mythological figures as the American frontier. From an extreme point of view, the West is the only American myth because no other nation can claim the cowboy, the Native American, or the immigrant worker on the transcontinental railroad. And yet, each of these figures remains spectacularly diverse. We celebrate their variety and lionize their individuality in film, popular novels, and cultural criticism. From the visions of the New World to the conquest of the frontier, the color of the American West proliferates and transforms, defining our culture. In this course, we will investigate how critics have understood our fascination with the Western frontier. The class will broadly explore version of the frontier in novels, films, and historical accounts. Reading about the history of the actual west, the course will then examine how the films of the twentieth century alter history in order to express the fantasies and anxieties of their own time. By studying both history and film, we will be able to interrogate manifest destiny and the myth of American exceptionalism. What makes the West such an integral part of our understanding of America? How has its actual history become myth? What does the American fascination with the cowboy, the Native American, or the outlaw imply about our nation? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 289I. The Art of Science. 3 Units.
This is an interdisciplinary course that will explore the intersection between two disparate but often-connected fields, the history of art and the history of science. Although these fields are separated on college campuses today, they share a history that is united by a common philosophical question: how do we evaluate and know the world around us? The documentation of that knowledge is often visual—whether written or painted, tabulated or carved—images play an essential role in the shaping and recording of information. Beginning with the Renaissance revival of Pliny’s Natural History (c. 77-79 BCE) this class will focus on the complex ways in which science and art overlap and enrich one another. Topics explored in this course include: mathematical theory and linear perspective; anatomical dissection and naturalism in figure painting; optics, lenses, and realism; Copernicus, Galileo and religious painting; botany and scientific illustration; natural history and fine art collecting, etc. Classes will be supplemented by visits to the Museum of Natural History, the Cleveland Museum of Art, and the Dittrick Museum of Medical History. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 289J. Beauty Myths Today. 3 Units.
Published just over 20 years ago, Naomi Wolf’s influential study “The Beauty Myth” significantly influenced popular thinking about body image. Analyzing both cultural trends and empirical data, Wolf argued that as women made unprecedented advances in public life in the latter half of the 20th century, they were at the same time held to increasingly unrealistic standards of physical beauty. Wolf’s study not only contributed to extant analyses of sexism in the media, but also introduced to mainstream readers the politics of the representation of women’s bodies in popular culture. This course will examine to what extent Wolf’s original claim hold true today. In other words, what physical standards must one meet in order to be considered professionally and personally successful? In exploring this question, we will look at the origins and current workings of the American beauty industry, considering the changing representation of the ideal body throughout the 20th century. We’ll read texts by historians, philosophers, novelists, poets, cultural critics, and journalists who examine the politics of beauty. To both (re-)define and trace the continuing effects of beauty myths in the 21st century, we’ll consider the rhetoric of ideal womanhood as it shows up in popular texts such as websites promoting anorexia, TV shows about plastic surgery, diet books, magazines, and guides for mothers. Students will have opportunities to define the beauty myth more broadly, exploring its effects on men and its mediating presence in other cultural sites. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.
USSY 289X. Identity Theft, 1500-1800. 3 Units.
Religious persecution during the early modern period (16th-18th centuries) compelled Jews to attend Mass, Muslims to baptize their children and Protestants to count Hail Marys on a rosary. European exploration of Asia, Africa and the Americas inspired an Englishman to pass himself off as Taiwanese and an African to present himself as a European. The choice between marriage and a convert led one woman to cut off her hair, sew her skirt into britches and make herself into a conquistador in Peru. In pursuit of social mobility, courtiers remade themselves to suit the conventions of the court. Posing, passing and pretending, these early modern Europeans crossed lines of religion, gender, race and class. Today we might call some of these figures impostors but praise others as self-made men and women. What was the difference between lying and self-fashioning in early modern Europe? What forces and phenomena compelled people to remake themselves? Was the early modern period of the age of dissimulation? This course explores these questions by reading memoirs, handbooks, inquisitorial documents and plays from the period in light of contemporary theoretical literature. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 289Y. Reading and Writing Biography. 3 Units.
The study and practice of biography, that is, writing about someone’s life, is an important tool for understanding how meaning is constructed. In this class, we will learn some of the history of biography and what it hopes to accomplish in its various sub-genres. Why are biographies so popular? Why are we so interested in them? What do they do? Is it possible to perfectly represent an objective truth of someone or does the discussion of someone else’s life require a more symbolic interpretation of things? We will engage in reading and discussing some important and contemporary biographies in a variety of styles and genres from autobiography to works of near-fiction. We will learn how researchers use facts to construct more symbolic narratives around an argument that tells a story about someone’s life in a way that engages with important issues of self, audience, and the location of truth. As our final research project, we will undertake our own biographical projects where we will do primary research in order to construct focused narratives of people of our own choosing. To work up to this point, we will work on our own autobiographies, look at the lives of things, and look at some films which foreground the narrative of life. This course will be of great use to writers and researchers who must be able to communicate by any kind of true account in a way that is both engaging and comprehensive. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 290C. Out of Proportion. 3 Units.
In this seminar, we will explore the meaning of things great and small, from the largest buildings and greatest distances, to nanotechnology and the smallest viruses. The seminar’s goal will be to inspire critical thinking by confronting our fascination with things expanding and contracting, growing and shrinking, things speeded up and things slowed down. We will approach the subject from a variety of disciplines - cultural history, psychology, mathematics, philosophy, literature, economics, and the sciences - with the intention of unpacking both the topic itself and the tools that we use to explain our world. We will ask questions about why we find gigantism and dwarfism unsettling; how we define ugliness and beauty; how we understand the odds and statistics of horrific or wonderful things happening to us; and how this determines our behavior. After examining theory and examples of things "out of proportion", students will produce a research project that combines primary and secondary sources and will make an argument in behalf of an example that they find compelling. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 290G. Women and Warfare: Reality and Representation. 3 Units.
Most people do not think of women when they think of war. However, women’s lives have been intimately involved with warfare from ancient times to present. Women have fought in combat, supported war efforts in various capacities, sent their husbands and sons to die in wars, and have been wounded, raped, and killed as civilian targets. Despite women’s varied war experiences, there are a set of cultural symbols and tropes that have consistently been used to represent women in their relationship to war. Some of these include women waiting, women mourning, women as pacifists, women warriors, and promiscuous women. Through an international and interdisciplinary investigation, this seminar will examine both the disjunctions and the resonances between the historical realities and the cultural representations of women’s lives during wartime. Questions it seeks to address are: In what ways have women’s roles during wartime remained the same across history? In what ways have women’s roles during wartime changed? How are women’s wartime roles represented in art, literature, media, and war propaganda? How has women’s entry into the armed forces during the twentieth century disrupted cultural stereotypes of women’s relationship to warfare? Are there differences between male and female writers—and artists—representations of women and warfare? How has digital technology changed both military service members’ and civilians’ relationships to warfare and the public’s exposure and access to war images? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.
USSY 290N. Django Chained. 3 Units.
To gain a better understanding of the experience and history of slavery from the perspective of the enslaved, we will read the works of Octavia Butler. She knew that the problem with the historical narrative was that slaves did not write it. As a science fiction and fantasy author, Butler spent her career giving voice to the enslaved by recovering their experience and exposing it to the reader through the lens of imagined and symbolic worlds. By reading her work, we will come to understand a different way of viewing history. We will join the historical narrative with the science fiction narrative to arrive at a deeper understanding of the human experience with subjugation and oppression. The class readings will have time travel, vampires, and aliens. However, the most frightening monsters of all will be human. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 2900. Everyone's a Critic! The Play. 3 Units.
Have you ever been to a play and afterwards said to someone, "That was terrible!", or hopefully, "That was incredible!" but found yourself unable to clearly communicate what made it good or bad? In theater, word of mouth is the best advertising and your words have the power to make or break a production. This course will examine the role of "audience as critic," as well as the role of the professional critic, and the influence each has on the success of live theater. The student will learn critical skills that will allow them to clearly identify what made a particular production a rousing success, or a dismal failure. The student will learn the process by which actors, directors and designers bring a play to life, and the analytical skills a critic uses to either keep the play alive, or bring it to an untimely end. The student will have the opportunity to see live productions of the plays we will discuss in class. The student will be required to attend at least five theatrical productions over the course of the semester at CWRU's Eldred Theater, the CWRU/CPH MFA collaboration, The Cleveland Playhouse, and other local theaters. We will compare and contrast these productions with past productions at other regional theaters and on Broadway. Actors, directors and designers of these local productions will come to class to discuss their process and defend their artistic choices. We will speak with local, professional theater critics and discuss their process and what that phrase means is central to the approach we will take toward the various topics covered in class. We will examine cultural attitudes toward mathematicians and mathematics. Similarly, we will investigate the culture of mathematicians themselves, with particular attention to their ideas about community, collaboration, fairness, and merit. We will also look at the ways, from Big Data to high fashion, that the work of mathematicians actively shapes contemporary society. Furthermore, we will consider other ways in which it is useful and interesting to talk about "experiencing mathematics." The question of what that phrase means is central to the approach we will take toward the various topics covered in class. We will examine cultural attitudes toward mathematicians and mathematics. Similarly, we will investigate the culture of mathematicians themselves, with particular attention to their ideas about community, collaboration, fairness, and merit. We will also look at the ways, from Big Data to high fashion, that the work of mathematicians actively shapes contemporary society. In addition, we will practice problem-solving techniques for contest mathematics; this activity requires no more than a pre-calculus background. You will not be asked to memorize formulas or theorems, but rather to think about the problem-solving process. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 290T. Media Responses to 9/11. 3 Units.
For a generation of Americans, 9/11 was a defining event, the kind that slices life into before and after. The reverberations of that singular event continue to dominate our lives today, in ways we can readily recognize, and in ways that we cannot. In this class, we will examine how the discourse around 9/11 has shifted over the course of a decade, from the urgency of screaming newspaper headlines the day after, to the more elegiac responses shaped by novels and films over the years. We will also examine how different media—from graphic novels to films to novels—have responded to the same event and how these responses have shaped, and continue to shape, our collective narrative about the meaning of that event. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 290V. Experiencing Mathematics. 3 Units.
You've studied mathematics, but have you really experienced it? In Love and Math, author and mathematician Edward Frenkel says that, for him, the experience is tantamount to love. Acknowledging that his field suffers from the reputation of being dry and inaccessible, he challenges this negative view by sharing the passion, beauty, and adventure from his career as one of the leading researchers in the groundbreaking Langlands program, the so-called grand unified theory of mathematics. Like Frenkel, we will discuss the appreciation and enjoyment of mathematics. Furthermore, we will consider other ways in which it is useful and interesting to talk about "experiencing mathematics." The question of what that phrase means is central to the approach we will take toward the various topics covered in class. We will examine cultural attitudes toward mathematicians and mathematics. Similarly, we will investigate the culture of mathematicians themselves, with particular attention to their ideas about community, collaboration, fairness, and merit. We will also look at the ways, from Big Data to high fashion, that the work of mathematicians actively shapes contemporary society. In addition, we will practice problem-solving techniques for contest mathematics; this activity requires no more than a pre-calculus background. You will not be asked to memorize formulas or theorems, but rather to think about the problem-solving process. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 290U. Poetry for People Who Hate Poetry. 3 Units.
You don't hate it. In fact, you probably already love poetry, even if you don't know it. You might copy moody indie rock lyrics into your journal or quote the rhymes in a rap verse to your friends. You might hum advertising jingles to yourself; you speak in slang and think in metaphor. Why do we tend to treat only some of these instances of figurative language as poems? Is there a difference between poems and poetry? What can our individual attitudes about poetry reveal about what and whom we value on a cultural scale? In this course we will ask these and other questions about our collective love/hate relationship with poetry. All of this attention to how poems and poetry work will help us understand how our own writing should work. This course also focuses on the development of independent research skills and the creation of complex, analytic, well-supported arguments. We will write in a variety of lengths and genres; our reading and research will culminate in a project challenging students to compile an anthology of essential "poetry" with a critical introduction. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.
USSY 290Y. Ecotopia: Imagining the Future. 3 Units.
The present environmental crisis has given rise to diverse imaginative visions of the future. Dystopian novelists and directors have created texts that portray a disastrous future in which humanity refuses to deal with global warming, ocean acidification, and overpopulation. For writers like Aldous Huxley, the future involves a grim vision of a depleted Earth and a human population under threat from its own political madness. Alternatively, writers and filmmakers have imagined hopeful visions of a human future in which we collectively remake society in order to live in harmony with nature. Although dystopian thinkers far outnumber utopians, we will investigate both visions of the future. More specifically, we will examine these possible futures as ways of thinking about the inter-generational ethical obligation that we have to leave behind positive and sustainable conditions for future generations living on Earth. This seminar will tackle that challenge by analyzing ecotopian visions of the planet’s future and by defining ways of creating a sustainable society. Possible novels and films include Brave New World, Ecotopia, The Road, Snowpiercer, Cloud Atlas, and Oryx and Crake. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 291B. Science (Fiction) Dystopias. 3 Units.
In 1927 the German science fiction classic Metropolis showed filmgoers a mechanized dystopian nightmare in which humans took on the roles of cogs and levers in a giant machine. Years later, George Orwell's Nineteen Eighty-Four depicted a totalitarian regime reshaping post-war England in a similar way, using surveillance and repetitive activities to turn the population into something less than human. Appropriating science fiction motifs, dystopian narratives have forced us to reconsider how science and technology are used to complicate and at times augment our notion of what it means to be a social animal. In this class, we will consider a range of texts, including novels, short stories, films, and comic books, to explore the interaction between people and the things that they invent. The first half of the course will emphasize traditional utopian texts and readings will include selections from works like Margaret Cavendish’s Blazing World (biological utopia), Yevgeny Zamyatin’s We (mathematical dystopia), and George Orwell’s Nineteen Eighty-Four (technological dystopia). During the second half of the semester we will discuss utopian and dystopian worlds in popular fiction and film, such as science fiction short stories by Harlan Ellison, Alan Moore’s V for Vendetta, and Wall-E, to consider how the utopia/dystopia changed in the latter half of the 20th and the beginning of the 21st century. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 291F. Literary Arcadias: Idealized Landscapes and the Intrusion of Reality. 3 Units.
The literary genre of pastoral has long depicted the simplicity of life in a natural environment—a place situated at a time before environmental exploitation, colonization, and urbanization. These pastoral retreats are often given the generic name “Arcadia.” As many critics and authors have noted, however, literary depictions of Arcadia often expose the delicate balance of conflicting realities: peace and war, rich and poor, rural and urban. In this seminar, we will investigate what happens when external reality disrupts Arcadia’s Edenic space. Is the creation of these idyllic settings a way of masking the disturbing realities of class inequality, political power, and environmental degradation? Or are authors attempting to articulate an alternative to them? As part of our investigation, we will consider how the pastoral genre has evolved over time, noting especially how depictions of Arcadia have responded to various cultural, commercial, and political changes. We will also examine how the idea of Arcadia shapes contemporary culture and our own understanding of the relationship between nature and society in the modern world. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 291G. Revenge, Violence, and Laughter: From Shakespeare to Tarantino. 3 Units.
Why do laughter and revenge so often go hand in hand? In the third act of Shakespeare’s Titus Andronicus, the play’s title character, shortly after learning of several acts of grotesque violence enacted on his family—including the rape of his daughter and the killing of his sons—laughs uncontrollably. When asked why he’s laughing, Titus gives two reasons. First, he says he has ”Not another tear to shed,” and second, he says it’s because continuing to cry would keep him from taking revenge on his enemies. This course will explore a series of artistic works where characters are victims and perpetrators of extraordinary acts of violence and injustice, and the response—either from the characters themselves or the audience—includes a grotesque laughter. We’ll explore the reasons for this odd conjunction of laughter and revenge, asking the following questions: What is the relationship between pleasure and laughter on the one hand, and justice and revenge on the other? Is revenge, despite its violence, something to be cheered rather than mourned? Can laughter, as Titus suggests, help correct and fight injustice, where tears do not? Where is the line between an upright pleasure at justice being done and a sadistic enjoyment of suffering (even when those suffering are wicked)? Is artistic violence, when exaggerated or extreme, ridiculous rather than shocking? Class discussion will focus on the formal, ethical and social implications of art and literature. This is to say, we will not only discuss how authors get audiences to laugh at murder and dismemberment, but also the political and ethical results of inviting laughter at things like violence against women, genocide, and capital punishment. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.
USSY 291H. From Dr. Seuss to Wild Things: Radical Children's Literature. 3 Units.
What is the first book you remember reading? For most people, their earliest memories are tied to picture books that were read to them or that they encountered in grade school. These books not only introduce children to basic skills, but also to their culture's belief systems. In this course, we will take seemingly simplistic picture books, including Dr. Seuss’ “The Cat in the Hat” and David Wiesner’s “The Three Pigs” and analyze the underlying messages and the “hidden adult” present in their illustrations and text. We will engage with different theoretical approaches towards children's literature, including visual rhetoric, race studies, and adaptation theory, as we analyze their pictures and prose and the history of American children's literature. The key questions we will explore and answer together include: What is “children’s literature?” What assumptions are made about the readers of these books? What function do the adult producers/purchasers/distributors of these books serve in the creation and circulation of these texts? How does adaptation and transmission of cultural beliefs affect the reader’s reaction to picture books? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 291J. Improvisation in Jazz and Beyond. 3 Units.
On the surface it might seem that a jazz concert, a medical procedure, and a religious sermon have little in common, but this course examines how all three in fact share certain significant traits. One of these traits is improvisation—the ability of a performer to respond to unanticipated stimuli and create something new. Another trait is the tension between specialization and integration that develops whenever a highly-trained expert performs with or for non-experts, as in the exchange between musicians and audience, doctors and patients, or clergy and congregants. To answer these questions, we will attend jazz concerts, medical lectures, and church services. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

Risk is everywhere. Some risks are visible and can have potentially significant consequences, such as committing a felony or choosing a life partner. Other risks can have equally serious consequences, but might not be so evident: eating breakfast cereal made from genetically modified crops or ignoring that funny-shaped mole on your shoulder, for example. Sometimes we take risks in situations where we have a lot of control, like deciding to jaywalk when there is no traffic; other times we face risk where we have little control, like choosing a major without being able to predict whether there will be any jobs in that field by the time you graduate. How do we decide what risks are worth taking? Are some methods for assessing risk better than others? How can a better understanding of risk help us improve our decision making, both at the individual and public policy levels? In this course, we will use simple conceptual frameworks from decision theory and behavioral research to show how we measure risk. We will also examine how scientists combine historical records, scientific theories, probability, and expert judgment to assess risk. In addition, we will ask students to respond some of the well-known logical paradoxes, and explain the meaning if their decisions. Finally, we will apply what we learn about risk to a variety of examples from the fields of health, public safety, environmental studies, manufacturing/industrial processes, systems sciences, and finance. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 291Q. P.R., Spin, and Inventing Reality. 3 Units.
Is it reality or is it spin? We all know the terms—"it's spin," "it's P.R.,” "he's a flack"—and none of them are said kindly. Yet, over the past century public relations has become an often invisible multi-billion dollar manipulation of our collective perception of reality. Sometimes this manipulation is benign. But just as often it can weaken our democracy through weapons of words, images, and argument. This seminar will explore the origins and consequences of this silent, symbolic revolution. We will look at the uses of P.R. today in business, politics, and popular culture; examine the tools used to construct and sell those perceptions; and look into the values underlying these activities. We will do so through both academic and media materials, as well as through writing, research, and discussion. All of these are intended to deepen your critical thinking and writing skills, and build your research, discussion, and oral presentation strengths. Students who have received credit for USSO 260 may not receive credit for this course. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.
USSY 291T. Demystifying the Guerilla Fighter: Imperialism, Race, and Revolution in Latin America. 3 Units.

The image of Ernesto "Che" Guevara is embossed in many a t-shirt, poster, and bumper sticker across college campuses. Guevara's writings and, more specifically, select catchy quotes in websites and popular films for the last couple of decades. In this course we will examine the myths surrounding men like Guevara by tracing the history of conquistadores, nuns, mystics, insurgents, and revolutionaries in Latin America from the colonial to the modern period. Toward this goal we will look at an array of personal letters, diary entries, government documents, religious texts, essays, prose, and works of literature written by women and men who viewed themselves, and were viewed by others, as speaking to, or ushering in, transformative change. As a class we will also examine the connections between imperial projects and calls for action in colonial and early modern Latin America and the Caribbean, explore the relationships between slavery, gender norms, and capitalism, and assess the changing nature of what freedom, reform, and revolution meant to various actors from the late eighteenth century to the late twentieth century. Indeed, our end goal as a class is to map out what some of our assumptions have been regarding what it means to be a guerilla fighter, connect it to how calls for change have manifested themselves across time, unearth the ironies and allure of radical frameworks, and investigate what this understanding can do for us as we tackle questions of change and possibility. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 291W. "Never Such Innocence Again": World War I in Literature and Culture. 3 Units.

As cities around the globe mark the centennial of World War I (1914-1918), this seminar will explore the relationship between that watershed moment and the varieties of literature and art it inspired. In what ways did "the Great War" shape the direction of twentieth-century culture? How was language itself altered, as new vocabularies emerged (e.g., "shell-shock," "the home front") and previously venerable terms such as "honor" and "sacrifice" acquired radically different connotations? What strategies did writers and artists evolve in order to contend with the magnitude of the conflict and its unprecedented human cost? Assessing the war's impact on Western thought, the poet Philip Larkin famously wrote, "Never such innocence again"—yet this loss of innocence also coincided with the birth of new forms of literary and artistic expression. In this course we will discuss and write about such innovations as they occurred in the visual arts—painting, sculpture, film—and in literary works by Ernest Hemingway, Virginia Woolf, and other writers who used the resources of imaginative literature to grapple with the Great War and its consequences. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 291Z. Marriage Plots. 3 Units.

Why do so many stories end with a wedding? Our course will consider the form of the marriage plot: we will look at how stories often begin with young(ish) people meeting and falling in love, and how the process of storytelling denies (or frustrates) their initial connection. Through the telling of the story, however, the young lovers overcome obstacles in myriad forms: controlling parents, financial insecurity or class differences, religious difference, even magical spells. We will think about what these stories do for their readers and viewers. We will also think about how various other stories—of riots, of government, of dissatisfaction with life—get couched in marriage plots. What is it about a marriage plot that ensures stability, satisfies our desires, and gives us such necessary closure? How does the form of "comedy"—for this is the overarching genre that relies so heavily upon marriage plots—work with and reshape the marriage plot over time? We'll also briefly ponder how supporters of marriage equality have used the marriage plot. Finally, our investigation into the marriage plot will look at marriage plot comedies that refuse to conform to the typical marriage plot: dark humor from a novel like Villette to films like Harold and Maude or The War of the Roses. This course investigates the presence of the marriage plot across multiple literary genres: dramas, novels, film, and television. We will also read and view courtship narratives from across historical periods from the Renaissance until today. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 292A. Drama and Social Protest Movements. 3 Units.

The complicated relationship between drama and politics dates back to at least ancient Greece. Today, playwrights continue to use political conflict as the basis for dramatic action, as well as use their plays to spark political protest—at times even risking imprisonment or exile. In this course, we will read a collection of protest plays alongside accounts of the protest movements that the plays and playwrights either depicted or participated in. As part of our investigation, we will ask the following questions: What do these plays tell us about the performative and emotional work done by protest? What role does theatricality play in the acts of persuasion, criticism, and direct action normally associated with political protest? Do these plays simply reproduce the goals and criticisms of protest movements, or does drama invite a style of social critique that sets it apart from other forms of political speech? Do these plays present protest as focused on the personal grievances of characters, or do they criticize larger social systems like class, gender, and racial hierarchy? We will also spend some class time discussing a few more modern anti-war, anti-racist and feminist protest movements, exploring the aesthetics and theatricality of protest and the extent to which they further political change. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.
USSY 292C. The Moral Suspicion of Money. 3 Units.
Money is morally suspicious—the root of all sorts of evil. This suspicion isn't merely that bad people do bad things with money; it is that somehow the use of money helps make otherwise good people bad. But money is everywhere, pervasive and practical, and so a technology we both need and distrust. Money prices give us reasons when deciding what to do. But we think that money often gives us “good” reasons to do bad things and bad reasons to do good things. And sometimes assigning certain things monetary values at all seems unreasonable. We use money to express our values, yet complain money often distorts them, or has become a value itself. We use money to relate to each other in mutually beneficial commerce and trade, but worry that money degrades our relationships. In this interdisciplinary course we'll investigate the birth of both money and the idea of its badness. We'll survey history, literature, philosophy, sociology, anthropology, film, and the day's news for culturally varied expressions of, and reactions to, this suspicion. We'll first ask, "What is money?" ("How do things like rocks, metals, shells, or data-bits become, and continue to be, money?") and "What is morality?" ("What might we mean when we claim some act, person, situation, or system is morally better or worse?"). We'll then consider specific suspicions and morally evaluate them, along the way raising questions such as: Why can I rent myself out as a landscapeer but not as a prostitute? Is the Iranian kidney market better than U.S. waiting lists, or "bio-violence?" Should Americans with slave ancestors be paid for their family past? Is there a moral difference between a corporate raider and a pirate? What is Aristotle’s explanation for why Capitalists often produce crap? Why might Nietzsche think Wall Street’s Gordon Gekko might be right that "greed is good?? What does Marx mean when he claims money-driven markets are "alienating?" If money expresses our values, ought anything be above money? Is anything beyond price? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 292K. 21st Century American Theater. 3 Units.
With its roots tracing back to Ancient Greece, theater is one of our earliest forms of storytelling and entertainment. However, in the age of streaming video on demand, and massively multiplayer online games, can this venerable art form still be considered relevant, when even our movie multiplexes are going by the wayside? Recent Broadway musicals such as Hamilton have certainly made a powerful case for the theater’s continued relevancy, simultaneously breaking box office records and offering innovative approaches to content and form while appealing to younger and non-traditional theater audiences. In this seminar we will consider a number of major plays and musicals produced on and off Broadway since the year 2000. Among the questions to be considered over the course of the semester: What does it mean to create and experience theater in the context of emerging technologies? Has theater continued to evolve to address the changing needs and sensibilities of 21st century audiences? In what ways does it provide a voice to marginalized social groups? In addition to readings and class discussions, students will also be required to attend live performances (both professional and academic) and compose essays offering informed critiques evaluating particular aspects of the theatrical whole. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 292N. Cli-Fi: Addressing Climate Change in Fact, Fiction, and Film. 3 Units.
This seminar examines the emerging literary genre of Cli-Fi, or climate fiction, which bridges genres such as science fiction and apocalyptic literature as it depicts imagined responses to the damage wrought by global climate change. In the early 1960s, well in advance of compelling scientific evidence of anthropogenic climate change, novelists were already speculating about the effects of global warming. Focusing on fiction, films, and non-fiction writing from the past three decades, we will consider how authors envision the effects of climate change. Specifically, we will read works by historians, journalists, philosophers, scientists, and cultural critics as a foundation for our analysis of several works of fiction. Further, we will consider how visual media, like feature and documentary films, depict the impacts of climate change. Centrally, we will evaluate how climate fiction complements existing popular and academic conversations about our transforming world. Ultimately, responding to the broadening field of narratives about human-generated transformations of the world, we will address climate fiction’s potential to influence ethical paths shaped by those who seek to alter the disastrous trajectory that the genre imagines. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 292I. The Cinema of Otherness. 3 Units.
One way that humans understand themselves is to consider some counterpart entity—an Other—against which the Self can be understood. This Other, though perhaps based on knowledge of a real person or people, is always shaped by the Self’s projected fears and desires. At a cultural level, these projections result in generally held stereotypes that the powerful use to maintain their superior position in a hierarchical relationship. Movies are one place where stereotypes of the Other are created and maintained. Movies shape how we see, think and feel toward the Other. In this course, we will attempt to understand how film manufactures Otherness by studying several key Hollywood movies. We will examine their use of racial and ethnic categories of Otherness, as well as how they position the viewing Self as white. We will also examine other sites of difference, such as gender, sexual orientation, religion, bodily disfigurement, paying special attention to symbolic representations of these differences in the form of robots, monsters and aliens. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.
USSY 292R. "Hamlet" from Page to Stage to Screen. 3 Units.
This course asks what makes Hamlet recognizable as Hamlet. Is it a story about a man who needs to revenge his father? Is it "To be or not to be?" Is it Laurence Olivier wearing black and holding a skull? Or is it Simba confronting Scar? Over the course of the semester, we'll be studying the changing forms Hamlet has taken. We'll think first about the inspirations for Shakespeare's play in Danish sagas and Roman tragedy, and subsequently read Hamlet alongside a variety of reinterpretations and revisions in different media (from short stories, to films, to videogames) spanning 400 years and hailing from across the globe. We will learn about the cultural, social and political contexts that shape how adaptations are produced and received. We'll also think critically about the elements that constitute a particular work of art in a particular medium, and about the processes through which new works can be made out of old ones. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 292Q. The Secret Lives of Animals. 3 Units.
Animals are instructive. When we study animals, their biological makeups and creaturely habits, we do so with hopes of learning something about them. At the same time, such investigations often betray an interest in our human selves. The study of animals, in scientific and literary laboratories alike, quickly turns to acts of self-discovery: not what it means to be animal, exactly, but what it means to be human-animals. So what more could we learn by cultivating new strategies for listening and new languages for communicating with animals? This seminar invites students to investigate the secret lives of animals as imagined in a sampling of classical, medieval and modern literatures. Thinking with animals past and present—in fables, manuals, and tales—we will examine human-animal relationships in imagined settings. Over the course of the semester, we will read, view, listen, and perform works in which animals are tasked with teaching moral lessons and testing the ethical obligations of their human audiences. Comparing treatments of companion animals past and present, we will reflect on the many ways literature can guide our evolving relationship to the animal kingdom. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 292S. The Meaning of Life: A Novel Idea. 3 Units.
According to the critic Walter Benjamin, while short stories can convey a moral, "the meaning of life is really the center about which the novel moves." Many critics share this view, arguing that the very idea of "the meaning of life" emerges alongside of the novel genre because of the ways novels portray individuals thinking about their lives. Novels characters internally reflect, make choices, and interact with others--often over long periods of time and through many changing circumstances. Furthermore, they depict how characters--personal choices--are influenced by a variety of external, social forces. In doing so, novels have offered their readers ways to think about what they value, and why. This seminar will take up the novel genre as a way to think carefully and deeply about just what the idea of "the meaning of life" involves. We will discuss how various novels have addressed—and continue to address—the desire for fulfillment and purpose. We will begin by examining how it came to be that novels came to be associated with and helped create the very concept of the "meaning of life." Then we will read some classic novels to examine how the novel has portrayed the meaning of life. We will conclude the course with a contemporary novel and ask whether or not contemporary novels are creating experiences of meaning in the same way they did hundreds of years ago. If they are, is that meaning still the same? If not, are novels asking different kinds of big questions? Is "the meaning of life" not as vital as it used to be to how novels work? In addressing these questions we will strive to understand the history of this literary form, its uses for our own personal introspection and ethical thinking, as well as the continuing role of novels in our rapidly evolving society. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 292T. Traditional Martial Arts. 3 Units.
This seminar will provide students with an understanding of the origins and representation of traditional martial arts through movies, novels, and comics. We will emphasize the moral, historical, and cognitive issues involved in the practice of these older fighting techniques. We will also examine how practitioners might have been forced to compromise some of their tenets to accommodate contemporary life and a broader audience. Additionally, we will see how Martial Arts originates in some countries of Asia, but has evolved nowadays with contributions from many other geographical areas. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 292U. The State, Legitimacy, and Insurgency. 3 Units.
This seminar investigates why individuals organize themselves into a political state, as well as what happens when they decide a state no longer has legitimate power over them. What responsibilities does a state have, if it is to maintain its authority? Under what conditions can a state lose its legitimacy? When do individuals have a moral responsibility to resist state power? What forms can such resistance take and still be considered moral? In undertaking these questions, we will read a wide range of texts from different disciplines, periods of history, parts of the world, and cultural and religious backgrounds. The final project will require you to articulate a careful and morally consistent “insurgency in which (i) the form of resistance is appropriate to the nature and degree of the state’s failures, and (ii) the moral justification for the ‘insurgency does not violate the moral reasoning that justified resistance in the first place. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.
USSY 293H. The Landscape of Memory. 3 Units.

"Never forget" has become an important command of the twentieth century. For survivors of the worst atrocities in recent history, remembering is seen as both a moral and political duty. But how should the memory of these mass traumas be carried forward in the public sphere? And what forms of commemoration are the most effective, accurate, or enduring? In this course, we will examine the remembering of trauma in a range of public "memory sites," including oral testimonies, published memoirs, monuments, museums, and films. We will also consider postmodern forms of "counter-memory" in contemporary photography and conceptual art. While we will discuss a range of "memory sites," we will focus primarily on those that reflect on the Holocaust and 9/11. We will examine how and why different memorial practices have evolved, and reflect on the value of passing on such horrific memories to future generations. We will also discuss how the process of remembering alters the meaning of traumatic events. As a culminating project, students will analyze a memorial site or institution, using existing scholarship to investigate the creation of the site, its sources of funding, its design process, and the controversies it created. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 293I. High Art and Guilty Pleasures. 3 Units.

How, and why, do we draw distinctions between art and entertainment? Lowbrow and highbrow? A crowd-pleasing "flick" and a critic-approved "film?" This seminar will explore the logic of this common sorting process, as well as its consequences. After all, such distinctions historically have been linked with other forms of discrimination—often amplifying or silencing certain voices on the basis of gender, race, or class. In this course we'll investigate these connections between critical evaluation and broader social dynamics, while also engaging critically with our own tastes, values, and received ideas. What makes The Great Gatsby so great? Is there any value in keeping up with the Kardashians? Who determines the criteria that make one work a "classic," the other a "guilty pleasure?" Traversing a range of artworks, novels, comics, and movies, we'll work both the high and the low ends of the cultural spectrum, paying special attention to works that seem to blur or combine the usual categories—compelling us to ask whether great art and guilty pleasures can sometimes be one and the same. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 293N. Global Shakespeares. 3 Units.

The British playwright Ben Jonson famously eulogized his friend and competitor William Shakespeare by saying, "...he was not of an age but for all time." Recently, however, scholars and theater practitioners have been far more engaged with the question of whether Shakespeare is for all nations. In this course, we will consider what it means to read Shakespeare globally. Shakespeare wrote his plays during the first era of British colonial expansion; today, we read those same plays during a supposedly "post-colonial" era. Accordingly, we will ask two related but possibly opposing questions: What did Shakespeare think of the world? and What does the world think about Shakespeare? In order to answer these questions, we will read three plays in which Shakespeare directly engages issues of cultural difference and empire alongside contemporary adaptations of those plays from Asia, Africa, and the Caribbean. How aware was Shakespeare of the specific cultural identities of the Mediterranean or the "New World?" Conversely, is a work "still" Shakespeare when it has been translated into a different cultural setting? In addition to gaining a finer understanding of Shakespeare's work and its historical context, we will examine how and why Shakespeare's drama can be repurposed in different political and national contexts today. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 293O. Monsters and Disability. 3 Units.

Why are monsters everywhere in literature, film, and art? How does disability, mental illness, and medicine find their way into cultural fantasies and anxieties? Who or what are the monsters of our own cultural moment? In what ways do monsters represent and reinforce prejudices related to mental illness, disability, race, gender, religion, or nationality? What are the ethical conflicts and demands made by the monster? In this seminar, we will explore the history, art, and ethics of monsters in western culture. Using selections from disability studies, trauma theory, gender studies, critical race studies, and post-colonial studies, we will examine monsters not merely as super-natural creatures, but as figures that stand in for a wide range of "undesirables" and "others." Readings and films for this class will be drawn from the distant medieval past up to modern horror and fantasy films, and will feature the monsters said to live on the edge of the known world, mystical visionaries, sideshow freaks, hallucinatory apparitions, witches, and even a few vampires and werewolves. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.
USSY 293P. Music in Time and Place: A Window into the Development of American Identity. 3 Units.
Although American symphonic music grew out of the Western European tradition, it also developed distinct characteristics. Composers marveled at the qualities and character of the young nation, especially the vastness and beauty of its land. An aesthetic sense of the land influenced artists as they sought to capture their perspectives of time and space, as well as the American people themselves, and the role they played in those perspectives. In this course, we will examine a series of symphonic works that specifically reference geographical place in their titles. Through this study we will gain insight into the development of American cultural identity and how the focus of musical works shifted from rural to urban life. To enhance our understanding, we will consider the historical context of these American symphonic works, as well as related works of art. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 293Q. Musical Ethics and Identities from Beethoven to Beyoncé. 3 Units.
In this course we will examine a number of stylistic and social upheavals in Western music since the early nineteenth century, with the goal of understanding their ethical ramifications (past and present) and their impact on perceptions of identity (social, political, economic, racial/ethnic, sexual, gender). Topics will include Ludwig van Beethoven and Richard Wagner, Modernism and avant-gardism, musical expression and repression under totalitarian regimes, the rock and hip-hop revolutions, and the evolving influence of feminist perspectives on popular music. We will give particular attention to cultural anxieties provoked by innovative music, and to the ways in which new historical trends and our own tastes have been shaped by ethical considerations. To what extent do we gravitate toward music that reinforces our existing beliefs, and to what extent can exposure to new music reorient our beliefs, and our sense of identity as a result? What factors explain strong ethical reactions (positive or negative) to different kinds of music? How do particular genres tend to reflect social or political status, how are cultural taboos broken through music, and in what ethical terms has musical progress historically been defined? How do we reconcile music we might like with offensive views that its creators might have held? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 293T. Spaces of the Dead. 3 Units.
The spaces of death—whether garden cemetery or mass grave, cremation urn or Facebook memorial—speak to the values, desires, and conditions of the living. Why do the living commemorate the dead in the way that they do? How do the particularities of these spaces shape the way visitors think about the dead? About the living? In this seminar, we will examine various approaches to representing the often taboo subject of death. The course will begin with an overview of burial practices in the United States, many of which are based on European traditions, while looking at the social and political forces that gave rise to the public cemetery, the funeral industry, and the rituals we currently associate with death in the twenty-first century United States. We will look at American funerary architecture, cross-cultural grief practices, and the documentation of deaths along the US-Mexico border. Students will then consider examples of how spaces of death are written about in contemporary literature. In conjunction, the class will examine how new media projects have changed representations of death in the contemporary imagination. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 293V. Justice and Literary Imagination. 3 Units.
Contemporary popular culture reflects our fascination with a justice system that sometimes does not appear to be just. Documentary TV series such as The People v. O.J. Simpson, The Making of a Murderer, and The Staircase are part of a long literary tradition that asks us to consider what happens when laws are not rational or punishments are unjust—and what, if anything, we can or should do about it. In this seminar, we will read a variety of literary and cinematic works to explore questions related to legal justice, including the difference between the rule of law and equity, the function of evidence and testimony in finding truth, the relationship between justice and punishment, the status of justice in an unequal society, and the various roles that people play within the justice system. In doing so, we will also consider how law and literature overlap in their emphases on storytelling and interpretation, as well as how both cultivate a tolerance for ambiguity and complexity. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.
USSY 293W. MeToo: Women Writing Violence Against Women in the 18th-Century Novel. 3 Units.
In recent years we have seen a growing public discourse surrounding sexual harassment and sexual assault, driven in part by women’s use of social media to share their stories. While social media may be new, women have long turned to public narratives to respond to the threat of violence that is a part of their lives. The rise of the novel in the 18th century represents a particularly interesting counterpoint to the rise of social media in our own time. Women had very few legal rights and protections, and combined with economic pressures to marry and social expectations that they remained “virtuous,” women had little recourse when they faced sexual harassment or assault. By the end of the 18th century, however, women began to write and publish novels themselves, and in numbers rivaling men. In this class, we will look at a selection of these novels through the lens of current discourse about gender-based violence, sexual harassment, consent, and rape culture. What connections do we find between the 18th century and today? What can we learn from these 18th-century women and these novels? What does this approach reveal about writing, about narrative, and about storytelling? To answer these questions, we will read novels like Charlotte Temple (1791), The Victim of Prejudice (1799), and Northanger Abbey (1817) alongside narratives like Monica Lewinsky’s about her time working in the Clinton White House and Susan Fowler’s about her time working at Uber. Framing our discussion will be Kate Manne’s landmark book Down Girl: The Logic of Misogyny (2017). Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 293Y. Shakespeare, Race, and Othello Over the Centuries. 3 Units.
This course explores artistic representations of race, gender, jealousy and evil by examining Shakespeare’s Othello, Moor of Venice and adaptations of the work from the 19th, 20th and 21st centuries. Shakespeare tells the story of how Othello, the only black man in the Venetian military, gets driven to murder his wife, Desdemona, by his enigmatic officer, Iago. The play raises questions about racism, misogyny, and tragedy which have been taken up by musicians, filmmakers, visual artists, and novelists over the centuries. Each adaptation of Othello makes subtle changes to the story and characters. For example, in his operatic version of the story, Giuseppe Verdi has Iago sing, “I believe in a Cruel God,” imagining the character as a nihilist, while the hero of Tayeb Saleh’s novel, Season of the Migration of the North, rejects Shakespeare, saying, “I am no Othello, Othello was a lie.” The play’s performance history proves equally fascinating because early productions always saw white actors playing the title character while wearing black makeup. Early black actors in the role faced prejudice, and only recently have they been predominantly cast as Shakespeare’s tragic Moor. Thus, our class will examine performances and adaptations of this story, asking: How do different artistic forms like theater, music, art, and literature each create unique forms of meaning? To what extent do or should adaptations be faithful to Shakespeare? What are the different ways of depicting race on stage and in film, and what are the social and political implications of these differences? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 294A. The Wild Man Within and Without. 3 Units.
There have always been myths about “The Wild Man”, that figure who exists outside of society, as a kind of living rebuttal to the values of the “civilized” world. These primitives, barbarians, savages, or madmen live off of the land, out in the desert or in the woods, and their stories may be told either to horrify or to enchant. These stories are also rich social documents that illuminate how a culture defines itself in relation to those that it excludes or fears. Whether these myths present wild men as heretics, lunatics, or “noble savages”, they exist to tell us something about ourselves and about our animal nature. They also provide a way of understanding, and all too often demonizing, the other. In this class, we will consider myths of wildness across literary history, from the “green men” of Arthurian legend to early colonialist accounts of indigenous peoples to recent portrayals of madmen in contemporary film. How have these myths changed over time, and for what purpose? How have these stories impacted new encounters with foreign cultures? How do they reflect a given culture’s relationship with nature? What might the figure of the “Wild Woman” tell us about how a society views its established gender roles and expressions of sexuality or their transgressions? Perhaps most importantly, in what ways do the myths of wildness continue today? In answering these and related questions, we will examine the ways that cultural norms and values are constructed, reinforced, and challenged both in the past and in the present. As the literary critic Earl Miner suggests, the aim of these narratives is not so much to understand the Wild Man as to understand oneself. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 294B. Transgender Literature: Gender Diversity and Reading Beyond Stereotypes. 3 Units.
Literature and literary genres possess the power to reinforce or revolutionize cultural norms. From love stories to coming-of-age stories, one of the most impactful ways that literary genres reflect and shape society is in the representation of gender and sexuality. Over the generations, literature has evolved with our understanding of human diversity. Contrary to stereotypes that imagine the existence of only two genders, society is increasingly recognizing that there is a wider range of embodiment and identity beyond male and female. Thus, the question arises: how do our books and films on our shelves reflect the experience of transgender, intersex, genderqueer, and other non-binary lives? What texts from the past help us understand the long history of sex and sexuality? What new stories are being told? How is society reflecting and affecting this transgender literature? In this seminar, all people and their questions are welcome as we continue the experiment begun by Edith Anisfield Wolf, who believed that books and reading can transform our world. Following in her mission of social justice and diversity, we will learn how to read beyond stereotypes about gender (and, in the process, about sexuality, disability, class, and race). So let us expand our book shelves together! Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.
USSY 294D. 20th Century American Music and Cultural Criticism. 3 Units.
We are all familiar with music as a mode of entertainment, an accompaniment to rituals and ceremonies, and as earworms that sell us things. But, have you ever thought about how music works? Not the nuts and bolts of ordering the sounds we call music, but how that same music is implicated in the gendered, racialized, and socioeconomic power structures that order our lives? For example: Is free jazz relevant to the civil rights movement of the 1960s? How and why is disco related to gay pride? What does musical minimalism have to do with capitalism? And how might hip-hop and contemporary beat music be related to racial representation and internet culture? With questions like these in mind, this seminar investigates American vernacular and art musics of the 20th century as phenomena that create, reproduce, and push at the boundaries of structures of cultural power and value. Using conceptual lenses of representation, appropriation, ideology, experimentation, globalization, and modes of resistance, we will weave through American avant-garde to post-bop, free jazz to Afrofuturism, minimalism to EDM, new-age to hip-hop, and more. This seminar does take music as its primary topic, but it is not a music seminar, per se. Rather, music serves here as a jumping-off point to think critically about the role of art in both creating the world we inhabit as well as informing how we navigate that world. As we approach different musics, we will engage with exemplary musical examples and texts from popular and scholarly sources to help frame our discussions and written responses. Furthermore, we will listen to music both in and out of class with the goal of identifying, describing, and contextualizing what we hear. No previous musical training is required; basic concepts and terminology will be explained in class. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 294G. How to Read a Novel. 3 Units.
Henry James infamously called novels "large, loose and baggy monsters," and we might well agree with him. Today novels dominate our library and bookstore shelves but sometimes finding time in our busy lives to sit down and read one seems impossible. However, novels might be exactly what we need. Novels can help us to better understand one another. They can help us to better understand ourselves. They can also allow us to escape. Novels can take us places we might otherwise never go, and they can help us to take a break from the stress of our lives. In this class, we will explore what novels can do for us by reading a sample of great novels from the past and present, some of which will be (or at least might seem) familiar from high school or from pop culture. As we read, we will think critically about the act of reading itself: how we read, what we read, why we read, and what keeps us from reading. We will also explore some techniques, approaches, and philosophical questions that can help us better understand and interpret these complicated works—and, hopefully, find the fun and value in reading novels. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 294H. Mapping Spaces: Representations of Place and Mobility in Literature. 3 Units.
How do our experiences of mobility inform our understanding of the spaces where we live and travel? What barriers or incentives attend the travel of people of diverse socio-economic, national, and ethnic identities? To place such questions, we will study maps and how they represent places, create connections, tell stories about the world, and enforce borders. We will use these maps particularly to help us understand the spatial dynamics of literary texts that tell stories about place and mobility. Class readings, drawn from genres like fiction, essay, film, and digital documentary, will be concerned with issues of spatial justice and the social and political dynamics of migration and border crossing, especially between the Global North and South. Paired with this focus on global mobility, we consider the lived, embodied experience of individuals in local places, including our own University Circle, and try to develop insight into how we shape and are shaped by the spaces over which we travel in our everyday lives. To visualize spaces and practices of travel, we will experiment with digital mapping tools and other platforms that allow for media-rich writing and presentations. We will also continue to develop skills in the conventional and creative processes of research and writing. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 294I. Black Women's Social Thought. 3 Units.
This course offers an introduction to the variety of Black American and Caribbean women's ideas about US politics and culture, with attention to the symbolic significance and difficulty of their position(s) within the power relations of American race, gender, class, and educational standing. Readings from social theory and philosophy by these authors examine basic social controversies such as the meaning of justice, the purpose of government, acceptable standards for private and public liberty, the value of sexuality and kinship ties, gender equality, the dynamics of racism, the relationship of truth to error and systematic deception, and the place of history and memory in knowledge. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.
USSY 294J. The Jazz Age, Revisited: Art & Literature of the 1920s. 3 Units.
Nearly a century later, the 1920s continue to exert their pull on the popular imagination. For many, the decade summons images of what F. Scott Fitzgerald called the Jazz Age: an era of reckless youth, high living, speakeasies and dance crazes, flappers and bootleggers. Of course, this superficial vision of the "Roaring Twenties" hardly tells the full story of that turbulent decade in the United States and beyond. Yet the rebellious spirit it evokes does convey something of the driving force behind the period's often groundbreaking literary and artistic innovations. In New York City, for instance, the Harlem Renaissance witnessed a remarkable flowering of African American art, literature, and music—while downtown the artists of the Dada movement were playfully undermining the very institutions of art. Across the Atlantic, artists and bohemians of all sorts congregated in Paris, Berlin, and other European capitals to mount related revolutions of word, image, and sound. In this course, we'll revisit the 1920s by way of its literature, art, music, and film. Among other things, we'll see what these artifacts can tell us about the period's racial and sexual politics, about the cultural reverberations of World War I (1914-1918), and about the abiding impact of a historical moment when artists and writers thought that art could change the world. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 294M. Play Anything: Theorizing Videogames. 3 Units.
Videogames are ubiquitous. They seem to be everywhere, on phones, laptops, handheld devices and dedicated consoles, and they are played by all sorts of people, young and old, as both a solitary activity and a shared social experience. In the popular imagination, videogames are often thought of as entertainment, a mindless diversion. But really they are much more than that. Videogames are media texts, cultural artifacts, interactive artworks and also tools used for military recruiting and training. They are systems that structure social engagement virtually, but like other new media, sometimes they simply reproduce the problematic structures we know in real life. Videogames demand our labor in the pursuit of some random objective; playing is fun but achieving goals and following arbitrary rules is also a kind of work. Perhaps when we play videogames, they also play us. In this seminar, we will track the vigorous debates around videogames in the field of game studies through the writings of theorists, designers and critics (all of them gamers). The course provides a critical and theoretical framework for understanding videogames and videogame culture. Students will analyze and critique a range of videogames, from serious and art games to indie and commercial games. Students will also explore game design firsthand by creating a text-based Twine project. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

College of Arts and Sciences Undergraduate Degree Requirements

Bachelor of Arts Degree
Candidates for the Bachelor of Arts (BA) degree, in addition to meeting the general requirements for bachelor's degrees (p. 1212), including the SAGES and physical education requirements, must also complete the following requirements:

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

Major Concentrations Available for the Bachelor of Arts degree:

- Anthropology
- Art History
- Asian Studies
- Astronomy
- Biochemistry
- Biology
- Chemical Biology
- Chemistry
- Chinese
- Classics
- Cognitive Science
- Communication Sciences
- Computer Science
- Dance
- Dean's Approved Major**
- Economics
- English
- Environmental Geology
- Environmental Studies*
- Evolutionary Biology*
- French
- French and Francophone Studies
- Geological Sciences
- German
- Gerontological Studies*
- History
- History and Philosophy of Science
- International Studies
College of Arts and Sciences Undergraduate Degree Requirements

- Japanese Studies
- Mathematics
- Music
- Natural Sciences*
- Nutrition
- Nutritional Biochemistry and Metabolism
- Origins Sciences
- Philosophy
- Physics
- Political Science
- Pre-Architecture*
- Psychology
- Religious Studies
- Sociology
- Spanish
- Statistics
- Teacher Education*
- Theater Arts
- Women's and Gender Studies
- World Literature

* May not be a student's only major.
** Any student interested in developing for the BA a major of their own design should consult with the Dean of Undergraduate Studies about submitting, before the end of the sophomore year, a program proposal for a Dean's Approved Major. The Dean of Undergraduate Studies and the Dean of the College of Arts and Sciences must approve any proposed Dean's Approved Major.

General Education Requirements of the College of Arts and Sciences

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

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

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

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

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

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

Arts and Humanities (6 - 8 credit-hours)

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

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

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

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

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

Social Sciences (6 credit-hours)
Two 3-credit-hour Social Science courses selected from:
• Anthropology (ANTH)
• Cognitive Science (COGS)
• Communication Sciences (COSI)
• Economics (ECON)
• Political Science (POSC)
• Psychology (PSCL)
• Sociology (SOCI)

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

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

- ANTH 319 Introduction to Statistical Analysis in the Social Sciences 3
- BIOL 321 Design and Analysis of Biological Experiments 3
- CSDS 132 Introduction to Programming in Java 3
- ECON 216 Data Visualization in R 3
- ECSE 132 Introduction to Programming in Java 3
- ENGR 101 Engineering for Non-Engineers 3
- ENGR 131 Elementary Computer Programming 3
- MATH 121 Calculus for Science and Engineering I 4
- MATH 123 Calculus I 4
- MATH 125 Math and Calculus Applications for Life, Managerial, and Social Sci I 4
- MATH 150 Mathematics from a Mathematician’s Perspective 3
- PHIL 201 Introduction to Logic 3
- PSCL 282 Quantitative Methods in Psychology 3
- SOCI 307 Social Statistics 3
- STAT 201 Basic Statistics for Social and Life Sciences 3
- STAT 201R Basic Statistics for Social and Life Sciences Using R Programming 3
- SYBB 201R Basic Statistics for Social and Life Sciences Using R Programming 3

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

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

- AFST 135 Introduction to Modern African History 3
- AFST 151 Introducing Africana Religions 3
- AFST 201 Introduction to Africana Studies 3
- AFST 202 Race and Ethnic Minorities in The United States 3
- AFST 212 History of Rock and Roll 3
- AFST 258 History of Southern Africa 3
- AFST 260 U.S. Slavery and Emancipation 3
- AFST 261 African-American History 1865-1945 3
- AFST 262 African-American History Since 1945 3
- AFST 265 Malcolm and Martin 3
- AFST 295 The Francophone World 3
- AFST 302 The Lemonade Class: Religion, Race, Sex and Black Music 3
- AFST 311 Representations of Black Religion in Film 3
- AFST 314 Blues Histories and Cultures 3
- AFST 315 History of Jazz and American Popular Music 3
- AFST 328 Capitalism, Cities, and Inequality 3
- AFST 363H African-American Literature 3
- AFST 365N Topics in African-American Literature 3
- AFST 386 Race and Racism 3
- AFST 393 Advanced Readings in the History of Race 3
- AKKD 101 Beginning Akkadian I 3
- AKKD 102 Beginning Akkadian II 3
- AKKD 205 Readings from the Epic of Gilgamesh 3
- AKKD 395 Advanced Topics in Akkadian Literature 3
- AKKD 405 Readings from the Epic of Gilgamesh 3
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<tr>
<td>WLIT 255</td>
<td>Modern Japanese Literature in Translation</td>
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<td>WLIT 265</td>
<td>Constructing the Samurai: Images of Japanese Warriors from 1100's to the Present</td>
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<td>WLIT 295</td>
<td>The Francophone World</td>
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</tr>
<tr>
<td>WLIT 308</td>
<td>Immigration and the Paris Experience</td>
<td>3</td>
</tr>
</tbody>
</table>
5. For all courses taken to satisfy major requirements and for which grades are averaged, a candidate for a BS from the College of Arts and Sciences must earn a minimum cumulative average of 2.000.

**Major Concentrations for the Bachelor of Science degree:**

- Applied Mathematics
- Art Education
- Astronomy
- Biochemistry
- Biology
- Chemistry
- Geological Sciences
- Mathematics
- Mathematics and Physics
- Music Education
- Neuroscience
- Nutrition
- Nutritional Biochemistry and Metabolism
- Physics
- Statistics
- Systems Biology

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

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

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

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

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

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

**Bachelor of Science Degree**

Candidates for the Bachelor of Science (BS) degree, in addition to meeting the general requirements for bachelor’s degrees (p. 1212), including the SAGES and physical education requirements, must also complete the following requirements:

1. A minimum of 120-133 credit-hours as specified by the requirements for each BS program.
2. A minimum of 30 credit-hours of courses at the 300- or 400-level.
3. The General Education Requirements of the College of Arts and Sciences listed below. For some BS programs, the General Education Requirements of the College Arts and Sciences have been modified and incorporated into the degree requirements as presented in this Bulletin in the section devoted to each department or program.
4. The requirements for a major field listed below as presented in this Bulletin in the section devoted to each department or program. At least half the requirements for the major must be completed with Case Western Reserve University courses. Major requirements include all required and elective work completed in the major department combined with required courses completed in related fields.

### General Education Requirements

**Area A: Communication, Critical Thinking, and Information Technology**

1. Written Communication (3 credit-hours)
2. Oral Communication (3 credit-hours)
3. Information Technology (3 credit-hours)

**Area B: Social Sciences and Cultural Diversity**

1. Social Sciences (3 credit-hours)
2. Cultural Diversity (3 credit-hours)
3. Global Context (3 credit-hours)

**Area C: Natural & Mathematical Sciences**

1. Mathematics (3 credit-hours)
2. Natural Sciences (3 credit-hours)
3. Natural & Mathematical Sciences (3 credit-hours)

**Area D: Interdisciplinary**

1. Interdisciplinary (3 credit-hours)

**Area E: Arts & Humanities**

1. Arts & Humanities (3 credit-hours)
2. Literature (3 credit-hours)
3. Fine Arts (3 credit-hours)

**Area F: International, Multicultural, and Gender Studies**

1. International (3 credit-hours)
2. Multicultural (3 credit-hours)
3. Gender (3 credit-hours)

**Area G: Physical Education**

1. Physical Education (2 credit-hours)

### Major Concentrations

- Mathematics and Physics
- Systems Biology
- Applied Mathematics
- Art Education
- Astronomy
- Biochemistry
- Biology
- Chemistry
- Geological Sciences
- Mathematics
- Mathematics and Physics
- Music Education
- Neuroscience
- Nutrition
- Nutritional Biochemistry and Metabolism
- Physics
- Statistics
- Systems Biology

### Bachelor of Science Degree Requirements for Specific Majors

- **Science degree:**
  - Biology
  - Chemistry
  - Geology
  - Mathematics
  - Nutrition
  - Physics
  - Applied Mathematics
  - Mathematics and Physics
  - Systems Biology
  - Geological Sciences
  - Biology
  - Mathematics
  - Mathematics and Physics
  - Music Education
  - Neuroscience
  - Nutrition
  - Nutritional Biochemistry and Metabolism
  - Physics
  - Statistics
  - Systems Biology
applied to satisfy part of this requirement if approved by the appropriate department.

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

**Arts and Humanities (6 - 8 credit-hours)**
Two 3- or 4-credit-hour Arts and Humanities courses selected from:

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

**Natural and Mathematical Sciences (6 - 8 credit-hours)**
Two 3- or 4-credit-hour Natural and Mathematical Science courses selected from:

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

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

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

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

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
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<td>ANTH 319</td>
<td>Introduction to Statistical Analysis in the Social Sciences</td>
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<tr>
<td>BIOL 321</td>
<td>Design and Analysis of Biological Experiments</td>
<td>3</td>
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<tr>
<td>CSDS 132</td>
<td>Introduction to Programming in Java</td>
<td>3</td>
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<tr>
<td>ECON 216</td>
<td>Data Visualization in R</td>
<td>3</td>
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<tr>
<td>ECSE 132</td>
<td>Introduction to Programming in Java</td>
<td>3</td>
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<tr>
<td>ENGR 101</td>
<td>Engineering for Non-Engineers</td>
<td>3</td>
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<td>ENGR 131</td>
<td>Elementary Computer Programming</td>
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<td>MATH 121</td>
<td>Calculus for Science and Engineering I</td>
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<td>MATH 123</td>
<td>Calculus I</td>
<td>4</td>
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<tr>
<td>MATH 125</td>
<td>Math and Calculus Applications for Life, Managerial, and Social Sci</td>
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<tr>
<td>MATH 150</td>
<td>Mathematics from a Mathematician’s Perspective</td>
<td>3</td>
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<td>PHIL 201</td>
<td>Introduction to Logic</td>
<td>3</td>
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<tr>
<td>PSCL 282</td>
<td>Quantitative Methods in Psychology</td>
<td>3</td>
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<tr>
<td>SOC 307</td>
<td>Social Statistics</td>
<td>3</td>
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<tr>
<td>STAT 201</td>
<td>Basic Statistics for Social and Life Sciences</td>
<td>3</td>
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<tr>
<td>STAT 201R</td>
<td>Basic Statistics for Social and Life Sciences Using R Programming</td>
<td>3</td>
</tr>
<tr>
<td>SYBB 201R</td>
<td>Basic Statistics for Social and Life Sciences Using R Programming</td>
<td>3</td>
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</tbody>
</table>

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

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

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AFST 135</td>
<td>Introduction to Modern African History</td>
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<td>AFST 151</td>
<td>Introducing Africana Religions</td>
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<tr>
<td>AFST 201</td>
<td>Introduction to Africana Studies</td>
<td>3</td>
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<tr>
<td>AFST 202</td>
<td>Race and Ethnic Minorities in The United States</td>
<td>3</td>
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<tr>
<td>AFST 212</td>
<td>History of Rock and Roll</td>
<td>3</td>
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<tr>
<td>AFST 258</td>
<td>History of Southern Africa</td>
<td>3</td>
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<td>AFST 260</td>
<td>U.S. Slavery and Emancipation</td>
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<td>AFST 261</td>
<td>African-American History 1865-1945</td>
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<td>AFST 262</td>
<td>African-American History Since 1945</td>
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<td>AFST 265</td>
<td>Malcolm and Martin</td>
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<td>AFST 295</td>
<td>The Francophone World</td>
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<td>AFST 302</td>
<td>The Lemonade Class: Religion, Race, Sex and Black Music</td>
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<td>AFST 311</td>
<td>Representations of Black Religion in Film</td>
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<td>AFST 314</td>
<td>Blues Histories and Cultures</td>
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<td>History of Jazz and American Popular Music</td>
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<td>AFST 328</td>
<td>Capitalism, Cities, and Inequality</td>
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<td>African-American Literature</td>
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<td>Topics in African-American Literature</td>
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<td>Race and Racism</td>
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<td>Advanced Readings in the History of Race</td>
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<td>Advanced Topics in Akkadian Literature</td>
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<td>Readings from the Epic of Gilgamesh</td>
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<td>AMST 117</td>
<td>Exploring American History Through Biography</td>
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<td>ANEE 107</td>
<td>Introduction to the Ancient Near East and Egypt</td>
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<td>ANEE 194</td>
<td>Catapults and Cavalry: Warfare in the Ancient Mediterranean</td>
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<td>ANEE 337</td>
<td>Ancient Medicine</td>
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<td>ANTH 233</td>
<td>Introduction to Jewish Folklore</td>
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<th>Course Code</th>
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<td>ANTH 255</td>
<td>Global Judaism: Diversity Across the Jewish World</td>
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<td>ANTH 303</td>
<td>Interdisciplinary Solutions to Global Health Issues</td>
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<td>ANTH 312</td>
<td>Ethnography of Southeast Asia</td>
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<td>ANTH 331</td>
<td>The Most Ancient Near East</td>
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<td>Roots of Ancient India: Archaeology of South Asia</td>
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<td>Cultures of the World: Study Abroad</td>
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<td>Cultures of Latin America</td>
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<td>Chinese Culture and Society</td>
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<td>Health and Healing in East Asia</td>
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<td>Global Politics of Reproduction</td>
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<td>Art History I: Pyramids to Pagodas</td>
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<td>The Arts of Asia</td>
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<td>Arts of Japan</td>
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<td>Jewish Traditional Art and Architecture</td>
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<td>Greek and Roman Sculpture</td>
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<td>Medieval Art</td>
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<td>ARTH 260</td>
<td>Art in Early Modern Europe</td>
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<td>ARTH 274</td>
<td>Nineteenth-Century European Art</td>
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<td>Introduction to Contemporary Art</td>
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<td>Buddhist Art in Asia</td>
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<td>Arts of China</td>
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<td>ARTH 308</td>
<td>Daoism: Visual Culture, History and Practice</td>
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<td>Art at the Crossroads of Religion: Polytheistic, Christian, and Islamic Art in Antiquity</td>
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<td>Marvels of Rome: Monuments and Their Decoration in the Roman Empire</td>
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<td>Representations of War in Ancient Rome</td>
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<td>Gothic Art: Vision and Matter</td>
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<td>The Book in the Middle Ages: The Christian, Jewish, and Islamic Tradition</td>
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<td>Medieval Wonders: Monuments from Across the Globe</td>
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<td>Renaissance Art in Northern Europe</td>
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<td>17th-Century Art in Belgium and The Netherlands</td>
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<td>Issues in Early Modern Southern European Art</td>
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<td>Issues in Early Modern Northern European Art</td>
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<td>ARTH 368</td>
<td>Doors Wide Shut: The Private Art Collection from Raphael to Rauschenberg</td>
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<td>ARTH 382</td>
<td>Art, Eco-criticism, and the Environment</td>
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<td>Contemporary Art in East Asia</td>
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<td>ASIA 132</td>
<td>Introduction to Modern East Asia</td>
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<td>ASIA 240</td>
<td>Modern Chinese Literature in Translation</td>
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<td>ASIA 250</td>
<td>Classical Chinese Literature in Translation</td>
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<td>ASIA 288</td>
<td>Imperial China: The Great Qing</td>
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<td>ASIA 289</td>
<td>Reform, Revolution, Republics: China 1895 to Present</td>
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<td>ASIA 320</td>
<td>Chinese Popular Culture</td>
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<td>ASIA 330</td>
<td>Chinese Cinema</td>
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<td>BETH 315A</td>
<td>International Bioethics Policy and Practice: Women's Health in the Netherlands</td>
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<td>International Bioethics Policy and Practice: Public Health in the Netherlands</td>
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<td>International Bioethics Policy and Practice: Health Care Costa Rica</td>
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<td>BETH 315D</td>
<td>French Connections, A Cross-Cultural Comparison of Medical Ethics</td>
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<td>BETH 315F</td>
<td>Comparison in Bioethics, Spanish and American Perspectives on Health, Medicine, and Culture</td>
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<td>BETH 315G</td>
<td>Death, Dying &amp; Euthanasia: Netherlands &amp; the USA</td>
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<td>BETH 315H</td>
<td>Water Security and Social Justice in Brazil</td>
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<td>BETH 315J</td>
<td>Dutch Perspectives: Drugs, Decriminalization and Detention</td>
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<td>CHEM 314</td>
<td>Innovation and French Science: Past, Present, and Future</td>
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<td>Modern Chinese Literature in Translation</td>
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<tr>
<td>CHIN 250</td>
<td>Classical Chinese Literature in Translation</td>
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<td>CHIN 253</td>
<td>Introducing Chinese Religions</td>
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<td>CHIN 253C</td>
<td>Religion and Philosophy in China</td>
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<td>Advanced Chinese II</td>
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<td>Body, Health and Medicine in Chinese Religions: Historical and Contemporary Perspectives</td>
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<td>Christianity in China</td>
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<td>Chinese Popular Culture</td>
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<td>CHIN 330</td>
<td>Chinese Cinema</td>
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<td>China Modernizes</td>
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<td>CHIN 350</td>
<td>China and Green Cultural Transformation</td>
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<td>Contemporary Chinese Texts I</td>
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<td>CHIN 381</td>
<td>Contemporary Chinese Texts II</td>
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<td>Global Health and Social Development in India</td>
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<td>SASS 375H</td>
<td>21st Century Ghana: Culture, Institutions &amp; Development in West Africa</td>
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<tr>
<td>SASS 375I</td>
<td>Global Issues, Health, &amp; Sustainability in India</td>
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<td>SASS 375J</td>
<td>International Travel &amp; Study Abroad: Child Development/Child Welfare Nicaragua</td>
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<td>SASS 375L</td>
<td>South Africa / Social Justice/S.W., International Learning through Community Immersion &amp; Internship</td>
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<td>SJUS 100</td>
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<td>SOCI 201</td>
<td>Introduction to Gender Studies</td>
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<td>SOCI 202</td>
<td>Race and Ethnic Minorities in the United States</td>
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<tr>
<td>SOCI 239</td>
<td>International Comparative Family Policy</td>
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<tr>
<td>SOCI 326</td>
<td>Gender, Inequality, and Globalization</td>
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<td>SOCI 328</td>
<td>Capitalism, Cities, and Inequality</td>
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<td>SOCI 344</td>
<td>Health Disparities</td>
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<td>SOCI 381</td>
<td>City as Classroom</td>
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<td>Multicultural Spain: Christian, Jewish and Muslim Coexistence</td>
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<td>SPAN 306</td>
<td>The Cuban Experience: an immersion in its culture and society</td>
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<td>SPAN 311</td>
<td>Advanced Spanish Conversation</td>
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<td>Introduction to Readings in Hispanic Literature</td>
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<td>The Fantastic in Latin American Prose</td>
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<td>Latin American Feminist Voices</td>
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<td>The New Drama in Latin American</td>
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<td>Hispanic Turn of the Century Literature</td>
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<td>Afro-Hispanic Literature</td>
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<td>Latin American Cinema</td>
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<td>Special Topics in Spanish</td>
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<td>Hispanic Literature in Translation</td>
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<td>SPAN 396</td>
<td>Senior Capstone - Spanish</td>
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<td>THTR 322</td>
<td>Theater in Ancient Rome</td>
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<td>Development of Theater: Beginnings to English Renaissance</td>
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<td>Modern and Contemporary Drama</td>
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<td>Concepts of Race within African American Plays</td>
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<td>WGST 201</td>
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<td>WGST 227</td>
<td>Women, Gender, and Islam</td>
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<td>WGST 252</td>
<td>Soul Murder: Religion and Sexual Abuse</td>
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<td>Women's Histories in South Asia</td>
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<td>WGST 302</td>
<td>The Lemonade Class: Religion, Race, Sex and Black Music</td>
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<td>WGST 308</td>
<td>Immigration and the Paris Experience</td>
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<td>WGST 312</td>
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<td>Philosophy of Feminism</td>
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<td>Gender, Inequality, and Globalization</td>
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<td>Black Women and Religion</td>
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<td>The Arab World Experience</td>
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<td>Hindu and Jain Bioethics: Special Focus on Women’s and Gender Studies</td>
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<td>Heroes and Hustlers in Roman Literature</td>
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<td>Readings from the Epic of Gilgamesh</td>
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<td>The World of Manga</td>
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<td>Japanese Popular Culture</td>
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<td>WLIT 245</td>
<td>Classical Japanese Literature in Translation</td>
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<td>WLIT 250</td>
<td>Classical Chinese Literature in Translation</td>
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<td>WLIT 255</td>
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<td>Constructing the Samurai: Images of Japanese Warriors from 1100’s to the Present</td>
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<td>Immigration and the Paris Experience</td>
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<td>Origins of Anime: Classical Texts, Modern Manga, Anime, and Tales</td>
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<td>Greek Tragedy: Plays and Performance in Ancient Athens</td>
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<td>WLIT 320</td>
<td>Chinese Popular Culture</td>
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<td>WLIT 322</td>
<td>Theater in Ancient Rome</td>
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<td>Hispanic Intellectuals and Society: A Critical Approach</td>
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<td>WLIT 329</td>
<td>Modern and Contemporary Drama</td>
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<td>WLIT 337</td>
<td>Love and Loss: Reading The Tale of Genji</td>
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<td>WLIT 345</td>
<td>Japanese Women Writers</td>
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<td>WLIT 347</td>
<td>Livy: Power of Words: Ritual Uses of Premodern Japanese Literature</td>
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<td>WLIT 353</td>
<td>Science and Technology in France</td>
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<td>Modern Japanese Novels and the West</td>
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<td>Development of Theater: Beginnings to English Renaissance</td>
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<td>African-American Literature</td>
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<td>WLIT 365E</td>
<td>The Immigrant Experience</td>
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<td>Topics in African-American Literature</td>
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<td>Post-Colonial Literature</td>
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<td>Russian Literature in Translation</td>
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<td>Hispanic Literature in Translation</td>
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<td>Russian Culture and Civilization: From Varangians to Revolutions (862-1917)</td>
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<tr>
<td>WLIT 395</td>
<td>Advanced Topics in Akkadian Literature</td>
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</table>

**Case School of Engineering Undergraduate Degree Requirements**

**Bachelor of Science in Engineering Degree**

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

1. A minimum of 128-133 credit-hours as specified by the requirements for each BSE major.
2. The General Education Requirements of the Case School of Engineering listed below.
3. The requirements for the specific engineering major listed below as presented in this Bulletin in the section devoted to each department or program. At least half the requirements for the major must be completed with Case Western Reserve University courses. Major requirements include all required and elective work completed in the major department combined with required courses completed in related fields.

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

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

**General Education Requirements of the Case School of Engineering**

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

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

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

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

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

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

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ENGR 131</td>
<td>Elementary Computer Programming</td>
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<tr>
<td>or CSDS 132</td>
<td>Introduction to Programming in Java</td>
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<tr>
<td>or ENGR 131B</td>
<td>Introduction to Engineering and Programming</td>
</tr>
<tr>
<td>ENGR 145</td>
<td>Chemistry of Materials</td>
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<td>ENGR 200</td>
<td>Statics and Strength of Materials ***</td>
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<tr>
<td>ENGR 210</td>
<td>Introduction to Circuits and Instrumentation ****</td>
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<th>Course</th>
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<tbody>
<tr>
<td>ENGR 225</td>
<td>Thermodynamics, Fluid Dynamics, Heat and Mass Transfer *****</td>
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</tbody>
</table>

Total Units: 44

* The chemistry-materials course sequence CHEM 105-CHEM 106-ENGR 145 (or a materials-focused course in chemical engineering for Chemical Engineering majors) may be substituted for the sequence CHEM 111-ENGR 145.

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

*** Students majoring in Chemical Engineering may substitute an engineering elective for this course.

**** This course is not required for Civil Engineering majors pursuing the Environmental Engineering sequence.

***** Students pursuing a polymer science and engineering major or the biomaterials concentration in the biomedical engineering major may substitute EMAC 351 and EMAC 352 for ENGR 225. Students pursuing majors in aerospace or mechanical engineering may substitute EMAE 251, EMAE 252, and EMAE 353 for ENGR 225. This course is not required for Civil Engineering majors pursuing the Structural Engineering, Geotechnical Engineering, Construction Management, or Pre-Architecture sequence.

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

Course designated by major department.

**Breadth Requirement (15 credit-hours)**

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

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

Total Units: 15

**Bachelor of Science in Computer Science Degree**

Candidates for the Bachelor of Science in Computer Science degree, in addition to meeting the general requirements for bachelor’s degrees (p. 1212), including the SAGES and physical education requirements, must also complete the following requirements:
1. A minimum of 126 credit-hours.
2. The General Education Requirements of the Case School of Engineering as modified for the Bachelor of Science in Computer Science degree and listed below.
3. The requirements for the computer science Bachelor of Science major as presented in this Bulletin. At least half the requirements for the major must be completed with Case Western Reserve University courses. Major requirements include all required and elective work completed in the major department combined with required courses completed in related fields.

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

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

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

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

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

<table>
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<td>Calculus for Science and Engineering II</td>
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<tr>
<td>or MATH 227</td>
<td>Calculus III</td>
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<tr>
<td>MATH 201</td>
<td>Introduction to Linear Algebra for Applications</td>
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<td>or MATH 307</td>
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* Chemistry * 4

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<th>Chemistry *</th>
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<td>Principles of Chemistry for Engineers</td>
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<td>PHYS 121</td>
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<tr>
<td>CSDS 132</td>
<td>Introduction to Programming in Java</td>
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* The chemistry course sequence CHEM 105-CHEM 106 may be substituted for CHEM 111.

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

Course designated by major department.

**Breadth Requirement (15 credit-hours)**

| ENGL 398 | Professional Communication for Engineers | 2 |
| ENGR 398 | Professional Communication for Engineers | 1 |

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

**Total Units** 15

**Bachelor of Science in Data Science and Analytics Degree**

Candidates for the Bachelor of Science in Data Science and Analytics degree, in addition to meeting the general requirements for bachelor’s degrees (p. 1212), including the SAGES and physical education requirements, must also complete the following requirements:

1. A minimum of 125 credit-hours.
2. The General Education Requirements of the Case School of Engineering as modified for the Bachelor of Science in Data Science and Analytics degree and listed below.
3. The requirements for the major in data science and analytics as presented in this Bulletin. At least half the requirements for the major must be completed with Case Western Reserve University courses. Major requirements include all required and elective work completed in the major department combined with required courses completed in related fields.

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

**General Education Requirements of the Case School of Engineering, modified for the Bachelor of Science in Data Science and Analytics degree**

These requirements provide a foundation in mathematics and the sciences for the Bachelor of Science program in data science and analytics. The CSE general education requirements are also designed to develop communication skills and to provide breadth beyond mathematics, the sciences, and engineering in each student’s education.
Course credit earned by Advanced Placement, International Baccalaureate, proficiency examinations, and transfer may be used to satisfy Case School of Engineering general education requirements.

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

Mathematics 14
MATH 121 Calculus for Science and Engineering I
MATH 122 Calculus for Science and Engineering II
or MATH 124 Calculus II
MATH 223 Calculus for Science and Engineering III
or MATH 227 Calculus III
MATH 224 Elementary Differential Equations
or MATH 228 Differential Equations

Chemistry * 4
CHEM 111 Principles of Chemistry for Engineers

Physics 8
PHYS 121 General Physics I - Mechanics
or PHYS 123 Physics and Frontiers I - Mechanics
PHYS 122 General Physics II - Electricity and Magnetism
or PHYS 124 Physics and Frontiers II - Electricity and Magnetism

Engineering 3
CSDS 132 Introduction to Programming in Java

Total Units 29

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

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

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

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

Total Units 15

Weatherhead School of Management
Undergraduate Degree Requirements

Bachelor of Science Degree

Candidates for the Bachelor of Science in Accounting degree or the Bachelor of Science in Management degree, in addition to meeting the general requirements for bachelor’s degrees (p. 1212), including the SAGES and physical education requirements, must also complete the following requirements:

1. A minimum of 122 credit-hours.

2. The General Education Requirements of the Weatherhead School of Management listed below.

3. The requirements for a major in accounting or management as presented in this Bulletin in the section devoted to each department or program. At least half the requirements for the major must be completed with Case Western Reserve University courses. Major requirements include all required and elective work completed in the major department combined with required courses completed in related fields.

4. For all courses taken to satisfy major requirements and for which grades are averaged, a candidate for a BS from the Weatherhead School of Management must earn a minimum cumulative average of 2.000.

5. A minimum of 30 credit-hours of courses at the 300- or 400-level.

Majors Available for the Bachelor of Science in Management degree:

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

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

General Education Requirements of the Weatherhead School of Management (minimum of seven 3- or 4-credit-hour courses, totaling at least 22 credit-hours)

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

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

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

Arts and Humanities (6 - 8 credit-hours)
Two 3- or 4-credit-hour Arts and Humanities courses selected from:

• Akkadian (AKKD)
• Ancient Near East and Egyptian Studies (ANEE)
• Arabic (ARAB)
• Art History (ARTH)
• Art Studio (ARTS)
Frances Payne Bolton School of Nursing Undergraduate Degree Requirements

Bachelor of Science in Nursing Degree
Candidates for the Bachelor of Science in Nursing (BSN) degree, in addition to meeting the general requirements for bachelor's degrees (p. 1212), including the SAGES and physical education requirements, must also complete the following requirements:

1. A minimum of 121.5 credit-hours.
2. The General Education Requirements of the Frances Payne Bolton School of Nursing listed below.
3. The requirements for the major in nursing as presented in this Bulletin. At least half the requirements for the major must be completed with Case Western Reserve University courses. Major requirements include all required and elective work completed in the major department combined with required courses completed in related fields.
4. For all courses specifically required for the major in nursing, a minimum grade of C.

Note that most Nursing students will complete NURS 320 Theoretical and Evidence Bases for Best Practice in Nursing to fulfill the SAGES Departmental Seminar requirement and will complete NURS 373 Population Health Practicum to fulfill the SAGES Senior Capstone requirement. Also, most Nursing students will complete NURS 277 BCLS and First Aid for Health Care Providers upon matriculation to count as a half-semester of Physical Education credit; this course may be used again two years later for a second half-semester of Physical Education credit.

General Education Requirements of the Frances Payne Bolton School of Nursing (minimum of ten 3- or 4-credit-hour courses, totaling at least 30 credit-hours)
These requirements provide a broad educational foundation for the Bachelor of Science in Nursing program.

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

Natural and Mathematical Sciences (18 credit-hours)
Mathematical Reasoning and Analysis

ANTH 319 Introduction to Statistical Analysis in the Social Sciences
PSCL 282 Quantitative Methods in Psychology
STAT 201 Basic Statistics for Social and Life Sciences
or STAT 201R Basic Statistics for Social and Life Sciences Using R Programming

Natural Sciences

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

Social Sciences (6 credit-hours)
Any two 3- or 4-credit-hour Social Science courses except ECON 102 Principles of Microeconomics* or ECON 103 Principles of Macroeconomics* selected from:

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

* ECON 102 Principles of Microeconomics and ECON 103 Principles of Macroeconomics are included in accounting, business management, finance, and marketing major requirements, as well as the requirement for a WSOM dean's approved major.
A student granted the senior year in professional studies privilege is permitted to substitute the work of the first year in a professional school for that required during the last year as an undergraduate. Upon the satisfactory completion of the first year’s work in the professional school, the student will be granted the bachelor’s degree from the College of Arts and Sciences.

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

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

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

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

Senior Year in Absentia Privilege for Students of Medicine and Dentistry

Students of outstanding ability and attainment who are candidates for the BA degree and are offered admission to a medical or dental school other than those at Case Western Reserve University at the end of the junior year are eligible to shorten their entire course of studies by one year through the Senior Year in Absentia privilege. Application for this privilege should be made during the second semester of the junior year through the Office of Undergraduate Studies, 447 Sears Bldg.

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 114</td>
<td>Principles of Biology</td>
</tr>
<tr>
<td>BIOL 116</td>
<td>Introduction to Human Anatomy and Physiology I</td>
</tr>
<tr>
<td>BIOL 117</td>
<td>Introduction to Human Anatomy and Physiology II</td>
</tr>
<tr>
<td>CHEM 119</td>
<td>Concepts for a Molecular View of Biology I</td>
</tr>
<tr>
<td>CHEM 121</td>
<td>Concepts for a Molecular View of Biology II</td>
</tr>
</tbody>
</table>

**Total Units: 18**

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

**Breadth (12 credit-hours)**

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

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

**Total Units: 12**

* or approved course in human growth and development.

**Programs Toward Graduate or Professional Degrees**

**Acceleration Toward Professional Degrees**

NOTE: The policies and procedures related to integrated undergraduate and professional degrees described below apply to students who matriculated at Case Western Reserve University before the 2021-2022 academic year. These policies and procedures are under review and may be different for students who matriculate at Case Western Reserve University during the 2021-2022 academic year and thereafter.

**Senior Year in Professional Studies at Case Western Reserve University**

Students of outstanding ability and attainment who are candidates for the BA and who are admitted to professional studies at Case Western Reserve University by the end of the junior year may shorten their entire course of studies by one year through the Senior Year in Professional Studies privilege. Application should be made during the second semester of the junior year through the Office of Undergraduate Studies, 447 Sears Bldg. This privilege is extended to students who are candidates for the BA and who attend the School of Dental Medicine; the School of Law; the Frances Payne Bolton School of Nursing; or the Jack, Joseph and Morton Mandel School of Applied Social Sciences of Case Western Reserve University.
schools in the United States or Canada approved by the Association of American Medical Colleges or dental schools in the United States approved by the American Association of Dental Schools.

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

1. Be accepted for admission to professional studies.
2. Attain a cumulative grade point average of at least 3.200 in all courses attempted from the date of admission as an undergraduate.
3. Meet the following degree requirements:
   a. Completion of the SAGES requirements, the General Education Requirements of the College of Arts and Sciences, and the physical education requirement.
   b. Completion of three-fourths of the courses required for the major, including three-fourths of the courses required in the major department. [If the student has not completed major requirements at the time of receiving the BA, the degree will be awarded without a major.]
   c. Completion of 84 credit-hours of arts and sciences courses. These credits may be drawn from those offered by the College of Arts and Sciences, as well as those in biochemistry, computer science, economics, neuroscience, or nutrition.
   d. Completion of at least 90 credit-hours of academic credit, of which the final 60 credit-hours must have been in residence. A student may include in that final 60 credit-hours no more than six credit-hours earned in courses completed in other institutions, either by cross-registration in regular sessions or by approved transient registration in summer sessions.

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

**Integrated BA/BS and Master of Accountancy**

Undergraduate students at Case Western Reserve University have the opportunity to pursue both the Bachelor of Arts (BA) or Bachelor of Science (BS) degree and the Master of Accountancy (MAcc) degree through the BA/BS and Master of Accountancy Integrated Study Program (https://weatherhead.case.edu/degrees/undergraduate/academics/accounting/integrated-program/). The integrated program is open to students pursuing any undergraduate major, though students majoring in or with a secondary major in accounting are able to complete both degrees in the shortest amount of time, typically nine semesters. CWRU students must apply and be admitted to the MAcc program, though certain requirements are waived. Because the integrated program requires proper planning of coursework, undergraduate students are strongly encouraged to apply for the MAcc in their junior year. A select number of exceptionally well-qualified high school seniors who plan to study accounting are offered places in the Early Admission to the Integrated Study Program in Accountancy (p. 1113).

Based upon the student's professional interests, they will choose between two tracks, the Professional Track and the Analytics Track, that are specifically tailored to develop the ability to prepare, interpret, and communicate accounting information as required by the profession.

The integrated study program is strongly recommended for those students planning to obtain professional certification as a certified public accountant (CPA). Upon completion of the MAcc program, graduates will have satisfied the accounting educational requirements to sit for the CPA examination in the state of Ohio, including the required 150 credit-hours of study at the university level.

For more information, contact Tiffany Schwendeman (tiffany.schwendeman@case.edu), assistant dean of undergraduate and integrated study programs, at 216.368.2058.

**Integrated BA/BS and Master’s Programs in Business Analytics and Intelligence, Finance, Healthcare Management, and Supply Chain Management**

The Integrated Bachelor of Arts or Bachelor of Science and Master of Business Analytics and Intelligence (https://weatherhead.case.edu/degrees/masters/ms-management/business-analytics/), Master of Finance (https://weatherhead.case.edu/degrees/masters/ms-management/finance/), Master of Healthcare Management (https://weatherhead.case.edu/degrees/masters/ms-management/healthcare/), or Master of Supply Chain Management (https://weatherhead.case.edu/degrees/masters/ms-management/operations-research-supply-chain/) program allows qualified CWRU undergraduates to work towards the completion of a specialty master’s degree from the Weatherhead School of Management during their undergraduate studies, thereby enabling completion of both degrees in a shorter period of time. Students admitted to the program may count up to nine credit-hours of graduate level courses taken while an undergraduate towards both the undergraduate degree (as appropriate to the student's undergraduate degree program) and the relevant master's degree. After completion of the BA or BS, the student enrolls as a graduate student in the Weatherhead School of Management to complete any additional coursework required for the master’s degree.

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

For more information about these integrated study programs, contact Jim Hurley (james.hurley@case.edu), assistant dean of undergraduate and integrated programs, at 216.368.3856; or Marybeth Keeler (marybeth.keeler@case.edu), program manager of the Master of Finance program, at 216.368.3688; or Eric Grelson (eric.grelson@case.edu), program director for the Master of Business Analytics and Intelligence program, at 216.368.9947. For more information about applying to specialty master’s programs in the Weatherhead School of Management, contact Meredith Richardson (meredith.richardson@case.edu) at 216.368.2069.

**Acceleration Toward Graduate Study**

NOTE: The policies and procedures related to integrated undergraduate and graduate degrees described below apply to students who matriculated at Case Western Reserve University before the 2021-2022 academic year. These policies and procedures are under review and may be different for students who matriculate at Case Western Reserve University during the 2021-2022 academic year and thereafter.

**Integrated Graduate Studies Program**

The Integrated Graduate Studies Program (IGS) is intended for highly motivated undergraduate students who are candidates for the BA degree and whose objective is a degree at the master's or doctoral
level. Qualified students may apply in the junior year to be admitted to graduate study for their senior year and pursue the simultaneous completion of requirements for both the master's and bachelor's degrees. The baccalaureate will normally be awarded upon completion of the requirements for both degrees, unless a student satisfies all BA requirements prior to completing the master's degree requirements. Students in the IGS Program are exempted from the 42-hour limit imposed on BA candidates for work above the 100-level in a single department. However, the exemption is granted only upon completion of the master's degree requirements.

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

1. 90 credit-hours earned of which the last 60 credit-hours must have been in residence at Case Western Reserve University.
2. Completion of the SAGES requirements (including the SAGES Writing Portfolio), the General Education Requirements of the College of Arts and Sciences, and the physical education requirement; students who have fulfilled all SAGES requirements except the Senior Capstone will be required to complete the capstone during their first year in the IGS program.
3. Completion of three-fourths of the requirements for the major, including three-fourths of the courses required in the major department.
4. Admission to a master's or doctoral program offered through the School of Graduate Studies.

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

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

**Integrated BS/MS in Nutrition**

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

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

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

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

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

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

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

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

**Conditionally Guaranteed Admission to the University's Professional Schools**

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

Information for students seeking admission to Case Western Reserve University as part of the Pre-Professional Scholars Program in Medicine or Dentistry is available from the Office of Undergraduate Admission (https://case.edu/admission/), admission@case.edu.

**Pre-Professional Scholars Program in Dentistry**

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

Pre-Professional Scholars in Dentistry are not required to complete a major, but if they elect to earn a bachelor's degree they are free to choose a major in an area of interest. Students who elect to complete a bachelor’s degree must either complete all degree requirements by the end of their third year or switch to the Senior Year in Professional Studies (p. 1297) program, which permits them to substitute the work
of the first year in dental school for that required during the last year as an undergraduate pursuing a Bachelor of Arts. Students who switch to the Senior Year in Professional Studies program in order to complete their bachelor’s degree will not lose their conditional admission to the School of Dental Medicine, but they are expected to complete all requirements for the Pre-Professional Scholars Program.

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

1. A cumulative grade point average of 3.500 or higher for all coursework, as well as for all science coursework taken, including, but not exclusively, biology, chemistry, physics, and mathematics.

2. A Perceptual Ability score of 18 or higher and an Academic Average score of 19 or higher on the Dental Admission Test (DAT) of the American Dental Association. The test must be taken no later than January of the third year.

3. Successful completion of the following courses, with a minimum of 30 credit-hours in biology, chemistry, physics, and mathematics taken at Case Western Reserve University.

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

   **Chemistry:**
   - CHEM 105 **Principles of Chemistry I** 3
   - CHEM 106 **Principles of Chemistry II** 3
   - CHEM 113 **Principles of Chemistry Laboratory** 2
   - CHEM 223 **Introductory Organic Chemistry I** 3
   - CHEM 224 **Introductory Organic Chemistry II** 3
   - CHEM 233 **Introductory Organic Chemistry Laboratory I** 2
   - CHEM 234 **Introductory Organic Chemistry Laboratory II** 2

   **Mathematics:**
   - MATH 125 **Math and Calculus Applications for Life, Managerial, and Social Sci** 4

   **Physics:**
   - PHYS 115 **Introductory Physics I** 4
   - PHYS 116 **Introductory Physics II** 4

4. Successful completion of a SAGES First Seminar, two University Seminars, a SAGES writing portfolio, at least one course in the arts and humanities, at least one course in the social sciences, and two semesters of physical education.

5. A successful transition interview with faculty representing the School of Dental Medicine's admissions committee, usually scheduled after the receipt of grades from the fall semester of the third year.

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**Pre-Professional Scholars Program in Medicine**

Each year, 15 to 20 exceptionally well-qualified high school seniors who plan to pursue careers in medicine are offered places in the Pre-Professional Scholars Program in Medicine. Pre-Professional Scholars receive a conditional commitment of admission to the University Program of the Case Western Reserve University School of Medicine to be honored upon successful progress toward and completion of the bachelor’s degree. The Pre-Professional Scholars Program in Medicine requires eight years: four years of successful undergraduate study leading to the bachelor’s degree followed by four years in the University Program of the School of Medicine. Pre-Professional Scholars in Medicine who complete their undergraduate degree requirements in fewer than four years are required to pursue other experiences intended to enhance their professional and personal development during the period following the receipt of their bachelor's degree and until study at the School of Medicine begins.

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

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

Progress is reviewed with each student at regular intervals in the program. At the end of the third year, Pre-Professional Scholars in Medicine who have met the required levels of performance go through the normal admission procedures for the University Program of the School of Medicine, including submitting an application through the American Medical College Application Service (AMCAS) and an interview.

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

Experiential Learning

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

International Experience

Case Western Reserve University encourages students to study, research, intern, and participate in service learning experiences abroad. Students benefit personally, academically, and professionally from educational experiences abroad.

Case Western Reserve University partners with overseas institutions to provide a wide selection of courses that students can take abroad. Students of all majors can stay on track to graduate while including studies abroad in their degree timeline. They can choose from traditional semester or academic year programs. Students should determine, in consultation with their academic advisors and study abroad advisors, which study abroad programs meet their academic and personal goals. They can choose from traditional semester or academic year study abroad programs or a shorter programs with CWRU faculty and students. Students should visit www.case.edu/studyabroad (http://www.case.edu/studyabroad/) or contact a study abroad advisor at studyabroad@case.edu to find programs that meet their needs and can explore different program types and offerings online (https://case.edu/international/education-abroad/programs/terms-and-program-types/).

Many study abroad programs cost about the same as studying in Cleveland. Additionally, financial aid can be applied to study abroad, and many students find that they are eligible for study abroad scholarships.

Semester and Academic Year Programs

In order to participate in semester and academic year programs of study or practical experience that immerse them in the culture and language of another country, students must first

- Have completed at least 24 credit-hours of coursework at CWRU,
- Have declared a major,
- Be in good academic and disciplinary standing with no pending judicial actions, and
- Be otherwise eligible to register on campus at CWRU for the proposed semester(s) (no financial holds, e.g.).

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

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

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

Students participating in semester or academic year study abroad pay the normal CWRU tuition to Case Western Reserve University and maintain their student status at CWRU during the period of study abroad. Case Western Reserve University will, in turn, pay the tuition costs for the student’s program abroad. Students are responsible for paying all non-tuition costs associated with study abroad to the study abroad program directly (i.e. housing, student fees, excursions, travel costs, etc.). Students retain all of their financial aid while studying abroad. Additional study abroad financial information is available online (https://case.edu/international/education-abroad/financial-information/).

Short-Term Programs

Case Western Reserve University offers a robust portfolio of short-term study abroad options, which allow students to travel as a group with a member of the Case Western Reserve University faculty. These programs are often one to three weeks in duration and are offered over spring break, winter break, and during the summer. Program offerings vary each year, but recent short-term study abroad locations included China, Costa Rica, Cuba, Ecuador, France, Ghana, India, Israel, Italy, Japan, Jordan, Kenya, Namibia, the Netherlands, Norway, Poland, Spain, Uganda, and the United Kingdom. All CWRU students in good academic and disciplinary standing are eligible to participate in short-term study abroad programs.

Summer Programs

All Case Western Reserve University undergraduates in good academic and disciplinary standing are permitted to study abroad during the summer. With approval, up to 15 credit-hours of summer coursework can be transferred to Case Western Reserve University. During the summer, study abroad students pay tuition and fees directly to the study abroad
program. A wide variety of summer programs is available through the Office of Education Abroad.

Research, Service Learning, and Internship Opportunities Abroad
Case Western Reserve University offers international research, service learning, and internship opportunities as part of a semester abroad on many of our approved programs. Through our partnerships with Acadia University (summer programs) and EuroScholars (semester programs), students can experience a research-intensive program abroad. The CWRU study abroad advisors can help students identify and apply to these programs. With the help of the Office of Education Abroad and CWRU faculty, students can also conduct independent research projects abroad.

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

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

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

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

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

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

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

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

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

Entrepreneurship
CWRU LaunchNET is the entrepreneurship gateway on campus to help students in all majors test, validate, and turn their ideas into products and services. LaunchNET connects students to a network of mentors and peers who share an interest in entrepreneurship and innovation.
For additional information, students should contact LaunchNET in 140 Thwing Center.

**Washington Study Program**

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

To be eligible for the program, a student is expected to be a junior or senior and have a GPA of at least 3.000. The program director, the student’s major advisor, and the appropriate dean in the Office of Undergraduate Studies must approve each application. Students must ensure that their participation will not prevent them from meeting on-campus residency or other university requirements.

**Undergraduate Collaborative Programs**

**Collaborative Programs with Other Colleges and Universities**

**Cross-Registration in Northeast Ohio**

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

To cross-register for studio courses at the Cleveland Institute of Art, a student must have permission from Case Western Reserve University’s director of art studios, 2215 Adelbert Road, 216.368.2714.

**Joint Program in Art Education**

The joint program in art education of Case Western Reserve University and the Cleveland Institute of Art (CIA) enrolls students pursuing the BS in Art Education, combining studio art courses at the Cleveland Institute of Art with liberal arts and education courses at Case Western Reserve University. Admission to the program requires application to Case Western Reserve University and presentation of an art portfolio to the Cleveland Institute of Art. Credentials must be acceptable to both institutions.

**Joint Program in Music**

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

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

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

**Reserve Officer Training Corps (ROTC)**

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

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

**Air Force ROTC**

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

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

Air Force ROTC scholarships are available on a competitive basis. Information about courses, registration, and scholarships may be obtained from the Air Force ROTC DET 630, 125 Terrace Drive, Kent State University, Kent, Ohio 44242; telephone: 330-672-2182. Case Western Reserve students planning to register for AFROTC courses at Kent State University should consult with the Office of Undergraduate Studies, 447 Sears Bldg., for information regarding registration procedures.
Army ROTC
The Army ROTC (http://www.jcu.edu/rotc/) program is designed to prepare students for service as a commissioned Army officer in either the active duty U.S. Army or the reserve components of the Army Reserve or National Guard. Classes and practical training focus on military skills, officer professionalism, leadership training, and the development of military-related officer and management techniques and procedures.

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

Army ROTC scholarships are available on a competitive basis. Information about courses, registration, and scholarships may be obtained from the Department of Military Science (ARMY-ROTC), John Carroll University, University Heights, OH 44118-4581; telephone: 216.397.4286. Case Western Reserve students planning to register for Army ROTC courses at John Carroll University should consult with the Office of Undergraduate Studies, 447 Sears Bldg., for information regarding registration procedures.

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

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

The Dual Degree (3-2) Program in Engineering
Students of superior scholarship who have attended one of a group of select liberal arts colleges with which Case Western Reserve University has a dual degree agreement are eligible to participate in the Dual Degree (3-2) (http://engineering.case.edu/delpp/dualdegree/) program at Case Western Reserve University. This program allows outstanding students to begin their studies at a liberal arts college for three years and pursue an engineering degree at Case Western Reserve University for two years.

Once requirements at both institutions are completed, students will receive a degree from the liberal arts college and a degree from Case Western Reserve University in a designated engineering discipline. For additional information, contact Debbie Fatica (dxf3@case.edu), 312 Nord Hall, 216.368.4449.

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

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

For additional information, contact Allison Morgan (allison.morgan@case.edu), CHC Program Manager at CWRU.

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

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

For additional information, contact Becky Barnes (Becky.barnes@tri-c.edu), Director of Articulation, Transfer and Prior Learning at Tri-C, or the Office of Undergraduate Studies at CWRU.

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

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

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

**Advising during the First Year**

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

**Advising in the Majors and Minors**

When a student selects a specific major or minor, the academic representative of that major or minor assigns a faculty advisor to the student. Although some first-year undergraduates enter with definite goals, they are not assigned advisors in the majors until they have declared their major. Students who are ready to declare a major may do so beginning in November of their first year (April for those who matriculate at CWRU in the spring semester). Students engaging in further exploration of majors are expected to declare a major no later than the end of the second year (See Declaring a Major in the section on Academic Policies and Procedures (p. 1307)). Opportunities for exploration of majors and minors include a Choices Fair, departmental information sessions, and individual conversations with faculty and academic advisors.

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

**Support in the Office of Student Advancement**

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

**Undergraduate Grades**

Undergraduate grades at Case Western Reserve University are issued on the following scale, with good standing based on criteria presented in the section on Academic Standing Regulations (p. 1313) and with a cumulative grade point average of 2.000 required for graduation. Academic averages are computed by dividing the number of quality points earned by the number of credit-hours completed, excluding transfer credit, credit based on examinations (AP, IB, proficiency, etc.), and courses graded P/NP.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Meaning</th>
<th>Quality Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3</td>
<td></td>
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<tr>
<td>C</td>
<td>Fair</td>
<td>2</td>
<td></td>
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<tr>
<td>D</td>
<td>Passing</td>
<td>1</td>
<td></td>
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<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
<td>This grade will be given for academic failure as well as failure to attend class without formally withdrawing</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal for a class</td>
<td></td>
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<tr>
<td>WD</td>
<td>Withdrawal from all classes during a given semester</td>
<td></td>
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<tr>
<td>P</td>
<td>Passing in a Pass/No Pass Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NP</td>
<td>Not Passing in a Pass/No Pass Course</td>
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<td></td>
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<tr>
<td>R</td>
<td>For courses which extend over more than one semester</td>
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</tr>
<tr>
<td>AD</td>
<td>Successful Audit</td>
<td>Included in hours attempted, but not in hours earned</td>
<td></td>
</tr>
<tr>
<td>NG</td>
<td>Unsuccessful Audit</td>
<td>Included in hours attempted, but not in hours earned and does not appear on transcript</td>
<td></td>
</tr>
<tr>
<td>NOG</td>
<td>Non-graded Course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Grade of Incomplete

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

The amount of additional time allowed the student to make up incomplete work should serve to accommodate the student while being fair to other students in the course. It should be proportional to the duration of a student's illness or absence and might be no more than a few days or weeks. At the extreme, it should not extend past the eleventh week of the semester following the one in which the Incomplete grade was received. In cases where the dean of undergraduate studies may establish an earlier date for completion of courses with Incomplete grades.

Changing the Incomplete Grade:
When the student has completed the required work, the instructor shall enter in the Student Information System a final evaluative grade to replace the Incomplete. When a student fails to submit the work required for removing the Incomplete by the date established, the instructor shall enter a final grade that assumes a failing performance for the missing work. In the absence of the assignment of a grade by the instructor, the Registrar will convert the I to F when the deadline for making up Incomplete grades from a previous semester has passed.

Audit
See section on Academic Policies and Procedures (p. 1307).

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

Students may submit an online Pass/No Pass Option form at any time in the fall or spring semester after the end of the drop/add period and before 11:59 p.m. on the day of the course withdrawal deadline for that semester (currently the last day of classes for first-year students and the 11th Friday of the semester for all other students, including new transfer students).

A decision to use the Pass/No Pass option is irrevocable unless the student needs that course to complete requirements for a major or minor declared in a subsequent semester. In that event, the student may request that the Office of Undergraduate Studies reveal the grade on the transcript at the start of the student’s final term at Case Western Reserve University.

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

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

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

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

Grade Reports and Transcripts
Students may view their grades on the Student Information System (https://case.edu/sis/).

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

Course Repetition
See section on Academic Policies and Procedures (p. 1307).

Mid-Semester Grades
Mid-semester grades are assigned in undergraduate courses at the end of the eighth week of each semester. Mid-semester grades are
absence due to Religious Observance

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

Extracurricular Life and Class Attendance

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

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

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

Credit by Examination

Advanced Placement/International Baccalaureate/ French Baccalaureate/A-Level Examinations

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

See AP/IB Credit Equivalencies (p. 1323) for the credit awarded and recommended placement based on AP and IB scores for students who matriculate at CWRU during the 2021-2022 academic year.

Proficiency Examinations

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

Declaring a Major or Minor

Students matriculating at Case Western Reserve University as first-year students may begin declaring their majors, though they are not required to do so, on November 1 if they matriculate in the fall semester and on April 1 if they matriculate in the spring semester. Transfer students may begin declaring their majors at the start of their first semester at Case Western Reserve.

A choice or change of major or minor is not recorded for any student until the major or minor declaration form, bearing the signature of the student, the name of the advisor, and the signature of the academic representative for the major or minor, has been completed and submitted to the Office of Undergraduate Studies, 447 Sears Bldg., and recorded in the Student Information System (SIS). The student's "requirements term" for a major or minor, indicating the set of requirements the student must satisfy for completion of the major or minor will automatically be set to the semester that the student matriculated at Case Western Reserve University, unless the student indicates that they wish to complete the requirements as updated in a later year.

Students who enroll at Case Western Reserve University as first-year students are expected to declare a major before registering for classes for their fifth semester of enrollment. Transfer students are expected to declare a major before registering for their third semester at Case Western Reserve. Students may later change their majors should their academic interests change.

Students who have not declared a major by the times indicated will have a registration hold placed on their accounts until they have done so. Students who will have earned fewer than 60 credit-hours (including transfer, AP, IB, and proficiency credit) by the end of the fourth semester for students who started as first-year students, or by the end of their second semester for transfer students, may request that their navigator in Student Advancement. An auditor

Course Loads and Overloads

In order to be classified as a full-time student, a student must enroll for a minimum of 12 credit-hours by the end of the drop/add period. Eligibility for many forms of financial aid, participation on intercollegiate varsity sports teams, and maintaining certain visa statuses for international students require full-time enrollment and, in some cases, maintaining at least 12 credit-hours of active enrollment for the entire semester (i.e. no course withdrawals to fewer than 12 credit-hours). Students registering for fewer than 12 credit-hours are classified as part-time and charged tuition on the basis of the number of credit-hours being taken.

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

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

Course Placement

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

Course Repetition

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

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

Audit

A student may audit a course with the consent of the course instructor and the approval of their navigator in Student Advancement. An auditor receives no credit for the course, but the course is included in the total credit-hours of enrollment for that semester. At the beginning of the course, the student and instructor should reach agreement regarding the requirements for a successful audit. If the student achieves a
Students are ordinarily not permitted to withdraw from a course after taking the final exam or completing any other final assignment in the course, or after a grade has been posted.

Withdrawal from the University
To withdraw from the university during a semester or session, a student must complete the online withdrawal form in the Student Information System (SIS) by the last day of classes for that semester or session.

Grades of WD will be assigned in all courses in which a student is registered at the time of withdrawal, provided that the student follows the procedures stated above. Failure to attend classes or notification of instructors only does not constitute withdrawal from the university. A student who ceases to attend or otherwise participate in courses without officially withdrawing will be assigned the grade of F for each course in which they are enrolled.

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

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

Students who complete a semester and have registered for classes for the following semester but do not plan to return for the following semester must similarly complete the on-line withdrawal form in the Student Information System (SIS). If a student has not yet registered for classes for the following semester, they must complete a printed leave of absence form available from the Office of Undergraduate Studies, 447 Sears Bldg.

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

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

A student must explain immediately and in writing to the dean of undergraduate studies an absence from a final examination. If the explanation is acceptable, the dean will authorize the assignment of the grade Incomplete and the administration of a make-up examination by the instructor. In the event of an unexcused absence from a final exam, the instructor will assign the student a final grade that assumes a grade of zero on the final exam and is consistent with the grading policy established for the course.
Reading Days
Prior to and/or during the final examination period, two weekdays are set aside as Reading Days to be used by students for completing assignments and preparing for final examinations. These days are not to be used by faculty for scheduling exams or other course activities that require the attendance of students. They may be used by faculty to schedule review sessions for which attendance is optional.

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

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

Graduation Check
Students must ensure that their Academic Requirements reports reflect accurately their progress toward their degrees. All requested corrections and exceptions must be submitted to the Office of Undergraduate Studies, 447 Sears Bldg., at least one semester prior to graduation. Academic Requirements reports are available online through the Student Information System (SIS).

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

Incomplete
See section on Grades.

Pass/No Pass
See section on Grades.

Promotion
The standards for promotion are:

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

These designations may affect access to enrollment in particular courses, but do not by themselves affect priority for course registration for the upcoming semester.

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

Re-enrollment after Academic Separation
See section on Academic Standing (p. 1313).

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

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

Scholarship Retention
See section on Criteria for Scholarship Retention (p. 1315).

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

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

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

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

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

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

Students ordinarily will not be permitted to take anywhere in Cuyahoga County summer courses that are also offered at Case Western Reserve University that summer. Exceptions to this policy will be permitted only in the event of significant extenuating circumstances. Students who desire the opportunity to take elsewhere in Cuyahoga County a course that is being offered at Case Western Reserve must petition the Office of Undergraduate Studies in advance for permission to do so. For enrollment in courses during the fall or spring semester elsewhere in Cuyahoga County, see the section on Cross-Registration in Northeast Ohio (p. 1303).

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

Academic Integrity

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

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

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

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

Definition of Violations

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

• Cheating includes but is not limited to copying from another’s work; falsifying problem solutions or laboratory reports; using unauthorized sources, notes or computer programs; or otherwise failing to follow the instructions or procedures in place for a particular testing situation.

• Plagiarism includes but is not limited to the presentation, without proper attribution, of another’s words or ideas from printed or electronic sources.

• Misrepresentation includes but is not limited to forgery of official academic documents, the presentation of altered or falsified documents or testimony to a university office or official, taking an exam for another student, or lying about personal circumstances to postpone tests or assignments.

• Obstruction includes but is not limited to engaging in unreasonable conduct that interferes with another student’s ability to conduct scholarly activity, such as destroying a student’s computer file, stealing a student’s notebook, or interfering with a student’s access to course materials.

• Submitting without the instructor’s consent an assignment in one class previously submitted or being submitted in another class
violates academic integrity standards because it interferes with the
learning expected from the assignment and the course.

**Discussing, Reporting and Adjudicating Violations**

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

**Reporting Procedures**

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

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

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

**First Violations**

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

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

**Subsequent Violations**

If the university conduct file indicates that the student suspected of a
violation has been responsible for one or more previous violations of
the university’s Academic Integrity Policy, the case will be referred by
the Office of Student Conduct and Community Standards for Academic
Integrity Board action.

**Academic Integrity Board**

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

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

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

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

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

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

Should the Panel find the student not responsible for a suspected
violation, the faculty member and the student will be informed in writing,
in a timely manner, of the Panel’s finding and of the reasoning behind
the Panel’s decision. The faculty member will be asked to evaluate the
student's performance on the assignment in question and to issue a
grade based on his or her normal grading practices.

If the Panel finds a student responsible for a violation of academic
integrity standards, the faculty member and the student will be informed in
writing, in a timely manner, of the Panel’s finding and of the reasoning behind
the Panel’s decision. The Panel can sanction violations by issuing
failure in the work in question, failure in the course, university warning,
university disciplinary probation, university separation, or expulsion from
the university.
In cases in which the student does not accept responsibility for a first violation but is found responsible by an Academic Integrity Panel, the Panel may not impose a sanction greater than that originally proposed by the faculty member. In cases in which the student accepts responsibility for a first violation but does not accept the sanction, the Academic Integrity Panel may assign a sanction no greater than the sanction proposed by the faculty member.

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

Misrepresentation and Obstruction
Reports of suspected academic misrepresentation or obstruction occurring in settings other than the classroom will be referred to the Office of Student Conduct and Community Standards for Academic Integrity Board action.

If the Academic Integrity Panel finds a student responsible for an academic integrity violation, the minimum sanction will be university disciplinary probation; the maximum penalty will be expulsion from the university.

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

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

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

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

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

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

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

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

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

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

1. earn a semester grade point average of 2.000 or higher AND
2. earn a minimum of 9 credit-hours in that semester.
Full-time Students After the First Semester
Following the first semester of the first year, full-time students (i.e., those enrolled in at least 12 credit-hours at the end of the drop/add period) will be in good standing provided they:

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

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

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

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

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

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

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

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

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

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

Probation (Incomplete):
A student’s status will be Probation (Incomplete) if they have Incomplete grades which would result in the student’s being placed on academic probation if those Incomplete grades were converted to F’s. Once the Incompletes are converted to final grades, the student shall be restored to good standing or considered for academic probation following the standards and procedures outlined above. In order to continue for the next semester, a student whose status remains Probation (Incomplete) is required to review their course schedule with their navigator in Student Advancement before the end of the drop/add period.

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

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

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

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

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

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

While separation is the ordinary response to academic records of the kind just described, it is not an automatic process. Students being considered for separation will be asked to prepare a statement explaining the difficulties that interfered with their ability to earn a satisfactory record. This is the student’s opportunity to appeal separation. If a student thinks they should not be separated, the statement should include an explanation of why the Academic Standing Board should have confidence in the student’s ability to return to good standing at the end of the next semester and should outline the plan the student has established for ensuring academic success. The Academic Standing Board will decide to separate the student, to place or continue the student on academic probation, or to take no action based on a review of
Undergraduate Criteria for Scholarship Retention

Students who are awarded Case Western Reserve University scholarships based on academic achievement or potential are expected to perform at an appropriate academic level and maintain good conduct in the community. These scholarships will be automatically renewed each semester, provided that the student meets the retention criteria established for their scholarship at the time of initial award.

Full-Tuition (Andrew Squire, Albert W. Smith, Alexander Treuhaft, and Dance, Music, and Theater Performing Arts), University, Michelson-Morley STEM, Bolton, and Tuition Exchange Scholarships

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

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

Students who lose their scholarships because of unsatisfactory academic or disciplinary standing will have their scholarships automatically reinstated at the start of the next semester if they return to good standing. These students lose a semester of scholarship eligibility for each semester that they fail to achieve good standing; that is, students will not receive these scholarships while on probation or during their first semester back from an academic separation, and the maximum number of semesters for which they can receive their scholarships will be reduced. However, students placed on probation at the end of the spring semester who return to good standing based on summer coursework at Case Western Reserve University (see Academic Standing Regulations (p. 1313)) will continue their scholarships for the fall semester without interruption or loss of a semester of eligibility.

Other Scholarships Awarded by Case Western Reserve University

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

Duration

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

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

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

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

Leave of Absence Policy

A scholarship recipient may take a one-semester leave of absence during the student’s undergraduate career and put the scholarship “on hold” for reactivation upon the student’s return to Case Western Reserve University. Requests for a one-semester leave of absence must be

Re-enrollment after Separation

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

Permanent Separation

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

Ineligible to Register

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

Summer Enrollment at Case Western Reserve University

Students will not be reviewed for academic action at the end of the summer session, except that a student on academic probation as of the end of their last completed fall or spring semester will be returned to good standing at the end of the summer session if they have completed at least 6 credit-hours at Case Western Reserve University with a summer grade point average of at least 2.000.

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Leave of Absence Policy

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

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

Undergraduate Honors and Awards

Dean's Honors Lists

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

Latin Commencement Honors

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

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

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

To be eligible for Latin commencement honors, candidates must have:

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

Honors in the Major

Some majors offer outstanding students the opportunity to complete an honors program. Students who participate in an honors program in the major and satisfy the requirements for such a distinction, as specified by the major, may qualify to receive the degree “with honors in the major.” The academic representative for the major can provide information regarding requirements for graduation with honors in the major.

Phi Beta Kappa

Phi Beta Kappa, a national honor society, recognizes outstanding scholarship in the arts and sciences. The Alpha Chapter of Ohio, established at Western Reserve College in 1847, was one of the first ten established nationally. Students may qualify for election to membership in the second semester of the senior year. A few outstanding students may be elected to membership as juniors.

Phi Beta Kappa

Tau Beta Pi

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

Mortar Board

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

Fellowships and Scholarships

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

Departmental and Collegiate Awards

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

Accountancy

- The Academic Excellence Award in Accounting
- The Andrew D. Braden Award for Excellence in Auditing and Financial Reporting Studies to a student whose achievement as an undergraduate in auditing and financial reporting subjects is recognized as demonstrating attributes consistent with professionalism and leadership
- The Apple Growth Partners Scholarship Award to a junior, senior, or Master of Accountancy accounting major with a grade point average of 3.250 or higher and who has displayed high ethics and strong leadership skills in student organizations
- The Beta Alpha Psi Award for excellence in accounting
- The Beta Alpha Psi Leadership Award
- The Beta Alpha Psi Scholars Recognition Award for outstanding scholarship among members of the Pi Chapter
- The Cashy Family Scholarship Award
- The Cohen & Co. Award
- The Deloitte Award to an outstanding junior majoring in Accounting
- The EY Award
- The Institute of Management Accountants CMA Scholarship
- The KPMG Award
- The Louis E. Levy Scholars in Accountancy for exceptional undergraduate accounting majors who will be entering professional graduate studies and demonstrate the ability to advance to the accounting profession and provide leadership for future generations of accountants
- The Marcum Award
- The Marvin J. Shamis Award
- The Meaden & Moore Award
- The Plante Moran Award
- The PwC Award
- The Andrew D. Braden Award for Excellence in Auditing and Financial Reporting Studies to a student whose achievement as an undergraduate in auditing and financial reporting subjects is recognized as demonstrating attributes consistent with professionalism and leadership
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- The Marcum Award
- The Marvin J. Shamis Award
- The Meaden & Moore Award
- The Plante Moran Award
- The PwC Award
• The Thomas Dickerson Award for Excellence in Professional Accountancy Studies to a student whose high academic achievement and leadership in the integrated studies program in accountancy is recognized as exemplary
• The Wallach-Lee Families Scholarship Award
• The Weatherhead School of Management Award to the most outstanding senior in accounting

Anthropology
• The Callender Memorial Award for outstanding achievement in anthropology
• The James Dysart Magee Award for the senior year to an outstanding student in social and behavioral sciences
• The Jonathan F. Plimpton Award to a graduating senior for outstanding achievement in anthropology
• The Ruth and Newbell Niles Puckett Award to a graduating senior for outstanding achievement in anthropology

Art History
• The Friends of Art Prize to an undergraduate senior art history major for distinction in the field of art history
• The Friends of Art Prize for outstanding contribution to the arts community by an undergraduate art history major or minor
• The Muriel S. Butkin Art History Prize for overall best performance and highest grade point average by an undergraduate art history major
• The Noah L. Butkin Award for the best term paper on an art history topic written by an undergraduate

Art Studio
• The Arnold Philip Award for excellence in art
• The Charles E. Clemens Prize for outstanding talent and accomplishment in art
• The Hazel Gibbs Herbruck Prize for excellence in art education
• The Kennedy Prize for creative work in art, English, or music
• The William Grauer Award for excellence in art studio courses

Astronomy
• The Jason J. Nassau Prize to an outstanding senior student in astronomy

Biochemistry
• The Harland G. Wood Prize for outstanding performance by a graduating senior who is a candidate for the Bachelor of Science in Biochemistry
• The Merton F. Utter Prize to a candidate for the Bachelor of Arts with a major in biochemistry

Biomedical Engineering
• The Bernstein Memorial Award to a senior biomedical engineering major for outstanding achievement in academics and leadership, contributions to research, and service to the university, department or community
• The Biomedical Engineering Chairman's Award for outstanding academic achievement and service to the biomedical engineering community
• The Biomedical Engineering Faculty Award for outstanding academic achievement, and service to the biomedical engineering community
• The Biomedical Engineering Research and Engineering Award for outstanding performance in biomedical engineering research combined with outstanding academic achievement
• The Biomedical Engineering Scholarship Award
• The Cristina A. Camardo Award to a biomedical engineering student in recognition of his or her leadership and service within the university community
• The Gheorghe and Claudia Mateescu Award for Research in Imaging for outstanding research contribution in the area of biomedical imaging
• The J. Thomas Mortimer Cooperative Education Award
• The Jose Ricardo Alcala Memorial Award for biomedical engineering research
• The Outstanding Industrial Experience Award
• The Outstanding Senior Project Award
• The Robert L. Shurter Award to one junior or senior student for outstanding performance in biomedical engineering research

Biology
• The Daniel Burke Prize for excellence in both biology and chemistry
• The Flora Stone Mather Alumnae Award in Biology for outstanding academic performance in biology
• The Francis Hobart Herrick Prize for outstanding biological research and academic excellence in biology
• The J. Paul Visscher Memorial Award of the Cleveland Audubon Society to the senior or graduate student who demonstrates outstanding ability and promise in the field of ecology or environmental science

Chemistry
• The ACS Organic Chemistry Award
• The Analytical Chemistry Award for excellence in analytical chemistry
• The Carl F. Prutton Prize for scholarship in chemistry to a student pursuing the Bachelor of Science degree
• The Charles F. Mabery Prize is awarded to the undergraduate or graduate student presenting the best thesis on a subject connected with research in the Department of Chemistry
• The George A. Olah Award to an outstanding senior pursuing graduate work in chemistry
• The Hippolyte Gruener Award to a student for merit in chemistry
• The Ignacio Ocasio Freshman Chemistry Achievement Award for the highest achievement in freshman chemistry
• The Inorganic Chemistry Award for excellence in inorganic chemistry
• The Iota Sigma Pi/Frank Hovorka Prize to the woman chemistry major with the highest average after three semesters
• The Mateescu Citizenship Award
• The Olin Freeman Tower Prize for excellence in physical chemistry
• The Royal Society of Chemistry Certificate of Excellence
• The W. R. Veazey Prize to a student with the highest academic achievement in physical chemistry courses

Civil and Environmental Engineering
• The Allison C. Neff Memorial Award in recognition of high proficiency in professional studies and participation in professional activities to a member of the junior class majoring in civil engineering
• The Civil Engineering Student Leadership Award to an undergraduate or graduate student who demonstrated excellent leadership to department student organizations
• The Craig J. Miller Memorial Award to an undergraduate or graduate in the general field of civil engineering
• The Harry R. Nara '46 Prize to an undergraduate student in Civil and Environmental Engineering who embodies the dedication and spirit of Professor Harry R. Nara '46
• The Kenneth M. Haber Award to the outstanding student in civil engineering
• The Richard and Opal Vanderhoof Award to an outstanding senior in civil engineering
• The Robert L. Shurter Prize for one junior or senior student for outstanding achievement and leadership in extra-curricular activities
• The Roy Harley Prize to a promising senior or graduate student in civil engineering

Classics
• The Abraham Fuller Prizes for excellence in the study of Greek or Latin
• The Emma Maud Perkins Prize for excellence in classical studies
• The Florence Appelbaum Greenbaum Scholarship for students studying Classics
• The Kathleen S. and Frederick C. Crawford Scholarship to the American School of Classical Studies in Athens

Cognitive Science
• The Award in Cognition and Culture
• The Cognitive Science Award to the graduating senior for outstanding academic achievement in cognitive science

Computer and Data Sciences
• The ACM Award to the senior judged by the student chapter of the Association for Computing Machinery most likely to have an outstanding professional career
• The Andrew R. Jennings Award to a senior for excellence in computer science
• The Chairman's Award to a student in the Department of Computer and Data Sciences who shows exceptional academic or leadership potential
• The Computer and Data Sciences Award for the best senior project
• The Computer and Data Sciences Research Award to the senior demonstrating exceptional research potential

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

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

Economics
• The Cheryl A. Casper Economics Prize to a senior for academic excellence
• The Economics Department Achievement Award for excellence in scholarship and leadership in economics
• The Economics Department Award for Service
• The Gardiner Scholarship to a junior majoring in economics and also interested in finance
• The Howard T. McMyler Award to an outstanding junior majoring in economics
• The H. W. Kniesner Prize to an outstanding senior in economics
• The James Dysart Magee Award to an outstanding student in economics for the senior year
• The Marvin J. Barloon Award for outstanding performance in economics
• The Robert N. Baird Award for academic excellence and leadership in extracurricular activities

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

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

Environmental Studies
• The Henry David Thoreau Award for an outstanding senior in environmental studies

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

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

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

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

Materials Science and Engineering
• The Professor Jack F. Wallace Award to the materials science and engineering student who embodies the dedication and spirit of Professor Wallace
• The Robert L. Shurter Prize for one junior or senior student for outstanding achievement and leadership in extra-curricular activities
• The Wesley P. Sykes Prize to a senior majoring in materials science and engineering who shows outstanding ability in scientific research, especially as evidenced by the quality of his or her senior project.

Mathematics, Applied Mathematics, and Statistics
• The Chair’s Award to a student contributing to the intellectual life of the majors’ program
• The Lajos F. Takács Mathematics Prize for academic excellence, research, and leadership
• The Max Morris Prize for excellence in mathematics to a student pursuing the Bachelor of Science
• The Webster Godman Simon Mathematics Award to a student pursuing a Bachelor of Arts degree, for excellence in mathematics
Mechanical and Aerospace Engineering
- The Anish Shah '91 Award to an outstanding senior in mechanical and aerospace engineering based on academic achievement, extracurricular activities, and community service
- The Fred Hale Vose Prize to the student in mechanical engineering who has demonstrated the greatest promise for professional leadership
- The Gustav Kuerti Award to the senior in mechanical and aerospace engineering who has demonstrated the highest level of scholarship
- The Robert and Leona Garwin Prize to a student who has demonstrated theoretical scientific ability with experimental competence and inventive talent

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

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

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

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

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

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

Physics
- The Albert A. Michelson Prize awarded upon completion of the junior year to a physics major who has demonstrated superior performance
- The Donald A. Glaser Award to an outstanding mathematics and physics student
- The Donald E. Schuele Award for an outstanding junior majoring in Engineering
- The Elmer C. Stewart Memorial Award to an outstanding senior in Engineering Physics
- The James C. Wyant Award for research accomplishments outside the senior project
- The Leslie L. Foldy Award to the outstanding senior in physics
- The Polypkarp Kusch Prize to an outstanding senior in physics for the best thesis
- The Richard F. Sigal Physics Scholarship to a physics student who has demonstrated excellence in their studies and intends to pursue a career in physics
- The Richard L. Garwin Award for service and scholarship in physics
Political Science
- The Comparative Politics Prize for outstanding academic performance in comparative politics by a graduating senior majoring in political science
- The Flora Stone Mather Alumnae Award for outstanding academic performance in political science
- The International Relations Prize for outstanding academic performance in international relations by a graduating senior majoring in political science
- The James Dysart Magee Award for the senior year, to an outstanding student in social and behavioral sciences
- The U.S. Politics Prize for outstanding academic performance in U.S. politics by a graduating senior majoring in political science

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

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

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

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

Women's and Gender Studies
- The Dr. Rula Quawas Award in Women's and Gender Studies for excellence in coursework and projects related to the academic disciplines of Dr. Quawas
- The George Sand Award in Women's and Gender Studies to a graduating senior majoring or minoring in the field for excellence in academic performance
- The Mary Wollstonecraft Award to a continuing undergraduate student for excellence in Women's and Gender Studies courses
- The Sojourner Truth Award to an outstanding student who combines academic excellence in Women's and Gender Studies with commitment to community service, advocacy of women's and gender-related issues, and activism

Awards for Study Abroad
- The Alice Seagraves Award to outstanding students for study abroad
- The Brookes Friebolin Award to an outstanding student for study in France
- The Eva L. Pancoast Memorial Fellowship for graduating senior women in the College of Arts and Sciences or women students in the School of Graduate Studies interested in extending their education by foreign travel or study

Collegiate Awards
- The Alexandra Piepho Learning and Life Scholarship to the student who demonstrates enthusiasm for experiential learning and life, provides guidance to others, and exhibits a broad scope of learning interests
- The Army ROTC Professor of Military Science Award to the senior ROTC cadet who possesses the highest ideals of leadership, academics, and physical fitness
- The Baker-Nord Center for the Humanities Prize for Excellence
- The Bolton Scholar Award for Excellence in Nursing for the student who has attained the highest academic record at the sophomore level
- The Bolton Scholar Award for Excellence in Nursing for the student who has attained the highest academic record at the junior level
- The Bolton Scholar Award for Academic Excellence
- The Carol and Edward Breznyak '64 Cooperative Education Student of the Year Award to a student in the Case School of Engineering who has demonstrated outstanding performance in the Cooperative Education Program based on industry evaluations, written reports and student initiative
- The Director's Award for Outstanding Frances Payne Bolton School of Nursing Graduate
- The Edward J. “Ted” Corcoran Award to a senior for outstanding leadership, character and service
- The Flora Stone Mather Alumnae Award for outstanding leadership, character and service
- The Flora Stone Mather Alumnae Award for outstanding academic performance in the humanities
- The George T. Hunt Awards to a junior and a senior outstanding in leadership, scholarship, and service
- The Harriet Levison Pullman Award to a sophomore outstanding in leadership, scholarship, and service
- The John L. Fuller to the most outstanding graduating senior of the Case School of Engineering who has served the Case Engineer’s Council and the Case Alumni Association
- The John Schoff Millis Award to the senior with the best academic record
- The Joseph Skigin Memorial Award to an outstanding premedical student for the senior year
- The Louis K. Levy Prize for an outstanding junior in the College of Arts and Sciences
- The Outstanding Junior Awards of the Case School of Engineering to juniors with the best academic records at the end of five semesters in the College School of Engineering
Undergraduate Non-Degree Students

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

Enrolling in Courses for Credit

Cross-Registration in Northeast Ohio

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

Transient Students

A transient student is one who has begun their education at another college or university and intends to return there. Case Western Reserve University permits full- or part-time study as a transient student during the fall and spring semesters or during the summer session. Enrollment must be for credit-bearing courses.

Applications for enrollment as a transient student may be obtained from the Office of Undergraduate Studies, 447 Sears Bldg. (International exchange students apply through the Office of International Affairs.) As part of the application, the student must present a statement of good standing from the registrar or dean of their home college or university that also indicates that the student is eligible to enroll for that semester at the home institution. Exceptions may be granted by appeal to the Academic Standing Board, c/o the Office of Undergraduate Studies.

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

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

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

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

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

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

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

**Pre-College Scholars**

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

**Auditing Courses**

**Special Audit**

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

**Course Audit Program for Senior Citizens**

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

**College of Arts and Sciences Alumni Audit**

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

**AP/IB Credit Equivalencies**

**Advanced Placement (AP) Course Equivalencies for 2021-2022 Academic Year**

Advanced Placement credit may count toward the number of credit-hours required for an undergraduate degree and may be used to replace specific courses for purposes of general education/core curricula, major, or minor requirements. Credit and exemption will be given only for AP examinations taken prior to matriculation. Credit will be posted on a student's record during the first semester of enrollment. If, after matriculation at Case, a student completes a course for which they received credit/exemption on the basis of AP, the AP credit/exemption for that course will be forfeited and will not count toward graduation requirements.

The policies regarding the awarding of credit for Advanced Placement Examinations of The College Board are reviewed annually by departments and are subject to change.

<table>
<thead>
<tr>
<th>Subject and Exam</th>
<th>Score</th>
<th>Credit Earned</th>
<th>CWRU Equivalent/Exempt</th>
<th>Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP RESEARCH</td>
<td>---</td>
<td>---</td>
<td>CWRU does not award credit for AP Research</td>
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</tr>
<tr>
<td>AP SEMINAR</td>
<td>---</td>
<td>---</td>
<td>CWRU does not award credit for AP Seminar</td>
<td>---</td>
</tr>
<tr>
<td>ART HISTORY 4 or 5</td>
<td>3 hours</td>
<td>ARTH 100-TR. This credit cannot be used to satisfy requirements for a major or minor in art history</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART STUDIO 4 or 5 (Drawing Portfolio)</td>
<td>3 hours</td>
<td>ARTS 106 or ARTS 216. Final credit awarded to be determined after individual portfolio review by art studio program director.</td>
<td></td>
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</tr>
<tr>
<td>ART STUDIO 4 or 5 (2-D Design Portfolio)</td>
<td>3 hours</td>
<td>ARTS 101 or ARTS 216. Final credit awarded to be determined after individual portfolio review by art studio program director.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART STUDIO 4 or 5 (3-D Design Portfolio)</td>
<td>3 hours</td>
<td>ARTS 100-TR, ARTS 201, ARTS 210, or ARTS 214. Final credit awarded to be determined after individual portfolio review by art studio program director.</td>
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</tr>
<tr>
<td>BIOLOGY 4</td>
<td>3 hours</td>
<td>BIOL 114</td>
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<tr>
<td>BIOLOGY 5</td>
<td>3 hours</td>
<td>BIOL 200-TR. This credit will satisfy the BIOL 114 requirement for the nursing major.</td>
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</tr>
<tr>
<td>CHEMISTRY 4 or 5</td>
<td>4 hours</td>
<td>CHEM 111. This course will meet a requirement of either CHEM 105 or CHEM 111.</td>
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</tr>
<tr>
<td>CHINESE 4</td>
<td>6 hours</td>
<td>CHIN 201 and CHIN 202</td>
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<tr>
<td>CHINESE 5</td>
<td>9 hours</td>
<td>CHIN 201, CHIN 202, and CHIN 301</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>AP Score</td>
<td>University Credit</td>
<td>Notes</td>
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</tr>
<tr>
<td><strong>COMPUTER SCIENCE</strong>&lt;br&gt;(Computer Science A)</td>
<td>4 or 5</td>
<td>3 hours CSDS 132, CSDS 233, ECSE 233 or CSDS 281, ECSE 281</td>
<td>CWRU does not award credit for AP Computer Science Principles.</td>
<td></td>
</tr>
<tr>
<td><strong>ECONOMICS</strong>&lt;br&gt;(Macroeconomics)</td>
<td>4 or 5</td>
<td>3 hours ECON 103</td>
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<td></td>
</tr>
<tr>
<td><strong>ECONOMICS</strong>&lt;br&gt;(Microeconomics)</td>
<td>4 or 5</td>
<td>3 hours ECON 102</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ENGLISH</strong>&lt;br&gt;(Language/Composition)</td>
<td>4 or 5</td>
<td>3 hours ENGL100-TR. A maximum of three-credit hours will be awarded for AP English scores and only after successful completion of a three-credit-hour 300-level ENGL course with a grade of C or better.</td>
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<td></td>
</tr>
<tr>
<td><strong>ENGLISH</strong>&lt;br&gt;(Literature/Composition)</td>
<td>4 or 5</td>
<td>3 hours ENGL100-TR. A maximum of three-credit hours will be awarded for AP English scores and only after successful completion of a three-credit-hour 300-level ENGL course with a grade of C or better.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ENVIRONMENTAL SCIENCE</strong></td>
<td>4 or 5</td>
<td>3 hours EEPS 100-TR</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FRENCH</strong></td>
<td>4 or 5</td>
<td>6 hours FRCH 201 and FRCH 202</td>
<td>300-level FRCH</td>
<td></td>
</tr>
<tr>
<td><strong>GERMAN</strong></td>
<td>4 or 5</td>
<td>6 hours GRMN 201 and GRMN 202</td>
<td>300-level GRMN</td>
<td></td>
</tr>
<tr>
<td><strong>GOV &amp; POLITICS</strong>&lt;br&gt;(Comparative Politics)</td>
<td>4 or 5</td>
<td>3 hours POSC 160</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GOV &amp; POLITICS</strong>&lt;br&gt;(U.S. Government)</td>
<td>5</td>
<td>3 hours POSC 109. Three credit-hours as POSC 109 will be awarded for AP U.S. Government scores only after successful completion of a 300-level U.S. political science course with a grade of B or better.</td>
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<td></td>
</tr>
<tr>
<td><strong>HISTORY</strong>&lt;br&gt;(European History)</td>
<td>5</td>
<td>3 hours HSTY100-TR. A maximum of three credit hours will be awarded for History AP scores and only after successful completion of the one-credit-hour HSTY 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HISTORY</strong>&lt;br&gt;(U.S. History)</td>
<td>5</td>
<td>3 hours HSTY100-TR. A maximum of three credit hours will be awarded for History AP scores and only after successful completion of the one-credit-hour HSTY 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HISTORY</strong>&lt;br&gt;(World History)</td>
<td>5</td>
<td>3 hours HSTY100-TR. A maximum of three credit hours will be awarded for History AP scores and only after successful completion of the one-credit-hour HSTY 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HUMAN GEOGRAPHY</strong></td>
<td>4 or 5</td>
<td>3 hours ANTH 100-TR</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ITALIAN</strong></td>
<td>4 or 5</td>
<td>6 hours ITAL 201 and ITAL 202</td>
<td>300-level ITAL</td>
<td></td>
</tr>
<tr>
<td><strong>JAPANESE</strong></td>
<td>4</td>
<td>6 hours JAPN 201 and JAPN 202</td>
<td>JAPN 301</td>
<td></td>
</tr>
<tr>
<td><strong>JAPANESE</strong></td>
<td>5</td>
<td>9 hours JAPN 201, JAPN 202, JAPN 301 and JAPN 301</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LATIN</strong></td>
<td>4 or 5</td>
<td>6 hours LATN 201 and LATN 202</td>
<td>300-level LATN</td>
<td></td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong>&lt;br&gt;(Calculus AB)</td>
<td>4 hours</td>
<td>MATH 121. Credit for MATH 121 will meet a requirement for MATH 121 or MATH 125.</td>
<td>MATH 122 or MATH 126</td>
<td></td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong>&lt;br&gt;(Calculus BC)</td>
<td>4 hours</td>
<td>MATH 121. Credit for MATH 121 will meet a requirement for either MATH 121 or MATH 125.</td>
<td>MATH 122 or MATH 126</td>
<td></td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong>&lt;br&gt;(Calculus BC)</td>
<td>8 hours</td>
<td>MATH 121 and MATH 122. Credit for MATH 121 will meet a requirement for either MATH 121 or MATH 125. Credit for MATH 122 will meet a requirement for either MATH 122 or MATH 126.</td>
<td>MATH 223</td>
<td></td>
</tr>
</tbody>
</table>
MUSIC THEORY  4 or 5  3 hours  MUTH 103. This credit cannot be used to satisfy requirements for any music major program.

PHYSICS
(Physics 1)  4 or 5  4 hours  PHYS 115 *  PHYS 116

PHYSICS
(Physics 2)  4 or 5  3 hours  PHYS 100-TR *

PHYSICS
(Physics C-Mech)  4 or 5  4 hours  PHYS 115 *  PHYS 116

PHYSICS
(Physics C-E&M)  4 or 5  3 hours  PHYS 100-TR *

PHYSIOLOGY  4 or 5  3 hours  PSCL 101

SPANISH
(Spanish Language)  4 or 5  6 hours  SPAN 201 and SPAN 202  300-level SPAN

SPANISH
(Spanish Literature)  4 or 5  6 hours  SPAN 202 and SPAN 300-TR  300-level SPAN

STATISTICS  5  3 hours  STAT 201

* A student may not receive credit for more than one of Physics 1, Physics B, or Physics C-Mechanics (forfeiting the credit if they subsequently earn credit for PHYS 115, PHYS 121, or PHYS 123) and may not receive credit for more than one of Physics 2 or Physics C-E&M (forfeiting the PHYS 100-TR credit if they subsequently earn credit for PHYS 116, PHYS 122 or PHYS 124). Students who earned a 4 or 5 on their AP Physics exam but who had little or no high school physics laboratory experience should consult with the department about taking PHYS 113A to build their laboratory skills before moving on to PHYS 116 or PHYS 122.

International Baccalaureate (IB) Course Equivalencies for 2020-2021 Academic Year

International Baccalaureate (IB) credit may count toward the number of credit-hours required for an undergraduate degree and may be used to replace specific courses for purposes of general education/core curricula, major, or minor requirements. Credit and exemption will be given only for IB examinations taken prior to matriculation. Case Western Reserve University offers course credit for scores of 5, 6, and 7 for most Higher Level (HL) examinations. Credit will be posted on a student’s record during the first semester of enrollment. If, after matriculation at CWRU, a student completes a course for which they received credit/exemption on the basis of IB, the IB credit/exemption for that course will be forfeited and will not count toward graduation requirements.

The policies regarding the awarding of credit for International Baccalaureate Examinations are reviewed annually by departments and are subject to change.

<table>
<thead>
<tr>
<th>Subject/Exam Score</th>
<th>Credit Earned</th>
<th>CWRU Equivalent/Exempt</th>
<th>Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 5, 6, or 7</td>
<td>3 hours</td>
<td>BIOL 200-TR</td>
<td>--</td>
</tr>
<tr>
<td>Chemistry 5, 6, or 7</td>
<td>4 hours</td>
<td>CHEM 111. This course will meet a requirement of either CHEM 105 or CHEM 111.</td>
<td>CHEM 106 and CHEM 113; or ENGR 145</td>
</tr>
<tr>
<td>Chinese HL 6</td>
<td>6 hours</td>
<td>CHIN 201 and CHIN 202</td>
<td>300-level CHIN</td>
</tr>
<tr>
<td>Chinese HL 7</td>
<td>9 hours</td>
<td>CHIN 201, CHIN 202, and CHIN 300-TR</td>
<td>300-level CHIN</td>
</tr>
<tr>
<td>Computer Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology 5, 6, or 7</td>
<td>3 hours</td>
<td>CSDS 132</td>
<td>CSDS 233, ECSE 233 or CSDS 281, ECSE 281</td>
</tr>
<tr>
<td>Economics HL 5, 6, or 7</td>
<td>6 hours</td>
<td>ECON 102 and ECON 103</td>
<td></td>
</tr>
<tr>
<td>English Language A</td>
<td>3 hours</td>
<td>WLIT 290</td>
<td></td>
</tr>
<tr>
<td>French B HL 6</td>
<td>6 hours</td>
<td>FRCH 201 and FRCH 202</td>
<td>300-level FRCH</td>
</tr>
<tr>
<td>French B HL 7</td>
<td>9 hours</td>
<td>FRCH 201, FRCH 202, FRCH 300-TR</td>
<td>300-level FRCH</td>
</tr>
<tr>
<td>German B HL 6</td>
<td>6 hours</td>
<td>GRMN 201 and GRMN 202</td>
<td>300-level GRMN</td>
</tr>
<tr>
<td>German B HL 7</td>
<td>9 hours</td>
<td>GRMN 201, GRMN 202, and GRMN 300-TR</td>
<td>300-level GRMN</td>
</tr>
<tr>
<td>History of Europe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History of the Americas HL 6 or 7</td>
<td>3 hours</td>
<td>HSTY100-TR. A maximum of three credit hours will be awarded for History IB scores and only after successful completion of the one-credit-hour HSTY 100.</td>
<td></td>
</tr>
<tr>
<td>History of the Americas HL 6 or 7</td>
<td>3 hours</td>
<td>HSTY100-TR. A maximum of three credit hours will be awarded for History IB scores and only after successful completion of the one-credit-hour HSTY 100.</td>
<td></td>
</tr>
<tr>
<td>Italian HL 6</td>
<td>6 hours</td>
<td>ITAL 201 and ITAL 202</td>
<td>300-level ITAL</td>
</tr>
<tr>
<td>Italian HL 7</td>
<td>9 hours</td>
<td>ITAL 201, ITAL 202, and ITAL 300-TR</td>
<td>300-level ITAL</td>
</tr>
<tr>
<td>Japanese HL 6</td>
<td>6 hours</td>
<td>JAPN 201 and JAPN 202</td>
<td>300-level JAPN</td>
</tr>
<tr>
<td>Subject</td>
<td>HL 5, 6, or 7</td>
<td>Hours</td>
<td>Course Code(s)</td>
</tr>
<tr>
<td>-----------------------</td>
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<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>Japanese</td>
<td>HL 7</td>
<td>9</td>
<td>JAPN 201, JAPN 202, 300-level and JAPN 300-TR</td>
</tr>
<tr>
<td>Mathematics</td>
<td>HL 5, 6, or 7</td>
<td>7</td>
<td>MATH 121 and MATH 100-TR. Credit for MATH 121 will meet a requirement for either MATH 121 or MATH 125</td>
</tr>
<tr>
<td>Music</td>
<td>HL 5, 6, or 7</td>
<td>6</td>
<td>MUTH 103 and MUGN 201. Credit for these courses cannot be used to satisfy requirements for any music major program.</td>
</tr>
<tr>
<td>Physics</td>
<td>HL 5, 6, or 7</td>
<td>7</td>
<td>PHYS 121 and PHYS 100-TR. A student who subsequently earns credit for PHYS 115, PHYS 122, or PHYS 123 will forfeit IB credit for PHYS 121, and a student who subsequently earns credit for PHYS 116, PHYS 122, or PHYS 124 will forfeit IB credit for PHYS 100-TR. Students who earned a 5, 6, or 7 on their IB Physics exam but who had little or no high school physics laboratory experience should consult with the department about taking PHYS 113A to build their laboratory skills before moving on to PHYS 116 or PHYS 122.</td>
</tr>
<tr>
<td>Psychology</td>
<td>HL 5, 6, or 7</td>
<td>3</td>
<td>PSCL 101</td>
</tr>
<tr>
<td>Social and Cultural Anthropology</td>
<td>HL 5, 6, or 7</td>
<td>3</td>
<td>ANTH 102</td>
</tr>
<tr>
<td>Spanish B</td>
<td>HL 6</td>
<td>6</td>
<td>SPAN 201 and SPAN 202</td>
</tr>
<tr>
<td>Spanish B</td>
<td>HL 7</td>
<td>9</td>
<td>SPAN 201, SPAN 202, 300-level and SPAN 300-TR</td>
</tr>
<tr>
<td>Theater Studies</td>
<td>HL 5, 6, or 7</td>
<td>3</td>
<td>THTR 110</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>HL 6 or 7</td>
<td>3</td>
<td>ARTS 101</td>
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SCHOOL OF GRADUATE STUDIES

Tomlinson Hall, Room 203
case.edu/gradstudies/ (https://case.edu/gradstudies/)
Phone: 216.368.4390

The Case Western Reserve University School of Graduate Studies (http://case.edu/gradstudies/) (SGS) is the unit through which Case Western Reserve University offers graduate programs and university certificates in the humanities and social sciences, biomedical and natural sciences, engineering, and selected disciplines related to professional fields. These programs lead to the degrees of Master of Arts, Master of Fine Arts (theater and dance), Master of Science, Master of Public Health, Master of Engineering and Management, Master of Engineering, Doctor of Musical Arts, Doctor of Philosophy, and Graduate and Post-baccalaureate Certificates. Several programs offered jointly with the professional schools and local affiliated institutions lead to dual degrees such as MA/JD, MA/PhD, MA/MD, MA/MSN, MS/MBA MS/MD, MS/MPH, MA/MSW, MSW/MPH, MA/MPH, DMD/MPH, MHCM/MPH, PhD/MPH, JD/MPH, MSN/MPH, MBA/MPH, MD/MPH, and MD/PhD. There are also three combined undergraduate and graduate programs, IGS (Integrated Graduate Studies), BS/MS, and BS/ME, which allow undergraduate students to enter graduate study before they complete their undergraduate programs. A complete list of degree programs offered can be found on the Graduate Studies website (https://case.edu/gradstudies/prospective-students/degree-programs-offered/). The School of Graduate Studies, overseeing university-wide standards of quality in admission and performance, presently awards graduate degrees in seventy-six programs: fifty-two with doctoral programs and twenty-four with others in which the highest degree is the MA, ME, MEM, MFA, MPH, or MS. Enrollment in the School of Graduate Studies for Fall 2020, excluding non-degree registrants, totaled 2,645, of which 47% were men, 53% were women, and 26.8% were international. During the academic year 2019-2020, the school awarded 703 master’s degrees and 198 doctorates.

Administration of the School
Charles E. Rozek, PhD
(Wayne State University)
Vice Provost for Graduate Education & Academic & Faculty Affairs
Lynmarie Hamel, JD, M.Ed.
(Case Western Reserve University)
Senior Associate Dean of Graduate Studies

Faculty Senate Committee on Graduate Studies
General responsibility for overseeing postdoctoral affairs, programs of graduate study and for academic and other general regulations applicable to all graduate students and programs is delegated to the Faculty Senate Committee on Graduate Studies (http://case.edu/facultysenate/about/committees-panels/committee-on-graduate-studies/). Each department, school, or interdisciplinary committee is responsible for its particular graduate programs within the framework of the general regulations. The Committee on Graduate Studies consists of the dean of graduate studies, the associate dean of graduate studies, the associate vice president for research, one voting member elected by each constituent faculty Graduate Committee (or its equivalent) from among its members, three members of the University Faculty at-large, at least one of whom must be an elected member of the Faculty Senate, four graduate/professional students, at least one of which will be a professional student, and one post-doctoral scholar/fellow.

Graduate Student Council
All graduate and professional students at CWRU are represented by a Graduate Student Council (GSC). Representatives are elected from each school or college that offers graduate programs as outlined in its constitution. The constitution and bylaws of the GSC are published on their site. (http://gsc.case.edu/)

School of Graduate Studies Academic Policies
Fellowship Tuition Policy for Students in Graduate Studies
The purpose of this policy (https://case.edu/gradstudies/current-students/fellowships-and-awards/) is to allow students pursuing graduate degrees to take courses beyond their degree requirements without additional financial burden to the student and little or no cost to the University. Such courses, referred to as “fellowship” courses, can broaden the educational experience of graduate students by allowing them to pursue studies according to their own intellectual needs.

1. A student pursuing a graduate degree shall be charged tuition at the standard hourly rate for all of the credit hours which are intended to count toward the degree. In the fall and spring semesters for which students are registered for a minimum number (as determined by the school) of credits that will be applied toward the degree, fellowship courses will not incur a tuition charge. In the summer semester, there is no minimum registration required to qualify for the fellowship tuition policy.

2. In order to enroll in a fellowship course, the student must be in good standing, if applicable, have a PPOS on file (check with your department) with the School of Graduate Studies office, meet course prerequisites, and obtain consent of the instructor. A Fellowship Course Application (https://case.edu/gradstudies/sites/case.edu/gradstudies/files/2020-12/Fellowship%20Course%20Application%2020121820.pdf) form must be submitted to School of Graduate Studies; the form must be signed by the instructor, their advisor, and the School of Graduate Studies. Up to eight fellowship courses may be permitted in aggregate (total).

3. Thesis research (651 and 701) and similar courses cannot be taken as fellowship courses and prior rules for 701 (dissertation research) are not changed by this policy.

4. Fellowship courses cannot be audited. The grade that a student receives in the course will not count toward the degree program GPA or total hours.

5. Fellowship courses cannot be used toward a degree program at Case Western Reserve University.


7. Notwithstanding any of the foregoing provisions and policies, the rules, regulations, and terms of tuition and credit enrollments for each school shall remain in full force and effect.
Guidelines for Multidisciplinary Graduate and Graduate Professional Studies

Departments or faculty members may design a joint degree program, which will generally result in two degrees, or a multidisciplinary degree, which will generally result in a single degree that has a broader perspective than similar existing degrees. Such programs should meet challenges of new interdisciplinary knowledge and/or developments requiring new combinations of talent. In addition, such programs or degrees should enhance and not duplicate existing programs in the University. Individual students with specific multidisciplinary interests that desire to pursue them at Case Western Reserve University and faculty members who wish to run pilots for joint degree programs or multidisciplinary degrees are encouraged to do so, even if no official joint or multidisciplinary degree program currently exists, by organizing an individual joint degree or an individual multidisciplinary degree. Such degrees require faculty and departmental support. Guidance (https://students.case.edu/gradstudies/faculty/faculty-guidelines/multidisciplinary-degree-guidelines/) for the design and approval of both such programs and such individual degrees is available from the School of Graduate Studies.

Maintenance of Good Standing

Unless otherwise stated by the department, a minimum cumulative grade point average of 3.00 is required for the awarding of the graduate degrees from the School of Graduate Studies. A student maintains good standing in the School of Graduate Studies by registering each fall and spring semester unless on an official leave of absence which has been approved by the School of Graduate Studies. A student is in good standing who meets the standards set by the academic department and the School of Graduate Studies to ensure normal progress toward graduation. Students whose grade point averages fall below minimum standards will automatically be placed on probation until the minimum standards are achieved. The probationary status will be recorded on the Student Information System (SIS) (https://sis.case.edu/pss/P92SCWR/?cmd=login). In addition, a student will be subject to separation from the University for any of the reasons listed below. Academic separations are recorded on both the unofficial/advising transcript and the official university transcript.

1. Failure to achieve a grade point average of 2.50 or higher at the completion of 12 semester hours or 2 semesters of graduate study.
2. Failure to achieve a grade point average of 2.75 or higher at the completion of 21 semester hours or 4 semesters of graduate study.
3. Failure to receive a grade of S in thesis research 651 or dissertation research 701. A student who receives a grade of U in thesis (Course 651) or dissertation research (Course 701) will be placed on probation and be subject to separation. The student must be removed from probation by the end of the semester immediately following receipt of the grade of U by repeating the course for the same number of credit hours, and achieving a grade of S. The tuition and associated fees for the repeated course may be the responsibility of the student. Although removal from probation restores the student's good standing, the grade of U received will not be canceled or substituted by the grade of S subsequently received. Separation will occur if the student placed on probation receives another grade of U in any following semester, or, if the School of Graduate Studies, in consultation with the academic unit, determines that the student is unlikely to be successful in working independently and productively toward the completion of the thesis or dissertation research.
4. Failure of a conditionally or provisionally admitted student to satisfy the conditions or provisions stated in the letter of acceptance by the end of the first academic year (2 semesters) or after 18 credits of course work.
5. Failure to make progress towards degree completion. If the student is not making progress towards degree completion, and it has been judged that the student is unlikely to be successful in working independently and productively toward the completion of clinical requirements, thesis or dissertation research the department and/or the dean of graduate studies (in consultation with the department) can recommend academic separation.
6. In addition to disciplinary actions based on academic standards, on recommendation of the student’s department or school, the School of Graduate Studies can suspend or separate a student from the University for failure to maintain appropriate standards of conduct and integrity. Such a suspension or separation will be implemented only for serious breaches of conduct that threaten to compromise the standards of a department or create concern for the safety and welfare of others. In the event of such suspension or separation, the student will be entitled to an appeal through the grievance procedure of the Graduate School.

Maintenance of Grade Point Average (GPA)

Unless otherwise stated by the department, a minimum cumulative grade point average of 3.00 is required for the awarding of the graduate degrees from the School of Graduate Studies. Any department, school, or curricular program committee may choose to establish quality standards higher than those stated above if such additional requirements are made known in writing to the students upon matriculation and are recorded with the School of Graduate Studies. In calculating the grade point average, courses taken as a student in the School of Graduate Studies at the 400 level or above as well as any courses accepted toward fulfillment of degree requirements for which quality points are given will be counted, including courses that may need to be repeated. In that case, the departmental standards supersede the minimum standards. Students who do not maintain the minimum grade point average will be placed on academic probation until the minimum standard has been achieved.

Class Attendance Policy

Students are expected to attend all classes for which they are registered. Online students are expected to log on and participate in class at the expected pace outlined by the instructor. If a student is unable to attend class, they must let the instructor know in advance or as soon as possible. The policy regarding attendance should be stated in the course syllabus and students should be informed of the policy at the start of the course. If a student misses a class, the student is responsible for making up any missed work and for obtaining any other information that was disseminated in class. Course requirements are not waived due to absence from class. If a student anticipates an extended absence, they should consult the School of Graduate Studies for assistance in managing their situation.

The School of Graduate Studies adheres to the University policies governing religious holidays and, for students that are registered with the Office of Disability Resources (https://case.edu/studentlife/healthcounseling/disability-resources/), the flexible attendance (https://students.case.edu/academic/disability/policies/attendance.html) policy.
Course Repeat Policy
Graduate students may petition their department chair to repeat a maximum of two courses during their degree program in order to improve their performance. When a course is repeated, the first grade will remain visible on the transcript but will be removed from the calculation of the cumulative grade point average and the grade point average for the semester in which the course was first taken. The new grade will then be used for calculation of the cumulative grade point average and the grade point average for the semester in which it was earned, regardless of whether the new grade is higher or lower than the first grade. The student's transcript will show the comment “Repeated: No credit awarded” directly below the original grade. However, if the first attempt of the course resulted in a passing grade, but the second attempt results in a failing grade, then the original grade will remain. Similarly, if a student withdraws from a course that is being repeated, the Course Repeat Option will not be applied and the original grade will stand. Course repetition may be exercised according to the following conditions:

1. The course repeat option can only be used on a course in which a C or lower was earned. Courses with a grading basis of P/NP are not eligible under this policy.
2. A student may not use the Pass/No Pass Option on a course that is being repeated.
3. A student may only use the repeat option on the same course (name, number, credits).
4. Research based courses (for example, 601, 651, and 701) are exempt from this repeat policy. Thesis research course 651 and dissertation research course 701 grading policies can be found in this bulletin.
5. The course repeat option may not be exercised after a degree has been awarded.
6. A Course Repeat Petition (https://case.edu/gradstudies/sites/case.edu.gradstudies/files/2020-06/CourseRepeatPetition%2005292020.pdf) form must be signed by the student’s advisor and department chair. The form must be submitted to the School of Graduate Studies for approval.
7. The tuition and associated fees for a repeated course may be the responsibility of the student.

Incomplete (I)
Grades of I can only be assigned for letter-graded and Pass/No Pass courses for extenuating circumstances and only when a student who is passing the course fails to complete a small, evalulative segment of the course. Students may not sit in the same course in a later semester to complete the work required for the original course. All work for the incomplete grade must be made up and the change of grade recorded in the Student Information System (SIS) (https://sis.case.edu/psp/P92SCWR/?cmd=login&LanguageCd=ENG) by the date specified by the instructor, but no later than the 11th week of class in the semester following the one in which the I grade was received.

In exceptional circumstances, a student may petition for an extension of the incomplete deadline of no more than one additional semester. The petition should be submitted by the original deadline date and must contain the reasons for the extension, a proposed new completion date and a letter from the instructor supporting the extension.

When a student fails to submit the work required for removing the Incomplete by the date established, the instructor will enter a final grade that assumes a failing performance for the missing work. In the absence of the assignment of a grade by the instructor, the Registrar will convert the I to F when the deadline for making up Incomplete grades from a previous semester has passed.

Periodic Review and Evaluation of Doctoral Student Progress
In order to achieve excellence in student mentoring in doctoral programs within the School of Graduate Studies at Case Western Reserve University, an annual review of student progress toward the degree is required for every doctoral student. This review has two purposes: i) to support mentoring of students by providing regular and timely feedback that will enhance their success at CWRU and their career goals and professional development, and ii) to evaluate progress toward completion of the degree. To achieve these goals, the review should evaluate the previous year's progress, detail the student's strengths and areas that need improvement, and make recommendations for future action to complete the degree.

Each doctoral program shall develop its own annual review format and timing within these minimal guidelines:

1. Every doctoral student will submit an annual progress report to their program, department, or school. The report should describe progress toward the degree in the past year, future plans for completing the degree, career goals and progress toward professional development.
2. Faculty of the program, department, or school will review the student reports to evaluate student progress in the program. The review process shall include at least two faculty members, such as the faculty advisor, dissertation or thesis chair or committee, graduate student director, or other subset of faculty designated by the department. Additional faculty members may be asked to provide input to help the review process.
3. The findings of the evaluation shall be communicated to the student in a written report and, whenever possible, discussed in person, that details the student's current status in the program, progress towards completion, career goals and professional development, and makes concrete suggestions for future actions.
4. Master's level students may be evaluated in a similar fashion at the discretion of the program, department, or school.

If a doctoral program already has an annual review policy in place, the program shall inform the School of Graduate Studies of what form that review takes. For programs that do not have an annual review policy, the School of Graduate Studies requests that they create an annual review policy within a year from the approval of the policy. This policy does not mandate the use of one student review format. For some programs, the annual report can be coordinated with other reporting needs (e.g. NIH grants) so as to eliminate redundancy in reporting for the student.

Compliance with this policy will be monitored by School of Graduate Studies. Programs shall provide an annual list of names of students who have been reviewed by June 30th each year. A template of the department review form shall be provided to School of Graduate Studies. Copies of an individual student’s annual reviews will be made available to School of Graduate Studies upon request.

Residency Requirement
The doctoral residency requirement is intended to ensure a period of intensive academic interaction with faculty and peers and sustained independent research. Graduate students are considered to be in residence when they are fully engaged in academic work. As resident students, they may teach at the University, take graduate courses, assist in course development, and engage in research or in other scholarly
activities at the University. Regardless of the nature of the work, the student’s regular presence at the University is expected during fulfillment of the residency requirement.

The formal fulfillment of residency requires continuous registration in at least six consecutive academic terms (fall, spring and/or summer) from matriculation to a period not exceeding five years after the first credited hour(s) of dissertation research (701). The period while students are on a leave of absence does not count towards fulfilling the residency requirement. Within the context of continuity of registration, departments may erect other restrictions. In such instances, the departmental requirements take precedence and must formally be disclosed to the student at matriculation. This is meant to be a reflection of the appropriate reality that departments and fields have different norms and traditions of graduate study.

**Time Limitation**

Requirements for the master’s degree must be completed within five consecutive calendar years after matriculation as a graduate student, including any leaves of absence. Requirements for the PhD degree must be completed within five consecutive calendar years from the semester of the first credited 701 registration, including any leaves of absence. Any graduate student who fails to complete the requirements within the five year limit for their degree program will be subject to separation from further study unless granted an extension by the School of Graduate Studies with the recommendation of their program. An extension may be granted if the student and their advisor work out a plan of action for degree completion within a specified time frame which must be endorsed by the department chair or graduate program director. Students will be expected to meet all the specified deadlines outlined in the plan of action. The minimum acceptable registration during this extended period for each semester until graduation is three credit hours of 651 (Master’s thesis students) or 701 (PhD). DMA students, and non-thesis, project, and course-focused master’s students must register for at least three credits of appropriate course work.

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**Graduate Student Holiday, Vacation, Parental Leave and Sick Leave Policies**

These policies apply to graduate students in the School of Graduate Studies who receive stipends that support their effort toward earning a degree during the period when they receive support. They represent the minimum to which graduate students are entitled.

If a graduate student receives a stipend, they will receive support for holidays, parental leave, sick leave, unpaid leave, unused leave, and vacations, as set forth below. The stipend support for those days will be at the same rate as for normal work days. For all anticipated leaves longer than two weeks, appropriate departmental approvals must be obtained and paperwork submitted to the School of Graduate Studies prior to the start of the leave.

These policies do not supersede other University policies concerning attendance or residence at the University (e.g. participating in classroom activities as a student or teaching assistant). These policies only apply to student effort toward earning a degree.

**Holidays**

Graduate students are entitled to observe all University closings for holidays and other recognized events.

**Parental Leave**

Graduate students are entitled to paid parental leave for the adoption or birth of a child. The primary caregiver is entitled to 6 weeks leave and the other parent or domestic partner is entitled to 3 weeks leave. When both parents are supported graduate students, the leave may be used consecutively or together. The leave must be used within 12 months of birth or adoption. Parental leave must be approved in advance in writing by the Program. It is permissible to add parental leave and sick leave together for the adoption or birth of a child.

**Sick Leave**

Graduate students are entitled to two weeks (10 traditional work days) of sick leave per year, with no year-to-year accrual. Sick leave may be used for medical conditions related to pregnancy and childbirth. Under exceptional circumstances, additional sick leave days may be granted following receipt of a written request from a physician, and prior written approval by the program and Graduate Studies. If applicable, medical documentation should be sent to the School of Graduate Studies and the Equity Office if it relates to pregnancy or childbirth issues.

**Unpaid Leave**

Students who require additional leave beyond what is stipulated above must seek prior written approval from the School of Graduate Studies for an unpaid Leave of Absence (LOA) (https://case.edu/gradstudies/sites/case.edu.gradstudies/files/2020-06/Leave%20of%20Absence%2005292020.pdf). Approval for a leave of absence must be requested in advance by the student and the student should provide documentation for the leave request and obtain approval. Conditions for the leave and approval must be submitted to the School of Graduate Studies. Continued coverage of health insurance is allowable as permitted within the guidelines of University Health Services and with written approval by the program and School of Graduate Studies.

**Vacations**

Graduate students are allowed two weeks of vacation per calendar year (10 traditional work days) if they receive full support during a 12-month period. Students who receive less than 12 months of support are not entitled to vacation during the period of support. The dates of vacations must be approved in advance by the student’s research mentor to ensure that time-sensitive work is not disrupted.

Vacation days can be accrued from one year to the next year only with the prior written approval of the program and only up to a maximum of 20 traditional work days, to allow for international travel, for example. There is no terminal leave.

The times between academic terms and the summer are considered part of the active training period and are not to be regarded as vacation time.

**Disclaimers**

These policies do not supersede any HR policy. In addition, these policies do not create a contractual relationship with any student and the policies may be amended at any time by the Faculty and the School of Graduate Studies.

The School of Graduate Studies policies regarding continuous registration and leave of absence still apply.
Maintenance of leave records is the responsibility of the academic department.

**Leave of Absence from Graduate Study**

Students in the School of Graduate Studies are expected to maintain continuous registration in the Fall and Spring terms, unless on an approved leave of absence. If a student wishes to request a leave, they must do so in writing by submitting the Leave of Absence (https://case.edu/gradstudies/sites/case.edu.gradstudies/files/2020-06/Leave%20of%20Absence%20052920.pdf) form, found at the School of Graduate Studies website. The request must not exceed two consecutive academic semesters. The reason for the leave must be stated clearly, and the request must be submitted to the School of Graduate Studies with the written endorsement of the student’s academic department. International students must check with International Student Services (https://case.edu/international/international-student/) before petitioning for a leave of absence, as such a leave can affect their visa status. In exceptional circumstances, the leave can be extended for another two semesters. However, the maximum amount of leave permitted per graduate program is four semesters.

During a leave of absence, a student may complete outstanding/missing work in courses (subject to the established Graduate Studies policy on Incomplete Grades (p. 1333)), but may not fulfill other degree requirements. Students also may not take comprehensive or qualifying exams or defend a thesis or dissertation. A leave of absence does not extend the maximum time permitted for the completion of degree requirements, and a leave cannot be taken while students are on extension of the five-year limit. At the expiration of the leave, the student must resume registration unless formally granted an extension of the leave by submitting a new leave of absence form.

A student who is granted a parental leave of absence related to infant care, as well as those who must fulfill military duty obligations, can petition to extend the five-year time limit associated with completion of the degree. The length of this extension may not exceed two years.

**Return from Leave of Absence**

Students should contact their program and Graduate Studies prior to their return to request reactivation of their record. Retroactive leaves are not permitted. A student who fails to obtain a leave of absence, or who fails to register following an official leave, will be withdrawn from graduate study and must petition the School of Graduate Studies for reinstatement in order to resume work as a student in good standing at the University.

**Changes in Registration (Drop/Add)**

To add or withdraw from individual courses or to change registration from credit to audit, a student must submit a Drop/Add (https://case.edu/gradstudies/sites/case.edu.gradstudies/files/2020-06/DropAdd_Fillable_053120_0.pdf) form signed by their advisor, to the School of Graduate Studies in accordance with the dates and deadlines (https://case.edu/gradstudies/current-students/dates-deadlines/) published each academic term for such actions to be taken. Students must make appropriate changes to their schedules by the end of the second week of classes in order to avoid paying full tuition for a dropped course. When making changes in registration, an international student must be aware of the pertinent requirements regarding full-time status. Students who add a course after the start of the semester are responsible for any work missed and are expected to speak with the instructor to learn the consequences of any work missed and whether there are opportunities for making up missed work.

**Course Loads and Overloads**

Full-time status requires registration for a minimum of 9 semester hours per semester (or 1 semester hour of 651 or 701). Students’ finances by federal loans must remain registered for at least 6 semester hours (defined as half-time) each semester to maintain continued eligibility for that funding or to initiate such a loan.

The maximum course load is 17 semester hours. Students wishing to take an overload must receive approval from their graduate program. The program should then send the overload request to Graduate Studies for final approval and processing.

**Withdrawals and Reinstatement**

**From All Courses**

Only completing a term withdrawal for the semester entitles a student to a percentage refund of the withdrawn courses after the second week of classes. Failure to attend class or merely giving notice to the instructor will not be regarded as official notice of withdrawal or change. Such an unofficial withdrawal normally will result in the student being assigned the grade of F.

**From The University**

To withdraw from the university during a semester or session, a student must send written notice to their program and to Graduate Studies. Grade of WD will be assigned in all courses in which a student is registered at the time of withdrawal, provided that a student follows the procedures stated above. Failure to attend classes or notification of instructors only does not constitute withdrawal from the university. A student who ceases to attend or otherwise participate in courses without officially withdrawing will be assigned the grade of F for each course in which they are enrolled.

Students must maintain continuous registration in the fall and spring semesters throughout their degree programs unless granted an official leave of absence. Students who fail to register for any academic term will be withdrawn from their programs. Students who are withdrawn from their programs must petition for reinstatement in order to continue graduate study. The petition must be approved by both the student’s department and the School of Graduate Studies before the student may register for further course work as a student in full standing. If more than 24 months have elapsed since the last registration, students may have to resubmit Admissions materials if requested by the program or the School of Graduate Studies.

**Waiver of Registration**

It is a requirement of the School of Graduate Studies that a student be registered for credit in the semester in which they complete all the requirements to graduate in accordance with established deadlines for that semester. For a student engaged in thesis or dissertation research, the completion of all requirements to graduate is not easily predicted, making it difficult to adhere to scheduled deadlines. If a student will not be able to meet the degree requirements to graduate in one semester, but will finish before the next semester begins, students can apply for a waiver of the requirement to be registered in the semester of graduation. To be granted a waiver of registration, students must be registered for the appropriate thesis or dissertation credit hours in the semester (or summer session) immediately preceding the semester of graduation, complete all degree requirements including a current application to graduate, and submit all required materials to the School.
of Graduate Studies by the end of the Drop/Add period (https://case.edu/gradstudies/current-students/dates-deadlines/) of the next semester, including the Waiver of Registration (https://case.edu/gradstudies/sites/case.edu/gradstudies/files/2021-03/WaiverReg%20031121.pdf) form.

A student who qualifies for the waiver will be awarded the degree at the next graduation without the need to be registered. If a student fails to meet the waiver deadline, they will be required to register for the appropriate thesis or dissertation credit hours in the next semester, and to reapply for graduation in that semester.

Transfer of Credit
Transfer of credit from another university toward master’s and doctoral degree requirements is awarded for appropriate course work (not applied to another degree program) taken prior to admission. Transfer of credit must be requested in the student’s first academic year and must be appropriate for the student’s planned program of study. For master’s candidates, transferred credit is limited to six semester hours of graduate-level courses, and no credit for master’s thesis may be transferred from another university. No transfer of credit will be awarded towards the PhD degree except by petition, and no credit for the doctoral dissertation may be transferred from another university. Such courses must have been taken within five years of first matriculation at Case Western Reserve University and passed with grades of B or better.

Students who wish to receive credit for courses taken outside the University once they are enrolled must petition for approval before taking the classes. All transfer of credit requires approval from the student’s advisor, the departmental chair or graduate committee, the department for which credit is being granted, and the School of Graduate Studies. The Transfer of Credit Request (https://case.edu/gradstudies/sites/case.edu/gradstudies/files/2020-06/Petition%20for%20Transfer%20Credit%2005292020_0.pdf) form can be found on the School of Graduate Studies website.

Transfer of credit does not include the transfer of grades and therefore can not be used to fulfill GPA or percentage of graded coursework policies.

Internal Transfer of Credit
Students of exceptional ability in the undergraduate programs of Case Western Reserve University who have the approval of the Office of Undergraduate Studies and the School of Graduate Studies may apply to receive credit for graduate courses completed in excess of the undergraduate degree requirements.

Graduate students who internally transfer to another degree program may seek approval to transfer coursework from the original degree program by a Petition for Transfer of Program (https://case.edu/gradstudies/sites/case.edu/gradstudies/files/2020-06/Petition%20for%20Transfer%20of%20Program%20061020.pdf) form. Dual degree or nondegree students transferring into a graduate degree program must provide the School of Graduate Studies with written approval from their department.

Internal transfer of credit does include the transfer of grades and can be used to fulfill GPA or percentage of graded coursework policies.

Graduation
A candidate for a degree or university certificate awarded by the School of Graduate Studies must submit an application for graduation in the Student Information System SIS (https://sis.case.edu/pss/P92SCWR/?cmd=login) by the deadline established for that semester. Students are encouraged to visit the School of Graduate Studies website at the beginning of the semester in which they intend to graduate to obtain graduation materials for either the Master’s (http://case.edu/gradstudies/current-students/graduation/) or Doctoral (http://case.edu/gradstudies/current-students/graduation/) degree. The candidate must meet all the deadlines for completion of degree requirements set forth in the calendar (https://case.edu/gradstudies/current-students/dates-deadlines/). All candidates must be registered for credit (unless they have an approved Waiver of Registration (https://case.edu/gradstudies/sites/case.edu/gradstudies/files/2021-03/WaiverReg%20031121.pdf)) and in good standing during the semester in which the degree is awarded. The diploma and official transcript reflecting the conferral of degree will not be released to the candidate until all outstanding tuition, fees, and fines are resolved.

Exceptions to Regulations
Students have the right to petition for exceptions to these regulations. Such a petition should be addressed to the School of Graduate Studies. In most cases the student’s department or program committee must endorse the petition.

Departmental Responsibility for Requirements
Requirements for master’s and doctoral degrees beyond those set forth in these regulations may be established by departments or curricular program committees with the approval of the dean of graduate studies. Individual students may be required to take courses beyond the published requirements in order to successfully complete their degree programs. In such instances, the student must be notified in writing upon matriculation by the chair of the department or curricular program, with a copy to be filed in the School of Graduate Studies.

Graduate Student Rights and Responsibilities
It is the responsibility of the student to become familiar with the general rules and regulations of the University, not just those of the School of Graduate Studies. These are including but not limited to the University Policies (https://students.case.edu/policy/) and University Code of Conduct (https://case.edu/studentlife/conduct/university-code-conduct/). A member of the University community who is accused of violating any of these rules and regulations is subject to University disciplinary action. Due process procedures of adequate notice of all charges and a fair hearing will apply. Case Western Reserve University has established a mechanism whereby students may express a grievance against the actions of other students or members of the faculty and staff. The Academic Integrity Policies and Procedures (https://case.edu/gradstudies/about-school/policies-procedures/) to be followed in the case of academic infractions by graduate students may be obtained through the School of Graduate Studies. The policies and procedures governing all other infractions are detailed in the University’s Case Student Handbook (http://studentaffairs.case.edu/handbook/). The University Office of Student Affairs (http://students.case.edu/) should be consulted for non-academic infractions.

It is also the responsibility of the student to become acquainted with the general regulations and administrative procedures governing graduate study, together with the departmental or school regulations which apply to the student’s course of study, and, in consultation with the faculty advisor or advisory committee of the supervising unit, to plan the
program and carry out the work in accordance with these regulations and procedures.

Graduate Student Grievance Procedure

It is the responsibility of the School of Graduate Studies to ensure that all students enrolled for graduate credit at Case Western Reserve University have adequate access to faculty and administrative consideration of their grievances concerning academic issues. A three-step procedure has been established for graduate students to present complaints about academic actions they feel are unfair.

1. Students with complaints should first discuss their grievances with the person against whom the complaint is directed.
2. In those instances in which this discussion does not resolve a grievance to the student's satisfaction, a complaint should be presented in writing to the department chairperson. If the complaint is against the department chair and is not resolved with this individual, the complaint should be presented to the dean of the school/college.
3. In the event that a decision still appears unfair to the student, the student may bring the matter to the attention of the dean of graduate studies. The dean may ask the student to put the complaint in writing. The dean will then discuss the case with the student and the department chair to evaluate the particulars and to make a ruling on it. As the situation warrants, the dean may appoint a Grievance Committee to recommend what action should be taken. In this event, the Committee will be composed of two faculty members selected from the Committee on Graduate Studies (https://case.edu/facultysenate/about/committees-and-panels/committee-graduate-studies/) of the Faculty (https://case.edu/facultysenate/) Senate and two graduate students selected either from the Executive Committee of the Graduate Student Council (https://case.edu/gradstudents/about-the-school/graduate-student-council/) or from the student members of the Committee on Graduate Studies.

The dean of graduate studies has the responsibility for the final decision, and the ruling from the School of Graduate Studies will be considered final and binding on the persons involved in the grievance.

It should be understood that this grievance procedure relates solely to graduate student complaints concerning academic issues. Other issues including student conduct, community standards or sexual misconduct are covered through different policies.

Procedures and Sanctions for Graduate Student Academic Infractions

Graduate students accused of violating the University's standards of conduct, which are detailed in this Academic Integrity Policy (https://case.edu/gradstudents/about-school/policies-procedures/), are entitled to adequate notice of all charges and to a fair hearing and may subsequently be subject to disciplinary action. The process that is outlined in the Academic Integrity Policy will apply to academic infractions, e.g., cheating on examinations, plagiarism, and other forms of dishonesty in academic activities. Additional information is available from the School of Graduate Studies.

School of Graduate Studies Academic Requirements

Academic Requirements for Master's Degrees

In recognition that the objectives of master's degrees differ for various departments and for individual students, especially in the importance given to research, two general plans for master's degrees may be followed. Master's Thesis option is for MA or MS degrees with a thesis based on individual research and a final oral examination. Master's Non-Thesis options is for MA, ME, MEM, MFA, MPH, MSA, or MS degrees without a thesis but requiring a comprehensive examination, major project or other culminating experience to be administered by the academic unit.

Within the framework of these general regulations, it is expected that a relevant program of study will be planned for each candidate for the master's degree by the student and the faculty advisor or advisory committee. If applicable, a planned program of study (PPOS) must be submitted to the School of Graduate Studies by the end of the second semester. Check with your program to determine if a PPOS is required.

Such a program should include appropriate courses, thesis, and/or project hours, and may also include, where relevant, such experiences as field work or practicum. Guides to submitting and updating the PPOS (https://case.edu/registrar/generalsis-resources/faculty-planned-program-of-study/) through the Student Information System (SIS) (https://sis.case.edu/psp/P92SCWR/?cmd=login&languageCd=ENG) are available from the University Registrar (https://case.edu/registrar/).

Some departments have the degree requirements coded in the Student Information System and do not require a PPOS. The academic requirements report in the Student Information System replaces the PPOS.

Master's Thesis Option

Unless otherwise stated by the department, a minimum cumulative grade point average of 3.00 is required for the awarding of the graduate degrees from the School of Graduate Studies. The master's degree under the thesis option requires a minimum of 30 total semester hours, with 18-21 regular hours of course work, plus a thesis equivalent to at least 9-12 semester hours of registration. At least 18 hours of coursework must be at the 400-level or higher. Courses taken at the 300 level should only be allowed when no 400 level course is available, or under unusual circumstances, both of which must be approved in advance via a petition to Graduate Studies. At least 12 semester hours of course work must be graded. Once registered for thesis credit (Course 651), a student must continue 651 registration each succeeding regular semester until graduation. However, if a student is registered for course work or research toward the doctorate in the semester in which the thesis examination is expected to occur, concurrent registration for 651 is not required.

Each student must prepare an individual thesis. Joint theses are not permitted. The written thesis must conform to regulations concerning format, quality, and time of submission as established by the School of Graduate Studies. Detailed instructions (https://case.edu/gradstudents/current-students/electronic-theses-and-dissertation-guidelines/) can be obtained from the School of Graduate Studies website.

For completion of master's degrees under the thesis option, an oral examination (defense) of the master's thesis is required. This examination is conducted by a committee of at least three members.
of the University faculty. The candidate's thesis advisor customarily serves as the chair of the examining committee. The other members of the committee are appointed by the chair of the department or curricular program faculty supervising the candidate's course of study. The examining committee must agree unanimously that the candidate has passed the thesis examination. When the research relates to proprietary material, the student and advisor are responsible for making preliminary disclosures to the sponsor sufficiently in advance to permit timely release of the thesis, and these plans should be disclosed when the thesis is submitted to the School of Graduate Studies. These arrangements, and any requests for delayed publication, must be disclosed when the thesis is submitted to the School of Graduate Studies on the Electronic Thesis and Dissertation (ETD) Document Approval and Certification Form (https://case.edu/gradstudies/sites/default/files/2020-06/ETD%20Document%20Approval%20Form%2006012020.pdf) in the graduation packet (https://case.edu/gradstudies/current-students/graduation/masters-thesis-graduation/).

Master's Non-Thesis Options

Unless otherwise stated by the department, a minimum cumulative grade point average of 3.00 is required for the awarding of the graduate degrees from the School of Graduate Studies. The minimum requirements for the master's degree under the non-thesis option are 30 semester hours of course work with at least 12 semester hours of letter-graded course work, and a comprehensive examination, approved project or other culminating experience. At least 18 semester hours of course work must be at the 400 level or higher. Courses taken at the 300 level should only be allowed when no 400 level course is available or under unusual circumstances, both of which must be approved in advance via a petition to Graduate Studies.

The Case School of Engineering offers a non-thesis, course focused master’s degree. The minimum requirements for the course only masters are 30 semester hours of coursework with at least 12 hours of letter-graded coursework and at least 24 hours at the 400 level or above.

Each candidate for the master's degrees under the non-thesis option must pass satisfactorily a comprehensive examination, project or other culminating experience to be administered by the department or curricular program committee. The examination may be written or oral or both. A student must be registered during the semester in which any part of the comprehensive examination is taken. If not registered for other courses, the student will be required to register for one semester hour of EXAM 600 Master's Comprehensive Exam before taking the examination.

Academic Requirements for Graduate Certificates

Case Western Reserve University awards University Certificates as a credential for completing a set of courses (possibly in combination with other learning experiences) that focus on a specific topic or theme. A graduate certificate program contains courses taught at the graduate or professional level. The program must include a minimum of 15 credit hours. The student must earn a minimum GPA of 3.00 in order for the graduate certificate to be awarded. Certificate programs may be embedded within degree programs and offered as an option for degree-seeking students, or can be stand-alone programs to which students apply and are granted admission. Courses taken as part of a certificate program may be double counted for degree programs. Certificates are recorded in the Student Information System and will appear as awarded on the student's official University transcript upon final confirmation from the School of Graduate Studies.

Academic Requirements for the Doctor of Philosophy and Doctor of Musical Arts Degrees

The degrees of Doctor of Philosophy and Doctor of Musical Arts are awarded in recognition of in-depth knowledge in a major field and comprehensive understanding of related subjects together with a demonstration of ability to perform independent investigation and to communicate the results of such investigation in an acceptable dissertation.

Curricular Requirements

Within the framework of these general regulations, it is expected that a relevant program of study will be planned for each candidate for the doctorate by the student and the faculty advisor or advisory committee. This planned program of study (PPOS), if applicable, must be submitted to the School of Graduate Studies before the end of the second semester. Guides to submitting and updating the PPOS (https://case.edu/registrar/general/sis-resources/faculty-planned-program-of-study/) through the Student Information System (SIS) (https://sis.case.edu/psp/P92SCWR/?cmd=login&languageCd=ENG&) are available from the University Registrar. Some departments have the degree requirements coded in the Student Information System and do not require a PPOS. The academic requirements report in the Student Information System replaces the PPOS.

Academic Requirements for the Doctor of Philosophy

Unless otherwise stated by the department, a minimum cumulative grade point average of 3.00 is required for the awarding of the graduate degrees from the School of Graduate Studies. Although specific requirements vary among departments, students entering with a bachelor's degree will satisfactorily complete a minimum of 36 semester hours of courses (which may include independent study/research, course 601), tutorials, and seminars. All course work must be at the 400 level or higher, and at least 24 semester hours of course work must be graded. For students entering with an approved master's degree, completion of at least 18 semester hours of 400-level or higher course work and at least 12 semester hours of this course work must be graded. A minimum of 18 semester hours of dissertation research (Course 701) is required for all PhD students.

Academic Requirements for the Doctor of Musical Arts Degree

Unless otherwise stated by the department, a minimum cumulative grade point average of 3.00 is required for the awarding of the graduate degrees from the School of Graduate Studies. A minimum of 36 credit hours of course work (at least 24 hours must be graded work and at the 400 level or above) is required for the DMA, together with a minimum of 18 hours of applied music and 6 hours of lecture-recital/document preparation. Students are also required to give a recital, to pass a jury and qualifying examinations, and to demonstrate proficiency in two foreign languages relevant to their field of study. Students should contact the Department of Music for additional details.

Advanced dissertation research

For students matriculating in Summer 2019 and later, in order to accurately reflect the time and effort accrued in completing the dissertation, 36 hours of advanced dissertation research will be posted to the PhD/DMA student's record upon successful completion of the dissertation defense and submission of final certification paperwork.
Examination Requirements

In order to meet the requirements for the doctorate, a student must pass satisfactorily a general examination (or a series of examinations covering different fields) specified and administered by the student's department or supervising committee. The examination generally precedes advancement to candidacy. A student must be registered during the semester in which any part of the general or qualifying examination is taken. If not registered for other courses, the student will be required to register for one semester hour of EXAM 700 PhD General/Qualifier Exam, before taking the examination. A student who fails the examination on the first attempt may be permitted to take the examination a second time within one year at the discretion of the department. Except in unusual circumstances, a student who fails the examination a second time will be separated from further graduate study within the same department or program.

Advancement to Candidacy

The formal acceptance of a student as a candidate for the doctoral degree is the responsibility of the student's department or the committee supervising the doctoral program in accordance with the written procedures of the academic unit. Once a student has advanced to candidacy, notification to the School of Graduate Studies should be submitted using the Advancement to Candidacy (https://case.edu/gradstudies/sites/case.edu.gradstudies/files/2020-06/AdvanceCandidacy%2006012020.pdf) form. Generally, advancement to candidacy allows the student to enter the dissertation research phase of the degree program, and occurs after all course work and exam requirements are satisfied. At its discretion the supervising unit may require a student to pass qualifying examinations before candidacy is granted. Students are expected to make regular and continuous progress toward the degree. Advancement to candidacy in a PhD program should occur within a maximum of 6 years post-matriculation with a bachelor's degree (no later than at the completion of 36 semester hours of graduate study) and 4 years post-matriculation with a master's degree (no later than at the completion of 18 semester hours of graduate study). Students may continue in pre-candidacy status beyond this time on a limited basis by means of a petition to the School of Graduate Studies by the student and program director, based on evidence of student progress toward the degree. Individual programs can require advancement to candidacy before the time limit set in this policy.

The School of Graduate Studies must promptly be notified in writing of the decision concerning a student's advancement to candidacy, and a copy of the notification must be sent to the student concerned. A student who is refused candidacy status may not undertake further study for credit toward the doctoral degree within the same department or supervising unit. With the approval of both the department concerned and the School of Graduate Studies, such a student may:

1. Take additional courses, if required, in order to complete an approved master's degree in that department.
2. Seek admission to the graduate program of another department.

Course 701 Requirements (Dissertation Research, Pre- and Post-Candidacy)

When a student has been advanced to candidacy, they may begin dissertation research by formally registering for course 701 credits. At the point at which students begin registering for course 701, the department must identify a University faculty member who will serve as the doctoral student's principal research advisor and formally notify the School of Graduate Studies. Students who have been advanced to candidacy may register for 1-9 credits of course 701 each fall and spring semester (or up to 6 credits for the summer when needed).

In certain cases, students who have not advanced to candidacy may be given predoctoral standing status at the discretion of the department and upon submission of the Predoctoral Standing (https://case.edu/gradstudies/sites/case.edu.gradstudies/files/2020-06/PredoctoralStanding%2006012020.pdf) form to the School of Graduate Studies. These students may register for up to a total of 6 credit hours of course 701 over a maximum of two regular semesters. Pre-Candidacy 701 hour(s) may be taken concurrently with coursework.

Once a student begins registration of 701 hours, they must register for at least one credit hour of 701 each semester until graduation. Doctoral students have five consecutive calendar years from the semester of the first credited 701 registration, including leaves of absence, to complete all requirements for the doctorate.

Dissertation Requirements

All candidates for the PhD degree must electronically submit a dissertation as evidence of their ability to conduct independent research at an advanced level. The dissertation must represent a significant contribution to existing knowledge in the student's field, and at least a portion of the content must be suitable for publication in a reputable professional journal or as a book or monograph. Students must prepare their own dissertations. Joint dissertations are not permitted. The dissertation must conform to regulations concerning format, quality, and time of submission as established by the School of Graduate Studies, see the Electronic Theses and Dissertation Guidelines here (https://case.edu/gradstudies/current-students/electronic-theses-and-dissertation-guidelines/). Research work connected with a dissertation is to be carried out under the direct supervision of a member of the University faculty selected by the student in consultation with departmental faculty and approved by the chair of the department.

When the research relates to proprietary material, the student and advisor are responsible for making preliminary disclosures to the sponsor in advance to permit timely release of the dissertation. These arrangements, and any requests for delayed publication, must be disclosed when the dissertation is submitted to the School of Graduate Studies on the Electronic Thesis and Dissertation (ETD) Document Approval and Certification Form (https://case.edu/gradstudies/sites/case.edu.gradstudies/files/2020-06/ETD%20Document%20Approval%20Form%2006012020.pdf) in the graduation packet (https://case.edu/gradstudies/current-students/graduation/doctoral-graduation/). Once approved by the School of Graduate Studies, dissertations are to be uploaded to OhioLINK (http://etd.ohiolink.edu/) before certification for the doctorate. Because dissertations are made public immediately upon acceptance, they should not contain proprietary or classified material.

Dissertation Research Advisor

Each doctoral student is responsible for becoming sufficiently familiar with the research interests of the department or program faculty to choose a timely manner a faculty member who will serve as the student's research advisor. The research advisor is expected to provide mentorship in research conception, methods, performance, and ethics, as well as focus on development of the student's professional communication skills, building professional contacts in the field, and fostering the professional behavior standard of the field and research in general. The research advisor also assists with the selection of the other faculty to serve as members of the dissertation advisory and defense committee.
Dissertation Advisory and Defense Committee

The composition of each student’s dissertation committee must have formal approval by the School of Graduate Studies on recommendation of the chair of the department, division, or curricular program committee.

The dissertation committee includes:

- a minimum of four members of the University faculty (any tenured or tenure-track Case Western Reserve University faculty member, and any CWRU full-time faculty member whose primary duties include research who is authorized to serve on a PhD dissertation committee by the school or college through which they are affiliated with the University).
- at least one of these CWRU faculty must hold a primary appointment that is outside of the student’s department, program, or school.
- the chair of the committee must be a CWRU tenured or tenure-track faculty member in the student’s program.
- the student’s dissertation research advisor must be a member of the committee and may serve as chair if consistent with departmental policy.
- persons who are not members of the University faculty may serve as additional members of the defense committee, subject to approval by the School of Graduate Studies. A petition with the rationale for the request must be submitted to the School of Graduate Studies along with the proposed member’s curriculum vitae.
- under special conditions, a former faculty member whose time of leaving the University has not exceeded 18 months may be approved as a committee member by the School of Graduate Studies.

Throughout the development and completion of the dissertation, members of the dissertation advisory committee are expected to provide constructive criticism and helpful ideas generated by the research problem from the viewpoint of their particular expertise. Each member will make an assessment of the originality of the dissertation, its value, the contribution it makes, and the clarity with which concepts are communicated, especially to a person outside the field. The doctoral student is expected to arrange meetings and maintain periodic contact with each committee member. A meeting of the full committee for the purpose of assessing the student’s progress should occur at least once a year until the completion of the dissertation.

Final Oral Examination (Defense of Dissertation)

Each doctoral candidate is required to pass a final oral examination in defense of the dissertation. The examination may also include an inquiry into the candidate’s competence in the major and related fields.

The defense must be scheduled with the School of Graduate Studies no later than three weeks before the date of the examination. The chair of the examining committee should give approval to schedule the defense when the written dissertation is ready for public scrutiny. The candidate must provide to each member of the committee a copy of the completed dissertation at least ten days before the examination so that the committee members have an opportunity to read and discuss it in advance.

Scheduled defenses are publicized by the School of Graduate Studies, and any member of the University may be present at that portion of the examination pre-designated as public by the chair of the dissertation defense committee. Others may be present at the formal defense only by invitation of that chair.

It is expected that all members of the dissertation defense committee be present at the defense. Exceptions to this rule: a) must be approved by petition to the School of Graduate Studies and only under extraordinary circumstances; b) no more than one voting member can ever be absent; c) the absent member must participate through real-time video conferencing at the department’s expense; however, if such video conferencing is not available, the absent member may participate through telephone conferencing; and d) the student must always be physically present.

The dissertation defense committee is responsible for certifying that the quality and suitability of the material presented in the dissertation meet acceptable scholarly standards. A student will be certified as passing the final oral examination if no more than one of the voting members of the committee dissents.

Institutional Review Board (IRB)

The promotion of scholarship and the discovery of new knowledge through research are among the major functions of Case Western Reserve University. If this research is to be meaningful and beneficial to humanity, involvement of human subjects as experimental participants is necessary. It is imperative that investigators in all disciplines strive to protect human subjects. University policy and federal regulations demand compliance. Per federal regulations (45 CFR 46), all research involving human subjects requires submission of an IRB application (https://case.edu/research/faculty-staff/compliance/institutional-review-board-cwru-irb/human-research-protection-program-hrpp/) prior to initiation of research to the Case Western Reserve IRB.

Each IRB application must have a faculty member noted as the Responsible Investigator. Applications that are not fully completed as instructed will not be accepted. See the University IRB Policies and Procedures (https://case.edu/research/faculty-staff/compliance/cwru-policies-and-procedures/) on the involvement of human participants in research for guidelines under which investigations involving human subjects may be pursued.

Foreign Language Requirements

Although there is no general foreign language requirement for the doctorate, each department or supervising committee may set such requirements as are appropriate to the student’s program of study. It is the student’s responsibility to ascertain the foreign language requirements approved by the supervising unit.

Course Designations

Courses numbered 100 to 399 are undergraduate-level courses. Courses numbered 400 and higher are graduate-level courses.

Graduate Students are expected to take courses at the 400-level or above. Some departments do allow courses at the 300-level to be used for master’s programs, however, this should only occur when no graduate-level course is available or under unusual circumstances, both of which require a petition to Graduate Studies. Departments are strongly encouraged to create cross-listed graduate-level courses to accommodate this need. Graduate-level versions of courses must require additional work beyond that which is assigned to the undergraduate students in the course.
Grading System

See the University Registrar (p. 1344) section of this Bulletin for a list of valid grades for the School of Graduate Studies and their appropriate use in assigning to graduate students. The only grades that can be changed after they have been assigned by the instructor are Incompletes (I). All others will remain permanently on the student's academic record. Additional work cannot be done to change an existing grade to a higher grade.

There are some grading schemes in the School of Graduate Studies that have important policy implications. They are:

Incomplete (I)

Grades of I can only be assigned for letter-graded and Pass/No Pass courses for extenuating circumstances and only when a student who is passing the course fails to complete a small, evaluative segment of the course. Students may not sit in the same course in a later semester to complete the work required for the original course. All work for the incomplete grade must be made up and the change of grade recorded in the Student Information System (SIS) (https://sis.case.edu/psp/P92SCWR/?cmm=login&languageCd=ENG& by the date specified by the instructor, but no later than the 11th week of class in the semester following the one in which the I grade was received.

In exceptional circumstances, a student may petition for an extension of the incomplete deadline of no more than one additional semester. The petition should be submitted by the original deadline date and must contain the reasons for the extension, a proposed new completion date, and a letter from the instructor supporting the extension.

When a student fails to submit the work required for removing the Incomplete by the date established, the instructor will enter a final grade that assumes a failing performance for the missing work. In the absence of the assignment of a grade by the instructor, the Registrar will convert the I to F when the deadline for making up Incomplete grades from a previous semester has passed.

Pass/No Pass (P/NP)

Some graduate courses are graded on a Pass/No Pass basis, and students need to be aware of the regulations governing letter graded and Pass/No Pass credits. Of the minimum credit hours required beyond the bachelor’s degree to complete course work requirements, at least 12 credits must be letter graded for the master’s degree, and at least 24 credits must be letter graded for the PhD degree. For students with approved master’s degrees who are admitted to PhD programs, at least 12 credits of the required minimum of 18 credits of course work must be letter graded. Letter graded courses should be the courses most central to the student's plan of study. Additional credit hours of letter graded course work may be specified by departmental policy. Performance evaluation for course 601 (Independent Study/Research) is limited to Pass/No Pass grading. Students in the School of Graduate Studies do not have the option to change a graded course to Pass/No Pass.

Satisfactory/Unsatisfactory (S/U)

Grades of Satisfactory (S) and Unsatisfactory (U) are to be used exclusively for 651 thesis research and 701 dissertation research. Satisfactory indicates an acceptable level of progress towards completion of the research required for the degree, and Unsatisfactory indicates an unacceptable level of progress towards completion of the research for the degree. Any student who receives a grade of U will automatically be put on academic probation, and if a second U is received, the student will be separated from further study in their degree program. Students who receive a U must repeat the course for the same number of credits the following semester. The M.S. Project course (695) in the School of Engineering is also graded on a S/U basis.

Admission and Financial Aid

Financial Aid

Tuition payments and fees (https://case.edu/studentaccounts/tuition-fees/graduateprofessional-tuition-fees/school-of-graduate-studies/) are administered through Student Financial Services (https://case.edu/studentaccounts/). For more information about financial assistance, students should contact the Office of Financial Aid (http://financialaid.case.edu/).

Admission

Applicants with good academic records from fully accredited universities and colleges will be considered for admission to graduate study at Case Western Reserve University. Admission must be recommended by the department or professional school of the university in which the applicant proposes to study and must be approved by the dean of graduate studies. Prospective students apply for admission (https://case.edu/gradstudies/prospective-students/instructions-requirements/) through the School of Graduate Studies. The full list of programs offered through the School of Graduate Studies can be found here (https://case.edu/gradstudies/prospective-students/degree-programs-offered/).

Admission of International Students

The admissions criteria for international students (https://case.edu/gradstudies/prospective-students/international-applicant-resources/) are the same as U.S. residents and permanent residents except for the following:

1. Applicants whose first language is not English must be able to speak, read, write, and comprehend English. English proficiency must be demonstrated by taking the Test of English as a Foreign Language (http://www.ets.org/toefl/) (TOEFL). The minimum score to be considered for admission, depending on the format of the examination, is 577 (paper-based) or 90 (internet-based). IELTS test scores (http://www.ielts.org) are also accepted with a minimum score requirement of 7.0, as well as the Pearson Test of English-Academic (https://pearsonpte.com/) (PTE) with a minimum score of 61. Note that some programs have higher minimum language scores to gain admission. For only Course Focused Masters Programs within the School of Engineering, the minimum language scores to be considered for admission are an 80 TOEFL or a 6.5 IELTS.

Applicants are exempt from the TOEFL requirements if they:

• speak English as their native language
• have completed a bachelor's degree or higher at a foreign university where the instruction was in English
• have earned a bachelor's degree or higher at a U.S. college or university

Please note that we are not able to offer "conditional admission" to students who do not meet the English language requirement.

International Student Visas

1. To obtain a (https://case.edu/international/international-student-services/arrival/obtaining-visa/) student visa, international students
must demonstrate financial sufficiency by submitting bank statements and other financial documents indicating sufficient funds to support the tuition and living expenses for one academic year.

2. For those students who are to receive financial aid from the department, the amount of funds required will depend on the amount of the aid award. In some cases, it will be living expenses, and in others, more funds will be required.

Only after an applicant accepts their offer of admission, International Student Services (http://case.edu/international/international-student-services/) will process the I-20 and send it to the student who must then obtain a student visa in order to begin study in the U.S.

**Acceleration Toward Graduate Study (BS/MS and IGS)**

Students admitted to the School of Graduate Studies through the IGS, BS/MS, or BS/ME program should refer to the Acceleration Toward Graduate Study (http://bulletin.case.edu/undergraduates/gradprofessional/#accelerationtowardgraduatedegreestext) page, maintained by the Office of Undergraduate Studies, or the Integrated Programs (https://case.edu/gradstudies/prospective-students/integrated-programs-bsms-and-igs/) page maintained by the School of Graduate Studies, for additional requirements for the completion of their degrees.

The policies and procedures related to integrated undergraduate and professional degrees are under review and may be different from what is described on the pages linked above for students who matriculate at Case Western Reserve University during the 2020-2021 academic year and thereafter.

**Non-Degree Students**

Individuals with earned bachelor’s degrees who want to enroll in classes for personal enrichment or to satisfy prerequisite course requirements for later admission to graduate programs must enroll as non-degree students through the School of Graduate Studies. Prospective non-degree students should apply for admission through the School of Graduate Studies and submit an official transcript to verify their bachelor’s degree. Students may enroll in undergraduate and graduate level courses. Continuation in non-degree status is at the discretion of the School of Graduate Studies. Non-degree students are not permitted to enroll in more than 21 hours of coursework in one program. In order to continue taking courses in that program, the student must apply and be accepted into the graduate degree program. More information about enrolling as a non-degree student can be found at the School of Graduate Studies website (https://case.edu/gradstudies/prospective-students/non-degree-certificates/). (http://gradstudies.case.edu/prospect/nondegree.html)

**Transferring Non-degree Coursework**

Applicants who are interested in transferring course work into graduate degree programs are encouraged to seek early advice from the departments to which they intend to apply to ensure that courses taken as non-degree students will satisfy departmental requirements. Non-degree students cannot assume that they will be admitted to any graduate degree program, or that all course work taken will transfer into the program. Courses transferred from non-degree status must have been taken within five years of the first term of matriculation as a degree seeking student and passed with a grade of B or better. Students considering transfer into a degree program will need to meet a minimum matriculation requirement of two semesters and six semester hours of course work.

**Postgraduate Audit Program**

A Postgraduate Audit Program (https://case.edu/postdoc/current-postdoctorates/benefits-program/) allowing registration for coursework is available to individuals who hold a doctoral degree such as MD, DNP, DDS, or PhD and are involved in research or clinical programs at Case Western Reserve University. Auditors pay only 10% of regular graduate tuition (https://case.edu/studentaccounts/tuition-fees/graduateprofessional-tuition-fees/school-graduate-studies/), plus the cost of books and materials. Additional information is available on the Office of Postdoctoral Affairs website (https://case.edu/postdoc/).

**Office of Postdoctoral Affairs**

Tomlinson Hall, Room 215
postdoc.case.edu (http://postdoc.case.edu)
Phone: 216.368.0947; Fax: 216.368.4250

The Office of Postdoctoral Affairs, located within the School of Graduate Studies, is responsible for the appointment of postdoctoral scholars and fellows, as well as the development, implementation and monitoring of all university policies applicable to these positions. Additional information is available on the Postdoctoral Affairs website (http://postdoc.case.edu/).

**Services**

The following are some of the services that are offered by the Office of Postdoctoral Affairs:

- Employment-related activities including letters of appointment
- Extension and termination of appointments for postdoctoral scholars and fellows
- Orientation
- Administration of the Postdoctoral Benefits Program
- Coordination of all grievance procedures

**Definition of Postdoctoral Scholar**

A postdoctoral scholar is defined as a special class of employee who:

- holds a PhD or equivalent
- works on scholarly projects funded by grants obtained by others at the University or is funded by department funds
- is engaged in a mentored training relationship with a member of the University faculty, and
- actively pursues fellowship/grant funding for their own research project in order to develop their future professional career.**

Postdoctoral scholars are not to be confused with postdoctoral fellows who are not employees of the University and receive their funding from training grants, fellowships, or grants they have applied for and obtained from outside sources and not faculty-sponsored research grants.

**Once such funding has been obtained, the postdoctoral scholar becomes a postdoctoral fellow.

**Definition of Postdoctoral Fellow**

A postdoctoral fellow is defined as a trainee (not an employee) who:

- holds a PhD or equivalent
- works on scholarly projects funded by training grants, fellowships, or grants they have applied for and obtained from outside sources
is engaged in a mentored training relationship with a member of the University faculty, and
actively pursues fellowship/grant funding for their own research project in order to develop their future professional career.

Criteria for Postdoctoral Scholars and Fellows

- The postdoctoral scholar/fellow was recently (normally within 5 years) awarded a PhD or equivalent degree in an appropriate field.
- The appointment is temporary and postdoctoral scholars/fellows are expected to complete their mentored training within 5 years.
- The time devoted to this appointment as well as the specific scholarly training activities will be decided in collaboration with the mentor and committed in writing in the form of a training plan. All postdoctoral scholars/fellows will be encouraged to pursue additional training and other opportunities in the respective areas up to 25% of their time.
- The appointee will train under the supervision of a senior scholar (faculty mentor).

Salary/Stipend Guidelines

CWRU uses the current year NIH NRSA scale (https://www.niaid.nih.gov/grants-contracts/salary-cap-stipends/) as the minimum salary/stipend guidelines for all Postdoctoral Scholars and Postdoctoral Fellow positions. These guidelines apply regardless of funding source.

Postdoctoral Benefits Program

Postdoctoral scholars/fellows are eligible to participate in the Postdoctoral Benefits Program (http://case.edu/postdoc/current-postdoctorates/benefits-program/) but are excluded from participating in all other CWRU benefits including employee retirement and benefit plans. The postdoctoral benefits program offers medical, dental, vision and life insurance plans, in addition to an Employee Assistance Program.

SIS Postdoctoral Appointment System

The Student Information System (SIS) postdoctoral appointment component allows for all appointment information and documentation (including visa, CV, diploma, and other documents) to be submitted electronically through SIS. It allows for electronic approval flow. Information on the Appointment and Renewal process and documents required (https://case.edu/postdoc/administrators-mentors/appointments-renewals-terminations/).

Postgraduate Audit Program

A Postgraduate Audit Program (https://case.edu/postdoc/current-postdoctorates/benefits-program/) allows registration for coursework and is available to individuals who hold a doctoral degree such as MD, DNP, DDS, or PhD and are in training positions (e.g., fellows, etc.) in research or clinical programs at Case Western Reserve University. Auditors pay only 10% of regular graduate tuition (https://case.edu/studentaccounts/tuition-fees/graduateprofessional-tuition-fees/school-graduate-studies/), plus the cost of books and materials. Additional information is available on the Office of Postdoctoral Affairs (http://case.edu/postdoc/) website.

School of Graduate Studies Programs of Study

Arts and Sciences

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<tr>
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<th>Combined Degree Programs</th>
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<tr>
<td>Anthropology (p. 218)</td>
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<td>IGS, MA/MSN, PhD/MD, MA/MD, MA/MPH, PhD/MPH</td>
</tr>
<tr>
<td>Art Education (p. 235)</td>
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<td>IGS</td>
</tr>
<tr>
<td>Art History (p. 235)</td>
<td>MA, PhD</td>
<td>IGS</td>
</tr>
<tr>
<td>Art History and Museum Studies (p. 235)</td>
<td>MA</td>
<td>MA/JD</td>
</tr>
<tr>
<td>Astronomy (p. 260)</td>
<td>PhD</td>
<td>IGS</td>
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<tr>
<td>Biology (p. 278)</td>
<td>MS, PhD</td>
<td>IGS</td>
</tr>
<tr>
<td>Chemistry (p. 301)</td>
<td>MS, PhD</td>
<td>BS/MS</td>
</tr>
<tr>
<td>Classical Studies (<a href="http://bulletin.case.edu/collegeofartsandsciences/classics/#graduatetext">http://bulletin.case.edu/collegeofartsandsciences/classics/#graduatetext</a>)</td>
<td>MA</td>
<td>IGS</td>
</tr>
<tr>
<td>Cognitive Linguistics (p. 322)</td>
<td>IGS</td>
<td>IGS</td>
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<tr>
<td>Communication Science (p. 544)</td>
<td>MA, PhD</td>
<td>IGS</td>
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<tr>
<td>Contemporary Dance (p. 330)</td>
<td>MA, MFA</td>
<td>IGS</td>
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<tr>
<td>Earth, Environmental, and Planetary Sciences (p. 336)</td>
<td>MS, PhD</td>
<td>BS/MS</td>
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<tr>
<td>English (p. 348)</td>
<td>MA, PhD</td>
<td>IGS</td>
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<tr>
<td>French/Modern Languages (p. 432)</td>
<td>MA</td>
<td>IGS</td>
</tr>
<tr>
<td>History (p. 377)</td>
<td>MA, PhD</td>
<td>IGS, MA/JD</td>
</tr>
<tr>
<td>Mathematics (p. 413)</td>
<td>MS, PhD</td>
<td>BS/MS</td>
</tr>
<tr>
<td>Mathematics, Applied (p. 413)</td>
<td>MS, PhD</td>
<td>BS/MS</td>
</tr>
<tr>
<td>Military Ethics (<a href="http://bulletin.case.edu/collegeofartsandsciences/philosophy/#graduatetext">http://bulletin.case.edu/collegeofartsandsciences/philosophy/#graduatetext</a>)</td>
<td>MA</td>
<td>IGS</td>
</tr>
<tr>
<td>Music Education (p. 462)</td>
<td>MA, PhD</td>
<td>IGS</td>
</tr>
<tr>
<td>Music, Historical Performance Practice (p. 462)</td>
<td>MA, DMA</td>
<td>IGS</td>
</tr>
<tr>
<td>Musicology (p. 462)</td>
<td>PhD</td>
<td>IGS</td>
</tr>
<tr>
<td>Physics (p. 504)</td>
<td>MS, PhD</td>
<td>BS/MS</td>
</tr>
<tr>
<td>Political Science (p. 522)</td>
<td>MA, PhD</td>
<td>IGS, MA/JD</td>
</tr>
<tr>
<td>Psychology (Developmental) (p. 544)</td>
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<td>IGS</td>
</tr>
<tr>
<td>Psychology (Clinical) (p. 544)</td>
<td>PhD</td>
<td>IGS</td>
</tr>
<tr>
<td>Psychology (Developmental, Cognitive, and Affective Sciences) (p. 544)</td>
<td>PhD</td>
<td>IGS</td>
</tr>
<tr>
<td>Religious Studies (p. 558)</td>
<td>MA</td>
<td>IGS</td>
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<tr>
<td>Sociology (p. 580)</td>
<td>PhD</td>
<td>IGS</td>
</tr>
<tr>
<td>Statistics (p. 413)</td>
<td>MS</td>
<td>BS/MS</td>
</tr>
<tr>
<td>Theater / Acting (p. 595)</td>
<td>MA, MFA</td>
<td>IGS</td>
</tr>
<tr>
<td>World Literature (p. 610)</td>
<td>MA</td>
<td>IGS</td>
</tr>
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</table>

Biomedical Sciences

<table>
<thead>
<tr>
<th>Programs</th>
<th>Degrees</th>
<th>Combined Degree Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Anatomy (p. 809)</td>
<td>MS</td>
<td>MD/MD</td>
</tr>
<tr>
<td>Biochemistry (PhD-apply through BSTP) (p. 816)</td>
<td>MS, PhD</td>
<td>MD/PhD, MS/JD, MS/MBA, MS/MD</td>
</tr>
<tr>
<td>Bioethics (p. 826)</td>
<td>PhD</td>
<td>MA/MSN, MA/JD, MA/MD, MA/MSA, MA/MPH, MA/MS, IGS</td>
</tr>
<tr>
<td>Bioethics and Medical Humanities (p. 826)</td>
<td>MA</td>
<td>MA/MSN, MA/JD, MA/MD, MA/MSA, MA/MPH, MA/MS, IGS</td>
</tr>
<tr>
<td>Biomedical and Health Informatics (<a href="https://bulletin.case.edu/schoolofmedicine/epidemiologyandbiostatistics/">https://bulletin.case.edu/schoolofmedicine/epidemiologyandbiostatistics/</a>)</td>
<td>MS, PhD</td>
<td>IGS</td>
</tr>
<tr>
<td>Biomedical Sciences Training Program (BSTP) (<a href="https://bulletin.case.edu/schoolofmedicine/graduateprograms/biomedicalsciencestrainingprogramtext">https://bulletin.case.edu/schoolofmedicine/graduateprograms/biomedicalsciencestrainingprogramtext</a>)</td>
<td>PhD</td>
<td>IGS</td>
</tr>
<tr>
<td>Biostatistics (p. 924)</td>
<td>MS</td>
<td>BS/MS, MS, MD, MD/PhD</td>
</tr>
<tr>
<td>Cell Biology (Apply through BSTP) (p. 871)</td>
<td>PhD</td>
<td>MD/PhD</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Program</th>
<th>Degrees</th>
<th>Combined Degree Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Research Scholars Program (CRSP) (p. 844)</td>
<td>MS, PhD</td>
<td>BS/MS</td>
</tr>
<tr>
<td>Clinical Translational Science (p. 844)</td>
<td>PhD</td>
<td>MS/MD, MS/OMD</td>
</tr>
<tr>
<td>Environmental Health Sciences (p. 840)</td>
<td>MS</td>
<td>MD/MS</td>
</tr>
<tr>
<td>Epidemiology and Biostatistics (<a href="https://bulletin.case.edu/schoolofmedicine/epidemiologyandbiostatistics/">https://bulletin.case.edu/schoolofmedicine/epidemiologyandbiostatistics/</a>)</td>
<td>PhD</td>
<td>MS</td>
</tr>
<tr>
<td>Experimental Biotechnology (<a href="https://case.edu/medicine/biochemistry/academics/graduate-studies-biochemistry/certificate-experimental-biotechnology/">https://case.edu/medicine/biochemistry/academics/graduate-studies-biochemistry/certificate-experimental-biotechnology/</a>)</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Genetics (Apply through BSTP) (p. 865)</td>
<td>PhD</td>
<td>MD/PhD</td>
</tr>
<tr>
<td>Genetic Counseling Training Program (p. 865)</td>
<td>MS</td>
<td>MS/MA</td>
</tr>
<tr>
<td>Heath Informatics (<a href="https://case.edu/gradstudies/prospective-students/certificates/">https://case.edu/gradstudies/prospective-students/certificates/</a>)</td>
<td>Certificate</td>
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<tr>
<td>Maternal and Child Nutrition (p. 888)</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Medical Physiology (Available Online) (p. 915)</td>
<td>MS, PhD</td>
<td>MS/MBA</td>
</tr>
<tr>
<td>Medical Scientist Training Program (MSTP) (p. 973)</td>
<td>PhD, MS</td>
<td>MD/PhD in Biomedical Fields</td>
</tr>
<tr>
<td>Molecular Biology and Microbiology (Apply through BSTP) (p. 871)</td>
<td>PhD</td>
<td>MD/PhD</td>
</tr>
<tr>
<td>Molecular Medicine (p. 876)</td>
<td>PhD</td>
<td></td>
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<tr>
<td>Molecular Virology (Apply through BSTP) (p. 871)</td>
<td>PhD</td>
<td></td>
</tr>
<tr>
<td>Neurosciences (Apply through BSTP) (p. 879)</td>
<td>PhD</td>
<td></td>
</tr>
<tr>
<td>Nutrition (PhD-Apply through BSTP) (p. 882)</td>
<td>MS, PhD</td>
<td>BS/MS, IGS, MPH, MD/MS</td>
</tr>
<tr>
<td>Pathology (PhD-apply through BSTP) (p. 899)</td>
<td>MS, PhD</td>
<td>MS/MD, MD/PhD</td>
</tr>
<tr>
<td>Pharmacology (Apply through BSTP) (p. 908)</td>
<td>PhD</td>
<td>MD/PhD</td>
</tr>
<tr>
<td>Physiology and Biophysics (Apply through BSTP) (p. 915)</td>
<td>PhD</td>
<td>MD/PhD</td>
</tr>
<tr>
<td>PRIME (Post-baccalaureate Readiness instruction for bioMedical Education) (Apply as Non-Degree) (<a href="https://case.edu/medicine/prime/">https://case.edu/medicine/prime/</a>)</td>
<td>Certificate</td>
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</tr>
<tr>
<td>Public Health, Master of (MPH) (p. 924)</td>
<td>MPH</td>
<td>MA, MS, MSM, MSN, MSSA, JD, MBA, MD, DM2, PhD, IGS</td>
</tr>
<tr>
<td>Public Health Nutrition (p. 882)</td>
<td>MS</td>
<td></td>
</tr>
<tr>
<td>Regenerative Medicine and Entrepreneurship (p. 853)</td>
<td>MS</td>
<td></td>
</tr>
<tr>
<td>Systems Biology and Bioinformatics (PhD-apply through BSTP) (p. 849)</td>
<td>MS, PhD</td>
<td>MD/PhD, MS/MD</td>
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**University Certificates**

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<tr>
<th>Program</th>
<th>Degrees</th>
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<tbody>
<tr>
<td>Advanced Quantitative Methodologies (AQM) (<a href="https://weatherhead.case.edu/degrees/certificates/quantitative-methodologies/">https://weatherhead.case.edu/degrees/certificates/quantitative-methodologies/</a>)</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Experimental Biotechnology (<a href="https://case.edu/medicine/biochemistry/academics/graduate-studies-biochemistry/certificate-experimental-biotechnology/">https://case.edu/medicine/biochemistry/academics/graduate-studies-biochemistry/certificate-experimental-biotechnology/</a>)</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Public Health, Master of (MPH) (p. 924)</td>
<td>MPH</td>
<td>MA, MS, MSM, MSN, MSSA, JD, MBA, MD, DM2, PhD, IGS</td>
</tr>
<tr>
<td>Public Health Nutrition (p. 882)</td>
<td>MS</td>
<td></td>
</tr>
<tr>
<td>Regenerative Medicine and Entrepreneurship (p. 853)</td>
<td>MS</td>
<td></td>
</tr>
<tr>
<td>Systems Biology and Bioinformatics (PhD-apply through BSTP) (p. 849)</td>
<td>MS, PhD</td>
<td>MD/PhD, MS/MD</td>
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**Engineering**

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<td>Aerospace Engineering (p. 196)</td>
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<td>BS/MS</td>
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<tr>
<td>Biomedical Engineering (MS Available Online) (p. 50)</td>
<td>MS, PhD</td>
<td>BS/MS, MS/MD, MD/PhD</td>
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<tr>
<td>Chemical Engineering (p. 67)</td>
<td>MS, PhD</td>
<td>BS/MS</td>
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<tr>
<td>Civil Engineering (p. 80)</td>
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<td>BS/MS</td>
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<tr>
<td>Computer Engineering (p. 124)</td>
<td>MS, PhD</td>
<td>BS/MS</td>
</tr>
<tr>
<td>Computer Science (MS Available Online) (p. 124)</td>
<td>MS, PhD</td>
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<tr>
<td>Electrical Engineering (p. 124)</td>
<td>MS, PhD</td>
<td>BS/MS</td>
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<tr>
<td>Macromolecular Science and Engineering (p. 151)</td>
<td>MS, PhD</td>
<td>BS/MS</td>
</tr>
<tr>
<td>Materials Science and Engineering (p. 167)</td>
<td>MS, PhD</td>
<td>BS/MS</td>
</tr>
<tr>
<td>Mechanical Engineering (MS Available Online) (p. 196)</td>
<td>MS, PhD</td>
<td>BS/MS</td>
</tr>
<tr>
<td>Systems and Control Engineering (MS Available Online) (p. 124)</td>
<td>MS, PhD</td>
<td>BS/MS</td>
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</table>

**Mandel School of Applied Social Sciences**

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<th>Program</th>
<th>Degrees</th>
<th>Combined Degree Programs</th>
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</thead>
<tbody>
<tr>
<td>Social Welfare (p. 669)</td>
<td>PhD</td>
<td>MSN/PhD, DNP/PhD</td>
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**Frances Payne Bolton School of Nursing**

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<th>Degrees</th>
<th>Combined Degree Programs</th>
</tr>
</thead>
<tbody>
<tr>
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<td>PhD</td>
<td>MSN/PhD, DNP/PhD</td>
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</table>

**Professional Programs**

**Weatherhead School of Management**

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<thead>
<tr>
<th>Program</th>
<th>Degrees</th>
<th>Combined Degree Programs</th>
</tr>
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<tbody>
<tr>
<td>Accountancy (p. 1132)</td>
<td>PhD in Management</td>
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<tr>
<td>Advanced Quantitative Methodologies (AQM) (<a href="https://weatherhead.case.edu/degrees/certificates/quantitative-methodologies/">https://weatherhead.case.edu/degrees/certificates/quantitative-methodologies/</a>)</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Design and Innovation (p. 1132)</td>
<td>PhD in Management</td>
<td></td>
</tr>
<tr>
<td>Designing Sustainable Systems (p. 1132)</td>
<td>PhD in Management</td>
<td></td>
</tr>
<tr>
<td>Organizational Behavior (p. 1134)</td>
<td>PhD</td>
<td></td>
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</tbody>
</table>

**EXAM (EXAM)**

EXAM 600. Master’s Comprehensive Exam. 1 Unit.
Master’s Comprehensive Exam.

EXAM 700. PhD General/Qualifier Exam. 1 Unit.
Doctoral Comprehensive Exam.
UNIVERSITY REGISTRAR

135 Yost Hall
http://www.case.edu/registrar
Phone: 216.368.4310; Fax: 216.368.8711
Amy Hammett, University Registrar and Director of Student Information Systems and Services
registrar@case.edu

Registration

Students register at the time indicated by the University Registrar (http://www.case.edu/registrar/), as shown in the Student Information System (http://www.case.edu/sis/) (SIS) or as indicated by individual graduate/ professional schools. Undergraduate student registration for fall begins in April and continues through the beginning of classes in August; undergraduate student registration for spring begins in November and continues through the start of classes in January. Students who have outstanding financial obligations to the university will not be eligible to register. The Office of Student Financial Services will bill those students who have registered for the next semester. The tuition payment will be due in full by the last day of the drop/add period. The schedule of classes (https://www.case.edu/erp/sis/courses.html) is available electronically and can be accessed through SIS. (http://www.case.edu/sis/)

The University Registrar’s website includes the academic calendar (https://case.edu/registrar/dates-deadlines/academic-calendar/) and the dates for late registration and drop/add (http://www.case.edu/registrar/registration/lastday/). SIS contains a complete real-time listing of courses offered. Students use SIS to register for classes; refer to the listing of registration start dates for each school (https://case.edu/registrar/registration-classes/when-can-i-register/) to determine registration eligibility. No zero-credit only registrations (e.g., zero-credit physical education courses) are allowed unless approved as part of ongoing degree programs.

Registration deadlines will be strictly enforced. Only students officially registered, according to the official SIS class roster, are permitted to attend that class. Instructors may permit students to sit in on occasional classes at their discretion, but students who wish to attend class regularly without receiving credit should register as auditors. Unregistered students are not permitted to take part in laboratory activities.

Courses of Instruction

All courses at the university, except courses in the Medical School, Law School, and School of Dental Medicine are numbered according to the following plan:

- 100-199 Elementary courses
- 200-299 Intermediate courses
- 300-399 Advanced undergraduate courses
- 400-499 Lower level graduate courses (some are open to undergraduates; consult with the appropriate department)
- 500 and above Advanced graduate courses

Roman numerals (I, II, etc.) after course titles indicate segments of a multi-course sequence. Arabic numerals in parentheses after course titles indicate the semester credit hours for each course.

Veterans Education Benefits

School Certifying Official
The School Certifying Official, housed in the Office of the University Registrar, 135 Yost Hall, administers the regulations governing the educational benefits and opportunities open to veterans under various federal laws. For more information see our Veterans Education Benefits page (https://case.edu/registrar/forms-services/veterans-education-benefits/), call 216.368.4310 or email vabenefits@case.edu.

Veterans Benefits and Transition Act
On December 31, 2018, the Veterans Benefits and Transition Act of 2018 was signed into law and provides additional assistance for students using Post 9/11 G.I. Bill (Chapter 33) or Vocational Rehabilitation and Employment (Chapter 31) benefit entitlements.

Case Western Reserve University permits any covered individual utilizing Chapter 33 or Chapter 31 to attend or participate in their course of education during the period beginning on the date on which the individual provides a Certificate of Eligibility (COE) for entitlement to educational assistance and ending on the earlier of the following dates:

- The date on which payment from the VA is made to the institution;
- 90 days after the date the institution certified tuition and fees following the receipt of the COE.

While payment is pending to the institution from the Department of Veterans Affairs (VA), Case Western Reserve University shall not prevent enrollment; impose a penalty or assess a late fee; require that a covered individual secure additional or alternative funding in order to meet their financial obligation to the institution due to delayed disbursement funding from the VA; or deny access to classes, libraries, or other institutional facilities.

Exceptions to Policies

Requests for exceptions to any academic or administrative policy must be submitted within three months of the end of the semester for which the exception is sought.

Course Audit Program for Senior Citizens

Case Western Reserve University’s Course Audit Program for Senior Citizens (https://case.edu/seniorauditprogram/) (CAPSC) allows senior citizens (age 65 and older) to take on-campus courses at a reduced tuition rate. For more information, contact the CAPSC Coordinator in the Laura and Alvin Siegal Lifelong Learning Program at caps@case.edu.

University Certificates and Professional Certifications

Case Western Reserve University awards University Certificates as a credential for completing a set of courses (possibly in combination with other learning experiences) that focus on a specific topic or theme. For more information related to definitions and standards, please see Guidelines to Create a University Certificate and Professional Certification (https://case.edu/registrar/general/policy/guidelines-to-create-a-university-certificate-and-professional-certification/).
Family Educational Rights and Privacy Act of 1974 (FERPA)

Background

The Family Educational Rights and Privacy Act of 1974 (FERPA) contains several provisions that are important to students. First, the university may not release personally identifiable student records to a third party, with certain specific exceptions, unless the third party has requested the information in writing and the student has consented, again in writing, to its release. The university may release directory information about a student, however, unless the student submits a written request that any or all such information not be released. Second, a student may request, in writing, an opportunity to inspect and review the student’s official files and records maintained by the university and may, if appropriate, challenge the accuracy of those records. The university is permitted a reasonable time, not to exceed 45 days, to respond to such a request. Third, a student may file with the Family Policy Compliance Office of the U.S. Department of Education a complaint concerning what he or she believes to be the university’s failure to comply with FERPA. Finally, a student may obtain from the Registrar a copy of this policy, which the university has adopted to meet the requirements of FERPA. The information below is presented in compliance with the provisions of FERPA, which require the university to notify students annually of their rights and the university’s policies and procedures. Specific procedures may vary slightly among the schools and colleges of the university, and each student is encouraged to inquire at his or her own dean’s office if any question arises.

Definitions

Educational records - Education Records are those records, files, documents, and other materials which (i) contain information directly related to a student; and (ii) are maintained by an educational agency or institution or by a person acting for such agency or institution.

Access to Files

A student may request, in writing, an opportunity to review the contents of the student's educational file. Certain materials are excluded from review as specified in FERPA. Among these are:

- Records kept in the sole possession of faculty, staff, and other personnel, used only as a personal memory aid, and not accessible to any other person except a temporary substitute for the maker of the record.
- Records created and maintained by law enforcement units solely for law enforcement purposes that are not maintained by persons other than law enforcement officials.
- Records created and maintained by a physician, psychiatrist, psychologist, or other professional or paraprofessional acting in that capacity in connection with the provision of treatment to a student. Such records can, of course, be reviewed by a physician or other appropriate professional of the student’s choice.
- Employment records of a student made and maintained in the normal course of business. Such employment records may be obtained in the Student Employment Office or Human Resources under the policies applicable to those offices.
- Financial records of a student’s parents, or any information contained therein.
- Confidential letters and statements of recommendation placed in the file before January 1, 1975.
- Records for which the student previously waived his or her right of access.
- Records that contain only information about a person after that person is no longer a student, such as alumni records.

Procedures for Inspection and Review

The office to which the request is made will arrange an appointment within a reasonable period of time (not to exceed 45 days) for the student to review the file in the presence of a member of the office staff.

FERPA affords students certain rights with respect to their educational records. Students may ask the university to amend a record that the student believes is inaccurate or misleading. The student should write to the university official responsible for the record, clearly identifying the part of the record the student wants changed, and specify why it is inaccurate or misleading. If the university decides not to amend the record as requested by the student, the university will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

The student may request copies of those records to which he or she has access under the terms of FERPA. The student will be charged a nominal fee per page for these copies.

Release of Personally Identifiable Records

FERPA affords the student the right to consent to disclosures of personally identifiable information contained in the student’s educational records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is defined as a person employed by the university in an administrative, supervisory, academic, or support staff position (including law enforcement unit and health staff); a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the university may disclose education records without consent to officials of another school in which a student seeks or intends to enroll. The university may also disclose education records to organizations conducting studies for educational agencies or institutions under certain circumstances.

Directory Information

For the convenience of faculty and fellow students, FERPA provides for a category known as directory information which may be released without requesting the eligible student’s specific prior consent. Rather, the act requires that students be notified annually of the types of information included in this category and be given an appropriate period in which to express, in writing, any preference that such information about themselves not be released. For this purpose, directory information is defined to include:

- Name (including both maiden name and married name, where applicable)
- Address, telephone listing, and electronic mail address
- Date and place of birth
- Major field of study
• Anticipated graduation date
• Enrollment Status (undergraduate or graduate, full-time or part-time)
• Dates of attendance
• Degrees and awards received
• Participation in officially recognized sports and activities
• Weight and height (members of athletic team)

Any student who would prefer that the university not release such information about himself or herself can update their FERPA Restriction by going to the Student Information System (SIS). For more information on how to update a FERPA Restriction, please visit the Office of the University Registrar’s SIS Resources webpage - FERPA/Directory Restrictions (https://case.edu/registrar/general/sis-resources/ferpdirectory-restrictions/).

Student Right to Know

The Student Right to Know and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act requires that universities throughout the country produce statistics and/or information on the following subjects:

1. retention and graduation rates;
2. financial assistance available to students and requirements and restrictions imposed on Title IV aid;
3. athletic program participation rates and financial support;
4. other institutional information including: the cost of attendance, accreditation and academic program data, facilities and services available to students with disabilities, and withdrawal and refund policies;
5. Family Educational Rights and Privacy Act Policy; and
6. crime statistics on campus.

The university makes this information available in the following ways. Printed reports are available on request.

- Retention and Graduation Rates: Data is available in the Office of the Provost in Adelbert Hall (216.368.4389) and posted on the websites of the University Registrar (https://click.communications.case.edu/?qs=a8042be2817f10a4a3e832270455967c81634c43785f1b2672f34b8c) and SIS Resources Research (https://click.communications.case.edu/?qs=a8042be2817f10a44cf7ace4b122f59dfcf7e1e286445ced50a2e26868f523).
- Financial Assistance: Obtain financial assistance information, including descriptions of application procedures and forms and refund policies, from the Office of University Financial Aid (https://click.communications.case.edu/?qs=a8042be2817f10a49621330820e5c9680d4f6eb061361b3dc23c8e43153edc313470f05590d) at Yost Hall (216.368.4530).
- Athletic Program Participation and Financial Support: The Department of Physical Education and Athletics in the Veale Convocation, Recreation and Athletic Center (216.368.2867) can provide further information, or search for CWRU’s information on the U.S. Office of Postsecondary Education’s Equity in Athletics website (https://click.communications.case.edu/?qs=a8042be2817f10a41558b1737b885b35282a4d9d145d5786925d06ec3805f1d927f98d24b8c).
- Other Institutional Information: Follow the links below, or contact the University Financial Aid, Provost, Student Affairs and University Registrar offices for more details. Additional consumer disclosures are available through the Student Consumer Information website (https://click.communications.case.edu/?qs=a8042be2817f10a42679a2281c1ea0af1c2f2ac67594e06e5d3ac7d7a29) of the Office of Institutional Research.
- Undergraduate Cost of Attendance (https://click.communications.case.edu/?qs=a8042be2817f10a4a3e832270455967c81634c43785f1b2672f34b8c)
- Graduate Cost of Attendance (https://click.communications.case.edu/?qs=a8042be2817f10a49621330820e5c9680d4f6eb061361b3dc23c8e43153edc313470f05590d)
- Accreditation and Academic Program Data (https://click.communications.case.edu/?qs=575f42720d7797469b169459737f1d1c1d50f4a0f789f9f3e6a418)
- State Authorization and Compliance Information: Obtain the university’s State Authorization and Compliance website (https://click.communications.case.edu/?qs=575f42720d7797469b169459737f1d1c1d50f4a0f789f9f3e6a418) and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (https://click.communications.case.edu/?qs=785a42f1a0355b681a01b74b5b0a8aa61a7413a8c4e00caca821e7f6).
- Drug-Free Schools Notification: In accordance with the Drug-Free Schools and Communities Act Amendments of 1989, this notification to Case Western Reserve University students is an annual reminder of the health risks associated with drug and alcohol abuse; of university policies related to the illegal possession, use or distribution of drugs or alcohol; of the availability of treatment for drug or alcohol problems through University Health and Counseling Services (https://click.communications.case.edu/?qs=575f42720d7797469b169459737f1d1c1d50f4a0f789f9f3e6a418) and inpatient or outpatient treatment; and of the legal penalties that may result from the illegal sale, distribution or dispersion of a controlled substance.
- The Family Educational Rights and Privacy Act (FERPA): Find the policy on the registrar’s website (https://click.communications.case.edu/?qs=1343)
- Annual Security and Fire Report: Case Western Reserve University’s annual security and fire report is updated annually and is available on the Public Safety website (https://click.communications.case.edu/?qs=785a42f1a0355b681a01b74b5b0a8aa61a7413a8c4e00caca821e7f6). A full print copy of the report is available for download (PDF) (https://click.communications.case.edu/?qs=785a42f1a0355b681a01b74b5b0a8aa61a7413a8c4e00caca821e7f6).

Annual Security and Fire Report: Case Western Reserve University’s annual security and fire report is updated annually and is available on the Public Safety website (https://click.communications.case.edu/?qs=785a42f1a0355b681a01b74b5b0a8aa61a7413a8c4e00caca821e7f6). A full print copy of the report is available for download (PDF) (https://click.communications.case.edu/?qs=785a42f1a0355b681a01b74b5b0a8aa61a7413a8c4e00caca821e7f6).

The report includes:
• Statistics for the previous three years concerning certain categories of reported crimes—including hate crimes in
certain categories, domestic violence, dating violence, and stalking—that occurred on campus, in off-campus buildings or properties owned or controlled by the university, and on public property within or immediately adjacent to and accessible from campus.

- Summaries of institutional policies and education and prevention programs regarding safety and security, reporting of crimes, sexual misconduct, drug and alcohol use, timely warnings and missing persons investigations. The university maintains a daily crime log that can be accessed on the Crime and Security Reports page (https://click.communications.case.edu/?qs=785a42f1a0358b6881b82e902d7f8e960766e6abf246c2854949c68039a718093c779ab0f0847beafa8e39d573a088beddeb2dca79acff5).

- Information on emergency notification, emergency response, and evacuation procedures. Emergency procedures for students, faculty, staff, and visitors can be reviewed on the Emergency Preparedness page (https://click.communications.case.edu/?qs=785a42f1a0358b6885b8f0604ba7b498198e6683fa7f24375fac6ad51453ed366b83394e69d447ee43de660e479b7937757cfa71549dbf93a).

- Fire statistics for on-campus housing, summaries of fire policies and evacuation procedures. The university maintains a fire log for all fires that occur in on-campus housing.

- **Emergency Reporting:** Any emergency on campus should be reported to CWRU Division of Public Safety at 216.368.3333. This number is staffed 24 hours a day.

**Grading System**

The grading system shown below is used at Case Western Reserve University. For a listing of historical grading systems, visit Grading +
Transcript Keys (https://case.edu/registrar/grading-transcript/grading-transcript-keys/).

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<th>Quality Points</th>
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<td>Schools of Applied Social Sciences, Dental Medicine,</td>
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</tr>
</tbody>
</table>
**Explanation of Grades**

The responsibility for assigning grades rests exclusively with the instructor of a course or section, who must communicate the general method of grading to his/her class at the beginning of the course. Final grades in all courses are reported to the University Registrar at the end of each semester for all students and mid-semester grades are reported to the University Registrar for undergraduate students. The purpose of mid-semester grades is advisory; the grades are not part of a student’s official academic record or transcript. Changes to student grades must be reported to the University Registrar and must have all required approvals.

**Incomplete (I)**

The grade of incomplete is assigned by the instructor according to academic regulations that are established by each school. For additional information regarding incomplete grades, please see individual school information on grading and academic regulations.

**Satisfactory (S)**

The grade of S given graduate students in the School of Graduate Studies indicates satisfactory progress in evaluating exclusively thesis and dissertation research. The grade S is not counted in determining quality averages. The alternative to a grade of S is U (Unsatisfactory). The grade of I (Incomplete) may not be used in evaluating thesis and dissertation research. In other graduate/professional schools, the grade of S may indicate passing performance in designated courses and advanced seminars.

**Conditional (R)**

The grade of R is used for work, such as undergraduate thesis and project laboratories, that extends more than one semester and, upon completion of the thesis or project, will be changed to the letter grade awarded for the completed work.

**Audit (AD) and Unsuccessful Audit (NG)**

The grade of AD (audit) will be given when a student has officially registered to audit a course and has satisfied the requirements specified by the instructor for this grade. The grade of NG (unsuccessful audit, graduate, and professional schools only) will be given when a student has officially registered to audit a course and has not satisfied the requirements specified by the instructor.
Undergraduate Students
A student may audit a course with the dean’s or advisor’s approval and the consent of the instructor of the course. An auditor receives no credit for the course.

Registration in a course cannot be changed from audit to credit or the reverse after the end of the drop/add period. At the beginning of the course, the student and instructor should reach an agreement regarding the requirements to be met for a grade of AD. The grade of AD is entered on the student’s transcript if approved by the instructor of the course. If the instructor does not approve the grade AD, the enrollment is not posted on the transcript. A student may take for credit a course he or she audited in an earlier semester.

Graduate/Professional Students
Dental students: Courses toward degree programs in the School of Dental Medicine may not be audited.

The following statements apply to the Schools of Graduate Studies and Management: The instructor may designate that the student has not completed all requirements for auditing the course and that NG (Unsuccessful Audit) be recorded on the student’s transcript. A course once audited may not be repeated for credit, nor may any course for which credit has been given be repeated for credit toward degree requirements. Students will be permitted to change their registration in a course from credit to audit (AD), or the reverse, with the written consent of their advisor and the instructor only if the change is officially made on or before the date specified in the academic calendar for the given term.

Other graduate and professional schools: Please refer to individual school sections of this publication, or to individual school student handbooks.

Partial Withdrawal (W)
The grade of W will be given if a student officially withdraws from a course on or before the date specified in the academic calendar for the given term. After this date, the grade as determined by the instructor will be posted.

Complete Withdrawal (WD)
The grade WD is assigned by the University Registrar for complete withdrawal from all coursework for the semester. All withdrawal requests are to be submitted to the University Registrar prior to the last day of class.

Grade Point Averages
Grade-point averages are calculated by multiplying the number equivalent of the letter grade by the number of credit hours for the course. The semester grade-point average is computed by dividing the total number of grade points earned at the university during a given semester by the sum of the credit hours for all courses in which the student received letter grades of A, B, C, D, or F taken at the university during that same semester. (Not all of these grades are given by all schools.)

For the purpose of semester grade calculations, grade points earned when a grade of Incomplete is replaced by the appropriate course grade are credited to the semester in which the incomplete grade was received, but status action (separation, probation, or restoration to good standing) taken at the end of that semester is not affected unless the grade change occurs by the first day of classes of the following semester. Qualification for honors is based on the same terms.

The cumulative grade-point average is computed by dividing the total grade points earned at the university by the sum of the credit hours for all courses included in the grade-point calculation.

Pass-No Pass
See specific colleges and schools for information about courses that may be taken on a pass-no pass basis and similar options.

Definition of a Credit-Hour
Program Integrity Rules issued by the U.S. Department of Education require institutions to establish a definition of “credit hour.” CWRU’s definition was approved by the Faculty Senate on 4/25/12 and applies to all degree programs (undergraduate through graduate/professional):

1. The assignment of credit-hours to a course occurs through a formal review process conducted at the appropriate levels of faculty governance.

2. For courses in lecture format, one credit-hour represents the subject content that can be delivered in one academic hour of contact time each week for the full duration of one academic semester, typically fourteen weeks along with a final examination period. For undergraduate courses, one credit-hour also includes associated work that can be completed by a typical student in 2-3 hours of effort outside the classroom. For graduate and professional courses taught in lecture format, 3-4 hours of outside work is expected for each academic hour of contact time.

3. For courses taught in other than lecture format (e.g., seminars, laboratories, independent study, clinical work, research, etc.), one credit-hour represents an amount of content and/or student effort that in aggregate is no less than that described in (2) above.

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